



Master Inservice Plan

Revised: 9/22/20

Approval Page

CERTIFICATION:

We hereby certify that the 2020-2021 Alachua County Master Inservice Plan has been approved by the School Board of Alachua County, Florida, on the _____ day of _____, 2020.

Karen Clarke
Superintendent

Eileen Roy
Chairperson

Bessie Criscione, Supervisor
Professional Development

Alachua County Public Schools
2020-21 Master Inservice Plan

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Section I Rationale

The Alachua County Public Schools Master Inservice Plan (MIP) is based upon the mission and beliefs about professional development. All members of the school community are valuable and need opportunities for continuous learning.

The commitment to high-quality professional development and the development and implementation of school improvement has had a significant effect on the focus, planning, content, delivery, follow-up, and evaluation of professional development activities.

The School Board of Alachua County's mission, beliefs and objectives, along with the mission of the Professional Development Department and legislative requirements, have guided the content and scope of quality professional growth opportunities for all employees of the school system. The district's Master Inservice Plan describes the opportunities that link student achievement and school improvement to quality professional staff development. The Master Inservice Plan provides the vehicle for collaboration to achieve our missions and beliefs.

Mission

The mission of Professional Development is to enhance student learning by providing continuous inservice opportunities for all school community members through a dynamic, cooperative process.

Beliefs

Professional Development will work with school community members to:

1. Provide the opportunity to enhance the education of our students.
2. Encourage life-long, continuous learning.
3. Encourage positive interaction.
4. Provide a dynamic process which evolves as a result of continuous feedback.
5. Promote both professional and personal development through inservice opportunities.

Section II

Management and Delivery of Professional Development

Overview

The Master Inservice Plan is the district's organized program for professional development and the legal basis for certificate renewal through master plan credits. The document contains inservice components which provide complete descriptions of all currently approved training programs in the district. Each component includes the component number and the title, number of master plan points, the general and specific objectives, the instructional activities, the methods of evaluation, and follow-up activities. One inservice point may be earned for each hour of successful involvement in a professional development activity. Follow-up activities must be provided and implemented in order to receive certification points.

The inservice plan supports the school improvement process and Professional Development Plan system. It is delivered through school-based programs, districtwide programs, and programs for individuals to design their own professional growth and development.

Publicizing Inservice Activities

School community members can access information on training opportunities through a Professional Development Department monthly calendar developed in response to expressed inservice needs of personnel and school improvement plans; the CREATE Professional Development Center homepage (www.sbac.edu/~profdc/); the computerized Staff Development Information (SDI) System; e-mail; PhoneHome; flyers, booklets, and newsletters. A printout of self-instructional materials is available through Management Information Systems.

Registration is provided through a form submitted to the Professional Development office, call-in registration, or SDI electronic registration.

School-Site Facilitation of Inservice

Each school has a Collaborative Resources for Enhancing Achievement Through Education (CREATE) Contact to facilitate professional development at the school site. The CREATE Contact disseminates inservice information, assists instructional personnel with their continuing development through inservice education, and communicates inservice needs to the Professional Development office. The CREATE Contact maintains forms needed by instructional personnel to access inservice.

District Coordination of Inservice

Inservice direction and priorities are recommended by a districtwide CREATE Professional Development Council composed of teachers, parents, school-based administrators, district staff, career service personnel, University of Florida, and Santa Fe Community College representatives.

The Professional Development Department coordinates professional development activities in collaboration with departments, schools, and consortia from various fund sources.

Certification Renewal

The Professional Development Department maintains individual inservice records for all personnel. By successfully completing inservice activities, instructional personnel can accumulate points to renew their Florida Educator's Certificate. A total of 120 points must be earned within the valid period of the current certificate to qualify for renewal. Instructional personnel can convert to master plan points, college/university credit approved by the Florida Department of Education. Each semester hour can be converted to 20 inservice points. Application for certificate renewals are processed through the Certification Analyst in the Human Resources Department.

Add-On Certification

To meet the growing need of providing adequate numbers of qualified teaching personnel, add-on certification programs have been written for English for Speakers of Other Languages (ESOL), Reading Endorsement, Gifted Endorsement, Athletic Coaching, and Driver Education. Add-on certification provides an opportunity for teachers to add content areas to their teaching certificates. The Professional Development Department supports these programs by offering appropriate inservice courses.

Section III Needs Assessment

The Professional Development Department is committed to providing professional growth activities that enhance the organization's continued growth. In order for this to take place, an emphasis is placed on identifying the data sources used to identify inservice needs.

The development of the 2017-18 Master Inservice Plan is based on the following sources:

- Federal, state, and local mandates
This data source identifies training requirements established through legislation, federal or state rules, and local district policies and procedures.
- Individual School Improvement Plans
This data source identifies training needs from the district, state and school goals, standards, and outcomes of the School Improvement Plan.

Section IV

Component Development

The Professional Development Department provided procedures and a timeline for the development of the 2017-18 Master Inservice Plan. Component writers reviewed existing components to determine the following:

- Does a component need to be modified or deleted?
- Is there a need for a new component to be designed?

The new components included in the updated plan were reviewed for completeness in the Professional Development Department before being submitted to the School Board for approval. New components may be submitted throughout the year to the Director of Professional Development for submission to the School Board for approval.

Section V

Training Implementation

Resources

Once the area of training has been identified, resources necessary for conducting the professional growth activities are determined. Each school and department is responsible for reviewing the budget considerations and determining the resources that are needed for each professional growth activity. There are many funding sources throughout the district: Federal, State, and Local.

Delivery Methods

Those who plan and deliver professional growth activities should use the delivery methods as outlined in state professional development protocol. They are as follows:

- Workshop
- Electronic, Interactive
- Electronic, Non-Interactive
- Study Group/Learning Community

Follow-up activities are required to ensure the full implementation of content learned.

Establishing Collaboration Between School and District

The CREATE (Collaborative Resources for Enhancing Achievement Through Education) Council provides a vehicle for coordinating discussion and input between the various shareholders: schools, district, and community. The Council meets on a regular basis throughout the year.

Section VI

Evaluation Process

Follow-Up

Follow-up is an important step after professional development has occurred to determine if the knowledge and skills learned by participants are being used to effect positive change. Each component in the Master Inservice Plan identifies a follow-up activity to determine whether the objectives of the training were implemented and whether the learned skills resulted in a positive impact. The follow-up process should include one of the following:

- Structured Coaching/mentoring (may include direct observation, conferencing, oral reflection, and/or lesson demonstration).
- Action Research related to training (should include evidence of implementation).
- Collaborative Planning related to training.
- Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).
- Study group participation.
- Electronic – interactive
- Electronic – non-interactive

Follow-up activities must be completed in order to receive certification points.

The Professional Development Department will use this information to evaluate its program to determine the effectiveness of professional development events.

Evaluation Methods

The evaluation process is used to assess the overall effectiveness of the districtwide professional development program for all stakeholders and determines the impact of inservice conducted during the year, attainment of program goals and objectives, cost effectiveness, and program management.

Questions that are answered through the evaluation process include:

- Is the professional development program doing what it should be doing?
- Have the inservice activities been effective?
- Was the presenter effective and was the activity conducted as planned?
- Was the activity worth the participant's time?
- Were the consultant and participants pleased with the workshop conditions?
- Did participants gain competencies?
- Were the learned competencies transferred into the workplace?
- Is the long-term effectiveness that of student achievement and improvement?

Three types of evaluation are required:

1. Participant Evaluation
2. Component Evaluation
3. Program Evaluation
 - District developed/standardized student test results.
 - School constructed student test results.
 - Portfolios of student work.
 - Checklist of student performance.
 - Charts and graphs of student progress.
 - Other student performance assessment.

Feedback

Feedback will be provided to stakeholders concerning the outcomes accomplished and effectiveness of the professional development program. Feedback is also provided to each workshop leader. Evaluation findings will be used to revise professional development activities as necessary. District-level and school-based personnel may use the feedback to gain insight into future staff development and curricular needs. School Advisory Councils may use the information in reporting attainment of outcomes described in their school improvement plans.

2020-21 Master Inservice Plan Summary

Description	Page #
<p>Title: Art Education Methods</p> <p>Component Identifier: 1-006-003</p> <p>Inservice Points: 60</p> <p>General Objective(s): To gain knowledge and skills for teaching one or more areas within art, art history, or humanities programs.</p> <p>Leader: Curriculum Specialist, Art</p> <p>Location: Curriculum</p>	52
<p>Title: Art to Build Basic Skills</p> <p>Component Identifier: 1-006-005</p> <p>Inservice Points: 60</p> <p>General Objective(s): To increase participants' awareness of how visual arts activities and resources may reinforce and enhance curriculum goals and objectives in the visual arts and other subject areas.</p> <p>Leader: Curriculum Specialist, Visual Arts</p> <p>Location: Curriculum</p>	53
<p>Title: Performing Arts in Education</p> <p>Component Identifier: 1-006-006</p> <p>Inservice Points: 60</p> <p>General Objective(s): To provide participants with information and skills necessary to build knowledge through performance by helping students discover a vehicle for self-expression through and with the arts and incorporating performing arts into classroom activities and curriculum.</p> <p>Leader: Curriculum Specialist, Performing Arts</p> <p>Location: Curriculum</p>	54
<p>Title: STEM</p> <p>Component Identifier: 1-007-001</p> <p>Inservice Points: 60</p> <p>General Objective(s): To strengthen the curriculum in science, technology, engineering, and mathematics to prepare students for a society demanding a high degree of technological, mathematical, and scientific literacy.</p> <p>Leader: Supervisor of STEM</p> <p>Location: Curriculum</p>	55
<p>Title: South Eastern Consortium for Minorities in Engineering (SECME) Science and Math Training</p> <p>Component Identifier: 1-007-003</p> <p>Inservice Points: 60</p> <p>General Objective: To assist elementary, middle, and high school teachers to effectively establish and maintain SECME programs in Science, Mathematics and Engineering for underrepresented students in their schools.</p> <p>Leader: Supervisor of Science</p> <p>Location: Curriculum</p>	56

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Mathematics Curriculum and Methods 1-009-001 60 To increase the participants' knowledge and skill for the teaching of mathematics curriculum and methods through problem-solving, critical thinking, and manipulatives. Supervisor of Mathematics Curriculum	57
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Technology in Mathematics 1-009-008 60 To increase the participants' knowledge, skill, and strategies for implementing the appropriate use of technology in the district's mathematics program. Supervisor of Mathematics Curriculum	58
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Florida Standards Implementation Study for Mathematics Teachers 1-009-009 60 To increase participants' knowledge of and skills for implementing the Florida Standards for mathematics. Elementary and Secondary Math Curriculum Specialists Curriculum	59
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Music To Build Basic Skills 1-010-001 60 To increase participants' awareness of how music activities and resources may reinforce and enhance curriculum goals and objectives in music and other subject areas. Curriculum Specialist, Music Curriculum Curriculum	60
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Elementary Physical Education 1-011-001 60 To increase participants' knowledge of the elementary physical education curriculum. Supervisor of Physical Education Curriculum	61
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Middle School Physical Education 1-011-002 60 To increase participants' knowledge of the middle school physical education curriculum. Supervisor of Physical Education Curriculum	62

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<p>Title: High School Physical Education Component Identifier: 1-011-003 Inservice Points: 60 General Objective: To increase participants' knowledge of the high school physical education curriculum. Leader: Supervisor of Physical Education Location: Curriculum</p>	63
<p>Title: Coaching a Specific Sport Component Identifier: 1-011-005 Inservice Points: 60 General Objective: To acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport. Leader: Supervisor of Physical Education Location: Curriculum</p>	64
<p>Title: Athletic Injuries Component Identifier: 1-011-006 Inservice Points: 60 General Objective: To acquire additional knowledge and skills in the care and prevention of athletic injury so that participants will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling. Leader: Supervisor of Physical Education Location: Curriculum</p>	66
<p>Title: Coaching Theory Component Identifier: 1-011-007 Inservice Points: 60 General Objective: To acquire additional knowledge, methods, and skill application that will improve coaching effectiveness. Leader: Supervisor of Physical Education Location: Curriculum</p>	68
<p>Title: Preschool Curriculum Component Identifier: 1-012-001 Inservice Points: 60 General Objective(s): To acquire and/or improve teacher knowledge and skills in preschool curriculum, instruction, and parent involvement. Leader: Director, Fearnside Family Services Location: Preschool Program</p>	70
<p>Title: Success For All Reading Component Identifier: 1-013-001 Inservice Points: 60 General Objective(s): Teachers will become proficient in learning to use the Success For All reading model which focuses on prevention of reading deficits through early intervention for students in kindergarten through fifth grade. Leader: Supervisor of Elementary Education Location: Curriculum</p>	71

	Description	Page #
<p>Title:</p> <p>Component Identifier:</p> <p>Inservice Points:</p> <p>General Objective(s):</p> <p>Leader:</p> <p>Location:</p>	<p>Foundations in Language and Cognition - Reading Endorsement Competency 1</p> <p>1-013-003</p> <p>60</p> <p>The purpose of this component is to provide the opportunity to develop substantive knowledge of language structure, function, and cognition for each of the five major components of the reading process. Upon successful completion of the component, participants will be able to: analyze and apply the basic concepts of phonology as they relate to language development; recognize and apply structural analysis as they relate to words; understand the role of fluency in reading development; apply principles of morphemic analysis; and understand the impact of different text structures on the construction of meaning.</p> <p>Supervisor of Language Arts and Reading</p> <p>Curriculum</p>	72
<p>Title:</p> <p>Component Identifier:</p> <p>Inservice Points:</p> <p>General Objective(s):</p> <p>Leader:</p> <p>Location:</p>	<p>Foundations of Research-Based Practices 2 - Reading Endorsement Competency 2</p> <p>1-013-004</p> <p>60</p> <p>The purpose of this component is to provide teachers the opportunity to develop understanding of the principles of scientific based reading research in scaffolding each of the major components of the reading process toward student mastery. Upon successful completion of the component, participants will be able to: identify and use explicit systematic instructional plans for scaffolding development of phonemic awareness skills, phonic skills, fluency progress, vocabulary development, and comprehension reading strategies, as well as integrate the use of major reading components in lessons.</p> <p>Supervisor of Language Arts and Reading</p> <p>Curriculum</p>	74
<p>Title:</p> <p>Component Identifier:</p> <p>Inservice Points:</p> <p>General Objective(s):</p> <p>Leader:</p> <p>Location:</p>	<p>Foundations of Assessment - Reading Endorsement Competency 3</p> <p>1-013-005</p> <p>60</p> <p>The purpose of this component is to deliver the knowledge and skills teachers need to demonstrate an understanding of the role of assessments in guiding reading instruction and instructional decision-making. To achieve this objective, teachers will learn the skills to administer and interpret instructional assessments to include screening, diagnosis, and progress monitoring with the purposes of prevention, identification, and remediation of reading difficulties. Upon successful completion of this component, participants will have a working knowledge of test formats in the five areas of reading; understand test reliability and validity; use data to identify trends and differentiate instruction; monitor student progress over time; identify assessment issues and techniques appropriate for LEP students and students with disabilities.</p> <p>Supervisor of Language Arts and Reading</p> <p>Curriculum</p>	76

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<p>Title:</p> <p>Component Identifier:</p> <p>Inservice Points:</p> <p>General Objective(s):</p> <p>Leader</p> <p>Location:</p>	<p>Foundations of Application of Differentiated Instruction - Reading Endorsement Competency 4</p> <p>1-013-006</p> <p>60</p> <p>The purpose of this component is to provide teachers the opportunity to develop broad knowledge of students from differing profiles, including students with disabilities, LEP students, and students from diverse populations, and to apply research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students. Upon successful completion of the component, participants will be able to: identify the characteristics of language, cognition, and reading acquisition; understand and apply the principles of differentiating instruction for all students; recognize strategies and accommodations for the development of each of the major reading components; and identify structures and procedures for selecting appropriate materials and monitoring student reading progress.</p> <p>Participants will also be able to apply research-based instructional practices and materials appropriate for: preventing reading difficulties and accelerating both language and literacy development, scaffolding instruction, developing students' phonemic awareness, developing phonics skills and word recognition skills, applying critical thinking skills, and developing comprehension skills.</p> <p>Participants will assess student learning based on reliable and valid assessment procedures.</p> <p>Supervisor of Language Arts and Reading</p> <p>Curriculum</p>	78
<p>Title:</p> <p>Component Identifier:</p> <p>Inservice Points:</p> <p>General Objective(s):</p> <p>Leader:</p> <p>Location:</p>	<p>Demonstration of Accomplishment - Reading Endorsement Competency 5</p> <p>1-013-007</p> <p>60</p> <p>The purpose of this component is to provide participants with a capstone experience through a supervised practicum. By applying their knowledge of reading development to reading instruction in a practical setting, add-on endorsement candidates will demonstrate their proficiency by working with readers of varying profiles. Upon successful completion of this component, participants will have documented evidence of their competence in applying scientifically based reading research that addresses the prevention, identification, and remediation of reading difficulties.</p> <p>Supervisor of Language Arts and Reading</p> <p>Curriculum</p>	81

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	REESOL Bundle Training – Part 1 1-013-008 60 Foundations of Language & Cognition: The participants will develop substantive knowledge of language structure and function and cognition for each of the five major components of the reading process. Secondary Reading/Language Arts Curriculum Specialist Kirby-Smith	83
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	REESOL Bundle Training – Part 2 1-013-009 40 Foundations of Differentiation. The participants will have a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations. Secondary Reading/Language Arts Curriculum Specialist Kirby-Smith	85
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Next Generation Content Area Reading – Professional Development (NG CAR-PD) 1-013-012 60 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 the first 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 founded on scientifically based reading research. Reading Endorsement Supervisor Curriculum/Staff Development	87
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Next Generation Content Area Reading – Professional Development Practicum (NGCAR-PD Practicum) 1-013-013 30 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 the second component of implementation, which involves a comprehensive range of actions designed to develop literacy education in the content areas. Teachers participating in this course must have completed the 60 hour NGCAR-PD Academy. The course is an essential step and it implies long-term school change founded on scientifically based reading research. Reading Endorsement Supervisor Curriculum/Staff Development	89

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Current Topics in Drivers Education 1-014-001 60 To increase participant's knowledge of and skill in driver education and traffic safety. Driver Education Supervisor Traffic Safety Center	91
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Driver Education – Classroom Training 1-014-002 60 Train instructors to teach the portion of the driver's education program that occurs in a classroom environment. District Supervisor of Driver Education Curriculum	92
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Driver Education – Lab Training 1-014-003 60 Train instructors to teach the laboratory portion of the driver's education course. District Supervisor of Driver Education Curriculum	93
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Driver Education – Third Party Tester Training 1-014-004 60 Train instructors to teach the Driver Education Licensing Assistance Program (DELAP) portion of the driver's education course. District Supervisor of Driver Education Curriculum	94
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Science Curriculum 1-015-001 60 To provide training workshops and activities with attention to scope and sequence in science. Supervisor of Science Curriculum	95
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Science Fair 1-015-005 30 To provide participants with competency skills and knowledge to teach science fair skills to students. Supervisor of Science Curriculum	96
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Technology In Science 1-015-006 60 To introduce science teachers to multiple technologies useful in classroom or laboratory instruction. Supervisor of Science Curriculum	97

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Title: Component Identifier: Inservice: General Objective(s): Leader: Location:	Social Studies Content 1-016-001 60 The purpose of this component is to provide teachers with the opportunity to broaden their social studies content knowledge needed to enhance curriculum and instruction focused on greater student achievement. Curriculum Specialist, Social Studies Curriculum	98
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Global Studies in Education 1-016-002 60 The purpose of this component is to provide teachers with opportunities to learn and think more critically about issues of globalization and education and incorporate international perspectives into their curriculum and instruction. Curriculum Specialist, Diversity Education Curriculum	99
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Improving Writing Instruction In The Elementary School 1-017-001 60 To improve the quality of writing instruction. Supervisor of Elementary Education Curriculum	100
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Text Based Writing Process 1-017-002 60 To improve the quality of writing instruction at all grade levels. Supervisor of Language Arts and Reading	101
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Adapted Physical Education 1-100-001 60 To update knowledge and skills for teachers of exceptional students who require an adaptive physical education program. Supervisor of Physical Education Curriculum	102
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Knowledge of Foundations of Exceptional Student Education 1-103-001 60 To increase participants' knowledge of the foundations of exceptional student education within state and federal legislation/guidelines. Executive Director, Exceptional Student Education Manning Center and FDLRS	103

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Sunshine State Standards 1-408-001 30 To increase participants' knowledge and understanding of the Sunshine State Standards. Curriculum Directors Curriculum	105
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Diversity Awareness Training 1-412-001 60 To provide information and training in curriculum and techniques that focus on approaches for improving multicultural education and relationships in school, workplace, and community. Curriculum Specialist, Diversity Education Curriculum	106
Title: Component Number: Inservice Points: General Objective(s): Leader: Location:	Multicultural Studies 1-412-002 60 The purpose of this component is to provide teachers with content knowledge in curriculum and instruction that focuses on multicultural studies. Curriculum Specialist, Diversity Education Curriculum	107
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL 2: Curriculum & Methods (Option B – Online) 1-700-003 20 Identify and explore various content-area strategies for use with Limited English Proficient (LEP) students. Use these strategies to critique a classroom instructional plan. Supervisor Curriculum/ESOL	108
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL 7: Differentiated Instruction, Part A (Option B – Online) 1-700-004 30 Learn the principles of differentiated instruction and how they apply to ELL students. Additionally, learn to determine stages of language, reading, and cognitive development as it pertains to identifying the differing needs of students in the classroom. Supervisor Curriculum/ESOL	110

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL 7: Differentiated Instruction, Part B (Option B – Online) 1-700-005 30 Apply principles of differentiated instruction. Explore methods and strategies for identifying the needs of individual students who are in the process of acquiring English. Then, learn about differentiating content, process, and/or product in order to address and accommodate the different needs of students. Supervisor Curriculum/ESOL	111
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Supervised Practicum (Option B – Online) 1-700-006 60 Review aspects of the various areas for ESOL coursework as determined by the Consent Decree and in compliance with Florida Performance Standards for Teachers of English for Speakers of Other Languages in preparation for implementing the supervised practicum. Then, apply knowledge of ESOL appropriate instructional practices while creating instructional plans. Supervisor Curriculum/ESOL	113
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL for Administrators: Instructional Leadership (Option B – Online) 1-700-007 20 This course will help develop attitudes, skills, and knowledge so that administrators can evaluate trained teachers who are using ESOL instructional strategies. Supervisor Curriculum/ESOL	115
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL Methods of Teaching English to Speakers of Other Languages 1-700-008 60 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. Supervisor Curriculum/ESOL	117

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<p>Title: Component Identifier: Inservice Points: General Objective: Leader: Location:</p>	<p>ESOL for Administrators 1-700-009 60 To help develop instructional leadership skills necessary for teachers to meet the needs of English Language Learners. Participants will gain an understanding of the background and legal requirements for ELL programming, learn how culture affects communication, and develop the knowledge to evaluate teachers who are using appropriate ESOL/ESL instructional strategies. ESOL Supervisor Curriculum/ESOL</p>	119
<p>Title: Component Identifier: Inservice Points: General Objective: Leader: Location:</p>	<p>ESOL 6: Assessment (Option B – Online) 1-701-002 30 Identify factors that affect assessment of ELL students, including linguistic bias, test adaptations, and accommodations. Additionally, explore statewide assessment policies and interpretation of assessment data. Supervisor Curriculum/ESOL</p>	121
<p>Title: Component Identifier: Inservice Points: General Objective: Leader: Location:</p>	<p>ESOL Testing and Evaluation 1-701-003 60 Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students. Supervisor Curriculum/ESOL</p>	122
<p>Title: Component Identifier: Inservice Points: General Objective: Leader: Location:</p>	<p>ESOL 1: A Beginning for All Educators (Option B – Online) 1-702-002 20 Learn to meet the educational needs of students for whom English is not their native language. Supervisor Curriculum/ESOL</p>	124
<p>Title: Component Identifier: Inservice Points: General Objective: Leader: Location:</p>	<p>ESOL 5: Applied Linguistics, Part A (Option B – Online) 1-702-003 30 Explore concepts and principles of applied linguistics such as phonology, principles of English, sociolinguistics, language acquisition, and second language acquisition. Identify how these concepts and principles relate to English language learners (ELLs). Supervisor Curriculum/ESOL</p>	126

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL 5: Applied Linguistics, Part B (Option B – Online) 1-702-004 30 Examine and learn to identify second language delivery models, instructional methods and approaches, and instructional strategies, as well as methods of incorporating the student’s first language into second language literacy development. Supervisor Curriculum/ESOL	128
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL for Administrators: Accountability (Option B – Online) 1-702-005 22 This course will help administrators meet that challenge by providing initial training in understanding the background and legal requirements for ESOL, the education of ELL students. Supervisor Curriculum/ESOL	130
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL for Counselors: Accountability (Option B – Online) 1-702-006 60 This course will help counselors meet that challenge by providing initial training in understanding the background and legal requirements for ESOL, the education of ELL students. Supervisor Curriculum/ESOL	132
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL Applied Linguistics 1-702-007 60 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. Supervisor Curriculum/ESOL	134
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	ESOL Curriculum and Materials Development 1-703-002 60 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. Supervisor Curriculum/ESOL	136

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	ESOL – An Overview 1-703-003 18 To provide participants with an overview of how to meet the educational needs of students for whom English is not their native language. (Category Three teachers) Supervisor Curriculum/ESOL	138
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL 3: Language and Diversity (Option B – Online) 1-705-002 20 This course will explore language acquisition processes and implications for enhancing learning for the LEP student. Supervisor Curriculum/ESOL	140
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL 4: Cultural Diversity (Option B – Online) 1-705-003 30 To enable teachers who are pursuing ESOL endorsement to acquire and use knowledge of the cultural characteristics of students to enhance instruction. Supervisor Curriculum/ESOL	142
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL for Administrators: Culture & Communication (Option B – Online) 1-705-004 20 This course will help administrators meet that challenge by providing training in understanding how culture affects communication and what steps can be taken to increase communication across cultures. Supervisor Curriculum/ESOL	143
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL Transfer Points 1-705-005 Transferred Amount To transfer in from other counties the inservice points teachers have earned in the ESOL field. Supervisor Professional Development	145
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	ESOL Cross-Cultural Communication 1-705-006 60 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. Supervisor Curriculum/ESOL	146

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<p>Title: World Language Strategies</p> <p>Component Identifier: 2-004-001</p> <p>Inservice Points: 60</p> <p>General Objective (s): To improve instructional strategies in multilevel world language classes.</p> <p>Leader: Curriculum Specialist, Foreign Language</p> <p>Location: Curriculum</p>	148	
<p>Title: Early Childhood Education: Improving Instruction</p> <p>Component Identifier: 2-007-002</p> <p>Inservice Points: 60</p> <p>General Objective: The participants will increase their knowledge of teaching reading to K-3 students.</p> <p>Leader: Supervisor of Elementary Education</p> <p>Location: Curriculum</p>	140	
<p>Title: Learning Walks</p> <p>Component Identifier: 2-007-003</p> <p>Inservice Points: 60</p> <p>General Objective: To guide the improvement of teaching and learning by participating in a series of on-site classroom walk-throughs to help deepen understanding of an instructional framework within the context of the district or school</p> <p>Leader: Supervisor</p> <p>Location: Professional Development</p>	150	
<p>Title: English Language Arts Methods</p> <p>Component Identifier: 2-008-001</p> <p>Inservice Points: 60</p> <p>General Objective(s): To increase participants' knowledge and skills for teaching one or more areas within the secondary language arts program.</p> <p>Leader: Supervisor of Secondary Language Arts and Reading</p> <p>Location: Curriculum</p>	151	
<p>Title: Differentiating Mathematics Instruction for All Students</p> <p>Component Identifier: 2-009-002</p> <p>Inservice Points: 30</p> <p>General Objective(s): Developed by the Florida DOE as an online learning experience, this module is designed to provide an online professional development opportunity for K-12^x educators. It is intended to be completed in its entirety. No partial credit will be granted. Participants will learn and apply the guidelines of differentiation to mathematics instruction for the purpose of increasing student achievement. Participants will develop skills for differentiating mathematics instruction by using continuous assessment to plan and deliver effective whole-group, small-group, and individualized instruction in order to be responsive to each student's needs.</p> <p>Leader: Supervisor of Math and Science</p> <p>Location: Curriculum</p>	152	

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<p>Title: Music Teaching Techniques Component Identifier: 2-010-001 Inservice Points: 60 General Objective(s): To improve participants' knowledge of techniques for teaching student skills in music at all grade levels. Leader: Curriculum Specialist, Music Location: Curriculum</p>	155
<p>Title: Improving Instruction in Reading Component Identifier: 2-013-001 Inservice Points: 60 General Objective: The participants will increase their knowledge and enhance their understanding of techniques for teaching reading at the elementary level. Leader: Supervisor of Elementary Education/Supervisor of Secondary Language Arts and Reading Location: Curriculum</p>	156
<p>Title: Florida Standards Study in the Elementary Content Area Component Identifier: 2-013-004 Inservice Points: 60 General Objective: The participants will increase their knowledge and enhance their understanding of techniques and strategies for teaching Florida Standards (reading, writing, listening, speaking, and language) within the elementary content areas. Participants will incorporate these techniques and strategies in their content curriculum. Leader: Elementary Reading/Language Arts Supervisor Location: Curriculum</p>	157
<p>Title: Florida Standards (LAFS) Literacy in the Secondary Content Area Component Identifier: 2-013-005 Inservice Points: 60 General Objective: Participants will increase their knowledge and enhance their understanding of techniques and strategies for teaching literacy skills (reading, writing, listening, speaking, and language) aligned with the Language Arts Florida Standards (LAFS) within the secondary content areas. Participants will incorporate these techniques and strategies in their content curriculum. Leader: Secondary Reading/Language Arts Curriculum Specialist Secondary Social Studies Curriculum Specialist Secondary Science Curriculum Specialist Location: Curriculum</p>	158
<p>Title: Science Methods Component Identifier: 2-015-001 Inservice Points: 60 General Objective: To assist elementary, middle, and high school teachers in updating their teaching skills and content background, and to train them in new science techniques and how to teach process skills through the use of laboratory experiences. Leader: Supervisor of Science Location: Curriculum</p>	159

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<p>Title: “Hands-On” Science Component Identifier: 2-015-002 Inservice Points: 60 General Objective: To increase participants’ knowledge and techniques for teaching science skills through “hands-on” activities. Leader: Supervisor of Science Location: Curriculum</p>	160
<p>Title: Understanding How Students Learn Component Identifier: 2-015-004 Inservice Points: 60 General Objective: Participants will become aware of recent research related to the impact of physical, social & emotional development on student learning as well as instructional implications resulting from this research. Leader: Curriculum Supervisor/Teacher Specialist Location: Curriculum</p>	161
<p>Title: GEMS (Great Explorations in Math and Science) Component Identifier: 2-015-007 Inservice Points: 60 General Objective(s): To involve Florida teachers of elementary and secondary math and science in hands-on, inquiry-based curriculum that integrates math and science based on GEMS activities. Leader: Supervisor of Math and Science Location: Curriculum</p>	162
<p>Title: Differentiating Science Instruction for All Students Component Identifier: 2-015-008 Inservice Points: 30 General Objective(s): Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for K-12 educators. It is intended to be completed in its entirety. No partial credit will be granted. Participants will learn and apply the guidelines of differentiation to science instruction for the purpose of increasing student achievement. Participants will develop skills for differentiating science instruction by using continuous assessment to plan and deliver effective whole-group, small-group, and individualized instruction in order to be responsive to each student's needs. Leader: Supervisor of Science Location: Curriculum</p>	163
<p>Title: Social Studies Methods Component Identifier: 2-016-001 Inservice Points: 60 General Objective(s): The participant will gain knowledge and/or skills needed for designing and implementing a social studies program congruent with current trends, research, and mandates. Leader: Curriculum Specialist, Social Studies Location: Curriculum</p>	165

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Improving Writing Instruction for Title I Students 2-017-001 60 To improve student writing performance with quality instruction. Title 1 Supervisor Compensatory Education	167
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Instructional Techniques and Materials for ESE 2-100-001 60 To increase participants' knowledge of instructional techniques and materials for use with exceptional students in teaching content areas and basic skills in accordance with the student's developmental levels and appropriate long-range goals. Executive Director, Exceptional Student Education Manning Center	168
Title: Component Identifier: Inservice Points: General Objective: Leaders: Location:	Exceptional Student Education Program Delivery Model Options 2-100-002 60 To enable teachers, administrators, and support staff to acquire and strengthen skills and knowledge necessary to implement and deliver appropriate programs as indicated on the individual educational plan and matrix of services. Director, Exceptional Student Education Manning Center	170
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Teaching Gifted Students 2-100-003 60 To enable teachers to acquire and strengthen skills and knowledge necessary to deliver an appropriate instructional program for gifted students. Teacher Specialist for Gifted Curriculum	171
Title: Component Identifier: Inservice Points: General Objective: Leaders: Location:	Teaching Students with Moderate and Severe Disabilities 2-100-004 60 To enable the teacher to acquire and strengthen skills and knowledge necessary to deliver an appropriate instructional program for students with moderate to severe disabilities. Executive Director, Exceptional Student Education Manning Center	172
Title: Component Identifier: Inservice Points: General Objective: Leaders: Location:	Instructional Accommodations and Modifications for Use in the Classroom 2-100-005 60 To enable participants to acquire and strengthen skills and knowledge necessary to deliver appropriate instruction for diverse learners. Executive Director, Exceptional Student Education Manning Center	173

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Inclusion Strategies for ESE 2-100-006 60 Participants will demonstrate knowledge of the movement toward the inclusion of students with disabilities in Florida schools and will explore strategies and techniques to facilitate the development of inclusive schools. Executive Director, Exceptional Student Education Manning Center	174
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Skills for Teaching Exceptional Students in Basic, Career, and Technical Education 2-100-007 60 To increase participants' knowledge of techniques and materials for teaching students with disabilities in mainstreamed classes. Executive Director, Exceptional Student Education Manning Center	176
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Knowledge of Instructional Practices in Exceptional Student Education 2-100-009 60 To increase participants' ability to determine the appropriate instructional practices/strategies to utilize with students in exceptional student education. Executive Director, Exceptional Student Education Manning Center and FDLRS	178
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Knowledge of Language Development and Communication Skills 2-100-010 60 To increase participants' ability to work with language development and to select appropriate strategies to use with students in exceptional student education. Director, ESE and Student Services Manning Center and FDLRS	180
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Knowledge of Skills Related to Teaching Interpersonal Interactions and Participation 2-100-011 30 To increase participants' ability to determine the appropriate instructional practices/strategies to utilize with students in exceptional student education. Director, ESE and Student Services Manning and FDLRS	181

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<p>Title:</p> <p>Component Identifier:</p> <p>Inservice Points:</p> <p>General Objective(s):</p>	<p>Applied Behavior Analysis and Positive Behavior supports for Students with Autism – Spectrum disorders with Field Experience</p> <p>2-100-014</p> <p>80</p> <p>This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.</p> <p>Director, ESE and Student Services Manning and FDLRS</p> <p>Leader: Director, ESE and Students Services</p> <p>Location: Manning Center and FDLRS</p>	182
<p>Component Identifier:</p> <p>Inservice Points:</p> <p>General Objective:</p>	<p>Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience</p> <p>2-100-015</p> <p>80</p> <p>Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.</p> <p>Leader: Director, ESE and Student Services</p> <p>Location: Manning Center and FDLRS</p>	184
<p>Component Identifier:</p> <p>Inservice Points:</p> <p>General Objective:</p> <p>Leader:</p> <p>Location:</p>	<p>Developing Individual Educational Programs in ESE</p> <p>2-102-001</p> <p>60</p> <p>To acquire the skills and knowledge necessary to develop the Individual Educational Program for Exceptional Students.</p> <p>Executive Director, Exceptional Student Education</p> <p>Manning Center</p>	186
<p>Component Identifier:</p> <p>Inservice Points:</p> <p>General Objective:</p> <p>Leader:</p> <p>Location:</p>	<p>Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience</p> <p>2-102-002</p> <p>80</p> <p>Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.</p> <p>Director, ESE and Student Services</p> <p>Manning Center and FDLRS</p>	187

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Identification and Referral of ESE Students 2-103-002 60 To develop effective means of identifying exceptional students in the classroom, efficient and proper procedures for referral, and effective classroom handling of these children during this process. Executive Director, Exceptional Student Education Manning Center	189
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Special Needs Students in Career and Technical Education 2-105-004 60 To assist career and technical education teachers in gaining understanding and skills required to successfully teach special needs students in career and technical education programs. Director Career and Technical Education	190
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Knowledge of the Transition Process for ESE Students 2-105-005 60 To increase participants' ability to assist in the stages of career development and transition planning with students in exceptional student education. Executive Director for ESE Manning Center and FDLRS	191
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Best practices in Structured Literacy Instruction 2-105-006 40 This course will allow K-12 educators to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound-symbol associations, syllables, morphology, semantics, and syntax. Supervisor of Curriculum, Supervisor of ESE Manning Center and Student Services	193
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Curriculum Development – Gifted 2-106-001 60 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. Teacher Specialist for Gifted Curriculum	195

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Education of Special Populations – Gifted 2-106-002 60 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. Teacher Specialist for Gifted Curriculum	198
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Guidance and Counseling – Gifted 2-106-003 60 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. Teacher Specialist for Gifted Curriculum	203
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Nature and Needs - Gifted 2-106-004 60 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. Teacher Specialist for Gifted Curriculum	208
Title: Component Number: Inservice Points: General Objective(s): Leader: Location:	Theory & Development of Creativity – Gifted 2-106-005 60 Demonstrate knowledge and skills in the theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration. Teacher Specialist for Gifted Curriculum.	210
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Agriscience and Natural Resources 2-200-001 60 Workshop and committee activities will assist Agriscience and Natural Resources teachers in gaining new skills and knowledge in Agriscience and Natural Resources courses/programs, learning current and future industry and human resources needs and expectations, and determining the knowledge and skills needed by high school students for success in agribusiness and related employment and post-secondary education. Director Career and Technical Education	213

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<p>Title: Business Technology Education Component Identifier: 2-201-003 Inservice Points: 60 General Objective: Workshop and committee activities will assist Business Technology teachers in gaining new skills and knowledge in Business Technology courses/programs, learning current and future industry and human resources needs and expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.</p> <p>Leader: Director Location: Career and Technical Education</p>	214	
<p>Title: Diversified Education Component Identifier: 2-202-001 Inservice Points: 60 General Objective: Workshop and committee activities will assist Diversified Education teachers in gaining new skills and knowledge in Diversified Education courses/programs, learning current and future needs of the various industries involved with diversified education programs and the human resources expectations of these industries, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.</p> <p>Leader: Director Location: Career and Technical Education</p>	215	
<p>Title: Family and Consumer Sciences Component Identifier: 2-203-001 Inservice Points: 60 General Objective: Workshop and committee activities will assist Family and Consumer Sciences teachers in gaining new skills and knowledge in Family and Consumer Sciences courses/programs, learning current and future needs of the Family and Consumer Sciences industry and their human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.</p> <p>Leader: Director Location: Career and Technical Education</p>	216	
<p>Title: Health Science Education Component Identifier: 2-204-001 Inservice Points: 60 General Objective: Workshop and committee activities will assist Health Science Education teachers in gaining new skills and knowledge in Health Science Education courses/programs, learning current and future needs of the health science industry and their human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.</p> <p>Leader: Director Location: Career and Technical Education</p>	217	

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<p>Title: Industrial Education Component Identifier: 2-205-001 Inservice Points: 60 General Objective: Workshop and committee activities will assist Industrial Education teachers in gaining new skills and knowledge in Industrial Education courses/programs, learning current and future needs of the industry and their human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.</p> <p>Leader: Director Location: Career and Technical Education</p>	218	
<p>Title: Marketing Education Component Identifier: 2-206-001 Inservice Points: 60 General Objective: Workshop and committee activities will assist Marketing Education teachers in gaining new skills and knowledge in Marketing Education courses/programs, learning current and future needs of the entrepreneurship, finance, marketing and/or retail industries and their respective human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.</p> <p>Leader: Director Location: Career and Technical Education</p>	219	
<p>Title: Public Service Education Component Identifier: 2-208-001 Inservice Points: 60 General Objective: Workshop and committee activities will assist Public Service Education teachers in gaining new skills and knowledge in Public Service Education courses/programs, learning current and future needs of the public service industries and their human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.</p> <p>Leader: Director Location: Career and Technical Education</p>	220	
<p>Title: Technology Education Component Identifier: 2-209-001 Inservice Points: 60 General Objective: Workshop and committee activities will assist Technology Education teachers in gaining new skills and knowledge in Technology Education courses/programs, learning current and future human resources and industry needs in communications, construction, drafting, and design technology occupations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.</p> <p>Leader: Director Location: Career and Technical Education</p>	221	

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Career and Technical Education Student Organizations 2-210-002 60 Workshop and committee activities will provide career and technical education teachers with the strategies, knowledge, and materials to enable them to plan and coordinate Career and Technical Student Organization (CTSO) activities as an integral part of their instructional activities. Director Career and Technical Education	222
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Applied Academic Curriculum 2-210-004 60 To assist middle and high school teachers, academic and career and technical education, in gaining knowledge, understanding, and skills required to successfully implement the Applied Academic Curriculum; infuse applied teaching strategies into the classroom; and integrate academic and career and technical education instruction. Director Career and Technical Education	223
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Counselors as Career Development Specialists 2-210-005 60 To help school counselors develop skills in providing students with support in career development decisions. Supervisor of Guidance Services Student Services	225
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Career and Technical Education 2-211-001 60 Workshop and committee activities will provide teachers with the philosophy, objectives, methods, and instructional materials for planning, implementing, evaluating, and/or updating curriculum in Career and Technical Education courses/programs. Director Career and Technical Education	227
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Title I Basic Skills 2-400-001 60 To develop competency in monitoring and documenting the Title I Program at a district or school level. Title I Supervisor Compensatory Education	228

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Florida Standards Across the Curriculum 2-401-001 60 To enable teachers in all subject areas and grade levels to understand the format and content of the Florida Standards Assessment (FSA) and develop instructional methods and strategies that correlate with the Florida Standards and FSA Test Item Specifications. Supervisor of Language Arts and Reading Curriculum	229
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Effective Classroom Management 2-404-001 60 Educators will review and implement classroom management research-based strategies to enhance student achievement. FEA Trainer ACEA Office	230
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Educational Research Foundations: Organizing the Classroom Environment for Teaching and Learning 2-404-002 60 Designed to provide practicing educators with proven instructional techniques and to disseminate educational research findings into a practical form to be applied in the classroom. FEA Trainer ACEA Office	232
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Media Best Practices 2-407-001 60 To update media specialists in new trends, technology, and management techniques related to their area of responsibility. Supervisor of Media Instructional Media Services	234
Title: Component Identifier: Inservice Points: General Objectives(s): Leader: Location:	Cooperative Learning 2-408-002 60 To make participants aware of the advantages of cooperative learning as an instructional technique and to give participants the knowledge and skills to use cooperative learning effectively. Supervisor of Professional Development Curriculum	235
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Creating Independence Through Student-Owned Strategies (CRISS) 2-408-003 60 To examine the theoretical foundation for learning and to examine and practice strategies designed to help students organize, understand, and retain information. Supervisor, Professional Development	236

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<p>Title: Creating Independence Through Student-Owned Strategies (CRISS)</p> <p>Component Identifier: Training for Trainers</p> <p>Inservice Points: 2-408-004</p> <p>General Objective(s): 60 To examine and practice training strategies designed to train participants in helping students organize, understand, and retain information.</p> <p>Leader: Supervisor, Professional Development</p> <p>Location:</p>	237	
<p>Title: Independent Study</p> <p>Component Identifier: 2-408-007</p> <p>Inservice Points: 30</p> <p>General Objective: To develop or increase skills, competencies, or knowledge related to basic teaching practices, new programs, or trends in education by participating in independent study activities.</p> <p>Leader: Supervisor, Professional Development</p> <p>Location:</p>	238	
<p>Title: High Yield Strategies</p> <p>Component Identifier: 2-408-008</p> <p>Inservice Points: 60</p> <p>General Objectives(s): To raise awareness in the nine high yield strategies as defined by Dr. Robert Marzano. These strategies include summarizing similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, non-linguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypothesis, and questions/cues/advance organizers.</p> <p>Leader: Supervisor of Professional Development</p> <p>Location: Curriculum</p>	240	
<p>Title: Differentiated Instruction</p> <p>Component Identifier: 2-411-001</p> <p>Inservice Points: 60</p> <p>General Objective: To introduce the concepts and principles of differentiated instruction and the key features of a differentiated classroom to educators. Teachers will design differentiated learning tasks to implement in their classrooms.</p> <p>Leader: Supervisor, Professional Development</p> <p>Location:</p>	242	
<p>Title: Lesson Study</p> <p>Component Identifier: 2-415-001</p> <p>Inservice Points: 60</p> <p>General Objective: To provide school teams (Professional Learning Communities) with a problem-solving model for developing a collaborative lesson.</p> <p>Leader: Supervisor, Professional Development</p> <p>Location:</p>	243	

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<p>Title: Computer Applications Modules (the Basics)</p> <p>Component Identifier: 3-003-001</p> <p>Inservice Points: 30</p> <p>General Objective: Participants will become proficient in using computer operating systems and basic computer components.</p> <p>Leader: TLC staff</p> <p>Location: Instructional Technology</p>	244	
<p>Title: Technology Application Modules (Devices)</p> <p>Component Identifier: 3-003-002</p> <p>Inservice Points: 30</p> <p>General Objective: Participants will increase knowledge and skill in using electronic devices that enhance learning along with any software related to those devices. These devices might include, but are not limited to: audio, video, and projection equipment; interactive white boards; calculators; cameras; probes; handhelds, etc.</p> <p>Leader: TLC Staff</p> <p>Location: Instructional Technology</p>	246	
<p>Title: Instructional Technology Applications (Beyond the Basics)</p> <p>Component Identifier: 3-003-003</p> <p>Inservice Points: 60</p> <p>General Objective: Participants will increase knowledge of software applications including, but not limited to, concept mapping, graphics, productivity suites (i.e., Microsoft Office, iLife), PhotoShop, video editing, etc. These applications go beyond those that are administrative or managerial.</p> <p>Leader: TLC Staff</p> <p>Location: Instructional Technology</p>	247	
<p>Title: Integrating Technology with Instruction</p> <p>Component Identifier: 3-003-006</p> <p>Inservice Points: 60</p> <p>General Objective: Participants will become proficient in integrating current technology with one or more aspects of classroom curriculum delivery, including, but not limited to: unit plan and lesson plan development; lesson presentation; creating authentic, project-based, collaborative activities; classroom management in a digital environment; and assessment of student learning.</p> <p>Leader: Curriculum or Technology Supervisor/Teacher Specialist</p> <p>Location: Curriculum/Technology</p>	248	
<p>Title: Administrative and Management Applications</p> <p>Component Identifier: 3-003-007</p> <p>Inservice Points: 60</p> <p>General Objective: Participants will become proficient in administrative and management application software, including, but not limited to, classroom walkthroughs, lesson planning, grade books, scheduling, data management, reports, IEPs, etc.</p> <p>Leader: TLC Staff</p> <p>Location: Instructional Technology</p>	249	

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Internet Applications 3-003-008 60 Participants will become proficient in the use of internet applications, such as searching, ethics, communication, and web development. TLC Staff Instructional Technology	251
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Technology Uses for Exceptional Student Education Teachers 3-100-001 60 Participants will become proficient in using technology in the Exceptional Student Education program. Executive Director, Exceptional Student Education Manning Center	252
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Technology Safety & Security for Employees 3-511-001 60 Participants will become proficient in identifying threats to the safety and security of computers and applications used in the performance of work-related activities. Participants will also demonstrate an understanding of current Board policies and guidelines related to their use of technology. Technology Supervisor/Professional Development Supervisor Technology/Staff Development	254
Title: Component Identifier: Inservice Points: General Objective(s): Leaders: Location:	Reading Strategies for ESE Teachers 4-102-001 60 To assist ESE teachers in gaining understanding and skills to interpret test data and select appropriate strategies for students with reading disabilities. Exceptional Student Education Director Exceptional Student Education	255
Title: Component Identifier: Inservice Points: General Objective: Leaders: Location:	Alternate Assessment 4-102-002 60 To assist ESE teachers in gaining understanding and skills to select appropriate assessment(s) for students with disabilities. Executive Director, Exceptional Student Education Manning Center	256
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Speech and Language Referral Assessment and Eligibility 4-102-003 30 To familiarize speech language pathologists with the evaluation required to promote effective use of augmentative communication. To familiarize speech/language pathologists with the pre-referral, evaluation, and eligibility requirements for speech and language programs in the schools. Supervisor, Exceptional Student Education Manning Center	257

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<p>Title: Knowledge of Assessment and Evaluation</p> <p>Component Identifier: 4-102-004</p> <p>Inservice Points: 60</p> <p>General Objective(s): To increase participants' knowledge of the purposes, legal requirements, ethical principles, and strategies in the assessment of students in exceptional student education programs.</p> <p>Leader: Executive Director, ESE and Student Services</p> <p>Location: Manning and FDLRS</p>	258	
<p>Title: Early Childhood: Screening/Assessment</p> <p>Component Identifier: 4-401-001</p> <p>Inservice Points: 60</p> <p>General Objective: To acquire skills in screening and assessing students to determine individual student strengths and needs.</p> <p>Leader: Supervisor of Elementary Education</p> <p>Location: Curriculum</p>	260	
<p>Title: Assessment</p> <p>Component Identifier: 4-401-002</p> <p>Inservice Points: 60</p> <p>General Objective: The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist in planning for the continuous development of the learner. Emphasis will include interpretation and application of results.</p> <p>Leader: Supervisor of Elementary Education</p> <p>Location: Curriculum</p>	261	
<p>Title: Florida Continuous Improvement Model</p> <p>Component Identifier: 4-404-001</p> <p>Inservice Points: 60</p> <p>General Objective: To develop strategies for each school site that will assist the school with closing achievement gaps and transform their schools into continuous learning communities.</p> <p>Leader: Supervisor of Elementary Education</p> <p>Location: Curriculum</p>	263	
<p>Title: Functional Behavioral Assessments (FBA) and Behavior Improvement Plans (BIP)</p> <p>Component Identifier: 5-101-002</p> <p>Inservice Points: 60</p> <p>General Objective: Participants will design, implement, and monitor a behavior intervention plan in the school setting based on information gained from a functional behavioral assessment of an individual student's behavior.</p> <p>Leaders: Executive Director, Exceptional Student Education</p> <p>Location: Manning Center</p>	264	

	Description	Page #
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Developing a Phase System for Behavior Change 5-101-005 30 To improve the behavior management skills of ESE and basic education teachers by designing, implementing, and evaluating a system for behavior change. Principal A. Quinn Jones Center	266
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Knowledge of Assessing, Designing, and Implementing Positive Behavioral Supports 5-101-006 60 To increase participants' ability to assess, design, and implement positive behavioral management strategies and actions with students in exceptional student education. Director, ESE and Student Services Manning and FDLRS	267
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Social Skills 5-403-001 60 To enable exceptional education and mainstream if instructional personnel to obtain, improve, and implement basic instructional strategies for social growth. To assist in integrating personal and social responsibility instruction within the current instructional framework. Executive Director, Exceptional Student Education Manning Center	269
Title: Component Identifier: Inservice Points: General Objective(s): Leaders: Location:	Managing Student Behavior 5-404-001 60 To provide the educator with multiple theories and methods of managing student behavior. Executive Director Student Support Services	271
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Responsive Classroom Facilitator Training 5-404-002 60 To fulfill the training requirements necessary to become a certified Responsive Classroom Trainer. Responsive Classroom Trainer School Based/Curriculum	272
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Responsive Classroom 5-404-003 60 To enhance academic progress through the teaching of social skills that create a caring, safe learning environment. Responsive Classroom Trainer School Based/Curriculum	273

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Systems of Behavioral Management 5-404-004 60 To acquire a variety of skills to manage classroom activities and student behavior through use of affective and behavioral approaches. Executive Director, Exceptional Student Education Manning Center	274
Title: Component Identifier: Inservice Points: General Objective: Leaders: Location:	Florida's Team Training on Positive Behavioral Support 5-404-005 60 To enable participants to identify individualized behavior interactions based on a comprehensive assessment of contexts and functions effecting student behavior. Executive Director, Exceptional Student Education Manning Center	275
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Cardiopulmonary Resuscitation (CPR) / First Aid 6-014-003 12 2-Part Course: To enable participants to identify the victim of choking or respiratory and/or cardiac arrest and to perform basic lifesaving and life support skills using American Heart Association approved technique and Automated External Defibrillator. Second part of program teaches basic first aid interventions. Supervisor of Health Services Health Services	277
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Nonviolent Crisis Intervention 6-403-001 12 To aid staff in dealing with another person and to address behaviors that may deteriorate to a more violent or disruptive level. C.P.I. seeks to balance practical applications and humanistic concerns while maintaining the care, welfare, safety, and security of all involved. Coordinator of Safe and Drug Free Schools Student Services	278
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Second Step Training for Teachers 6-403-002 30 To provide teachers with training in the Second Step Violence Prevention Program that is designed to give children the social skills to prevent or reduce violent and aggressive behavior in the school environment. Coordinator of Safe and Drug Free Schools Student Services	279

	Description	Page #
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Second Step Training for Trainers 6-403-003 30 To provide teachers with trainer skills in the Second Step Violence Prevention Program that is designed to give children the social skills to prevent or reduce violent and aggressive behavior in the school environment. Coordinator of Safe and Drug Free Schools Student Services	280
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Safe and Drug-Free Schools Training 6-406-001 60 To assist elementary, middle, and high school teachers in updating their teaching skills and content background to present new techniques for teaching peer acceptance, anti-bullying, character education, violence, and drug prevention topics. Coordinator of Safe and Drug Free Schools Curriculum	281
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	The Gainesville Police Department – Citizen’s Academy GPD Citizen’s Academy 6-406-003 60 The general objectives of the Citizen’s Academy include: 1. The Citizen’s Academy will be a cooperative effort with all areas of GPD. 2. Two Citizen’s Academies will be conducted per year. 3. The Academies will educate the participants in the following areas: a. Law Enforcement functions within GPD b. Role of Law Enforcement in the Criminal Justice system c. Limitations of Law Enforcement in the Criminal Justice System d. The importance of collaborative partnerships between citizens and Law Enforcement Gainesville Police Department Community Program Coordinator/ Supervisor of Professional Development Gainesville Police Department, Office of Staff Department	282
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Bloodborne Pathogens 6-414-002 3 To provide the participants with an introduction and understanding of bloodborne diseases and how to protect against contracting them. Supervisor of Health Health Services	284

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	School Safety 6-511-001 30 The purpose of this component is to provide administrators, teachers, and staff with the knowledge, skills and dispositions necessary to effectively maintain a safe and orderly school environment. Supervisor of Guidance Student Support Services	285
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Curriculum Mapping 7-007-001 60 To increase participants' knowledge of curriculum mapping with the goal of aligning curriculum across subject areas in order to positively impact student achievement. Supervisor of Professional Development Curriculum	286
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Instructional Planning & Organization 7-404-001 60 The purpose of this component is to provide teachers and staff with the ability to plan, implement, manage, and evaluate effective instruction. Supervisor Professional Development	287
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Clinical Educator Training 7-406-004 30 To assist in improving teacher classroom performance through the effective use of clinical supervision skills. Supervisor Staff Development	289
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Clinical Education Training (Trainers) 7-406-005 60 To provide participants with the knowledge base, strategies, and skills necessary to be an effective clinical educator. Supervisor Professional Development	290
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Multi-Tiered System of Supports (MTSS) 7-415-001 60 To provide participants the opportunity to increase knowledge of an evidence-based model which utilizes data-based problem solving to integrate academic and behavioral instruction and intervention. Supervisor Professional Development	291

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Targeted Selection Interview 7-502-001 60 To develop an individual's skills in a fair, legal interview method. Supervisor Professional Development	293
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Coaching Teachers to Higher Levels of Effectiveness 7-507-001 60 Administrators and teachers will acquire knowledge and skills to increase cooperative teacher involvement, improve communication effectiveness, increase teacher options for maximum student learning, and practice various models for promoting educational excellence. Supervisor Professional Development	294
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Seven Habits of Highly Effective People 7-507-002 30 To learn the principles of personal effectiveness. Supervisor Professional Development	295
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Team Building 7-507-004 60 To provide participants with knowledge and skills to achieve quality results by: Leading through increased teacher/staff participation; and building quality discussions that are supported by students, teachers, staff, community, and administration. Supervisor Professional Development	296
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Action Research/Inquiry and Evaluation 7-507-008 60 Participants will learn how to conduct Action Research/Inquiry and Evaluation for classroom and school improvement and/or participate in an action research/inquiry project. Supervisor Professional Development	298
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Learning Communities 7-507-009 60 Participants will increase their knowledge and enhance their understanding of techniques and strategies to increase student learning and achievement through participation in a learning community within the school or district setting. Supervisor Professional Development	299

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Southern Association Colleges/Schools (SACS) 7-512-002 30 Participants will be provided an opportunity to update knowledge and gain the skills necessary to be effective visiting team chairpersons and visiting team members. Directors Elementary/Secondary Curriculum	300
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Self-Study for Accreditation 7-512-003 60 Participants will update their knowledge and gain skills in procedures for meeting Southern Association of Colleges and Schools (SACS) requirements in specific subject and/or service areas and will examine, critique, and modify their school's program in compliance with standards established by the Southern Association of Colleges and Schools. Elementary/Secondary Director Curriculum	302
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Management Training 7-513-001 60 To improve and increase the efficiency and effectiveness of potential and current school managers. Supervisor Professional Development	303
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Administration of Programs for Young Children 7-513-002 60 To develop in the participant the knowledge and skills necessary for administration of a developmentally appropriate program for prekindergarten. Director Fearnside Family Services	305
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Preparing New Principals Program (PNPP) 7-513-003 60 Participants will develop an understanding of the Florida Leadership Standards in relation to their own stage of competency development and will demonstrate on the job those skills and abilities necessary to effectively manage a school. Supervisor Professional Development	307

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Principle-Centered Leadership 7-513-005 30 To equip individuals with the knowledge, skills, and techniques necessary for effective leadership. Supervisor Professional Development	308
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Paraprofessional Training For Exceptional Student Programs 8-104-001 60 Teacher aides assigned to at-risk student programs or exceptional student education programs will learn techniques for working with students and will learn the roles and responsibilities of a teacher's assistant in specific student populations. Executive Director, Exceptional Student Education Manning Center	309
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Adult Education 8-300-001 60 To provide adult education teachers with inservice training opportunities designed to improve their pedagogical and administrative effectiveness. Supervisor of Adult Education Curriculum Department	310
Title: Component Identifier: Inservice Points: General Objective(s): Leaders: Location:	Psychoeducational Evaluation 8-401-001 60 To develop, increase, and update the knowledge and skills of psychological services personnel related to the evaluation and testing of students. Lead Psychologist Psychological Services	312
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Child Abuse and Neglect 8-403-001 30 To acquaint school personnel, parents, and students with information regarding the characteristics of abused or neglected children; appropriate intervention strategies; and follow-up procedures. Supervisor of Guidance Student Support Services	313
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Suicide and Emotional Crisis 8-403-002 30 To acquaint participants with signs, symptoms, and other indicators of suicide and to learn appropriate interventions associated with emotional crisis of students. Supervisor of Guidance Student Support Services	314

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Counselors as Personal-Social Development Specialists 8-403-003 60 To help school counselors develop skills to enhance the health, wellbeing, and personal-social development of students. Supervisor of Guidance Services Student Services	315
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Experiential Team Building 8-406-001 60 To enhance individual, team, and organizational performance through the use of active learning opportunities. Director Camp Crystal Lake	317
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Student Services Professional Development 8-409-001 60 To improve the planning, growth, organization, and evaluation of student services programs and to enhance specific functions and roles within the program. Supervisor of Guidance Student Support Services	318
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Substitute Teacher Training 8-409-002 30 To provide substitute teachers in Alachua County with knowledge, techniques, and strategies for working with students in a variety of age/grade/ability settings. Supervisor Personnel Services	319
Title: Component Identifier: Inservice Points: General Objective(s): Leaders: Location:	Human Growth and Development 8-409-003 60 To develop, increase, and update the knowledge and skills of psychological services personnel related to the development of human cognitive processes. Lead Psychologist Psychological Services	320
Title: Component Identifier: Inservice Points: General Objective(s): Leaders: Location:	Consultation, Intervention, and Counseling 8-409-004 60 To develop, increase, and update the knowledge and skills of psychological services personnel related to the effective provision of comprehensive services and programs. To enhance the provision of psychological services. Lead Psychologist Psychological Services	321

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Psychological Services 8-409-005 60 To develop, increase, and update the knowledge and skills of psychological services personnel related to the effective provision of comprehensive services and programs. Lead Psychologist Psychological Services	322
Title: Component Identifier: Inservice Points: General Objectives(s): Leader: Location:	Drug Free Schools-Education and Violence Prevention 8-409-006 30 To increase participants' knowledge in drug education and implementation of appropriate interventions for at-risk students to promote drug-free lifestyles. Supervisor of Guidance Student Support Services	323
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	New To The Profession Teacher Training (ACIP) 8-409-007 60 To assist new to the profession teachers in acquiring skills and knowledge. Supervisor Professional Development	324
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Attention-Deficit Hyperactivity Disorder Child 8-409-008 30 To provide the educator with a basic understanding of the ADHD child, his/her school behaviors, special needs, and to learn appropriate classroom accommodations. Supervisor of Guidance Student Support Services	325
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Mentoring for Professional Growth 8-409-011 60 To provide participants with opportunities to coach and mentor colleagues who are looking for ways to improve their teaching performance. Supervisor Professional Development	326
Title: Component Identifier: Inservice Points: General Objective: Leaders: Location:	Personality/Learning/Teaching Styles 8-411-001 60 Participants will recognize and use unique strengths and preferences of self, colleagues, and students to build stronger learning communities. Supervisor Professional Development	327

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Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Parent Involvement/Family Literacy 8-413-001 60 To provide training in successful methods and strategies which have proven effective in strengthening the home-school partnership as it relates to student learning. Director Compensatory Education	328
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Enhancing Professional Practice Through National Board Certification 8-416-001 60 To provide teachers wishing to pursue National Board Certification with opportunities for professional development as they complete all required National Board activities. Supervisor Professional Development	329
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Collaborating to Improve Teaching and Learning (Lastinger Teacher Fellowship Program) 8-416-002 60 To provide teachers with multiple opportunities to collaborate and study teaching and learning to enhance classroom instruction that results in improved student learning. Supervisor Professional Development	330
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Building Student Relationships 8-421-003 60 To improve teachers' techniques in building student relationships. Supervisor of Professional Development Curriculum	331
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Sexual Harassment Prevention Program 8-503-001 5 The participant will acquire skills and knowledge to deal with sexual harassment in the work place. Supervisor Professional Development	332
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	School Food Service Training 1 8-505-001 60 To provide food service employees, managers, and interns with a variety of activities to add to a food service knowledge base and enhance skills in food service operations. Director Food Service	333

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	School Food Service Training 2 8-505-002 60 To gain an understanding of the local, state, and federal regulations, policies, and procedures in preparing to become a food service manager. Director Food Service	335
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	School Food Service Training 3 8-505-003 60 To gain a better understanding of sanitation, safety, customer service, portion control, meal patterns, and offer versus serve in order to transition from Assistant I to Assistant II. Director Food Service	337
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Teaching of Inservice Courses 8-506-002 30 To encourage educational research and competency development through preparation and presentation of inservice courses. Supervisor Professional Development	338
Title: Component Identifier: Inservice Points: General Objective(s): Leaders: Location:	Book Study 8-506-003 60 Book discussion groups afford educators the opportunity to come together to discuss children's literature, young adult literature, and professional books. Teachers use the exchange of ideas and experiences to create richly literate classrooms and foster the development of lifelong readers. Supervisor of Secondary Language Arts and Reading/ Supervisor of Elementary Education Curriculum	339
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Successful Grant Writing 8-506-004 30 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. Director Project Development	340
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Lifestyle Improvement/Fitness Enrichment (LIFE) 8-506-006 30 To promote the wellness of the school population. Supervisor of Health Health Services	341

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	SACS School Renewal Facilitator Training 8-507-001 30 Participants will be provided an opportunity to update knowledge and gain the skills necessary to serve in the four primary roles of a SACS School Renewal Facilitator. Director Curriculum	343
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Management Information Systems 8-508-001 60 To provide district and school staff with management information system purposes and scope, the ability to retrieve information using automated systems, using output reports for obtaining information, and detailed training for using and managing specific applications. Supervisor Information Resources	344
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Office Personnel Training 8-509-001 30 To update clerical and office management skills. Supervisor Professional Development	345
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	School Improvement Training 8-512-001 60 To support schools in the implementation of the School Improvement Plan. Director Curriculum	346
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Professional Development through On-line Learning 8-512-002 60 To provide participants with opportunities for professional development through PD 306 ^o in a variety of on-line learning experiences. Supervisor Professional Development	347
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	CREATE Contacts and Council Training 8-514-001 60 To increase CREATE Contacts' and Council members' skills and knowledge related to planning, implementing, and evaluating effective teacher education programs. Supervisor Professional Development	348

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Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	School Advisory Council Training 8-514-002 60 To provide school community members the skills needed to successfully implement and evaluate school improvement plans. Directors Elementary/Secondary Curriculum	349
Title: Component Identifier: Inservice Points: General Objective(s): Leader: Location:	Professional Development Experiences 8-514-003 30 (10 per usage maximum) To provide participants with opportunities for professional development through involvement in a variety of professional experiences. Supervisor Professional Development	350
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	School Bus Engine and Transmission Repair and Maintenance 8-515-001 60 To improve skills of mechanics for school buses. Director Transportation	352
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Automotive Service Excellence (ASE) 8-515-002 60 To certify the skill level of School Board of Alachua County mechanics. Director Transportation	353
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	Bus Drivers Inservice 8-515-003 30 To improve knowledge and skills of school bus drivers. Director Transportation	354
Title: Component Identifier: Inservice Points: General Objective:	Schools of Excellence 8-521-001 20 To provide administrative flexibility to the state's top schools so that the instructional personnel and administrative staff can continue to serve their communities and increase student learning.	355
Title: Component Identifier: Inservice Points: General Objective: Leader: Location:	EDEP On-Site Coordinator Training 8-600-001 60 Participants will develop supervisory skills necessary to plan and conduct the Extended Day Enrichment Program. District Coordinator Extended Day Enrichment Program	356

Description		Page #
Title:	EDEP Activity Leader Training	357
Component Identifier:	8-600-002	
Inservice Points:	60	
General Objective:	To develop competence in the areas of recreational games, arts and crafts, subject areas, and discipline for EDEP activity leaders.	
Leader:	Coordinator	
Location:	Extended Day Enrichment Program	
Title:	EDEP Aide Training	358
Component Identifier:	8-600-003	
Inservice Points:	60	
General Objective:	To develop skills necessary to assist teachers in implementing the Extended Day Enrichment Program.	
Leader:	Coordinator	
Location:	Extended Day Enrichment Program	

Art Education Methods

Component Identifier Number: 1-006-003

Maximum Number of Points: 60

General Objective(s):

To gain knowledge and skills for teaching one or more areas within art, art history, or humanities program.

Specific Objective(s);

Given training:

1. The participant will be able to recognize alternative techniques related to specific instructional area(s) of art education.
2. The participant will be able to select specific techniques for one or more art instructional areas.
3. The participant will be able to construct one or more lessons or unit plans incorporating specific techniques for art instruction.

Description of Activities:

Participants will participate in a variety of learning activities such as seminars, workshops, professional study groups, visitations, curriculum writing, and individual study.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, photographs, case study, and plan of action.)

**Component Leader: Curriculum Specialist Art
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A**

Art to Build Basic Skills

Component Identifier Number: 1-006-005

Maximum Number of Points: 60

General Objective(s):

To increase participants awareness of how visual arts activities and resources may reinforce and enhance curriculum goals and objectives in the visual arts and other subject areas.

Specific Objective(s):

Participants will increase competence in the ability to develop visual arts lessons that will meet a visual arts objective while enhancing instruction in reading, language arts, science, mathematics, or social studies.

Description of Activities:

Participants will participate in a variety of learning activities such as workshop sessions, professional study groups, and videotapes that demonstrate a variety of ideas for integrating the visual arts into other curriculum areas.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

4. Completed activity roster – 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.
5. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, photograph, videotape, case study, and plan of action.)

Component Leader: Curriculum Specialist Visual Arts
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Performing Arts

Component Identifier Number: 1-006-006

Maximum Number of Points: 60

General Objective(s):

To provide participants with knowledge and skills necessary to build knowledge through performance by:

1. Helping students discover a vehicle for self-expression through and within the Arts.
2. Incorporating performing arts into classroom activities and curriculum.

Specific Objective(s):

The participant will:

1. Discuss the philosophy, and therefore the value, of using the performing arts in the classroom.
2. Describe at least the following aspects of dramatic production, and their interrelationships - role playing, make-up, staging and directing.
3. Identify criteria insuring selection of materials which will lend themselves to dramatization.
4. Demonstrate techniques for the development of creative dramatics in the classroom.
5. Discuss briefly, given a specific genre (puppets, legitimate theater, creative dramatics), the activities appropriate for planning and producing scenery and costumes.
5. Construct various kinds of puppets and demonstrate their uses.
6. Demonstrate use of vocal, instrumental, or musical performance and musical direction skills in the teaching of the basic classroom curriculum.
7. Identify appropriate use of dance skills in classroom.

Description of Activities:

Activities will include participatory workshops, classroom demonstrations, and performance-based experiences across all Arts curricula.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will submit a 3-2-1 reflection on pertinent practices learned, how they will be applied in their classrooms, and a question they may have, all pertaining to improving classroom instruction and student achievement.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/video tape, case study, and plan of action.)

Component Leader: Curriculum Specialist Performing Arts
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: D
Evaluation Method, Staff: A

STEM (Science, Technology, Engineering and Mathematics)

Component Identifier Number: 1-007-001

Maximum Number of Points: 60

General Objective:

To strengthen the curriculum in science, technology, engineering and mathematics. to prepare students for a society demanding a high degree of technological, mathematical and scientific literacy.

Specific Objectives:

Participants will be able to:

1. Develop an awareness of strategies to integrate science, technology, engineering and mathematics instruction in the classroom.
2. Demonstrate proficiency in teaching lessons using critical-thinking and problem solving in the areas of science, technology, engineering and mathematics..
3. Participate in learning activities that increase skill in using the engineering design process to problem solve using science, technology and mathematics.
4. Identify careers and other real world situations directly impacted by science, technology, engineering and mathematics.

Description of Activities:

Participants will attend workshops, conferences, professional learning communities and seminars designed to meet the specific objectives. Activities may include lecture, demonstrations, review of literature, or hands-on activities designed to integrate science, technology, engineering and mathematics.

Evaluation:

Participant Evaluation: Trainer will document application of the concepts or strategies learned during the inservice via teacher lesson plans. Participants will be evaluated by other student performance assessment.

Component Evaluation: Participants will complete a component evaluation in ACIIS after turning in follow-up.

Implementation:

Participant product related to training (may include lesson plan, written reflection, online interactive activity, or samples of student work).

Component Leader: Supervisor of STEM
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: G
Evaluation Method, Staff: A

South Eastern Consortium for Minorities in Engineering (SECME) Science and Math Training

Component Identifier Number: 1-007-003

Maximum Number of Points: 60

General Objective:

To assist elementary, middle, and high school teachers to effectively establish and maintain SECME programs in Science, mathematics and Engineering for underrepresented students in their schools.

Specific Objectives:

Participants will increase awareness, knowledge, and skills through a selection from the following activities:

1. Identify the science, mathematics, and engineering related skills applicable to the achievement of district and national SECME goals.
2. Identify community resources, which will serve to provide career opportunities for SECME students.
3. Examine and evaluate curriculum materials of their appropriateness with different SECME student groups.
4. Incorporate specific techniques into SECME instruction.
5. Provide a forum for teachers to interact and develop district scope and sequence for SECME programs in a K-12 sequence.

Description of Activities:

Participants will attend a workshops led by a resource person. Lecture, discussion, demonstration, lab activities, and new teaching techniques will be used in teaching objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance data.

District developed/standardized test results

School constructed student test results

Other student performance assessment

Component Evaluation: Participants will complete a component evaluation in ACIIS after turning in follow-up.

Implementation:

Participant product related to training (may include lesson plan, written reflection, recording, case study, samples of student work).

**Component Leader: Supervisor of Science
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: C
Evaluation Method, Staff: A**

Mathematics Curriculum and Methods

Component Identifier Number: 1-009-001

Maximum Number of Points: 60

General Objective:

To increase the participants' knowledge and skill for the teaching of elementary mathematics through problem-solving, critical thinking, and manipulatives.

Specific Objectives:

Given a series of workshop activities, participants will demonstrate ability to:

1. Demonstrate knowledge of the Florida Math Standards and Alachua's scope and sequence
2. Recognize alternative techniques and materials related to specific instructional areas of mathematics.
3. Use a problem-solving approach to lesson development and instruction.
4. Incorporate problem-solving, critical thinking skills, and the use of manipulatives into instruction in mathematics classes.

Description of Activities:

Participants will review research and/or other printed material dealing with specific instructional techniques; attend presentations on instructional techniques given at district, state, or national conferences and/or workshops; list alternative techniques for specific instructional areas; and/or construct lesson or unit plans implementing the instructional techniques.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolio of student work.

Component Evaluation: Participants will complete a component evaluation in ACIIS after turning in follow-up.

Implementation:

Participant product related to training (may include lesson plan, written reflection, or samples of student work).

Component Leader: Supervisor of Mathematics
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: C
Evaluation Method, Staff: A

Technology in Mathematics

Component Identifier Number: 1-009-008

Maximum Number of Points: 60

General Objective:

To increase the participants' knowledge, skill, and strategies for implementing the appropriate use of technology in the district's mathematics program.

Specific Objectives:

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

1. Use computers and other technologies to devise their own lessons integrating technology by using software provided by textbook or other companies, science/math software, internet-based activities, calculator-based activities, or other data-gathering devices.
2. Become able to instruct and involve students using technology in the mathematics classroom.

Description of Activities:

Hands-on instruction and demonstration of the technologies will be provided. Emphasis will be placed on the appropriate integration of the technology into the participant's curriculum.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: Participants will complete a component evaluation in ACIIS after turning in follow-up.

Implementation:

Participant product related to training (may include lesson plan written reflection, or samples of student work).

Component Leader: Supervisor of Mathematics
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Florida Standards Implementation Study for Mathematics Teachers

Component Identifier Number: 1-009-009

Maximum Number of Points: 60

General Objective:

To increase participants' knowledge of and skills for implementing the Mathematics Florida Standards.

Specific Objectives:

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

- Understand and value the use of the Florida Standards as the basis of our mathematics curriculum.
- Recognize, identify and be able to apply the Instructional Shifts of focus, coherence and rigor in their classrooms.
- Recognize, identify and be able to apply the Standards for Mathematical Practice in their classrooms.
- Incorporate into their lesson plans strategies that lead students to college and career readiness.

Description of Activities:

Participants will take part in:

1. Workshops
2. Book studies
3. Group activities
4. Creation of lesson plans

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by one of the following:

1. District developed/standardized test results
2. School constructed student test results
3. Other student performance assessment

Component Evaluation: Participants will complete a component evaluation in ACIIS after turning in follow-up.

Implementation:

Participant product related to training (may include lesson plans, written reflection, and samples of student work).

**Component Leader: Elementary and Secondary Math Curriculum Specialists
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A**

Music to Build Basic Skills

Component Identifier Number: 1-010-001

Maximum Number of Points: 60

General Objective(s):

To increase participants' awareness of how music activities and resources may reinforce and enhance curriculum goals and objectives in music and other subject areas.

Specific Objective(s):

Participants will increase competence in the ability to develop music lessons that will meet a music objective while enhancing instruction in reading, language arts, mathematics, or social studies.

Description of Activities:

Participants will participate in a variety of learning activities such as workshop sessions, professional study groups, and videotapes that demonstrate a variety of ideas for integrating music into other curriculum areas.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/video tape, case study, and plan of action.)

Component Leader: Curriculum Specialist Music
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Elementary Physical Education

Component Identifier Number: 1-011-001

Maximum Number of Points: 60

General Objective:

To increase participants' knowledge of the elementary physical education curriculum.

Specific Objectives:

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

1. Distinguish between the movement concepts and the skill themes in the elementary physical education curriculum.
2. Incorporate the use of movement concepts in the development of a lesson for a skill theme.
3. Provide students at the pre-control, control, utilization and proficiency levels of development appropriate activities.
4. Include a fitness component in the planning of a lesson.

Description of Activities:

Through a series of workshops participants will receive instruction and supervised practice.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration). Participants will be directly observed by school principal, assistant principal or CRT regarding skills learned in the elementary PE component.

Component Leader: Supervisor of Physical Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: A

Middle School Physical Education

Component Identifier Number: 1-011-002

Maximum Number of Points: 60

General Objective:

To increase participants' knowledge of the middle school physical education curriculum.

Specific Objectives:

1. Identify and describe the curriculum frameworks of the six semester courses in the middle school physical education program.
2. Develop a semester plan for one of the semester courses.
3. Identify specific activities used to enhance the implementation of one of the courses.
4. Develop two new activities for use in one of the courses.

Description of Activities:

Participants will attend a series of workshops in which they will receive instruction and supervised practice as well as developing and demonstrating program activities.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured coaching and mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration). Participant will be directly observed by school principal, asst. principal, and department chair regarding skills learned in the middle school PE component.

Component Leader: Supervisor of Physical Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: A

High School Physical Education

Component Identifier Number: 1-011-003

Maximum Number of Points: 60

General Objective:

To increase participants' knowledge of the high school physical education curriculum.

Specific Objectives:

To increase participants' knowledge of the high school physical education curriculum.

1. Describe the curriculum frameworks for the HOPE course.
2. Demonstrate a teacher-designed activity used to enhance a concept in the HOPE Fitness course.
3. Describe the curriculum frameworks of a designated elective physical education course in the fitness or team sport area.
4. Develop a teacher developed activity used to enhance a concept within the course.

Description of Activities:

Participants will attend a series of workshops in which they will receive instruction and supervised practice.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured coaching and mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration). Participant will be directly observed by school principal, asst. principal, and department chair regarding skills learned in the middle school PE component.

Component Leader: Supervisor of Physical Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: A

Coaching a Specific Sport

Component Identifier Number: 1-011-005

Maximum Number of Points: 60

General Objective:

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

Specific Objectives:

Upon completion, the participant will:

- Identify the principles of Profession Conduct of the education profession.
- Identify non-school related activities that could lead to charges of ethical conduct violations.
- Identify the code of Ethics of the Education Profession in Florida.
- Knowledge of safety practices necessary to participate in a selected interscholastic sport.
- State the legal definition of sexual harassment.
- Identify sexual harassment behavior.
- Identify the difference between the legal terms of neglect, abuse, maltreatment and threatened harm.
- Identify risk factors that contribute to the use of alcohol, tobacco and other drugs.
- Identify signs of drug abuse among athletes.
- Identify innovative methods or organizing and administering a selected interscholastic sport.
- Understanding tort liability in athletics.
- Understand the constitutional rights of student athletes.
- Identify minimum necessary athletic insurance coverage(s)
- Understand managerial skills in use of equipment, facilities, and the deployment of personnel.
- Possess budget control skills.

Description of Activities:

Laboratory activities include the following:

- Complete pretest.
- Read district coaching guide.
- Complete on-line courses in ethics, drug awareness.
- Attend FHSAA rules clinic.
- Document hours in organizational meetings.
- Complete post-test.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessments.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured coaching and mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration). Participants will be directly observed by component leader, principal, or athletic director regarding skills learned in sports management component.

Component Leader: Supervisor of Physical Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: G

Athletic Injuries

Component Identifier Number: 1-011-006

Maximum Number of Points: 60

General Objective:

To acquire additional knowledge and skills in care and prevention of athletic injury so that participants will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling.

Specific Objectives:

Upon completion, the participant will demonstrate:

1. Knowledge of nutrition and ability to advise athletes concerning nutrition.
2. Skills needed to recognize athletic injuries.
3. Selection of appropriate athletic injury treatment.
4. Appropriate first aid emergency planning and care procedures.
5. Use of appropriate rehabilitation and reconditioning techniques.
6. Understanding athletic injury counseling methods.
7. Knowledge of standards for safe playing conditions and athletic facilities.
8. Understanding athletic injury reporting systems.
9. Recognition of signs of tobacco, alcohol and performance enhancing drug abuse.
10. Recognition, treatment, and evaluation of athletic injuries.

Description of Activities:

Laboratory activities shall consist of methods, techniques, and recommended operational procedures by certified trainers and physicians by lectures, demonstrations, and individual/group applications. Activities will include, but not be limited to, the following:

1. Complete pre-test.
2. Shadow athletic trainer.
3. CPR/first aid certification.
4. Attend clinics/seminars and document.
5. Read care and prevention articles in component packet.
6. Post-test.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured coaching and mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration). Participants will be directly observed by component leader, principal, or athletic director regarding implementation of skills learned in the athletic injuries component.

Component Leader: Supervisor of Physical Education

Location: Curriculum

Learning Method Code: A

Implementation Method Code: M

Evaluation Method, Student: F

Evaluation Method, Staff: G

Coaching Theory

Component Identifier Number: 1-011-007

Maximum Number of Points: 60

General Objective:

To acquire additional knowledge, methods, and skill application that will improve coaching effectiveness.

Specific Objectives:

1. Understand FHSAA policies governing interscholastic athletics.
2. Know appropriate coach/athlete interpersonal relations.
3. Understand the characteristics of student athletes.
4. Distinguish the stages of athletic growth and development.
5. Determine individual, age-appropriate, non-injurious training methods.
6. Understand the psychological aspects of athletic coaching.
7. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete.
8. Knowledge of normal human anatomical features and abnormal deviations.
9. Knowledge of biomechanical principles appropriate to athletic coaching.
10. Understanding of exercise physiology as it relates to athletic coaching.
11. Understanding of body composition factors related to athletic performance potential.
12. Understand strategies for successful athletic coaching.
13. Knowledge of evaluation techniques.
14. Knowledge of ethical standards and decision-making.
15. Knowledge of sound instructional strategies in athletic coaching.

Description of Activities:

Laboratory activities shall consist of methods, techniques, and recommended operational procedures by qualified professionals using lectures, demonstrations, and individual/group applications. Activities will include inservice in the following:

1. Complete pre-test.
2. Attend FHSAA rules clinic.
3. Study FHSAA handbook and sport manual.
4. Browse FHSAA website.
5. Read district coaching guide.
6. Log coaching hours.
7. Post-test.

Evaluation:

Participant Evaluation: The trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessments.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured coaching and mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration). Participants will be directly observed by component leader, principal, or athletic director regarding skills learned in the coaching theory component.

Component Leader: Supervisor of Physical Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: G

Preschool Curriculum

Component Identifier Number: 1-012-001

Maximum Number of Points: 60

General Objective(s):

To acquire and/or improve teacher knowledge and skills in preschool curriculum, instruction, and parent involvement.

Specific Objective(s):

The participants will demonstrate the ability to:

1. Identify critical components of preschool curriculum.
2. Design and/or implement curriculum ideas and materials appropriate for preschool children.
3. Design and/or implement ideas for parent involvement.

Description of Activities:

1. 1. A series of workshops and presentations will be conducted throughout the school year which will include lectures, demonstrations and “hands on” activities. The participant will demonstrate competence in the above stated objectives through:
 - a. Utilization of an observation instrument by the component leader or observer assigned by the component leader to assess ability to implement preschool curriculum.
 - b. Pre/post-testing to assess ability to identify critical components of preschool curriculum.

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by implementation of skills acquired during the workshop and charts and graphs of student progress.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Director, Fearnside Family Services
Location: Preschool Program

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: A

Success For All Reading

Component Identifier Number: 1-013-001

Maximum Number of Points: 60

General Objective(s):

Teachers will become proficient in learning to use the Success For All reading model which focuses on prevention of reading deficits through early intervention for students in kindergarten through fifth grade.

Specific Objective(s):

Given a series of workshops and assignments, participants will:

1. Recognize kindergarten and first grade language skills.
2. Develop an understanding of the connection between reading and writing.
3. Understand cooperative learning activities built around partner reading, identification of story elements, story summarization, writing, and direct instruction in comprehension skills.
4. Understand appropriate language development and be able to provide instruction using activities that promote the development of concepts about print, alphabet principles, and phonemic awareness.
5. Develop an understanding of a writer's workshop format.

Description of Activities:

Training will be provided by Success For All consulting staff. The training will include initial training for all teachers before the program begins, follow-up visits, and additional workshops throughout the year.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated through direct observation of skills implemented.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Study Group Participation: One or more of the following will be implemented.

1. Participants will meet to discuss, share, and demonstrate their workshop based experiences.
2. Participants will be observed to see if knowledge and skills learned in the workshop are being used in the classroom.
3. A survey of participants will be conducted to see if strategies learned in the workshop are effective in meeting the student's needs.

**Component Leader: Supervisor of Elementary Education
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: A
Evaluation Method, Staff: A**

Foundations in Language and Cognition - Reading Endorsement Competency 1

Component Identifier Number: 1-013-003

Maximum Number of Points: 60

General Objective(s):

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

Specific Objective(s):

The participants will:

1. Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological processing, inventory of phonemes, phonemic awareness skills, phonemic analysis).
2. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
3. Identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions, spellings of prefixes, root words, affixes).
4. Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, and advanced phonics skills).
5. Identify the principles of reading fluency as they relate to reading development.
6. Understand the role of reading fluency in development of the reading process.
7. Identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis).
8. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
9. Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations).
10. Understand the impact of variations in written language of different text structures on the construction of meaning.
11. Identify cognitive task levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation).
12. Understand the transactive nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (e.g., text connections: within texts, across texts, from text to self, from text to world).
13. Identify language characteristics related to informal language and cognitive academic language.
14. Identify phonemic, semantic, and syntactic variability between English and other languages.
15. Understand the interdependence between each of the major reading components and their effect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning).

16. Understand the interdependence between each of the major reading components and their effect upon comprehension (e.g., construction of meaning: vocabulary, fluency).
17. Understand the impact of dialogue, writing to learn, and print environment upon reading development.

Description of Activities:

In the knowledge acquisition portion of Competency 1, participants will be actively engaged in researchbased content designed to inform participants of substantive knowledge of language structure, function and cognition for each of the five major components of the reading process. Literacy Essentials for Teachers of Reading and Spelling (LETRS) by Dr. Louisa Moats, Modules 1-6 and Module 10, is one possible delivery model.

The investigative activities will be chosen from a menu by the component instructor based on participant knowledge, instructional assignment and assessed student needs. Investigative activities may be collaborative and include, but are not limited to:

1. Lesson plan design
2. Article review
3. Individual study and report on research-based practice
4. Reflective writing after viewing research-based practice
5. Clinical interview(s) to begin a portfolio of reading profiles

Investigative activities will be aligned with evaluation requirements, thus providing meaningful and authentic demonstration of the specific indicators for this competency.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated through activities which may include:

1. Post Test
2. Performance indicator (e.g., rubric/checklist/portfolio)
3. Product (e.g., case study, action research project, lesson/unit plan design, reflective writing)

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor of Language Arts and Reading
Location: Curriculum

Learning Method Code: B
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Foundations of Research-Based Practices 2 - Reading Endorsement Competency 2

Component Identifier Number: 1-013-004

Maximum Number of Points: 60

General Objective(s):

The purpose of this component is to provide teachers the opportunity to develop understanding of the principles of scientific based reading research in scaffolding each of the major components of the reading process toward student mastery. Upon successful completion of the component, participants will be able to: identify and use explicit systematic instructional plans for scaffolding development of phonemic awareness skills, phonic skills, fluency progress, vocabulary development, and comprehension reading strategies, as well as integrate the use of major reading components in lessons.

Specific Objective(s):

The participants will:

1. Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.).
2. Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).
3. Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, and advanced phonics skills).
4. Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.).
5. Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.).
6. Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction, "think-aloud" strategies, sentence manipulation, paraphrasing, etc.).
7. Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.).
8. Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.).
9. Identify resources and research-based practices that create both language-rich and print-rich environments (e.g., large and diverse classroom libraries, questioning the author, interactive response to authentic reading and writing tasks, etc.).
10. Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.

Description of Activities:

In the knowledge acquisition portion of Competency 2, participants will be actively engaged in research based content designed to inform participants of exemplary instructional practices in reading instruction and an understanding of the reading process, and to provide them with instructional strategies and techniques for improving students' reading at all grade levels. Florida On-Line Reading Professional Development (FOR-PD) is one possible delivery model.

The investigative activities will be chosen from a menu by the component instructor based on participant knowledge, instructional assignment and assessed student needs. Investigative activities may be collaborative and include, but are not limited to:

1. Lesson plan design
2. Article review
3. Individual study and report on research-based practice
4. Reflective writing after viewing research-based practice

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated through activities which may include:

1. Post Test
2. Performance indicator (e.g., rubric/checklist/portfolio)
3. Product (e.g., case study, action research project, lesson/unit plan design, reflective writing)

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Supervisor of Language Arts and Reading
Location: Curriculum**

**Learning Method Code: B
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A**

Foundations of Assessment - Reading Endorsement Competency 3

Component Identifier Number: 1-013-005

Maximum Number of Points: 60

General Objective(s):

The purpose of this component is to deliver the knowledge and skills teachers need to demonstrate an understanding of the role of assessments in guiding reading instruction and instructional decision-making. To achieve this objective, teachers will learn the skills to administer and interpret instructional assessments to include screening, diagnosis, and progress monitoring with the purposes of prevention, identification, and remediation of reading difficulties. Upon successful completion of this component, participants will have a working knowledge of test formats in the five areas of reading; understand test reliability and validity; use data to identify trends and differentiate instruction; monitor student progress over time; identify assessment issues and techniques appropriate for LEP students and students with disabilities.

Specific Objective(s):

The participants will:

1. Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
2. Understand the role of assessment in planning instruction to meet student learning needs.
3. Interpret students' formal and informal test results.
4. Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests.
5. Understand the meaning of test reliability and validity, and describe major types of derived scores from standardized tests.
6. Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures).
7. Analyze data to identify trends that indicate adequate progress in student reading development.
8. Understand how to use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii).
9. Understand how to interpret data with application of instruction that matches students with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies.
10. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
11. Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students.
12. Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading.

Description of Activities:

In the knowledge acquisition portion of Competency 3, participants will be actively engaged in research based content designed to inform participants of the knowledge and skills needed to demonstrate an understanding of the role of assessments in guiding reading instruction and instructional decision making. Content and activities for knowledge acquisition will be drawn from a variety of research-based assessment materials (e.g., DIBELS Training materials, Literacy Essentials for Teachers of Reading and Spelling (LETRS) Module 8 and Module 12,

Region III Principles of Assessment Module, Assessment of Diverse Learners Module, and District Assessment Training).

The investigative activities will be chosen from a menu by the component instructor based on participant knowledge, instructional assignment and assessed student needs. Investigative activities may be collaborative and include, but are not limited to:

1. Article review
2. Field experience log
3. Clinical interview(s) to enhance a portfolio of reading profiles
4. Individual study and report on a reliable and valid assessment instrument
5. Reflection after viewing the administration of a reliable and valid screening, diagnostic or progress monitoring assessment instrument
6. Administration of assessments necessary for conducting a case study of a struggling reader(s)
7. Analysis and interpretation of state and district student test data to inform instruction
8. Analysis and interpretation of formal and informal student assessment data including screening, diagnosis, progress monitoring and outcome measures to inform instruction

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated through activities which may include:

1. Post Test
2. Performance indicator (e.g., rubric/checklist/portfolio)
3. Product (e.g., case study, action research project, lesson/unit plan design, reflective writing)

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor of Language Arts and Reading
Location: Curriculum

Learning Method Code: B
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Foundations of Application of Differentiated Instruction - Reading Endorsement Competency 4

Component Identifier Number: 1-013-006

Maximum Number of Points: 60

General Objective(s):

The purpose of this component is to provide teachers the opportunity to develop broad knowledge of students from differing profiles, including students with disabilities, LEP students, and students from diverse populations and to apply research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students. Upon successful completion of the component, participants will be able to: identify the characteristics of language, cognition and reading acquisition, understand and apply the principles of differentiating instruction for all students, recognize strategies and accommodations for the development of each of the major reading components, and identify structures and procedures for selecting appropriate materials and monitoring student reading progress.

Participants will also be able to apply research-based instructional practices and materials appropriate for: preventing reading difficulties and accelerating both language and literacy development, scaffolding instruction, developing students' phonemic awareness, developing phonics skills and word recognition skills, applying critical thinking skills, and developing comprehension skills. Participants will assess student learning based on reliable and valid assessment procedures.

Specific Objectives:

Foundations of Differentiation - The participants will:

1. Identify the characteristics of both language and cognitive development and their impact on reading proficiency.
2. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
3. Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations.
4. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.
5. Identify common difficulties in development of each of the major reading components.
6. Understand specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.
7. Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
8. Identify effective strategies that skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
9. Select appropriate materials that address cultural and linguistic differences.
10. Identify structures and procedures for monitoring student reading progress. Application of Differentiated Instruction The participant will:
11. Apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension).
12. Apply research-based practices and materials for preventing and accelerating both language and literacy development.

13. Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
14. Apply research-based instructional practices for developing students' phonemic awareness.
15. Apply research-based instructional practices for developing students' phonics skills and word recognition.
16. Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
17. Apply research-based instructional practices for developing both general and specialized content area vocabulary.
18. Apply research-based instructional practices for developing students' critical thinking skills.
19. Apply research-based instructional practices for facilitating reading comprehension.
20. Identify instructional strategies to facilitate students' metacognitive skills in reading.
21. Identify reliable and valid assessment procedures to validate instructional applications.
22. Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

Description of Activities:

In the knowledge acquisition portion of Competency 4 and Competency 5, participants will be actively engaged in research-based content designed to develop broad knowledge of students from differing profiles, including students with disabilities, LEP students, and students from diverse populations and to apply research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students.

The investigative activities for these competencies will be chosen from a menu by the component instructor based on participant knowledge, instructional assignment and assessed student needs. Investigative activities may be collaborative and include, but are not limited to:

1. Lesson plan for instructional differentiation based on data analysis
2. Differentiated instruction demonstration
3. Article review
4. Field experience log
5. Individual study and report on an effective practice for instructional differentiation
6. Reflection after viewing model of effective instruction for LEP, ESE, or AIP students
7. Clinical interview(s) to enhance a portfolio of reading profiles
8. Case study of a struggling reader(s)
9. Student tutoring

Investigative activities will be aligned with evaluation requirements, thus providing meaningful and authentic demonstration of the specific indicators for this competency.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated through activities which may include:

1. Post Test
2. Performance indicator (e.g., rubric/checklist/portfolio)
3. Product (e.g., case study, action research project, lesson/unit plan design, reflective writing)

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Action Research related to training (should include evidence of implementation). Participants will also meet to discuss, share, and demonstrate their training based experiences.

- A survey of participants will be conducted to see if strategies learned in the training are effective in meeting the students' needs.

Component Leader: Supervisor of Language Arts and Reading
Location: Curriculum

Learning Method Code: B
Implementation Method Code: N
Evaluation Method, Student: A
Evaluation Method, Staff: A

Demonstration of Accomplishment - Reading Endorsement Competency 5

Component Identifier Number: 1-013-007

Maximum Number of Points: 60

General Objective(s):

The purpose of this component is to provide participants with a capstone experience through a supervised practicum. By applying their knowledge of reading development to reading instruction in a practical setting, add-on endorsement candidates will demonstrate their proficiency by working with readers of varying profiles. Upon successful completion of this component, participants will have documented evidence of their competence in applying scientifically-based reading research that addresses the prevention, identification and remediation of reading difficulties.

Specific Objective(s):

The participants will:

1. Apply knowledge of language development, literacy development, and assessment to instructional practices.
2. Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.
3. Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition.
4. Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.
5. Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary.
6. Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension.
7. Demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading.
8. Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills.
9. Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.
10. Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
11. Demonstrate knowledge of creating both language-rich and print-rich environments.

Description of Activities:

With the guidance and feedback of a qualified practicum supervisor, program participants are expected to provide evidence of impacting the reading proficiency of students with varying reading abilities. Each participant will either maintain a clinical portfolio that documents the differentiated and effective use of assessment and instructional activities with readers or design and implement an action research project that identifies an instructional problem, develops potential solution(s), and utilizes effective monitoring of student achievement.

As evidence of competence, the final project will include:

1. Educational plans that align with the reading instructional needs of specific students based on reliable and valid reading assessment results.
2. Records that track the progress of readers with varying profiles using valid monitoring instruments.
3. Evidence of reading proficiency gains by readers with varying profiles.

4. Indicators of differentiated reading instruction designed to meet the needs of students with varying profiles.

Practicum activities will be aligned with evaluation requirements, thus providing meaningful and authentic demonstration of the specific indicators for this competency.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives.

Participants will be evaluated by activities which may include:

1. Observation - a checklist documenting mastery of performance indicators will be completed during clinical visits.
2. Product - action research project or clinical portfolio. This product will be evaluated according to a rubric aligned with the competency performance indicators.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration). Participants will also:

- Meet to discuss, share, and demonstrate their training based experiences.
- Be observed to see if knowledge and skill learned in the training are being used in the classroom.
- A survey of participants will be conducted to see if strategies learned in the training are effective in meeting the students' needs.
- A follow-up of the instructor's choice will be provided according to the participants' needs.

Component Leader: Supervisor of Language Arts and Reading
Location: Curriculum

Learning Method Code: B
Implementation Method Code: M
Evaluation Method, Student: A
Evaluation Method, Staff: A

REESOL Bundle Training – Part 1

Component Identifier: 1-013-008

Inservice Points: 60

General Objective(s):

Foundations of Language & Cognition: The participants will develop substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

Specific Objective(s):

The participants will:

Phonics

- Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, and advanced phonics skills).

Fluency

- Identify the principles of reading fluency as they relate to reading development.
- Understand the role of reading fluency in development of the reading process.

Vocabulary

- Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc).

Comprehension

- Understand the impact of variations in written language of different text structures on the construction of meaning.
- Identify cognitive task levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation).
- Understand the transactive nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (e.g., text connections: within texts, across texts, from text to self, from text to world).
- Integration of the major reading components
- Understand the interdependence between each of the major reading components and their effect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning).
- Understand the interdependence between each of the major reading components and their affect upon comprehension (e.g., construction of meaning: vocabulary, fluency).
- Understand the impact of dialogue, writing to learn, and print environment upon reading development.

General Objective:

Foundations of Assessment

The participants understand the role of assessments in guiding reading instruction and instructional decision making for reading progress of struggling readers.

Specific Objective(s):

The participants will:

1. Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
2. Understand the role of assessment in planning instruction to meet student learning needs.
3. Interpret students' formal and informal test results.

4. Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests.
5. Understand the meaning of test reliability and validity, and describe major types of derived scores from standardized tests.
6. Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures).
7. Analyze data to identify trends that indicate adequate progress in student reading development.
8. Understand how to use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii).
9. Understand how to interpret data with application of instruction that matches students with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies.
10. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants may be evaluated by: observation data from a classroom walk-through with reflective response, lesson plans with student product, participation in a coaching/modeling activity or action research.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-service Evaluation Form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)

Component Leader: Secondary Reading/Language Arts Curriculum Specialist
Location: Kirby-Smith

Learning Method Code: A
Follow Up Method Code: M
Evaluation Method, Student: A
Evaluation Method, Staff: A

REESOL Bundle Training – Part 2

Component Identifier: 1-013-009

Inservice Points: 40

General Objective:

Foundations of Differentiation

The participants will have a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.

Specific Objectives: The participants will:

1. Identify the characteristics of both language and cognitive development and their impact on reading proficiency.
2. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.
3. Identify common difficulties in development of each of the major reading components.
4. Understand specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.
5. Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
6. Identify structures and procedures for monitoring student reading progress.

General Objective:

Application of Differentiated Instruction

The participants will have knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

Specific Objectives: The participants will:

1. Apply research-based instructional practices for developing students' phonics skills and word recognition.
2. Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
3. Apply research-based instructional practices for developing both general and specialized content area vocabulary.
4. Apply research-based instructional practices for developing students' critical thinking skills.
5. Apply research-based instructional practices for facilitating reading comprehension.
6. Identify instructional strategies to facilitate students' metacognitive skills in reading.
7. Identify reliable and valid assessment procedures to validate instructional applications.
8. Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants may be evaluated by: observation data from a classroom walk-through with reflective response, lesson plans with student product, participation in a coaching/modeling activity or action research.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-service Evaluation Form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)

**Component Leader: Secondary Reading/Language Arts Curriculum Specialist
Location: Kirby-Smith**

**Learning Method Code: A
Follow Up Method Code: M
Evaluation Method, Student: A
Evaluation Method, Staff: A**

Next Generation Content Area Reading – Professional Development (NG CAR-PD)

Component Identifier Number: 1-013-012

Maximum Number of Points: 60

General 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:

Upon completion of the training, the participants will:

1. understand and implement effective instructional practices in classrooms;
2. understand the scientifically based research for the elements of effective literacy instruction in the content areas;
3. understand the effective elements of content area literacy defined by the US Department of Education's *Doing What Works in Adolescent Literacy* series;
4. observe models of and engage in practice implementing effective vocabulary strategies, comprehension strategies, and extended text discussion in the content areas;
5. become skilled observers of students' reading and writing behavior in the content areas;
6. interpret and use dynamic and static data as a basis for teaching in the content areas;
7. develop instructional plans for individuals, small groups, and classes in the content areas;
8. evaluate and select literacy materials based on content;
9. collect data to assess student learning;
10. learn how to address issues in content area reading;
11. develop a common language
12. investigate the creation of conditions for learning in content area classrooms;
13. investigate strategic activities for sustaining literacy learning across content areas; 14. investigate strategic activities for expanding literacy learning across content areas; and,
14. 15. 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, demonstration of instructional practices, and hands-on training.

Evaluation:

Participant Evaluation: Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of a reflection journal on outside reading as well as completion of a set of prescribed classroom activities.

Component Evaluation: The component leader will send electronically to the Staff Development Office, upon completion of the component or no later than June 1 each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS Inservice Evaluation Form for each participant.

Implementation:

Participant product related to training (may include lesson plan or lesson written reflection, audio/videotape, case study, samples of student work).

Component Leader: Reading Endorsement Supervisor
Location: Curriculum/Staff Development

Learning Method: D
Implementation Method: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Next Generation Content Area Reading - Professional Development Practicum (NGCAR-PD Practicum)

Component Identifier Number: 1-013-013

Maximum Number of Points: 30

General 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 the second component of implementation, which involves a comprehensive range of actions designed to develop literacy education in the content areas. Teachers participating in this course must have completed the 60 hour NGCAR-PD Academy. The course is an essential step and it implies long-term school change based on scientifically based reading research.

Specific Objectives:

Upon completion of the training, the participants will:

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

Description of Activities:

Participants will attend two full day sessions for the purpose of reviewing concepts from the NGCAR-PD Academy and planning the practicum experience. The practicum experience will include activities that demonstrate the participant's ability to transfer their knowledge of a comprehensive approach to teaching and learning into actual classroom practice. Activities may include but are not limited to journal writing, selfreflection, documentation of student growth over time, implementation of research-based literacy strategies within the content classroom and documentation of classroom activities via a notebook and observation of instruction by administrators and/or literacy/content area coaches.

Evaluation:

Participant Evaluation: Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of documentation notebook as well as classroom observations.

Component Evaluation: The component leader will send electronically to the Staff Development Office, upon completion of the component or no later than June 1 each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS Inservice Evaluation Form for each participant.

Implementation:

Participant notebook containing all required documentation.

**Component Leader: Reading Endorsement Supervisor
Location: Curriculum/Staff Development**

**Learning Method: D
Implementation Method: P
Evaluation Method, Student: F
Evaluation Method, Staff: A**

Current Topics in Drivers Education

Component Identifier Number: 1-014-001

Maximum Number of Points: 60

General Objective:

To increase participant's knowledge of and skill in driver education and traffic safety.

Specific Objectives:

By the end of the session(s), participants will be able to:

1. Explain concepts and foundations of driver education.
2. Examine teaching strategies for classroom, range, or on the road instruction.
3. Explore the current forces of society on driver education and traffic safety.
4. Design long- and short-range goals for driver education.
5. Explore evaluation procedures to use in driver education.
6. Identify substance abuse topics for the driver education class and/or outline a plan for the instructional delivery of this information.
7. Identify appropriate resource materials for selected activities.

Description of Activities:

The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Other strategies and activities for achievement of the component objectives may include: lecture, large and small group activities, discussion, role-playing, hands-on practice, technology, simulations, field trips, cooperative learning, distance learning, action research, conferences, conventions, observations, demonstration teaching, visitation, travel, independent study, articulation/collaboration/selfstudy, directed study, institutes, and clinics.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of learning objectives. Participants will be evaluated by other student performance assessments.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include director observation, conferencing, oral reflection and/or lesson demonstration). Participants will be directly observed by school principal and driver education coordinator regarding skills learned in the Driver Education Component.

Component Leader: Driver Education Supervisor
Location: Traffic Safety Center

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: A
Evaluation Method, Staff: D

Driver Education – Classroom Training

Component Identifier Number: 1-014-002

Maximum Number of Points: 60

General Objective:

Train instructors to teach that portion of the driver’s education program that occurs in a classroom environment.

Specific Objectives:

Upon completion of the training, the participant will:

1. Demonstrate knowledge of licensing requirements.
2. Recognize and understand driving responsibilities.
3. Properly identify roadway signs, signals, and markings.
4. Describe how physical laws affect driving.
5. Describe proper driving in traffic.
6. Explain the effects of mental and physical condition on driving.

Description of Activities:

Participants will attend lecture series, create lesson plans, review the Florida Driver’s Handbook and the adopted classroom textbook for driver education, and complete assigned tasks from these resources.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of specific objectives. Participants will be evaluated by portfolios of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study samples of student work).

Component Leader: District Supervisor of Driver Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: D
Evaluation Method, Staff: D

Driver Education – Lab Training

Component Identifier Number: 1-014-003

Maximum Number of Points: 60

General Objective:

Train instructors to teach the laboratory portion of the driver's education course.

Specific Objectives:

Upon completion of the training, the participant will:

1. Demonstrate knowledge of driver simulation.
2. Demonstrate knowledge of range driving operations.
3. Demonstrate In-traffic driver training.

Description of Activities:

Participants will attend, observe, and participate in driver simulator training, range driving operations, and in-traffic driving training.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of specific objectives. Participants will be evaluated by portfolios of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study samples of student work).

**Component Leader: District Supervisor of Driver Education
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: D
Evaluation Method, Staff: D**

Driver Education – Third Party Tester Training

Component Identifier Number: 1-014-004 Maximum Number of Points: 60

General Objective:

Train instructors to teach the Driver Education Licensing Assistance Program (DELAP) portion of the driver's education course.

Specific Objectives:

Upon completion of the training, the participant will:

1. Demonstrate knowledge of the Florida Driver's Handbook.
2. Demonstrate knowledge of Traffic Law and Substance Abuse Education (TLSAE).
3. Demonstrate knowledge of the internet-based paperless waiver system.
4. Demonstrate knowledge of route testing (HSMV Record of Driving Examination Form)

Description of Activities:

Participants will complete DELAP training on Highway Safety Motor Vehicles policies and procedures governing Third Party Testing.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of specific objectives. Participants will be evaluated by portfolios of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study samples of student work).

Component Leader: District Supervisor of Driver Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: D
Evaluation Method, Staff: D

Science Curriculum

Component Identifier Number: 1-015-001

Maximum Number of Points: 60

General Objective:

To provide training workshops and activities with attention to scope and sequence in science.

Specific Objectives:

Participants will increase their knowledge and understanding of the NGSSS, the content, best practices, scope/sequence, and other areas of science curriculum.

Description of Activities:

Group activities

Project-based learning

Listening to a speaker

Laboratories

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance data.

- District developed/standardized test results
- School constructed student test results
- Other student performance assessment

Component Evaluation: Participants will complete a component evaluation in ACIIS after turning in follow-up

Implementation:

Participant product related to training (may include lesson plans, written reflection, and samples of student work).

Component Leader: Supervisor of Science
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: B
Evaluation Method, Staff: A

Science Fair

Component Identifier Number: 1-015-005 Maximum Number of Points: 30

General Objective:

To provide participants with competency skills and knowledge to teach science fair skills to students.

Specific Objectives:

Given a series of instructional sessions, participants will demonstrate increased competence in the ability to:

1. Recognize the relevancy of student science fair projects to the science curriculum.
2. Plan science instruction which includes application of scientific procedures through student science fair projects.
3. Know, understand, and implement safety rules and regulations of the International Science and Engineering Fair as they apply to local, regional, and state fairs.

Description of Activities:

The school level science fair contact person will participate in workshops to assist in accurately completing and assessing student projects for science fairs. Special attention will be paid to safety.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolios of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. 1. Completed activity roster – 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.
2. 2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, recording, case study samples of student work).

**Component Leader: Supervisor of Science
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: C
Evaluation Method, Staff: A**

Technology In Science

Component Identifier Number: 1-015-006

Maximum Number of Points: 60

General Objective:

To introduce science teachers to multiple technologies useful in classroom or laboratory instruction.

Specific Objectives:

Participants will increase their awareness, knowledge, and skills through a selection from the following activities:

1. Be familiar with computers and other technologies that will enable them to devise their own lessons integrating technology by using software provided by textbook or other companies, science/math software, internet-based activities, calculator-based activities or other data-gathering devices.
2. Become able to instruct and involve students using technology in the science classroom.

Description of Activities:

Participants will attend a series of workshops with activities designed to meet the specific objectives. Hands-on instruction and demonstration of the technologies will be provided. Emphasis will be placed on the appropriate integration of the technology into the participant's curriculum.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance data.

1. District developed/standardized test results
2. School constructed student test results
3. Other student performance assessment

Component Evaluation:

Participants will complete a component evaluation in ACIIS after turning in follow-up

Implementation:

Participant product related to training (may include lesson plan, written reflection, or samples of student work).

Component Leader: Supervisor of Science
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: B
Evaluation Method, Staff: A

Social Studies Content

Component Identifier Number: 1-016-001 Maximum Number of Points: 60 General Objective(s):

The purpose of this component is to provide teachers with the opportunity to broaden their social studies content knowledge needed to enhance curriculum and instruction focused on greater student achievement.

Specific Objective(s):

Participants will increase their knowledge and understanding of social studies content to enhance instruction in social studies coursework as well as in other curriculum areas such as reading, math, and science.

Description of Activities:

Participants will participate in a variety of learning activities such as lecture, professional study groups, videotapes, discussion, large and small group activities, and project-based learning.

Evaluation:

Participant Evaluation:

Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, and samples of student work).

Component Leader: Curriculum Specialist, Social Studies
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Global Studies in Education

Component Number: 1-016-002

Maximum Number of Points: 60

General Objective(s):

The purpose of this component is to provide teachers with opportunities to learn and think more critically about issues of globalization and education and incorporate international perspectives into their curriculum and instruction.

Specific Objective(s):

1. Examine global issues, such as violation of human rights, child labor, diminishing natural resources, overpopulation, poverty and hunger, environmental degradation, or human conflicts, and their consequences on the world's people.
2. Compares and contrasts one or more cultures, emphasizing the commonalities rather than the differences.
3. Demonstrates awareness of the interdependence of nations in the increasing globalization of the world's cultural, political, economic, and social spheres.
4. Analyze the importance of choices made by individuals, groups and nations, and how these choices impact the world today and in the future.
5. Develop activities to assist students to participate in civic action, implementing the "Think globally, act locally" concept to affect positive change.

Description of Activities:

Participants will participate in a variety of learning activities such as lecture, professional study groups, videotapes, discussion, large and small group activities, and project-based learning.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, and samples of student work).

Component Leader: Curriculum Specialist, Diversity Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Improving Writing Instruction in the Elementary School

Component Identifier Number: 1-017-001

Maximum Number of Points: 60

General Objective:

To improve the quality of writing instruction.

Specific Objectives:

After completing the workshops the participant will demonstrate increased knowledge of:

1. Be exposed and understand recent research on writing.
2. Develop writing strategies for students in the areas of purpose, focus, and organization.
3. Develop writing strategies for students in the areas of evidence and elaboration
4. Develop writing strategies for students in the area of conventions.
5. Develop editing and revising strategies for students.
6. Model writing strategies.
7. Develop writing strategies in the content areas.
8. Evaluate student writing.

Description of Activities:

The participant will participate in a series of district or school-based workshops which will include oral presentation, demonstrations, and practice of skills presented.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated through one of the following:

1. Self-evaluation
2. Consultant observation/evaluation
3. Be observed teaching a writing lesson
4. Sharing student writing with the consultant.
5. District developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor of Elementary Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: A
Evaluation Method, Staff: A

Text Based Writing Process

Component Identifier Number: 1-017-002

Maximum Number of Points: 60

General Objective(s):

To improve the quality of text based writing instruction in all grade levels and subject areas. .

Specific Objective(s):

Given a series of professional development activities, participants will demonstrate increased knowledge of:

1. Teaching activities for all steps in the writing process: rewriting, drafting, responding, revising, editing, and publishing.
2. Organizing peer response groups.
3. Conducting individual writing conferences.
4. Evaluating student writing using the Florida Standards Assessment Rubric.
5. Research findings on the teaching of writing.
6. Using textual evidence in writing
7. Designing writing tasks for informative and argumentative writing
8. Instruction in informative and argumentative writing as it relates to a specific content area.

Description of Activities:

Inservice sessions will focus on various stages of the writing process. Participants will design text based writing prompts, create lesson plans for including text based writing in their classrooms, meet in response groups, review research, and share classroom activities.

Evaluation:

Participant Evaluation: The trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by lesson plans with a student product, action research, reflection about lesson plans, action research or participation in a coaching/ modeling activity.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor of Language Arts and Reading
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Adapted Physical Education

Component Identifier Number: 1-100-001

Maximum Number of Points: 60

General Objective:

To update knowledge and skills for teachers of exceptional students who require an adaptive physical education program.

Specific Objectives:

Participants will demonstrate competencies in their ability to:

1. Describe Public Law 94-142 and the requirements regarding physical education.
2. Develop and implement curriculum strategies for an adaptive physical education program.
3. Select appropriate adaptive physical education objectives and materials to implement an Individual Educational Plan (IEP) for exceptional students.
4. Specify learning strategies for achieving individual educational plan objectives.
5. Evaluate the effectiveness of the Adaptive Physical Education Program for student(s) in class.

Description of Activities:

Participants will participate in a series of workshops and pre-approved conferences conducted by county staff or resource persons to study current trends, services, program priorities and alternatives, as well as participate in hands-on activities and group discussions.

Evaluation:

Participant Evaluation: The trainer will document increased competence in at least 80% of learning objectives. Participants will be evaluated by other student performance assessments.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured coaching and mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration). Participant will be directly supervised by school principal, asst. principal/CRT, and department chair regarding skills learned in the adapted PE component.

Component Leader: Supervisor of Physical Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: A

Knowledge of Foundations of Exceptional Student Education

Component Identifier Number: 1-103-001 Maximum Number of Points: 60

General Objective(s):

To increase participants' knowledge of the foundations of exceptional student education within state and federal legislation/guidelines.

Specific Objective(s):

Participants will demonstrate the ability to:

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

Description of Activities:

Participants will be involved in an on-line module which will utilize a variety of electronic techniques for interactive training. A Module Facilitator will coordinate the learning activities and provide technical assistance to the participants. Each participant will maintain an electronic portfolio of module tasks/assessments.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and the following:

Complete the assigned learning activities and assessment tasks as outlined by each component. Assessment tasks include, but are not limited to the following types of activities:

1. Research and Application of Skills
2. Interviews with Experienced Educators
3. Development of Lesson Plans, Behavior Profiles, Teaching Strategies
4. Identification of Local and Statewide Resources
5. Analysis of Student Performance/Behavior and Identification of Appropriate Strategies to Address Deficit Areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of Appropriate Assessment Tools and Techniques

Implementation:

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation: Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center and FDLRS**

**Learning Method Code: B
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C**

Sunshine State Standards

Component Identifier Number: 1-408-001

Maximum Number of Points: 30

General Objective(s):

To increase participants' knowledge and understanding of the Sunshine State Standards.

Specific Objective(s):

After attending workshops, the participants will demonstrate competence in the ability to:

1. Demonstrate knowledge of the strands, objectives, and benchmarks of the Sunshine State Standards.
2. Align instructional practices with the new standards and the statewide assessment.

Description of Activities:

Large/small-group work sessions will be conducted under the direction of the subject area specialists, principal, consultant, or faculty member with expertise in the indicated discipline.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the participants individual and committee assignments and district developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Curriculum Directors
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Diversity Awareness Training

Component Identifier Number: 1-412-001

Maximum Number of Points: 60

General Objective(s):

To provide information and training in curriculum and techniques that focus on approaches for improving multicultural education and relationships in school, work place, and community.

Specific Objective(s):

1. Increase participant awareness of the effects of teacher expectation on student achievement with emphasis on appreciating diversity in the classroom.
2. Provide opportunities to examine assumptions, stereotypes, and other culturally based hindrances to the educational process.
3. Create a classroom or work climate which encourages self-esteem and achievement of all students and employees.
4. Familiarize participants with current political and community trends in cultural diversity education.
5. Enhance participant's ability to communicate and interact with parents and community leaders from diverse cultures.
6. Familiarize participants with alternative forms of classroom management based on the findings of research on multicultural classrooms.

Description of Activities:

Pre- and post-tests, self- assessment checklists, role play with feedback, small group instruction, pair and share assignments, group discussion, brainstorming, viewing of videotapes, and field trips.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated through one or more of the following: classroom observations, lesson plans, videotape of classroom instruction.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

7. Completed activity roster – 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.
8. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, and samples of student work).

Component Leader: Curriculum Specialist, Diversity Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Multicultural Studies

Component Number: 1-412-002

Maximum Number of Points: 60

General Objective(s):

The purpose of this component is to provide teachers with content knowledge in curriculum and instruction that focuses on multicultural studies.

Specific Objective(s):

1. Provide opportunities for teachers to learn how to infuse multicultural content into the curriculum.
2. Enhance participant's knowledge of the history and contributions of minorities to our community, state, and nation.
3. Examine multicultural instructional materials to determine their appropriateness for the classroom.

Description of Activities:

Participants will participate in a variety of learning activities such as lecture, professional study groups, videotapes, discussion, large and small group activities, field trips, and project-based learning.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, and samples of student work).

Component Leader: Curriculum Specialist, Diversity Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL 2: Curriculum & Methods (Option B – Online)

Component Identifier Number: 1-700-003

Maximum Number of Points: 20

General Objective:

Identify and explore various content-area strategies for use with Limited English Proficient (LEP) students. Use these strategies to critique a classroom instructional plan.

Specific Objectives:

Upon completion of the training, the participant will:

1. Recognize the major differences and similarities among the different cultural groups in the United States.
2. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
3. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
4. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.
5. Locate and acquire relevant resources in ESOL methodologies. (Standard
6. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
7. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.
8. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.
9. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
10. Apply content-based ESOL approaches to instruction.
11. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
12. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
13. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.
14. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
15. Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
16. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
17. Administer tests and interpret test results, applying basic measurement concepts.

18. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content meta-cognition.
19. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice. (Standard 24)

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL 7: Differentiated Instruction, Part A (Option B – Online)

Component Identifier Number: 1-700-004

Maximum Number of Points: 30

General Objective:

Learn the principles of differentiated instruction and how they apply to ELL students. Additionally, learn to determine stages of language, reading, and cognitive development as it pertains to identifying the differing needs of students in the classroom.

Specific Objectives:

Upon completion of the training, the participant will:

1. Identify first and second language acquisition processes.
2. Identify characteristics of reading stages for ELLs.
3. Identify characteristics of writing stages for ELLs.
4. Identify characteristics of emergent literacy.
5. Identify appropriate alternative assessments that measure ELLs performance.
6. Identify appropriate adaptations of tests, test items, and test tasks according to the student's level of English proficiency.
7. Identify appropriate instructional strategies for ELLs with exceptionalities.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

**Component Leader: Supervisor
Location: Curriculum/ESOL**

**Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A**

ESOL 7: Differentiated Instruction, Part B (Option B – Online)

Component Identifier Number: 1-700-005

Maximum Number of Points: 30

General Objective:

Apply principles of differentiated instruction. Explore methods and strategies for identifying the needs of individual students who are in the process of acquiring English. Then, learn about differentiating content, process, and/or product in order to address and accommodate the different needs of students.

Specific Objectives:

Upon completion of the training, the participant will:

1. Apply principles of English morphology as they relate to language acquisition.
2. Apply principles of English syntax as they relate to language acquisition.
3. Determine appropriate instruction of content curricula for varying levels of language proficiency.
4. Identify methods of scaffolding text and context for ELLs.
5. Identify major professional organizations, publications, and resources that support ELLs' learning.
6. Identify supplemental resources that increase comprehension of text and context for ELLs.
7. Identify instructional strategies that promote second language acquisition.
8. Identify appropriate ESOL strategies and modifications for content-based instruction for various proficiency levels.
9. Identify appropriate methods and strategies to teach language arts to ELLs.
10. Identify methods and strategies of differentiating instruction for ELLs in general education classes.
11. Identify methods of incorporating students' first languages and cultures into the existing curriculum.
12. Identify criteria for evaluating Internet resources for ESOL.
13. Identify strategies to promote emergent literacy.
14. Identify characteristics of critical literacy.
15. Identify strategies to promote critical literacy.
16. Identify appropriate methods of instructing ELLs in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
17. Identify appropriate methods for developing literacy for ELLs with limited literacy in their first language.
18. Identify factors that affect the assessment of ELLs.
19. Identify appropriate alternative assessments to measure ELLs' proficiency.
20. Identify strategies for early identification of possible exceptionalities prior to any formal referral process.
21. Identify the policies and procedures in referral processes for ELLs with possible exceptionalities.
22. Identify appropriate assessment procedures for ELLs with exceptionalities.
23. Identify appropriate instructional strategies for ELLs with exceptionalities.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

Supervised Practicum (Option B – Online)

Component Identifier Number: 1-700-006

Maximum Number of Points: 60

General Objective:

Review aspects of the various areas for ESOL coursework as determined by the Consent Decree and in compliance with Florida Performance Standards for Teachers of English for Speakers of Other Languages in preparation for implementing the supervised practicum. Then, apply knowledge of ESOL appropriate instructional practices, while creating instructional plans.

Specific Objectives:

Upon completion of the training, the participant will:

1. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
2. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.
3. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
4. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.
5. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.
6. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
7. Apply content-based ESOL approaches to instruction.
8. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.
9. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
10. Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
11. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
12. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
13. Administer tests and interpret test results, applying basic measurement concepts.
14. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
15. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL for Administrators: Instructional Leadership (Option B – Online)

Component Identifier Number: 1-700-007

Maximum Number of Points: 20

General Objective:

This course will help develop attitudes, skills, and knowledge so that administrators can evaluate trained teachers who are using ESOL instructional strategies.

Specific Objectives:

Upon completion of the training, the participant will:

1. Demonstrate knowledge of available, necessary, and appropriate instructional materials and resources that will facilitate comprehensible instruction for all LEP students.
2. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
3. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
4. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
5. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
6. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
7. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to LEP students.
8. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language (home language) instructional strategies in the instruction of LEP students.
9. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
10. Demonstrate ability to apply scientifically-based principles and practices to instructional programs in order to improve student achievement within the LEP population.
11. Demonstrate ability to implement at the school site the Continuous Improvement model or other proven model for improving the academic achievement of all low-performing students.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive.

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: B

ESOL Methods of Teaching English to Speakers of Other Languages

Component Identifier Number: 1-700-008

Maximum Number of Points: 60

General Objective:

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

1. Demonstrate knowledge of L2 teaching methods in their historical context.
2. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3. 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

1. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
2. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
3. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
4. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
5. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
6. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
7. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
8. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
9. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
10. 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.
11. 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

1. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
2. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
3. 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.

Description of Activities:

Participants read course content; participate in formative, interactive activities, view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator. Additionally, participants must successfully demonstrate knowledge gained from course content by successfully completing 10

Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, a case study, and lesson plan development.

Evaluation:

Participant Evaluation: Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine

1. The degree to which objectives have been addressed, and
2. The impact of acquired skills on students when implemented in the educational setting.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Learning (Delivery) Methods:

Activities under this component must align with the state-identified learning methods listed below:

1. Electronic, interactive

Implementation:

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

1. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
2. Electronic – interactive

Component Leader: Supervisor
Location: Curriculum/ESOL
Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL for Administrators

Component Identifier Number: 1-700-009

Maximum Number of Points: 60

General Objective:

This course will help develop instructional leadership skills necessary to help teachers meet the needs of English Language Learners. Participants will gain an understanding of the background and legal requirements for ELL programming, learn how culture affects communication, and develop the knowledge to evaluate teacher who are using appropriate ESOL/ESL instructional strategies.

Specific Objectives:

Upon completion of the training, the participant will:

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families, and implement a plan to create a positive and supportive environment that accommodates to diverse cultural backgrounds and promotes the enrichment of a multicultural student population.
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
4. Demonstrate knowledge of available, necessary, and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.
5. Demonstrate knowledge of the background of the related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in educational legislation, rules and policies that may potentially impact ELLs and their families.
9. Demonstrate knowledge of the District ELL plan, which indicates the chosen model(s) of delivery of services to ELLs.
10. Demonstrate knowledge of the legal requirements of ELL Student Plans.
11. Demonstrate an understanding of the difference between language
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs regardless of English language proficiency, and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.

16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL Committee.
17. Demonstrate the ability to communicate with ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding identification, assessment (both content area and language proficiency) and placement of ELLs, which begin at school registration, and continue for two years after the student, has been exited from the English for Speakers of Other Languages (ESOL) program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language (home language) instructional strategies in the instruction of ELLs.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including ELLs, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: B

ESOL 6: Assessment (Option B – Online)

Component Identifier Number: 1-701-002

Maximum Number of Points: 30

General Objective:

Identify factors that affect assessment of ELL students including linguistic bias, test adaptations and accommodations. Additionally, explore statewide assessment policies and interpretation of assessment data.

Specific Objectives:

Upon completion of the training, the participant will:

1. Identify factors that affect the assessment of ELLs.
2. Identify appropriate alternative assessments that measure ELLs' performance.
3. Identify examples of cultural and linguistic bias in tests.
4. Identify appropriate adaptations of tests, test items, and test tasks according to the student's level of English proficiency.
5. Identify statewide assessment policies and accommodations in ESOL.
6. Interpret ELL assessment data (e.g., proficiency, achievement).

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL Testing and Evaluation

Component Identifier Number: 1-701-003

Maximum Number of Points: 60

General Objective:

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

1. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
2. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
3. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
4. 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. 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

1. 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.
2. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
3. 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

1. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.
2. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
3. 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.
4. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
5. Assist ELLs in developing necessary test-taking skills.
6. 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 read course content; participate in formative, interactive activities, view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator. Additionally, participants must successfully demonstrate knowledge gained from course content in a multiple choice quiz exercise and successfully complete 8 Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, self-reflection, and assessment of student work.

Evaluation:

Participant Evaluation: Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and posttests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster for My Learning Plan- 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Learning (Delivery) Methods: Activities under this component must align with the state-identified learning methods listed below

1. Electronic, interactive

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

1. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
2. Electronic - interactive

Component Leader: Supervisor
Location: Curriculum/ESOL
Learning Method Code: B Implementation
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL 1: A Beginning for All Educators (Option B – Online)

Component Identifier Number: 1-702-002

Maximum Number of Points: 20

General Objective:

Learn to meet the educational needs of students for whom English is not their native language.

Specific Objectives:

Upon completion of the training, the participant will:

1. Recognize the major differences and similarities among the different cultural groups in the United States.
2. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
3. Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction.
4. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
5. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.
6. Locate and acquire relevant resources in ESOL methodologies.
7. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
8. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.
9. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.
10. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
11. Apply content-based ESOL approaches to instruction.
12. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
13. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
14. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
15. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
16. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content meta-cognition.
17. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
18. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL 5: Applied Linguistics, Part A (Option B – Online)

Component Identifier Number: 1-702-003

Maximum Number of Points: 30

General Objective:

Explore concepts and principles of applied linguistics such as phonology, principles of English, sociolinguistics, language acquisition, and second language acquisition. Identify how these concepts and principles relate to English language learners (ELLs).

Specific Objectives:

Upon completion of the training, the participant will:

1. Identify basic concepts of phonology as they apply to language development and performance.
2. Identify the use and application of phonographic differences.
3. Apply morphemic analysis to a given word.
4. Apply principles of English morphology as they relate to language acquisition.
5. Apply principles of English semantics as they relate to language acquisition.
6. Apply principles of English pragmatics as they relate to language acquisition.
7. Apply principles of English syntax as they relate to language acquisition.
8. Apply principles of English discourse as they relate to language acquisition.
9. Analyze the grammatical structure of an English sentence.
10. Identify concepts and influences associated with social and regional varieties of American English.
11. Compare the sociolinguistic language functions of social and regional varieties of American English.
12. Identify sociolinguistic principles that have influenced the development of the English language.
13. Identify historical processes that have influenced the development of the English language.
14. Identify factors of sociolinguistic diversity that affect English language learners' (ELLs') learning outcomes.
15. Identify the principles of first language acquisition theories.
16. Identify the principles of second language acquisition theories.
17. Identify first and second language acquisition processes.
18. Identify language characteristics of basic interpersonal communication skills and cognitive academic language proficiency. (BICS & CALP)
19. Identify the impact of second language acquisition research on classroom instruction.
20. Identify characteristics of interlanguage.
21. Identify factors influencing, and characteristics of, bilingualism.
22. Identify the influence of cognitive factors on second language acquisition.
23. Identify the influence of affective factors on second language acquisition.
24. Identify the influence of social factors on second language acquisition.
25. Analyze the effects of second language acquisition on acculturation.

26. Identify sources of second language learner errors (e.g., language transfer, generalization, and other communication strategies).
27. Identify the similarities and differences between second language development and learning disabilities.
28. Identify the similarities and differences between second language development and language disorders.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL 5: Applied Linguistics, Part B (Option B – Online)

Component Identifier Number: 1-702-004

Maximum Number of Points: 30

General Objective:

Examine and learn to identify second language delivery models, instructional methods and approaches, and instructional strategies, as well as methods of incorporating the student's first language into second language literacy development.

Specific Objectives:

Upon completion of the training, the participant will:

1. Identify factors that affect the assessment of ELLs.
2. Identify the major models of bilingual education.
3. Identify the major models of ESOL programs.
4. Identify the criteria considered in selecting and developing a program model.
5. Identify major research findings of bilingual and ESOL programs.
6. Identify major researchers and their contributions to the field of second language teaching and learning.
7. Match instructional approaches with language learning theories.
8. Identify appropriate methods and strategies to teach language arts to ELLs.
9. Identify appropriate methods and strategies to teach basic language skills.
10. Identify appropriate instructional interventions to address fossilization.
11. Identify features of the natural approach and activities for various proficiency levels.
12. Identify appropriate total physical response (TPR) activities for various proficiency levels.
13. Identify features of communicative approaches and activities for teaching ESOL for various proficiency levels.
14. Identify appropriate language experience approach activities for various proficiency levels.
15. Identify appropriate curricular adaptations according to level of language proficiency
15. Identify instructional strategies that promote second language acquisition.
16. Identify metacognitive, cognitive, and socioaffective strategies that promote second language acquisition.
17. Identify supplemental resources that address cultural, ethnic, and linguistic differences.
18. Identify appropriate instructional technology and its use in ESOL lessons.
19. Identify the classroom implications of computer-assisted language learning (CALL) and computer-mediated communication (CMC) in instructing ELLs.
20. Identify the instructional implications of using synchronous and asynchronous software to promote ELLs' language acquisition.
21. Identify major research findings since 1995 on the use of CALL and CMC with ELLs.
22. Identify criteria for evaluating commercially available ESOL software.
23. Identify methods of incorporating the student's first language into second language literacy development.
24. Identify characteristics of critical literacy.
25. Identify strategies to promote critical literacy.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL for Administrators: Accountability (Option B – Online)

Component Identifier Number: 1-702-005

Maximum Number of Points: 22

General Objective:

This course will help administrators meet that challenge by providing initial training in understanding the background and legal requirements for ESOL, the education of ELL students.

Specific Objectives:

Upon completion of the training, the participant will:

1. Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
2. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc).
3. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of LEP students.
4. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
5. Demonstrate knowledge of district's LEP plan, which indicates the chosen model(s) of delivery of services to LEP students. (Standard B.1)
6. Demonstrate knowledge of the legal requirements of a student's LEP Plan.
7. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
8. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
9. Demonstrate knowledge of the indicators for student identification and participation in gifted programs regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of LEP students in advanced placement courses.
10. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based LEP Committee.
11. Demonstrate knowledge of procedures regarding LEP students, which begin at school registration and continue for two years after the LEP student, has been exited from the English for Speakers of Other Languages (ESOL) program.
12. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including limited English proficient students, and its impact to the school site's programmatic decisions.
13. Demonstrate the ability to update staff, students, and parents on pertinent changes in educational legislation, rules and policies that may potentially impact LEP students and their families.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: B

ESOL for Counselors: Accountability (Option B – Online)

Component Identifier Number: 1-702-006

Maximum Number of Points: 60

General Objective:

This course will help counselors meet that challenge by providing initial training in understanding the background and legal requirements for ESOL, the education of ELL students.

Specific Objectives:

Part A: Upon completion of the training, the participant shall:

1. Assist LEP students and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student services specialists (e.g. psychologists, social worker educators, and related community representatives) in addressing the challenges facing LEP students and their families.
2. Demonstrate effective counseling skills that focus on the understanding and promotion of development and achievement of LEP students.
3. Demonstrate ability to counsel LEP students regarding their individual rights as afforded to them under state and federal laws and regulations.
4. Demonstrate ability to improve and extend services to LEP students who are under-represented in special programs and services, including but not limited to; gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.
5. Demonstrate knowledge of the federal and state requirements regarding the provision of services to LEP students, including but not limited to, their roles and responsibilities in the LEP Committee process; development of LEP Student Plans, and implementation of the district LEP Plan.
6. Demonstrate an ability to recognize the unique differences among LEP students, including their language proficiency (both native and English) and content-based academic knowledge of language.
7. Demonstrate the ability to advocate for the educational needs of LEP students and implement processes to ensure that these needs are addressed at every level of the LEP students' school experiences.
8. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school personnel to support them in responding to the academic development, and guidance and counseling needs of LEP students.
9. Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
10. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ability to identify linguistic and cultural bias.
11. Demonstrate an ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to LEP students to ensure their academic success.
12. Demonstrate an understanding of the proper administration and use of assessment instruments and the ability to interpret test scores and test-related data to LEP students, teachers, school administrators and parents. These assessments should include, but not be limited to, the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments and statewide assessments of academic content.

14. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
15. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
16. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper and equitable credit accrual, and appropriate grade/course placement of LEP students.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response and/or approval.

Evaluation:

Participant Evaluation: Facilitator will document competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send the Staff Development office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Part B: ESOL for Guidance Counselors Objectives

The Guidance Counselor shall demonstrate mastery of the four (4) standards and twenty-seven (27) competencies for guidance counselors by developing an LEP student case study, and implementing strategies to address the academic needs of limited English proficient students. The LEP student case study must contain evidence to support the achievement of these standards and competencies.

Implementation:

Electronic Interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: F
Evaluation Method, Staff: C

ESOL Applied Linguistics

Component Identifier Number: 1-702-007

Maximum Number of Points: 60

General Objective:

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

1. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
2. 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.
3. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
4. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

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

1. 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. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.
3. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.
4. 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

1. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
2. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
3. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

4. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.
5. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

Description of Activities:

Participants read course content; participate in formative, interactive activities, view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator. Additionally, participants must successfully demonstrate knowledge gained from course content in a multiple choice quiz exercise and successfully complete 9 Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. In addition to the multiple choice assessment, Reflection/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, personal evaluation of sources and resources, and lesson plan development.

Evaluation:

Participant Evaluation: Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader.

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

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Learning (Delivery) Methods:

Activities under this component must align with the state-identified learning methods listed below:

1. Electronic, interactive

Implementation:

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

1. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
2. Electronic – interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL Curriculum and Materials Development

Component Identifier Number: 1-703-002

Maximum Number of Points: 60

General Objective(s):

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:

1. Plan for integrated standards-based ESOL and language sensitive content instruction.
2. Create supportive, accepting, student-centered classroom environments.
3. 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. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
5. 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:

6. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
7. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
8. 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.

Activities:

Participants read course content; participate in formative, interactive activities, view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator. Additionally, participants must successfully demonstrate knowledge gained from course content by successfully completing 6

Reflection/Dialogue Exercises in which they reflect on knowledge gained from course content and apply that knowledge appropriately to English Language Learners. In addition to the six Reflection/Dialogue

Exercises, participants create two ESOL appropriate instructional plans that target ELL identified at specific stages of oral language development. Reflection/Dialogue Exercises and instructional plans require application exercises that include a dialogue between a facilitator and the participant, lesson evaluation, observation and critique of a lesson, lesson plan development and implementation.

Evaluation:

Participant Evaluation: Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader.

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

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Learning (Delivery) Methods:

Activities under this component must align with the state-identified learning methods listed below:

1. 1. Electronic, interactive

Implementation (Follow-up) Methods:

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

1. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
2. Electronic – interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL – An Overview

Component Identifier Number: 1-703-003

Maximum Number of Points: 18

General Objective(s):

To provide participants with an overview of how to meet the educational needs of students for whom English is not their native language. (Category three teachers)

Specific Objectives:

1. Conduct ESOL programs within the parameters, goals, and stipulations of state and federal regulations.
2. Recognize the major differences and similarities among the different cultural groups in the United States.
3. Identify, expose, and reexamine cultural stereotypes relating to ELL and non-ELL students.
4. Use knowledge of the cultural characteristics of Florida's ELL population to enhance instruction.
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to ELL students.
7. Locate and acquire relevant resources in ESOL methodologies.
8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for ELL students, using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
12. Apply content-based ESOL approaches to instruction.
13. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
15. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
16. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
17. Use formal and alternative methods of assessment/evaluation of ELL students, including measurement of language, literacy and academic content metacognition.
18. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
19. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.

Description of Activities:

Participants reflect on the course content strategy implementation and their own personal learning experience. Documentation of three (3) reflection/dialogue exercises must be finished to complete the course.

Evaluation:

Participant Evaluation: Facilitator will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by reflection/dialogue exercises.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation Method:

Participant product integrated with interactive electronic activities.

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL 3: Language and Diversity (Option B – Online)

Component Identifier Number: 1-705-002

Maximum Number of Points: 20

General Objective:

This course will explore language acquisition processes and implications for enhancing learning for the LEP student.

Specific Objectives:

Upon completion of the training, the participant will:

1. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
2. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.
3. Locate and acquire relevant resources in ESOL methodologies. (Standard
4. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
5. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.
6. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
7. Apply content-based ESOL approaches to instruction.
8. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
9. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
10. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
11. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
12. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL 4: Cultural Diversity (Option B – Online)

Component Identifier Number: 1-705-003

Maximum Number of Points: 30

General Objective:

To enable teachers who are pursuing ESOL endorsement to acquire and use knowledge of the cultural characteristics of students to enhance instruction.

Specific Objectives:

Upon completion of the training, the participant will:

1. Recognize the major differences and similarities among the different cultural groups in the United States.
2. Identify, expose, and reexamine cultural stereotypes relating to ELL and non-ELL students.
3. Use knowledge of the cultural characteristics of Florida's ELL population to enhance instruction.
4. Locate and acquire relevant resources in ESOL methodologies.
5. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
6. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
7. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
8. Identify major attitudes of local target groups toward school, teachers, discipline, and education, in general, that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
9. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation: Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL
Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: A

ESOL for Administrators: Culture & Communication (Option B – Online)

Component Identifier Number: 1-705-004

Maximum Number of Points: 20

General Objective:

This course will help administrators meet that challenge by providing training in understanding how culture affects communication and what steps can be taken to increase communication across cultures.

Specific Objectives:

Upon completion of the training, the participant will:

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing LEP students and their families and implement a plan to create a positive and supportive environment that accommodates to diverse cultural backgrounds and promotes the enrichment of a multicultural student population.
3. Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
4. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
5. Demonstrate the ability to communicate with LEP students, their families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
6. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
7. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
8. Demonstrate ability to apply scientifically-based principles and practices to instructional programs in order to improve student achievement within the LEP population.

Description of Activities:

The facilitator will provide instruction through Reflection/Dialogue Exercises and apply these displayed comments with a response.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic-interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: A
Evaluation Method, Staff: B

ESOL Transfer Points

Component Identifier Number: 1-705-005

Maximum Number of Points: Transferred Amount

General Objective:

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

Specific Objectives:

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

Description of Activities:

The participant will have other Florida school district send Department of Education form (OTE 206) to the Human Resources Development office in Alachua County. Points will be transferred to the participant's Alachua County inservice record.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by verification that the transferred points appropriately fulfill ESOL requirements.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training should include required ESOL training from other districts that will be used to meet certification renewal and/or endorsement requirements.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: C
Implementation Method Code: P
Evaluation Method, Student: G
Evaluation Method, Staff: D

ESOL Cross-Cultural Communications (2011)

Component Identifier Number: 1-705-006

Maximum Number of Points: 60

General Objective:

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. 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.
2. 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.
3. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
4. 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.
5. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families.
6. 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:

Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities. Course documentation requires that participants must successfully complete 9 Reflection/Dialogue Exercises in which they reflect on course content, strategy implementation, and their personal learning experience. The Reflective/Dialogue Exercises require application exercises that include a dialogue between a facilitator and the participant, completion of a personal journal, reflection activities and a project.

Evaluation:

Participant Evaluation: Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the inservice leader.

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

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Learning (Delivery) Methods:

Activities under this component align with the state-identified delivery method listed below:

1. Electronic, interactive

Implementation (Follow-up) Methods:

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

1. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
2. Electronic – interactive

Component Leader: Supervisor
Location: Curriculum/ESOL

Learning Method Code: B
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

World Language Strategies

Component Identifier Number: 2-004-001

Maximum Number of Points: 60

General Objective (s):

To improve instructional strategies in multilevel world language classes.

Specific Objective(s):

Given a series of workshops, participants will demonstrate:

1. Familiarity with improved teaching techniques for multilevel classes.
2. Develop lessons plans and teaching strategies to deal with multilevel classes.

Description of Activities:

Participants will participate in a variety of learning activities such as small and large group activities, presentations, and project based learning.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, lesson plans designed to provide learning activities for multilevel classes, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, and samples of student work).

Component Leader: Curriculum Specialist, Foreign Language
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Early Childhood Education: Improving Instruction

Component Identifier Number: 2-007-002

Maximum Number of Points: 60

General Objective:

The participants will increase their knowledge of teaching reading to K-3 students.

Specific Objectives:

Participants will demonstrate the ability to:

1. Plan and organize instructional groups based upon available student data which addresses greatest areas of need.
2. Select, develop, and utilize appropriate instructional techniques and materials consistent with each individual student's identified strengths or needs.
3. Suggest educational strategies, materials, and techniques for each student to parents and other student support personnel.
4. Evaluate student progress and redesign instructional plan based upon student evaluation.

Description of Activities:

The participant will attend workshops and presentations given at the school, district, state, or national level where knowledge, information, and current research are presented through lectures, demonstrations, and "hands-on" activities.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Using observation, data, and products, the component leader (or observer assigned by the component leader) will assess that each participant successfully completed the objectives. Participants will be evaluated by district developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, and samples of student work).

Component Leader: Supervisor of Elementary Education
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Learning Walks

Component Identifier Number: 2-007-003

Maximum Number of Points: 60

General Objective:

To guide the improvement of teaching and learning by participating in a series of on-site classroom walkthroughs to help deepen understanding of an instructional framework within the context of the district or school.

Specific Objectives:

Each participant will be able to:

1. Develop a shared vision for teaching and learning and calibrate understanding of particular areas of the instructional framework by establishing corresponding “look fors.”
2. Observe in classrooms and script in order to collect observable, descriptive data.
3. Respond to observations by identifying evidence of practice relative to a particular area of focus (noticings) and generating questions for consideration (wonderings).
4. Analyze data (noticings and wonderings) against the ideal in order to identify trends.
5. Develop a testable theory as to why trends might exist, and determine possible next steps for leadership.

Description of Activities:

Educators will participate in a variety of learning activities, which will include: Workshops, classroom observations, reflective feedback practice, discussions, and analysis of the Learning Walk process and data collected.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by one or both of the following tasks:

1. Pre- and post-tests and/or written performance tasks correlated to the specific objectives.
2. Completion of a calibration event that demonstrates mastery of specific course objectives.

Implementation:

Participant Product, Related to Training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor
Location: Professional Development

Learning Method Code: A, D, G, H, I, J
Implementation Method Code: P, Q
Evaluation Method, Student: B, D, F
Evaluation Method, Staff: A, B

English Language Arts Methods

Component Identifier Number: 2-008-001

Maximum Number of Points: 60

General Objective(s):

To increase the knowledge, skills and understanding of participants in teaching one or more areas within the secondary English language arts program.

Specific Objective(s):

The participant will:

1. Identify appropriate techniques and strategies for teaching specific content areas of English language arts.
2. Develop activities for teaching content areas of English language arts.
3. Incorporate specific techniques for teaching English language arts courses.

Description of Activities:

Participants will attend inservice session which will include a variety of activities such as lecture, professional study groups, conferences at the district, state and national level, discussion, hands-on activities, development of lesson or unit plans, peer observation, and transfer to classroom through coaching and modeling.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants may be evaluated by observation data from classroom walk-through with reflective response, lesson plans with student product, assessment data, and participation in coaching/mentoring.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant Product related to Training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor of Secondary English Language Arts
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Differentiating Mathematics Instruction for All Students

Component Identifier Number: 2-009-002

Maximum Points: 30

General Objective:

Developed by the Florida DOE as an online learning experience, this module is designed to provide an online professional development opportunity for K-12^x educators. It is intended to be completed in its entirety. No partial credit will be granted. Participants will learn and apply the guidelines of differentiation to mathematics instruction for the purposes of increasing student achievement. Participants will develop skills for differentiating mathematics instruction by using continuous assessment to plan and deliver effective wholegroup, small-group and individualized instruction in order to be responsive to each student's needs.

Specific Objectives:

Participants will be able to:

1. Define terms and guidelines related to differentiating instruction.
2. Define common terms used in effective mathematics instruction.
3. Self-evaluate their current instructional practices related to the guidelines of differentiating instruction.
4. Discuss the rationale for differentiating mathematics instruction.
5. Explain the connection between continuous assessment and meaningful differentiation.
6. Identify the National Council of Teachers of Mathematics' processes, standards and principles for mathematics and access current research about effective mathematics instruction.
7. Identify potential barriers to mathematics achievement and common misconceptions about mathematics.
8. Examine their own core mathematics program for strengths and limitations
9. Explain the relationships between the "big ideas" of Mathematics: levels of conceptual understanding: concrete-representational-abstract(C-R-A) and levels of expressing mathematical understanding.
10. Target a Florida Next Generation Sunshine State Standard/Access Point and explain how to teach that benchmark at the concrete, representational and abstract levels.
11. Identify types and sources of assessment information related to effective mathematics instruction including the components of a Mathematics Dynamic Assessment.
12. Analyze pre-assessment data for trends and patterns to determine the "what" and "how" to teach for initial understanding.
13. Determine how error pattern analyses and flexible interviewing can be efficiently integrated in into the assessment/instructional process.
14. Develop learning and assessment activities to meet student needs and their level of understanding (C-R-A).
15. Identify various types of flexible grouping structures.
16. Purposefully group students based on sound rationale informed by pre-assessment and continuous whole class assessment data.
17. Set appropriate and precise learning goals for groups in order to plan appropriate flexible mathematics group learning activities.
18. Integrate continuous assessment with flexible groups.
19. Use the following key ideas to differentiate mathematics instruction:

- a. Continuous assessment information, focusing on the "nouns" of mathematics (concepts/skills) *and the* "verbs" of mathematics (processes of doing), should be used to differentiate math instruction.
- b. Assessment should be continuous, varied and used to inform the instructional planning process.
- c. Differentiated mathematics instruction uses a combination of whole-group, small-group and individualized instruction in order to be responsive to students' needs.
- d. There are strengths and limitations of core mathematics programs.
- e. Differentiating Mathematics instruction is dependent on understanding the NGSSS and Access Points, NCTM standards, processes and principles.
- f. Students' understanding of mathematics occurs across different levels and stages.
- g. There is a reflexive relationship between the "big ideas" of mathematics and the "processes of doing mathematics."
- h. Flexible grouping structures can be used to increase student progress from acquisition to proficiency for targeted mathematics concepts and skills and can be used to extend understanding of mathematics concepts and skills.

Description of Activities:

Participants will achieve mastery of the objectives by completing the online module, which includes the following directed activities appropriate to the various areas of content and referenced within the module:

1. Review all module content, related professional articles and websites. Provide summaries as directed.
2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.
7. Develop a personal action plan for improvement.
8. Define the guidelines of differentiation and how they apply to math instruction.
9. Explain how to teach a Florida math standard at the concrete, representational and abstract levels.
10. Utilize a student interest inventory to assist with planning respectful whole-group & small-group instruction.
11. Administer a pre-assessment, establish clear learning goals and design and deliver an appropriate problem based whole-group mini lesson.
12. Utilize continuous assessment results from whole-group instruction to flexibly group students in order to plan and deliver a small-group mini-lesson.
13. Analyze a current unit of instruction and describe ways the unit plan could be more responsive to student needs by differentiating whole group, small group and individualized instruction.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific workshop objectives. Participants will be evaluated by portfolios of student work.

Component Evaluation: The component leader will send to the CREATE office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster for *My Learning Plan*- 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
2. A completed SBAC In-Service Evaluation form for each participant

Implementation:

Participants will be provided with access to additional resources and professional development opportunities to extend content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

Component Leader: FDLRS
Location: On-line

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: F
Evaluation Method, Staff: A

Music Teaching Techniques

Component Identifier Number: 2-010-001

Maximum Number of Points: 60

General Objective(s):

To improve participants' knowledge of techniques for teaching student skills in music at all grade levels.

Specific Objective(s):

Upon completion of one or more workshops, participants will demonstrate ability to:

1. Increase students' creative expression and talent through appropriate music experiences.
2. Increase their vocal and instrumental conducting techniques.
3. Select and use new music materials and equipment.
4. Create and teach new concepts and techniques.
5. Understand recent developments in music research, scholarly publications, learning styles, music learning theories, critical thinking skills, and student management.
6. Organize and implement fine arts events and performances at district and school levels using school and community resources.
7. Write more effective curriculum guides and lesson plans.
8. Organize support from various resources to improve the music education program for their students.

Description of Activities:

Participants will participate in a variety of learning activities such as seminars, workshops, professional study groups, visitations, curriculum writing, and individual study.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/video tape, case study, and plan of action.)

Component Leader: Curriculum Specialist Music
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Improving Instruction in Reading

Component Identifier Number: 2-013-001

Maximum Number of Points: 60

General Objective:

The participants will increase their knowledge and enhance their understanding of techniques for teaching reading at either the elementary or secondary level.

Specific Objectives:

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

1. Describe an effective reading program.
2. Identify appropriate diagnostic instruments for assessing reading skills.
3. Plan and organize instructional groups using a variety of data.
4. Identify appropriate instructional materials for reading instruction.

Description of Activities:

Participants will attend inservices where knowledge, information, and current research are presented in lecture, video tapes, and textbooks by experts in the field of reading.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized tests.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, and samples of student work).

**Component Leader: Supervisor of Elementary Education/
Supervisor of Secondary Language Arts and Reading
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A**

Florida Standards (LAFS) Literacy in the Elementary Content Area

Component Identifier: 2-013-004

Maximum Inservice Points: 60

General Objective:

The participants will increase their knowledge and enhance their understanding of techniques and strategies for teaching Literacy strategies (reading, writing, listening, speaking and language) aligned with the Language Arts Florida Standards (LAFS) within the elementary content areas. Participants will incorporate these techniques and strategies in their content curriculum.

Specific Objectives:

The participant will:

1. Describe the components of effective literacy instruction in content. (Develop academic language proficiency through speaking and listening; grow academic vocabulary through word study; acquire fluency; hear complex text read aloud and engage in text-based discussion; read complex informational text closely and analytically; increase volume and range of accountable reading; use textual evidence to inform, argue, and analyze through Writing and Speaking)
2. Identify strategies appropriate to literacy instruction within the content area.
3. Practice the use of appropriate strategies.
4. Plan lessons that incorporate the strategies.
5. Use data to make instructional decisions.
6. Understand ways to differentiate instruction to meet the needs of varied learners.
7. Understand appropriate writing activities that lead to greater student comprehension.
8. Understand appropriate assessments for identifying student understanding.
9. Understand how to connect reading strategies to content acquisition.

Description of Activities:

Participants will attend inservice sessions which will include a variety of activities such as lecture, professional study groups, video recordings, webinar, discussion, hands-on activities, practice, and transfer to classroom through coaching and modeling.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants may be evaluated by observation data from a classroom walk-through with reflective response, lesson plans with student product, participation in a coaching/modeling activity or action research.

Component Evaluation: The component leader will send electronically to the Staff Development Office, upon completion of the component or no later than June 1 each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS Inservice Evaluation Form for each participant.

Implementation: Participant Product related to training (may include lesson plans, written reflection, audio/video tape, case study, samples of student work)

Component Leader: Elementary Reading/Language Arts Supervisor
Elementary Social Studies Curriculum Specialist; Elementary Science Curriculum Specialist Location: Curriculum
Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Florida Standards (LAFS) Literacy in the Secondary Content Area

Component Identifier: 2-013-005

Inservice Points: 60

General Objective:

Participants will increase their knowledge and enhance their understanding of techniques and strategies for teaching literacy skills (reading, writing, listening, speaking and language) aligned with the Language Arts Florida Standards (LAFS) within the secondary content areas. Participants will incorporate these techniques and strategies in their content curriculum.

Specific Objectives: The participant will:

1. Describe the components of effective literacy instruction in content. (Develop academic language proficiency through speaking and listening; grow academic vocabulary through word study; read complex text closely and analytically; increase volume and range of accountable reading; use textual evidence to inform, argue, and analyze through writing and speaking)
2. Identify strategies appropriate to literacy instruction within the content area.
3. Practice the use of appropriate strategies.
4. Plan lessons that incorporate the strategies.
5. Use data to make instructional decisions about the effectiveness of strategies.
6. Understand ways to differentiate instruction to meet the needs of varied learners.
7. Plan appropriate writing activities that lead to greater student comprehension.
8. Plan appropriate assessments for identifying student understanding.
9. Understand how to connect reading strategies to content acquisition.

Description of Activities:

Participants will attend training sessions which will include a variety of activities such as lecture, professional study groups, video recordings, webinar, discussion, hands-on activities, practice, and transfer to classroom through coaching and modeling.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific training objectives. Participants may be evaluated by observation data from a classroom walk-through with reflective response, lesson plans with student product, participation in a coaching/modeling activity or action research.

Component Evaluation: The component leader will send electronically to the Staff Development Office, upon completion of the component or no later than June 1 each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS Inservice Evaluation Form for each participant.

Implementation:

Participant Product related to training (may include lesson plans, written reflection, recording, case study, samples of student work)

**Component Leader: Secondary Reading/Language Arts Curriculum Specialist;
Secondary Social Studies Curriculum Specialist; Secondary Science Curriculum Specialist Location: Curriculum
Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A**

Science Methods

Component Identifier Number: 2-015-001

Maximum Number of Points: 60

General Objective:

To assist elementary, middle, and high school teachers in updating their teaching skills and content background, and to train them in new science techniques and how to teach process skills through the use of laboratory experiences.

Specific Objectives:

Given a series of workshop sessions, participants will demonstrate increased competence in the ability to demonstrate acquired knowledge of procedures, materials, equipment, and techniques as they apply to specific areas of science.

Description of Activities:

Through the use of lectures, large- and small-group discussion, observations, attendance at conferences, and/or preparation of "hands-on" items, participants will review the objectives for and procedures in science laboratory usage; review the specific science process skills appropriate to the subject area; and review laboratory safety procedures.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance data.

1. District developed/standardized test results
2. School constructed student test results
3. Other student performance assessment

Component Evaluation: Participants will complete a component evaluation in ACIIS after turning in follow-up.

Implementation:

Participant product related to training (may include lesson plans, written reflection, and samples of student work).

Component Leader: Supervisor of Science
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: C
Evaluation Method, Staff: A

“Hands-On” Science

Component Identifier Number: 2-015-002 Maximum Number of Points: 60

General Objective:

To increase participants' knowledge and techniques for teaching science skills through “hands-on” activities.

Specific Objectives:

Given a series of workshop sessions, participants will demonstrate increased competence in the ability to:

1. Describe effective use of educational materials, concepts and techniques to teach science concepts.
2. Describe and use the investigative approach as applicable to the specific content of the Alachua County science objectives.
3. Identify the Science Standards of Excellence and the Minimum Student Performance Standards as they relate to specific grade levels.
4. Describe the content of the earth/space, life and physical sciences at the respective grade levels.
5. Describe and use research process and laboratory skills appropriate for science content being taught.

Description of Activities:

A variety of workshops will be provided utilizing large- and small-group instruction by the science supervisor and/or graduates of the Summer Science Inservice Institutes as instructors.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by school constructed student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, recording, case study samples of student work).

**Component Leader: Supervisor of Science
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: B
Evaluation Method, Staff: A**

Understanding How Students Learn

Component Identifier Number: 2-015-004

Maximum Number of Points: 60

General Objective:

Participants will become aware of recent research related to the impact of physical, social & emotional development on student learning as well as instructional implications resulting from this research.

Specific Objectives:

Given a series of workshops, participants will:

1. Demonstrate the ability to develop lessons/units utilizing research based methodologies.
2. Implement instructional strategies and techniques that increase student achievement for a specific group of students.

Description of Activities:

Participants will review literature related to recent research including, but not limited to, brain-based learning activities; the impact of gender on learning & student achievement; the effect of poverty on learning & student achievement and/or will attend presentations on instructional techniques given at district, state or national conferences or workshops related to recent research.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training – ex. Copies of lesson/unit plans; description of research-based activities; student portfolios, etc.

Component Leader: Curriculum Supervisor/Teacher Specialist
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

GEMS (Great Explorations in Math and Science)

Component Identifier Number: 2-015-007 Maximum Number of Points: 60

General Objective(s):

To involve Florida teachers of elementary and secondary math and science in hands-on, inquiry-based curriculum that integrates math and science based on GEMS activities.

Specific Objective(s):

Upon completion of this component, each participant will have:

1. Become fully aware of the learning cycle and its five components.
2. Participated in activities designed to engage learners in best practices of math and science.
3. Developed a plan for implementation of inquiry-based methods in math and science.

Description of Activities:

Participants will participate in workshops that include the following:

1. Cooperative group learning.
2. Project based learning.
3. Demonstration and discussion of best practices.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance data.

1. District developed/standardized test results
2. School constructed student test results
3. Other student performance assessment

Component Evaluation: Participants will complete a component evaluation in ACIIS after turning in follow-up.

Implementation:

Participant product related to training (may include lesson plans, written reflections, and samples of student work).

Component Leader: Supervisor of Math and Science
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Differentiating Science Instruction for All Students

Component Identifier Number: 2-015-008

Maximum Number of Points: 30

General Objective:

Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for K-12 educators. It is intended to be completed in its entirety. No partial credit will be granted. Participants will learn and apply the guidelines of differentiation to science instruction for the purposes of increasing student achievement. Participants will develop skills for differentiating science instruction by using continuous assessment to plan and deliver effective whole-group, small-group and individualized instruction in order to be responsive to each student's needs.

Specific Objectives:

Participants will be able to:

9. Define terms and guidelines related to differentiating instruction.
10. Define common terms used in effective science instruction.
11. Discuss the rationale for differentiating science instruction and self-evaluate their current instructional practices related to the guidelines of differentiating instruction.
12. Utilize current research related to effective science instruction.
13. Explain the connection between continuous assessment and meaningful differentiation and identify types and sources of assessment information related to effective science instruction.
14. Identify potential barriers to science achievement and common misconceptions about science.
15. Explain and provide examples of how preconceptions a student brings to the differentiated science classroom can affect learning.
16. Explain the inquiry instructional approach in science.
17. Identify components of whole-group instruction and determine when whole group instruction is appropriate.
18. Discuss ways to integrate technology to differentiate science instruction.
19. Purposefully group students based on sound rationale informed by pre-assessment and continuous assessment.
20. Set appropriate and precise learning goals for groups in order to plan appropriate flexible group learning activities that are aligned with learner needs.
21. Identify components of project-based learning.
22. Compare project-based learning to traditional learning and determine when project-based learning is appropriate.
23. Use the following key ideas to differentiate science instruction:
 - a. Differentiated science lessons and units are based on the teacher having clarity about the learning goals.
 - b. Assessment should be continuous, varied and used to inform the instructional planning process.
 - c. Differentiated science instruction uses a combination of whole-group, small-group and individualized instruction in order to be responsive to students' needs.
 - d. Differentiating Science instruction is dependent on understanding the NGSSS and Access Points and the ability to determine precise learning goals.

- e. When effective science practices are matched to learners' needs during whole-group instruction, engagement and achievement increase.
- f. Flexible grouping structures can be used to increase student progress from acquisition to proficiency for targeted science concepts and skills and can be used to extend understanding of science concepts and skills.
- g. In a differentiated science environment each student is valued for his or her contributions and has multiple opportunities to contribute to others and to learn from others' contributions.

Description of Activities:

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:

1. Review all module content, related professional articles and websites. Provide summaries as directed.
2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and discussion postings.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.
7. Develop a personal action plan for improvement.
8. Define the guidelines of differentiation and how they apply to science instruction.
9. Demonstrate understanding of the factors that influence the development of science competence.
10. Develop, administer and summarize results of a pre-assessment based on precise learning goals.
11. Design a whole-group mini-lesson using the 5E model of instruction.
12. Analyze a current unit of instruction and describe ways the unit plan could be more responsive to student needs by differentiating whole group, small group and individualized instruction.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance data.

1. District developed/standardized test results
2. School constructed student test results
3. Other student performance assessment

Component Evaluation: Participants will complete a component evaluation in ACIIS after turning in follow-up

Implementation:

Participants will be provided with access to additional resources and professional development opportunities to extend content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

Component Leader: Science Supervisor
Location: Online

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: F
Evaluation Method, Staff: A

Social Studies Methods

Component Identifier Number: 2-016-001

Maximum Number of Points: 60

General Objective(s):

The participant will gain knowledge and/or skills needed for designing and implementing a social studies program congruent with current trends, research, and mandates.

Specific Objective(s):

The participant will be able to:

1. Design a lesson consistent with the information or research presented.
2. Evaluate specific instructional strategies used in one or more areas of social studies.
3. Demonstrate high yield instructional strategies for working with one or more specific areas of social studies.
4. Evaluate specific curriculum used in one or more areas of social studies.
5. Construct one or more unit plans incorporating specific social studies curriculum.
6. Construct one or more unit plans incorporating specific high yield strategies.
7. Develop a specific plan for implementing change based on the information or research presented.
8. Develop a plan for disseminating acquired information with other teachers.

Description of Activities:

1. The participant will review printed and/or other material dealing with high yield instructional techniques, district mandates, current trends, or research related to the social studies curriculum area.
2. The participant will attend presentations/workshops on social studies curriculum or high yield instructional techniques given at the district level.
3. The participant will attend presentations/workshops on social studies curriculum or high yield instructional techniques given at state and national professional/academic conferences.
4. The participant will observe effective techniques or curriculum used by other teachers.
5. The participants will engage in discussions of effective techniques or curriculum in social studies.
6. The participant will develop evaluations of selected techniques.
7. The participant will review district social studies objectives.
8. The participant will analyze how the information presented can best be used to reach district social studies objectives.
9. The participant will develop lessons integrating the high yield instructional techniques or curriculum presented which are congruent with district social studies objectives.

Evaluation:

Participant Evaluation:

Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, and samples of student work).

Component Leader: Curriculum Specialist, Social Studies
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Improving Writing Instruction for Title I Students

Component Identifier Number: 2-017-001

Maximum Number of Points: 60

General Objective:

To improve student writing performance with quality instruction.

Specific Objectives:

The quality of student writing will increase due to increased teacher knowledge in one of the following areas: (May include one or several listed objectives.) The teacher will:

1. Be exposed to and understand the recent research on writing.
2. Develop writing strategies for Title 1 students in the areas of focus and organization.
3. Develop specific writing strategies for Title 1 students in the areas of elaboration, support, and development.
4. Develop editing and revising strategies for Title 1 students.
5. Understand the criteria for scoring pieces and score written pieces.
6. Explore ways to develop quality writing criteria with Title 1 students.
7. Model writing strategies for Title 1 students.
8. Explore ways to give specific feedback to Title 1 students.
9. Develop writing strategies in the content areas.

Description of Activities:

Participants will participate in a single or series of workshops offered at the school level or district level. These workshops will consist of oral presentations, demonstrations, and teacher participation in skills development.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolios of student writing samples.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Title 1 Supervisor
Location: Compensatory Education

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: A
Evaluation Method, Staff: A

Instructional Techniques and Materials for ESE

Component Identifier Number: 2-100-001 Maximum Number of Points: 60

General Objective:

To increase participants' knowledge of instructional techniques and materials for use with exceptional students in teaching content areas and basic skills in accordance with the student's developmental levels and appropriate long-range goals.

Specific Objectives:

Participants will demonstrate the ability to:

1. Select, develop, and sequence the objectives in the selected content area to meet the students learning needs.
2. Select, adapt, or develop instructional techniques and materials for a given set of instructional objectives and student needs.
3. Effectively utilize differentiated instructional techniques in teaching content or basic skills.
4. Effectively utilize differentiated instructional materials in teaching content or basic skills.
5. Describe and select techniques and materials appropriate for students with disabilities in inclusive classrooms.
6. Design and implement plan for providing assistance to students with disabilities and their general education teachers.
7. Describe and implement designated course modifications for students with disabilities pursuing a standard diploma.
8. Describe techniques for involving parents in selecting appropriate techniques and materials for their children.
9. Attend workshops covering specific instructional techniques and/or material to use with students with disabilities.

Description of Activities:

Participants will attend up to 60 hours of training sessions to include lecture, discussion, demonstration, case studies, and individual assistance. These activities may include attendance at conferences approved in advance by the component leader. Individual training may be provided by ESE Supervisors, building level administrators, or other ESE teachers.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and the following:

1. A written plan for use of designated methods or materials with an individual or group of students with special needs.
2. A case study summary of a fictional student with a plan for mainstreaming support, techniques, and materials.
3. Demonstrated use of selected materials and techniques to include:
 - a. Research and application of skills.
 - b. Development of lesson plans, behavior profiles, or teaching strategies.
 - c. Identification of local, regional and statewide resources.
 - d. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas.

e. Development of appropriate assessment tools and techniques.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C**

Exceptional Student Education Program Delivery Model Options

Component Identifier Number: 2-100-002

Maximum Number of Points: 60

General Objective:

To enable teachers, administrators, and support staff to acquire and strengthen skills and knowledge necessary to implement and deliver appropriate programs as indicated on the individual educational plan and matrix of services.

Specific Objective:

Given a series of workshops, guided readings, attendance at conferences, and specific assignments, participants will:

1. Identify the severity of need for specific exceptional education in the domains of curriculum and learning environment, independent functioning, social/emotional behavior, health care, and communication.
2. Identify the most appropriate educational setting for the student with disabilities based on the intensity of services within the following domains: curriculum and learning environment, independent functioning, social/emotional behavior, health care, and communications.

Evaluation:

Participant Evaluation:

1. Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessments.
2. The participant will demonstrate knowledge of specific activity with ESE students (observed by component leader, FDLRS representative, or site administrator or designee by applying skills and knowledge in the IEP development process; or
3. Write a case study incorporating new techniques or knowledge obtained at conference into services for students with disabilities.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leaders: Director
Location: Exceptional Student Education

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: C

Teaching Gifted Students

Component Identifier Number: 2-100-003

Maximum Number of Points: 60

General Objective:

To enable teachers to acquire and strengthen skills and knowledge necessary to deliver an appropriate instructional program for gifted students.

Specific Objectives:

Given a series of workshops and assignments, participants will:

1. Identify teaching techniques appropriate at specific grade levels and subject areas.
2. Develop materials appropriate for instruction.
3. Identify resources available within the district and relevant to the needs of gifted students.
4. Modify existing curricula in order to challenge gifted students.
5. Evaluate the effectiveness of curricula designed for use with gifted students.
6. Identify teaching techniques appropriate for special populations of gifted students.
7. Identify and follow procedures mandated by district and state regulations.

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: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolios of student work:

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant products related to training (written reflection, samples of student work).

**Component Leader: Teacher Specialist for Gifted
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C**

Teaching Students with Moderate and Severe Disabilities

Component Identifier Number: 2-100-004

Maximum Number of Points: 60

General Objective:

To enable the teacher to acquire and strengthen skills and knowledge necessary to deliver an appropriate instructional program for students with moderate to severe disabilities.

Specific Objectives:

Participants will be able to:

1. Identify characteristics of students with moderate and severe disabilities.
2. Review the Florida Sunshine State Standards for Students with Disabilities and learn how to relate IEP goals and classroom curriculum to these Standards.
3. Review appropriate modifications to enable access to general curriculum.
4. Understand the development of a Functional Behavioral assessment and how to incorporate into classroom curriculum.
5. Become aware of appropriate assistive and instructional technologies to use in the classroom.

Description of Activities:

Participants will attend workshops, conferences, practice demonstrations, independent study, and/or take part in online modules using a variety of distance learning techniques.

Evaluation:

Participant Evaluation: The trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolios of student work and one of the following:

1. Classroom observation to demonstrate use of selected materials and techniques.
2. Product development to include lesson plans, behavior profiles, and teaching strategies.
3. Analysis of student performance/behavior and identification of appropriate strategies to meet the need of individual students.
4. Develop appropriate assessment tools and strategies.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leaders: Executive Director, Exceptional Student Education
Location: Manning Center

Learning Method Code: B
Implementation Method Code: P
Evaluation Method, Student: C
Evaluation Method, Staff: C

Instructional Accommodations and Modifications For Use in the Classroom

Component Identifier Number: 2-100-005

Maximum Number of Points: 60

General Objective:

To enable participants to acquire and strengthen skills and knowledge necessary to deliver appropriate instruction for diverse learners.

Specific Objectives:

Given a series of workshops and assignments, participants will:

1. Identify the difference between accommodations and modifications for curriculum materials.
2. Implement the use of appropriate accommodations or modifications for instruction.
3. Develop materials using appropriate accommodations.
4. Modify existing curriculum to accommodate the needs of challenged learners.

Description of Activities:

Participants will attend Project Include, Dealing with Differences, Quality Design for Instruction, or other appropriate workshops, conferences, practice demonstrations, and/or independent study.

Participant Evaluation: The trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by one of the following:

1. Classroom observation to demonstrate use of selected materials and techniques.
2. Product development to include lesson plans, behavior profiles, and teaching strategies.
3. Analysis of student performance/behavior and identification of appropriate strategies to meet the need of individual students.
4. Develop appropriate assessment tools and strategies.
5. District-developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

Component Leaders: Executive Director, Exceptional Student Education
Location: Manning Center

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C

Inclusion Strategies for ESE

Component Identification Number: 2-100-006

Maximum Number of Points: 60

General Objective:

Participants will demonstrate knowledge of the movement toward the inclusion of students with disabilities in Florida schools and will explore strategies and techniques to facilitate the development of inclusive schools.

Specific Objectives:

Participants will be expected to:

1. Develop a greater understanding of policy issues associated with inclusive schooling, including fiscal issues, personnel use, and certification issues, and curriculum and instruction issues.
2. Examine current work culture patterns of schools with a special focus on the principles of total quality management with emphasis on client success and satisfaction and the use of data bases for altering programs and services to ensure quality.
3. Become familiar with strategies for restructuring special education services including co-teaching, support facilitation, collaborative consultation, and inclusive schooling.
4. Become familiar with efforts or initiatives underway in Florida's Department of Education, universities, district offices and schools that support or promote the inclusion of students with disabilities.
5. Interact with administrators/supervisors from other districts to share effective practices and discuss issues of common interest.
6. Attend appropriate workshops addressing inclusion strategies.

Description of Activities:

24. Participants will attend components of the training activity. Topics on which training will be provided are:
 - a. Policy considerations for inclusive schooling.
 - b. Transforming school work culture.
 - c. Critical success factors of implementing inclusive programs.
 - d. Collaborative teaching: support facilitation and collaborative consultation.
 - e. Mentoring, implementation and evaluating inclusive school action plans.
 - f. Perspectives on inclusion initiatives: DOE, universities, districts, and schools.
25. Participants will interact with principals, directors, supervisors, and other personnel involved in the education of students with disabilities within and across districts to share effective practices and discuss issues of common interest.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and the following:

1. Each participant will provide instructor with a case study of how inclusion is currently being incorporated at the school level and could be incorporated into current academic situations.
2. A summary of stakeholder interviews regarding their beliefs and attitudes regarding inclusion.
3. Each school based team will develop, implement, monitor and evaluate a school based inclusion plan focused on staff development, school practice, student placement, and student achievement.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C**

Skills for Teaching Exceptional Students in Basic, Career and Technical Education

Component Identifier Number: 2-100-007

Maximum Number of Points: 60

General Objective:

To increase participants' knowledge of techniques and materials for teaching students with disabilities in mainstreamed classes.

Specific Objectives:

Participants will demonstrate the ability to:

1. Specify characteristics of the different exceptionalities and relate those characteristics to problems faced by students with disabilities in the basic and career and technical education classes.
2. Define and give specific examples of inclusion.
3. Describe the major aspects of IDEA.
4. Describe techniques and materials appropriate for students with disabilities in basic and career and technical education classes.
5. Select and utilize appropriate techniques and materials for students with disabilities in basic and career and technical education classes.
6. Design and implement a plan for including students with disabilities in general education classes.
7. Describe and implement permissible course modifications for students with disabilities pursuing a standard diploma.
8. Attend appropriate workshops.

Description of Activities:

Participants will attend group and individual sessions. These sessions will include lecture, discussion, demonstration, and case studies. Supervision of individual sessions will be provided by component leader, ESE supervisors, building-level administrators, or other ESE teachers designated by the component leader. Activities may also include attendance at conferences approved in advance by the component leader.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and the following:

1. Participants will also submit to the instructor a case study outline presenting selected techniques, interest, and course modification for a student with disabilities and a written plan for ongoing communication with ESE teachers at their school, designed together with an ESE teacher.
2. Development of lesson plans, behavioral profile and teaching strategies.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C**

Knowledge of Instructional Practices in Exceptional Student Education

Component Identifier Number: 2-100-009

Maximum Number of Points: 60

General Objective:

To increase participants' ability to determine the appropriate instructional practices/strategies to utilize with students in exceptional student education.

Specific Objectives:

Participants will demonstrate the ability to:

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

Description of Activities:

Participants will be involved in an on-line module which will utilize a variety of electronic techniques for interactive training. A Module Facilitator will coordinate the learning activities and provide technical assistance to the participants. Each participant will maintain an electronic portfolio of module tasks/assessments.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and the following:

Complete the assigned learning activities and assessment tasks as outlined by each component. Assessment tasks include, but are not limited to the following types of activities:

1. Research and Application Skills
2. Interviews with Experienced Educators
3. Development of Lesson Plans, Behavior Profiles, Teaching Strategies
4. Identification of Local and Statewide Resources
5. Analysis of Student Performance/Behavior and Identification of Appropriate Strategies to Address Deficit Areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of Appropriate Assessment Tools and Techniques

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic Interactive Activity.

**Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center and FDLRS**

**Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: C
Evaluation Method, Staff: C**

Knowledge of Language Development and Communication Skills

Component Identifier Number: 2-100-010

Maximum Number of Points: 60

General Objective(s):

To increase participants' ability to work with language development and to select appropriate strategies to use with students in exceptional student education.

Specific Objective(s):

Participants will demonstrate the ability to:

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

Description of Activities:

Participants will be involved in an on-line module which will utilize a variety of electronic techniques for interactive training. A Module Facilitator will coordinate the learning activities and provide technical assistance to the participants. Each participant will maintain an electronic portfolio of module tasks/assessments.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following. Each participant will:

1. 1. Completion of the assigned learning activities and assessment tasks as outlined by each component. Assessment tasks include, but are not limited to the following types of activities:
 - a. Research and Application Skills
 - a. Interviews with Experienced Educators
 - b. Development of Lesson Plans, Behavior Profiles, Teaching Strategies
 - c. Identification of Local and Statewide Resources
 - d. Analysis of Student Performance/Behavior and Identification of Appropriate Strategies to Address
 - e. Deficit Areas
 - f. Development of Individualized Educational Plans and Transition Plans
 - g. Determination of Appropriate Assessment Tools and Techniques

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation: Electronic Interactive Activity.

Component Leader: Director, ESE and Student Services
Location: Manning and FDLRS
Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: C
Evaluation Method, Staff:

Knowledge of Skills Related to Teaching Interpersonal Interactions and Participation

Component Identifier Number: 2-100-011

Maximum Number of Points: 30

General Objective(s):

To increase participants' ability to determine the appropriate instructional practices/strategies to utilize with students in exceptional student education.

Specific Objective(s):

Participants will demonstrate the ability to:

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

Description of Activities:

Participants will be involved in an on-line module which will utilize a variety of electronic techniques for interactive training. A Module Facilitator will coordinate the learning activities and provide technical assistance to the participants. Each participant will maintain an electronic portfolio of module tasks/assessments.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. Completion of the assigned learning activities and assessment tasks as outlined by each component. Assessment tasks include, but are not limited to the following types of activities:
 - a. Interviews with Experienced Educators
 - b. Development of Lesson Plans, Behavior Profiles, Teaching Strategies
 - c. Identification of Local and Statewide Resources
 - d. Analysis of Student Performance/Behavior and Identification of Appropriate Strategies to Address
 - e. Deficit Areas
 - f. Development of Individualized Educational Plans and Transition Plans
 - g. Determination of Appropriate Assessment Tools and Techniques
2. Portfolios of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation: Electronic Interactive Activity.

Component Leader: Director, ESE and Student Services
Location: Manning and FDLRS
Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: C
Evaluation Method, Staff: C

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Component Identifier Number: 2-100-014

Maximum Number of Points: 80

General Objective(s):

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

Specific Objective(s):

Educators will:

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)

19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

Evaluation:

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Implementation:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

**Component Leader: Supervisor of ESE
Location: Student Services**

**Learning Method Code: A, B
Implementation Method Code: P, R, S
Evaluation Method, Student: G
Evaluation Method, Staff: A, D**

Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Identifier Number: 2-100-015

Maximum Number of Points: 80

General Objective(s):

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

Specific Objective(s):

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
 - i. Single message
 - j. Picture communication systems
 - k. Manual communication boards
 - l. Voice output communication devices
 - m. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
 - a. Identify vocabulary the student would need in specific environments.
 - b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
 - a. communication
 - b. social interactions

- c. academics
 - d. daily living
 - e. executive functioning
13. Describe the benefits of community-based instruction.
 14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
 15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
 16. Describe how individuals with autism are included in transition planning in your district.

Evaluation:

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Implementation:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

**Component Leader: Supervisor of ESE
Location: Student Services**

**Learning Method Code: A, B
Implementation Method Code: P, R, S
Evaluation Method, Student: G
Evaluation Method, Staff: A, D**

Developing Individual Educational Programs in ESE

Component Identifier Number: 2-102-001

Maximum Number of Points: 60

General Objective:

To acquire the skills and knowledge necessary to develop the Individual Educational Program for Exceptional Students.

Specific Objectives:

Participants will demonstrate the ability to use:

1. Assessment data to determine current levels of student functioning, student needs, and time in program for the purpose of developing a schedule for the student.
2. Identify curriculum and resources available within the school, district, and community setting relevant to students needs.
3. Identify preliminary steps for scheduling IEP conferences.
4. Write a technically correct and appropriately designed IEP.
5. Describe the major aspects of IDEA.
6. Describe and implement techniques for involving parents in the IEP process.

Description of Activities:

Participants will attend 30 hours of group training sessions and 20 hours of individual sessions on school site utilizing lecture, discussion, demonstration, and case studies. Supervision of individual sessions will be provided by component leader, ESE supervisors, building-level administrators, or other ESE teachers designated by the component leader. Activities may also include attendance at conferences approved in advance by the component leader.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment and will submit the following to the instructor:

1. Three acceptable student schedules that match student IEPs.
2. Three acceptable IEPs.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: C

ASD Add on Program Components

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Component Identifier Number: 2-102-002

Maximum Number of Points: 80

General Objective(s):

Participants will be able to identify characteristics associated with Autism Spectrum Disorders(ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

Specific Objective(s):

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a. criteria for determining eligibility (medical and educational)
 - b. autism-specific instruments
 - c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
 - a. opportunities to enhance communicative initiations and interactions;
 - b. opportunities for appropriate play and leisure activities;
 - c. self-regulation and self-control;
 - d. sensory-motor concerns and
 - e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.

16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a students educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and data based decision making for program development.

Evaluation:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Implementation:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

**Component Leader: Supervisor of ESE
Location: Student Services**

**Learning Method Code: A, B
Implementation Method Code: P, R, S
Evaluation Method, Student: G
Evaluation Method, Staff: A, D**

Identification and Referral of ESE Students

Component Identifier Number: 2-103-002

Maximum Number of Points: 60

General Objective:

To develop effective means of identifying exceptional students in the classroom, efficient and proper procedures for referral, and effective classroom handling of these children during this process.

Specific Objectives:

Giving training, participants will demonstrate increased competency in:

1. Awareness of ESE programs.
2. Ability to define exceptionalities.
3. Description of step-by-step practice of referral procedures.
4. Describing a repertoire of tools in dealing effectively with exceptional children in the classroom.

Description of Activities:

A series of workshops will be led by ESE personnel using lectures, videos, and practice. Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and the following:

1. The component consultant will evaluate each participant to determine individual increased knowledge on specific objectives covered.
2. Each participant will complete a case study of a current student involved in an ESE referral.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C**

Special Needs Students in Career and Technical Education

Component Identifier Number: 2-105-004

Maximum Number of Points: 60

General Objective:

To assist career and technical education teachers in gaining understanding and skills required to successfully teach special needs students in career and technical education programs.

Specific Objectives:

After completing independent study and a minimum of 90 hours internship in a career and technical education class with special needs students, the participant will demonstrate increased competence in the ability to:

1. Demonstrate knowledge of instructional strategies appropriate for ESE students through a review of literature.
2. Develop, select, and implement instructional materials appropriate for ESE students.
3. Develop and implement instructional activities appropriate for ESE students.
4. Demonstrate successful communication techniques in instructing ESE students.
5. Identify and maintain student records for program operation.
6. Articulate instruction with home, school, and/or academic teachers.
7. Demonstrate an understanding of changes in program design in career and technical education programs required to successfully service ESE students.
8. Demonstrate an understanding of student abilities in assigning tasks to students.
9. Demonstrate successful supervision of laboratory activities.
10. Demonstrate appropriate techniques for correcting inappropriate student behaviors.

Description of Activities:

To achieve the specified objectives, the participant will intern in a career and technical education program serving ESE students for a minimum of 90 hours under the direction of a successful career and technical education teacher. A variety of job tasks will be assigned to the interning teacher to ensure the opportunity to achieve objectives.

Evaluation:

Participant Evaluation: The trainer will document increased competence in at least 80% of the objectives. The participant will be evaluated by district developed standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product: (may include lesson plans, written reflection, audio/videotape, case study, samples of student work.

Component Leader: Director
Location: Career and Technical Education
Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C

Knowledge of the Transition Process for ESE Students

Component Identifier Number: 2-105-005

Maximum Number of Points: 60

General Objective(s):

To increase participants' ability to assist in the stages of career development and transition planning with students in exceptional student education.

Specific Objective(s):

Participants will demonstrate the ability to:

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

Description of Activities:

Participants will be involved in an on-line module which will utilize a variety of electronic techniques for interactive training. A Module Facilitator will coordinate the learning activities and provide technical assistance to the participants. Each participant will maintain an electronic portfolio of module tasks/assessments.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by checklist of student performance and the following:

Complete the assigned learning activities and assessment tasks as outlined by each component. Assessment tasks include, but are not limited to the following types of activities:

1. Research and Application of Skills
2. Interviews with Experienced Educators
3. Development of Lesson Plans, Behavior Profiles, Teaching Strategies
4. Identification of Local and Statewide Resources
5. Analysis of Student Performance/Behavior and Identification of Appropriate Strategies to Address Deficit Areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of Appropriate Assessment Tools and Techniques

Component Evaluation:

The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center and FDLRS**

**Learning Method Code: B
Implementation Method Code: P
Evaluation Method, Student: D
Evaluation Method, Staff: C**

Best Practices in Structured Literacy Instruction

Component Identifier Number: 2-105-006

Maximum Number of Points: 40

General Objective(s):

This course will allow K-12 educators to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound-symbol associations, syllables, morphology, semantics, and syntax.

Specific Objective(s):

Participants will demonstrate the ability to:

1. Develop knowledge and understanding of the historical perspective on reading.
2. Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.
4. Explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
5. Define what is meant by Universal Design for Learning and Assistive Technology.
6. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need.
7. Recognize the role assessment plays in planning structured literacy instruction.
8. Develop knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning.
9. Describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
10. Recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
11. Increase understanding of the components of phonological awareness and phonemic awareness.
12. Implement activities for teaching phonological awareness and phonemic awareness skills.
13. Develop knowledge and understanding of the history of writing systems and their impact on modern English.
14. Explain the correspondence between phonemes and graphemes in English.
15. Describe English orthographic conventions and the predictability of the English language.
16. To explain the importance of structured literacy instruction in developing accurate decoding.
17. Implement activities for teaching sound-symbol correspondences (i.e. phonics or decoding) and syllables.
18. Develop knowledge and understand the impact morphology has on literacy learning.
19. Define the essential terminology related to morphology.
20. Describe the relationship of etymology to morpheme patterns.
21. Explain the importance of structured literacy instruction in developing morphological awareness.
22. Implement activities for teaching morphology.

23. Develop knowledge and understand the impact syntax has on literacy learning.
24. Describe the language components of syntax.
25. Recognize that understanding sentences requires knowledge of syntax.
26. Explain the importance of structured literacy instruction in developing syntactical awareness.
27. Implement activities for teaching syntax.
28. Develop knowledge and understand the impact that semantics has on literacy learning.
29. Define the three ways language derives meaning.
30. Describe the contribution of semantics to vocabulary acquisition.
31. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.
32. Implement activities for teaching semantics.

Description of Activities:

Participants will achieve mastery of the specific objectives/learning targets by completing the online or face to face course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course:

1. Read all course content, related professional articles, and participate in group discussion(s) and activities related to the content.
2. Complete all learning activities and assessment tasks successfully throughout the course.
3. Complete multiple choice, true-false, matching, and fill-in-the-blank Check Your Understanding quizzes in all units of study.
4. Review module references and resources.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by artifacts of student work.

Component Evaluation:

The component leader will send to the Staff Development Office, upon completion of the component, or no later than May 1 of each year, a packet including:

- Completed activity roster – 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.

Curriculum and Instructional Strategies for Teaching Gifted Students

Component Number: 2-106-001

Maximum Number of Points: 60

Course Description:

Curriculum and Instructional Strategies for Teaching Gifted Students provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

Competency 2.0

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

1. Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (1.1, 1.2, 3.2, 3.4)
2. Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (3.1, 3.4, 5.1)
3. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (5.1-5.5, 6.2, 6.3)
4. 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 students who are gifted. (3.1-3.4, 5.1-5.5)
5. Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (2.4, 5.4, 7.3)
6. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (NAGC-CEC.).

The content has been organized around 12 topics:

1. Key Terms & Concepts
2. Program & State Standards
3. Principles of DI & UDL
4. Curriculum Models
5. Curriculum & Instructional Strategies
6. Selecting Resources, Materials, & Technology
7. Instructional Needs & Strategies
8. Designing Units of Instruction
9. Providing a Continuum of Services
10. Student Outcomes & the Educational Plan

11. Communicating & Advocating Effectively

12. Program Evaluation

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Key Terms & Concepts

- Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner.
- Demonstrate understanding of the terminology used in the development of curriculum for the gifted.

Topic 2: Program & State Standards

- Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students.

Topic 3: Principles of DI & UDL

- Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL).

Topic 4: Curriculum Models

- Demonstrate the ability to evaluate models for teaching gifted curriculum.

Topic 5: Curriculum & Instructional Strategies

- Develop an understanding of the issues of equity and excellence as they relate to gifted.
- Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.
- Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
- Appreciate the role of assessment as an instructional strategy.

Topic 6: Selecting Resources, Materials, & Technology

- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

Topic 7: Instructional Needs & Strategies

- Demonstrate the ability to match instructional strategies to individual needs of learners.
- Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.

Topic 8: Designing Units of Instruction

- Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners.

Topic 9: Providing a Continuum of Services

- Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.

Topic 10: Student Outcomes & the Educational Plan

- Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Topic 11: Communicating & Advocating Effectively

- Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.

Topic 12: Program Evaluation

- Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
- Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
- Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
- Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A
Learning (Delivery) Methods: A, B, E, H, I, J
Implementation Methods: P, R, T
Evaluation Methods:
Staff: A, F, G
Student: C, E
FEAP: A.1, A.2, A.3, A.4, B.1

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

Education of Special Populations – Gifted*

Component Number: 2-106-002

Maximum Points: 60

Course Description:

Education of Special Populations of Gifted Students course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

Competency 4.0

Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1 -4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

The course begins with a review of central concepts of giftedness in relation to diversity and current practices in identification, and then it is structured into three perspectives:

- Socio-cultural issues that examine global and geographical differences; ethnicity, religion, and linguistic diversity

- Personal issues that examine underachievement, physical disabilities, behavioral and emotional disorders, and learning disabilities
- Community issues that examine economic and educational disadvantaged; diverse family structures and pressures; the young gifted, highly gifted, and precocious; and gender differences

Topics developed in Education of Special Populations of Gifted Students address various objectives that attempt to answer four broad questions:

- Who are they?
- How do you find and identify them?
- Why do diverse gifted students need different programs and curricular options?
- How can you judge the effectiveness of the programs for diverse students?

The content has been organized around 12 topics:

- Identification of Special Populations
- Diverse Types of Gifted Students
- Multicultural Gifted Education: Incidence of Special Populations of Gifted
- Ethnicity
- Linguistic Diversity
- Underachievement
- Socio-Economic & Educational Disadvantage
- Twice-Exceptional Students
- Diverse Family Structures & Pressures
- Gender & LGBTQ+
- Young & Highly Gifted
- Evaluation of Effective Programs for Special Populations

Within these 12 topics are 57 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Identification of Special Populations

- Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. -6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
- Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification procedures with the needs of special populations.

Topic 2: Diverse Types of Gifted Students

- Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
- Understand the learning needs and challenges of diverse types of gifted students.
- Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students.

- Examine the challenges of finding gifted students from underserved populations.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

Topic 3: Multicultural Gifted Education: Incidence of Special Populations of Gifted

- Examine the nature of giftedness in relation to multicultural principles and underserved populations.
- Acquire knowledge of diversity focus of national standards in gifted education.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Examine personal cultural competencies.

Topic 4: Ethnicity

- Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
- Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
- Identify the characteristics of specific ethnic groups of gifted students.
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.

Topic 5: Linguistic Diversity

- Understand the characteristics and needs of linguistic minority gifted students.
- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
- Examine ways to identify high potential linguistic minority students.
- Identify strategies to effectively work with linguistic minority students.
- Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students.

Topic 6: Underachievement

- Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
- Explore ways to identify gifted students from special populations who are unsuccessful in school.
- Examine the characteristics and needs of these students.
- Identify strategies to assist these students.

Topic 7: Socio-Economic & Educational Disadvantage

- Identify and describe low socio-economic status populations that are underserved.
- Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
- Identify inhibiting socio-economic factors that have prevented services for low-income gifted children.
- Identify key research on identification of disadvantaged gifted students from underserved populations.

- Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
- Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
- Research promising programs and services for socio-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.

Topic 8: Twice-Exceptional Students

- Clarify and define diverse types of gifted twice-exceptional students.
- Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities.
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice-exceptional.

Topic 9: Diverse Family Structures & Pressures

- Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
- Identify the unique characteristics and needs of gifted students from diverse family structures.
- Identify strategies for stimulating personal growth of gifted students from diverse families.
- Identify community support systems for diverse families of gifted students.

Topic 10: Gender & LGBTQ+

- Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+.
- Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students.
- Explore the contribution of mentorships in their education.

Topic 11: Young & Highly Gifted

- Examine concepts of age-appropriate development in relation to concepts of giftedness.
- Understand the needs and characteristics of very young gifted students.
- Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
- Understand the needs and characteristics of highly gifted students.
- Identify problems, challenges and present options for developing skills in highly gifted students.
- Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Topic 12: Evaluation of Effective Programs for Special Populations

- Identify and describe criteria of effective programs.
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- Identify instructional methods that accommodate the needs of special populations.
- Identify key research on programs for special populations.
- Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A
Learning (Delivery) Methods: A, B, E, H, I, J
Implementation Methods: P, R, T
Evaluation Methods:
Staff: A, F, G
Student: B
FEAP: A.1, A.2, A.3, A.4, B.1, B.2

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

Guidance and Counseling for Gifted Students

Component Number: 2-106-003

Maximum Points: 60

Course Description:

Guidance and Counseling for the Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

Competency 3.0

Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around twelve topics:

- Understanding the Gifted
- Developmental Characteristics of Gifted Children
- Phenomenological Experience of Being Gifted
- Strengths and Vulnerabilities
- Personality Variance of the Gifted and Highly Gifted
- Special Populations
- From Risk to Resiliency
- Opportunities in Educational Placement
- Counseling, Guidance, and Career Placement
- Supporting Social Skills and Leadership Development
- Advocates for the Gifted
- Parenting the Gifted Child and Family Dynamics

Within these 12 topics are 45 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)

- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1,2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3,7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Specific Objectives:

Topic 1: Understanding the Gifted

- Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.

Topic 2: Developmental Characteristics

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

Topic 3: Phenomenological Experience

- Understand the inner experience of gifted children.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
- Understand the distinguishing characteristics of emotional and spiritual giftedness.

Topic 4: Strengths and Vulnerabilities

- Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.

- Understand the vulnerabilities that are due to a specific circumstance.

Topic 5: Personality Variance

- Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
- Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

Topic 6: Special Populations

- Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

Topic 7: From Risk to Resiliency

- Identify risk factors and resiliency as related to gifted students.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.

Topic 8: Opportunities in Educational Placement

- Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M.
- Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being.
- Compare and contrast Florida's Acceleration Statute [1002.3105 f.s.](#) with your district's schools' policies and activities for acceleration.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

Topic 9: Counseling, Guidance, and Career Placement

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

Topic 10: Supporting Social Skills and Leadership Development

- Learn how to help students develop social skills and inspire leadership.

- Support gifted children’s experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

Topic 11: Advocates for the Gifted

- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.

Topic 12: Parenting and Family Dynamics

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to other’s lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of the quote from Mr. Rogers: “The best parents can do for children is to listen to them.”

Topics developed in Guidance and Counseling for the Gifted address various objectives that attempt to answer 12 broad questions:

- What does it mean to be gifted?
- What characteristics do gifted individuals display across their lives to differentiate them from same-age peers?
- What is the phenomenological experience of a gifted individual?
- How do the strengths and vulnerabilities of gifted individuals impact their lives?
- How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
- How can we identify and support a gifted child who displays atypical characteristics due to life differences?
- How can we help foster resiliency in at-risk gifted students?
- How can schools support our brightest students?
- How can we help students learn what they want to do, not just what others think they should do?
- How can we facilitate social skills and leadership development in students?
- How can advocates positively affect others’ understanding and acceptance of gifted children’s needs?
- What is different about parenting a gifted child?

Delivery Methods

Both facilitator and participants may use a variety of formats to augment this course. Some suggestions follow:

- Multiple presentation formats i.e.: Google Slides, Prezi, PowerPoint, Keynote

- Formative Assessment tools such i.e.: Google forms, Quizlet, Kahoot, Socrative
- Other formats appropriate for this course

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A
Learning (Delivery) Methods: A, B, E, H, I, J
Implementation Methods: P, R, T
Evaluation Methods:
Staff: A, F, G
Student: A, D, F, Z
FEAP: A.2, A.3, A.4, B.1

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

Nature and Needs of Students Who Are Gifted

Component Identifier Number: 2-106-004

Maximum Points: 60

General objective:

This course provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified, along with services that can be used to meet the varying academic needs of students who are gifted. Upon completion of this module, participants will develop an awareness of:

1. Defining Giftedness and Exploring Foundations
2. Understanding Giftedness
3. Identifying the Gifted
4. Educating the Gifted
5. Managing Gifted Services

Specific Objective(s):

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

Topic 1: Defining Giftedness and Exploring Foundations

1. Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
2. Demonstrate an understanding of major historical and contemporary trends that influence gifted education.
3. Demonstrate knowledge of the historical, national, and state definitions of giftedness.
4. Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida.

Topic 2: Understanding Giftedness

1. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
2. Identify the needs and challenges associated with common gifted characteristics.
3. Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.
4. Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.

Topic 3: Identifying the Gifted

1. Identify issues related to the identification of students who may be gifted.
2. Examine district screening practices and identification procedures
3. Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.

Topic 4: Educating the Gifted

1. Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment.
2. Analyze the relationship among gifted programming, differentiation, and identification criteria.
3. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.

4. Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
5. Describe the characteristics and competencies of effective teachers of students who are gifted.

Topic 5: Managing Gifted Services

1. Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs.
2. Identify and interpret implications of current research that impacts gifted education.
3. Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted. 2019 Gifted Endorsement Courses: Specific Objectives
4. Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions:

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A, B, E, I, J
Implementation Methods: P, R, T
Evaluation Methods:
Staff: A, F, G
Student: A, D, F, Z
FEAP: A.2, A.3, A.4, B.1

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

Theory & Development of Creativity - Gifted*

Component Number: 2-106-005

Maximum Points: 60

Course Description:

Theory and Development of Creativity is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Competency 5.0

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity (1.2, 3.2, 5.1).
- Self-reflection and strategies to enhance personal creativity (1.1, 3.2, 5.5, 6.4).
- Ideas and strategies for teaching students to develop and use their creativity (5.1, 5.2, 5.3, 5.4, 5.5).

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (NAGC-CEC.).

The content has been organized around 5 topics:

- Valuing Creativity
- Defining Creativity
- Developing and Nurturing Creativity
- Measuring Creativity and Assessing Creative Outcomes
- Personalization and Commitment to Creativity

Within these 5 topics are 19 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Valuing Creativity

- Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society.
- Demonstrate an understanding of how creative thinking can be used to address problems in society.
- Describe the impact of creativity on personal growth and self-actualization.

Topic 2: Defining Creativity

- Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
- Review research in the field of creativity and apply it to a classroom setting.
- Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration.
- Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.

Topic 3: Developing and Nurturing Creativity

- Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression.
- Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
- Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
- Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
- Develop instructional plans to integrate creativity within and across the content areas on process and product.

Topic 4: Measuring Creativity and Assessing Creative Outcomes

- Understand the role of assessment of creativity and the use of tests and inventories.
- Describe, compare, and evaluate different instruments for measuring creativity.
- Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
- Describe traits and appropriate criteria used to assess creative outcomes and products.

Topic 5: Personalization and Commitment to Creativity

- Explore and analyze the ethical issues surrounding creativity.
- Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A
Learning (Delivery) Methods: A, B, E, H, I, J
Implementation Methods: P, R, T
Evaluation Methods:
Staff: A, F, G
Student: Z
FEAP: A.1 A.2, A.3, A.4, B.1

Agriscience and Natural Resources

Component Identifier Number: 2-200-001

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will assist Agriscience and Natural Resources teachers in gaining new skills and knowledge in Agriscience and Natural Resources courses/programs, learning current and future industry and human resources needs and expectations, and determining the knowledge and skills needed by high school students for success in agribusiness and related employment and post-secondary education.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Identify major tasks, job duties, and responsibilities in current agribusiness and natural resources occupations,
2. Describe equipment and software used in industry and relate them to tasks in agribusiness and natural resources occupations,
3. Identify current trends and practices used by the agribusiness and natural resources industry in interviewing, hiring, and training entry-level employees,
4. Use equipment reflecting current trends in the agribusiness and natural resources industry.
5. Develop instructional materials and activities for agribusiness and natural resources courses.
6. Work with industry partners to achieve goals set by Agriscience advisory board members.
7. Work with high school and post-secondary education institutions to develop articulation instruments for earned college credits in selected high school courses/programs.

Description of Activities:

Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Business Technology Education

Component Identifier Number: 2-201-003

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will assist Business Technology teachers in gaining new skills and knowledge in Business Technology courses/programs, learning current and future industry and human resources needs and expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Identify major business tasks, job duties, and responsibilities in current business occupations.
2. Describe equipment and software used in industry and relate them to business tasks.
3. Identify current trends and practices used by industry in interviewing, hiring, and training entry-level employees.
4. Use equipment reflecting current technology in business.
5. Develop instructional materials and activities for Business Technology courses.
6. Work with business partners to achieve goals set by Business advisory board members.
7. Work with high school and post-secondary education institutions to develop articulation instruments for earned college credits in selected high school courses/programs.

Description of Activities:

Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Follow-U Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Diversified Education

Component Identifier Number: 2-202-001

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will assist Diversified Education teachers in, gaining new skills and knowledge in Diversified Education courses/programs, learning current and future needs of the various industries involved with diversified education programs and the human resources expectations of these industries, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Identify major tasks, job duties, and responsibilities in occupations within the various industries.
2. Describe equipment and software used in the industries and relate them to specific tasks.
3. Identify current trends and practices used by the industries in interviewing, hiring, and training entry-level employees.
4. Use equipment reflecting current technology in specified industries.
5. Develop instructional materials and activities for Diversified Education courses.
6. Work with industry partners to achieve goals set by business and diversified education advisory board members.
7. Work with high school and post-secondary education institutions to develop articulation instruments for earned college credits in selected high school courses/programs.

Description of Activities:

Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Follow-U Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Family and Consumer Sciences

Component Identifier Number: 2-203-001

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will assist Family and Consumer Sciences teachers in gaining new skills and knowledge in Family and Consumer Sciences courses/programs, learning current and future needs of the Family and Consumer Sciences industry and their human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Identify major tasks, job duties, and responsibilities in current Family and Consumer Sciences occupations.
2. Describe equipment and software used in the industry and relate them to specific tasks.
3. Identify current trends and practices used by the industry in interviewing, hiring, and training entry-level employees.
4. Use equipment reflecting current technology within the industry.
5. Develop instructional materials and activities for Family and Consumer Sciences courses.
6. Work with industry partners to achieve goals set by Family and Consumer Sciences advisory board members.
7. Work with high school and post-secondary education institutions to develop articulation instruments for earned college credits in selected high school courses/programs.

Description of Activities:

Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Follow-U Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Health Science Education

Component Identifier Number: 2-204-001 Maximum Number of Points: 60

General Objective:

Workshop and committee activities will assist Health Science Education teachers in gaining new skills and knowledge in health science education courses/programs, learning current and future needs of the health science industry and their human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Identify major tasks, job duties, and responsibilities in current health science occupations.
2. Describe equipment and software used in the industry and relate them to tasks in health science occupations.
3. Identify current trends and practices used by the industry in interviewing, hiring, and training entry-level employees.
4. Use equipment reflecting current technology in the health science industry.
5. Develop instructional materials and activities for health science courses.
6. Work with industry partners to achieve goals set by health science advisory board members.
7. Work with high school and post-secondary education institutions to develop articulation instruments for earned college credits in selected high school courses/programs.

Description of Activities:

Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation:

1. 1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Follow-U Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Industrial Education

Component Identifier Number: 2-205-001

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will assist Industrial Education teachers in gaining new skills and knowledge in Industrial Education courses/programs, learning current and future needs of the industry and their human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Identify major tasks, job duties, and responsibilities in current automotive, carpentry, and/or drafting occupations.
2. Describe equipment and software used in the industry and relate them to specific tasks.
3. Identify current trends and practices used by the industries in interviewing, hiring, and training entry-level employees.
4. Use equipment reflecting current technology within the industries.
5. Develop instructional materials and activities for Industrial Education courses.
6. Work with industry partners to achieve goals set by Industrial Education advisory board members.
7. Work with high school and post-secondary education institutions to develop articulation instruments for earned college credits in selected high school courses/programs.

Description of Activities:

Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Follow-U Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Marketing Education

Component Identifier Number: 2-206-001

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will assist Marketing Education teachers in gaining new skills and knowledge in Marketing Education courses/programs, learning current and future needs of the entrepreneurship, finance, marketing and/or retail industries and their respective human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Identify major tasks, job duties, and responsibilities in current entrepreneurship, finance, marketing and/or retail occupations.
2. Describe equipment and software used in the respective industries and relate them to specific tasks.
3. Identify current trends and practices used by the respective industry in interviewing, hiring, and training entry-level employees.
4. Use equipment reflecting current technology in the respective industries.
5. Develop instructional materials and activities for Marketing Education courses.
6. Work with industry partners to achieve goals set by entrepreneurship, finance, marketing and retail advisory board members.
7. Work with high school and post-secondary education institutions to develop articulation instruments for earned college credits in selected high school courses/programs.

Description of Activities:

Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Follow-U Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Public Service Education

Component Identifier Number: 2-208-001

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will assist Public Service Education teachers in gaining new skills and knowledge in Public Service Education courses/programs, learning current and future needs of the public service industries and their human resources expectations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Identify major tasks, job duties, and responsibilities in current public service occupations.
2. Describe equipment and software used in the industry and relate them to specific tasks.
3. Identify current trends and practices used by public services industries in interviewing, hiring, and training entry-level employees.
4. Use equipment reflecting current technology in respective public service industries.
5. Develop instructional materials and activities for Public Service Education courses.
6. Work with industry partners to achieve goals set by public service advisory board members.
7. Work with high school and post-secondary education institutions to develop articulation instruments for earned college credits in selected high school courses/programs.

Description of Activities:

Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Follow-U Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Technology Education

Component Identifier Number: 2-209-001

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will assist Technology Education teachers in gaining new skills and knowledge in Technology Education courses/programs, learning current and future human resources and industry needs in communications, construction, drafting and design technology occupations, and determining the knowledge and skills needed by high school students for success in employment and post-secondary education.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Identify major tasks, job duties, and responsibilities in current communications, construction, drafting and design technology occupations.
2. Describe equipment and software used in the technology industry and relate them to specific tasks.
3. Identify current trends and practices used by the industry in interviewing, hiring, and training entry-level employees.
4. Use equipment reflecting current technology in the industry.
5. Develop instructional materials and activities for Technology Education courses.
6. Work with industry partners to achieve goals set by technology advisory board members.
7. Work with high school and post-secondary education institutions to develop articulation instruments for earned college credits in selected high school courses/programs.

Description of Activities:

Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education
Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Career and Technical Education Student Organizations

Component Identifier Number: 2-210-002

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will provide career and technical education teachers with the strategies, knowledge, and materials to enable them to plan and coordinate Career and Technical Student Organization (CTSO) activities as an integral part of their instructional activities.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Describe the knowledge, skills, and attitudes that may be taught through the use of CTSO activities.
2. Identify exemplary CTSO activities that have proven successful in helping students achieve course/program student performance standards.
3. Evaluate the effectiveness of CTSO activities that are being implemented currently.
4. Use planning skills necessary for developing a program of activities for a CTSO.
5. Develop guidelines, forms, and procedures for operation of a successful Career and Technical Student Organization (CTSO).

Description of Activities:

1. To achieve the specific objectives, the participant will attend and participate in district, state, and/or national CTSO activities and prepare a paper describing specific CTSO activities, relating them to student accomplishment of course objectives.
2. Workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: D

Applied Academic Curriculum

Component Identifier Number: 2-210-004

Maximum Number of Points: 60

General Objective:

To assist middle and high school teachers, academic and career and technical education, in gaining knowledge, understanding, and skills required to successfully implement the Applied Academic Curriculum, infuse applied teaching strategies into the classroom, and integrate academic and career and technical education instruction.

Specific Objectives:

After attending workshops, working in cross-curricular teams, discipline teams, and/or visiting pilot sites, the participants will demonstrate increased competence in the ability to:

1. Demonstrate knowledge of the goals and objectives of the Applied Academic Curriculum.
2. Develop, select, and implement instructional materials appropriate for Applied Academic Curriculum.
3. Develop and implement instructional activities appropriate for the Applied Academic Curriculum.
4. Demonstrate knowledge and skill in using hands-on learning activities and lab activities.
5. Develop, select, and implement instructional materials appropriate for student self-concept development.
6. Develop and implement instructional activities appropriate for student self-concept development.
7. Develop, select, and implement instructional materials appropriate for the integration of academic and career and technical education.
8. Develop and implement instructional activities appropriate for the integration of academic and career and technical education.
9. Develop, select, and implement instructional materials appropriate for implementing technology in the curriculum.
10. Develop and implement instructional activities appropriate for implementing technology in the classroom.
11. Develop, select, and implement instructional materials appropriate for integrated curriculum activities.
12. Develop and implement instructional activities appropriate for integrated curriculum activities.

Description of Activities:

To achieve the specified objectives, participants will a) attend school, district, regional, state, and national level workshops; b) work in cross-curricular or discipline teams of teachers; and/or c) visit Applied Academic classes.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Counselors as Career Development Specialists

Component Identifier Number: 2-210-005

Maximum Number of Points: 60

General Objective(s):

To help school counselors develop skills in providing students with support in career development decisions.

Specific Objective(s):

Develop an awareness of:

1. The district's Career & Technical Education Programs, criteria for admission into these programs, completion points, and articulation agreements that lead to community college career and technical education training.
2. Postsecondary educational training programs in North Central Florida that lead to an Associate of Science, Associate of Applied Science, and Certificate degrees.
3. Apprenticeship and on-the-job training programs in North Central Florida.
4. The admission standards & procedures for individual postsecondary educational training programs (e.g., high school & college educational credentials: courses, grade point average, testing requirements).
5. Military educational and career training options.
6. The various types of financial assistance for postsecondary educational training (e.g., scholarships, grants, work study programs, loan programs, apprenticeship programs, tuition reimbursement programs).
7. How to complete and transmit paper and online financial aid forms (e.g. FAFSA, Florida Financial Aid Form, Bright Futures).
8. Major employers and job opportunities in North Central Florida.
9. How to conduct a job search, and submit a job application, resume and cover letter online.
10. The fastest growing jobs and career areas with the most job openings.
11. The postsecondary educational institutions in North Central Florida that provide training for entry into the fastest growing jobs and career areas with the most job openings.
12. The technology and technical education required for various jobs.
13. Job career placement resources in the community (e.g., YES Program, Alachua-Bradford One-Stop Career Center)
14. Educational services and agencies in North Central Florida that provide career/vocational training and support services for students with disabilities (e.g., Office of Disabilities, SFCC Work Exploration Program, Vocational Rehabilitation, Center for Independent Living).
15. Educational and career training programs available to students with a special high school diploma or no high school diploma (e.g., SFCC certificate programs, Loften High School Adult Programs, Job Corp, Youth Build).
16. Online Career Development systems and resources (e.g. FACTS.org, CHOICES, O*Net, America's Career InfoNet, U.S. Department of Labor, State of Florida Employment and Labor).
17. How to use student data and survey information to match student educational credentials with career opportunities.
18. Strategies for developing successful business partnerships.
19. Volunteer career employment opportunities in Alachua County (Volunteer Programs, Suwannee River Health Education Area Center, SFCC Health Careers Opportunity Program)

20. Instructional methods and strategies for teaching employability skills (e.g., career and educational resume writing, writing a letter of introduction, interviewing skills, conducting a job search, completing job applications).
21. How to organize and carry out a successful elementary, middle or high school career development program.
22. American School Counselor Association and State of Florida School Guidance and Counseling Career Development Objectives and Frameworks.

Description of Activities:

1. Workshops on various educational and career development programs.
2. Field trips to various educational and career training facilities, and community agencies.
3. Computer and technology training.
4. Online coursework/instructional modules.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. Pre and Post-Test of Career Workshop or Online Course Information.
2. Written record of knowledge obtained from field trips.
3. Record of use of student data bases for identification, planning, and delivery of guidance services.
4. Successful demonstration of computer/online/technology skills.
5. Other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection, and/or lesson demonstration).

**Component Leader: Supervisor of Guidance Services
Location: Student Services**

**Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: C**

Career and Technical Education

Component Identifier Number: 2-211-001

Maximum Number of Points: 60

General Objective:

Workshop and committee activities will provide teachers with the philosophy, objectives, methods, and instructional materials for planning, implementing, evaluating, and/or updating curriculum in Career and Technical Education courses/programs.

Specific Objectives:

Given a series of workshops and/or committee meetings addressing selected specific objectives, participants will demonstrate increased competence in their ability to:

1. Specify the philosophy and objectives that serve as a foundation for a specific career and technical education discipline and career and technical education in general.
2. Identify, describe, and/or develop instructional resource material and activities for achieving student performance standards in a specific career and technical education course/program.
3. Develop plans to implement technology currently used by industry through instructional activities utilizing computers and software.

Description of Activities:

A series of workshops will be conducted. Learning experiences will include lectures, discussions, demonstrations, and specific individual and group activities designed to achieve the identified specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following:

1. The component leader will develop and administer a pre- and post-measure for Specific Objectives 1 and 2.
2. The workshop participants will produce instructional materials and activity guides.
3. The workshop participants will develop plans for implementing technology in their instructional programs.
4. Other Student performance Assessment.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Component Leader: Director
Location: Career and Technical Education

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Title I Basic Skills

Component Identifier Number: 2-400-001

Maximum Number of Points: 60

General Objective:

To develop competency in monitoring and documenting the Title I Program at a district or school level.

Specific Objectives:

Upon completion of the training, the participants will:

1. Demonstrate knowledge of the Title I Program's goals, mission, selection procedures and delivery model.
2. Develop strategies to maintain student records, teacher documentation, and audit documentation.

Description of Activities:

The trainer will provide instruction in the Title I Law and district goals and requirements. Modeling and discussion will be used to assist in the implementation of various strategies that participants may use to facilitate documentation.

Evaluation:

Participant Evaluation: The trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed and standardized student test results. Participants will also be evaluated by their maintenance of student records, teacher records, and audit file documentation.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

Component Leader: Title I Supervisor
Location: Compensatory Education

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: A
Evaluation Method, Staff: A

Florida Standards Across the Curriculum

Component Identifier Number: 2-401-001

Maximum Number of Points: 60

General Objective(s):

To enable teachers in all subject areas and grade levels to understand the format and content of the Florida Standards Assessment (FSA) and develop instructional methods and strategies that correlate with the Florida Standards and FSA Test Item Specifications..

Specific Objective(s):

Given a series of workshops and assignments, participants will:

1. Develop awareness of the format and content of the Florida Standards, and FSA Test Item Specifications.
2. Develop awareness of the elements of the Florida Standards, FSA Test Item Specifications, and the FSA that relate to their particular subject area and grade level for FSA Math and ELA.
3. Demonstrate the ability to construct FSA type items related to their subject area at an appropriate level of complexity.
4. Learn and apply effective teaching strategies that will deliver content instruction and increase student academic performance.
5. Recognize the role of FSA type items in increasing student academic performance.
6. Demonstrate the ability to revise existing instructional and assessment materials to parallel FSA format and complexity.

Description of Activities:

Participants will attend inservice sessions which will focus on developing an understanding of the Florida Standards Assessment and the FSA Item Specifications. These sessions may be lecture, professional study groups, discussion, hands-on activities, practice and transfer to the classroom through coaching and mentoring focusing on one or several of the objectives of this component.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized student test results.

Component Evaluation:

1. Completed activity roster – 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.

Implementation:

Participant Product related to training (may include lessons plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor of Language Arts and Reading
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A

Effective Classroom Management

Component Identifier Number: 2-404-001

Maximum Number of Points: 60

General Objective(s):

Educators will review and implement classroom management research-based strategies to enhance student achievement.

Specific Objective(s):

1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into his/her own teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Utilize reflective practice through descriptive and analytical journal writing.
10. Implement effective research-based classroom management strategies within the learning environment.

Description of Activities:

This Classroom Management course will engage participants in a series of six three-four hour seminar sessions. Mini-lectures through video, reflective journal writing, analysis of classroom management case study examples, research action planning, and review of classroom management research through the ER&D process will enable full-scale implementation of effective classroom management within the learning environment. Technology through the utilization of the FEA CD-ROM on Classroom Management will be implemented throughout the course sessions.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following:

1. Complete the six seminar session utilizing reflective practice through the research action planning process within his/her respective learning environment. The research action plans enable participants to bridge the research to classroom implementation through reflective practice.
2. Other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant Product Related to Training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: FEA Trainer
Location: ACEA Office
Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Educational Research Foundations: Organizing the Classroom Environment for Teaching and Learning

Component Identifier Number: 2-404-002

Maximum Number of Points: 60

General Objective(s):

Designed to provide practicing educators with proven instructional techniques and to disseminate educational research findings into a practical form to be applied in the classroom.

Specific Objective(s):

After successfully completing the 30-60 hours in professional development sessions, each participant will be able to:

1. Explore and use reflective practice in classroom management.
2. Identify effective components of direct instruction/scaffolding.
3. Identify "Time on Task" research findings.
4. Become aware of the cooperative small group research and apply strategies in the classroom at an awareness level.
5. Identify and implement effective teaching strategies for increasing student motivation through utilization of the Foundations effective teaching research/strategies.
6. Utilize a Research Action Plan at each session to identify/analyze an aspect of the research presented. This plan will assist the participant in the implementation of the research and guide his/her reaction to that research.
7. Analyze the effectiveness of research application in the classroom.
8. Use valid channels of communication for the examination of effective teaching techniques in a nonjudgmental atmosphere in order to validate existing practice and to accept change in practice in an environment of acceptance and collegiality.
9. Provide feedback to the research community concerning his/her findings as to the validity of the research through the journals used at each session. He/she will also make suggestions as to further topics for educational study.
10. Assist others in problem-solving techniques concerning classroom effectiveness.
11. Identify the adult learning process.
12. Recognize that AFT's Educational & Research Dissemination Foundations research applies to all disciplines at all grade levels.
13. Apply the effective teaching and classroom management research findings to actual classroom situations.

Description of Activities:

This professional development series will consist of a total of 30-60 hours of in class time. The sessions may be held in segment increments of three hours each to full day classes as customized by the Local/District. The instructor and participants will determine the times and places of meetings. Lecture, large/small group interaction, videotapes, role-play, individual reports, action planning, technology through the Classroom Management CD-ROM, and practice through implementation will be the instructional methods of delivery.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by a pre- and post-assessment or by other valid means of measurements and by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Follow Up:

Participant Product Related to Training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Complete and turn in a minimum of six research action plans as assigned by the instructor, participate in all session activities, attend each session, and complete and turn in assignments as given by the instructor to substantiate the research.

Component Leader: FEA Trainer
Location: ACEA Office

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Media Best Practices

Component Identifier Number: 2-407-001

Maximum Number of Points: 60

General Objective(s):

To update media specialists in new trends, technology, and management techniques related to their area of responsibility.

Specific Objective(s):

Given a series of instructional sessions, participants will demonstrate increased competence in the ability to:

1. Describe district objectives and procedures, state criteria, new legislation, new trends in media, and make recommendations for updating school and district procedures for selection, acquisition, inventory control, and utilization of technology and all types of media.
2. Identify and apply alternative practices in media administration and management.
3. Identify and apply techniques for motivating students to read and facilitating the development of reading skills in all students.

Description of Activities:

A series of demonstrations, hands-on activities, visitations, and workshops will be used to teach the specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessments and the ability to demonstrate competence in objectives through follow up and site visits.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work). Follow-up varies for each session. Each participant will prepare a brief report describing how they have used this training on the job or they may be asked to create plans of conduct in-service at their site related to the training. Documentation, site visits and observations will verify this information.

Component Leader: Supervisor of Media
Location: Instructional Media Services
Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: D

Cooperative Learning

Component Identifier Number: 2-408-002

Maximum Number of Points: 60

General Objective(s):

To make participants aware of the advantages of cooperative learning as an instructional technique and to give participants the knowledge and skills to use cooperative learning effectively.

Specific Objective(s):

Given a series of instructional sessions, the participants will demonstrate increased competence in their ability to:

1. List the basic elements of cooperative learning.
2. List differences between traditional group learning and cooperative learning.
3. List advantages of cooperative learning.
4. Define terms used frequently in the literature on cooperative learning.
5. Identify interpersonal skills which must be taught to students to make cooperative learning successful.
6. Identify components of a successful cooperative learning lesson.
7. Develop cooperative learning strategies for use in the classroom setting.
8. List names of researchers working on cooperative learning.
9. Integrating these objectives into the instructional process for LEP students.

Description of Activities:

Workshops will be held incorporating lecture, discussion, independent study, simulation, and other hands on activities.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by checklists of student performance.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

**Component Leader: Supervisor of Staff Development
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: D
Evaluation Method, Staff: A**

Creating Independence Through Student-Owned Strategies (CRISS)

Component Identifier Number: 2-408-003

Maximum Number of Points: 60

General Objective(s):

To examine the theoretical foundation for learning and to examine and practice strategies designed to help students organize, understand, and retain information.

Specific Objective(s):

Upon completion of the training, the participant will:

1. Demonstrate knowledge of the theoretical foundation for learning.
2. Develop strategies for teaching students how to manage their learning in the curriculum content they are studying.

Description of Activities:

The consultant will provide instruction in the theoretical base and framework of CRISS and demonstrate the student strategies for learning. Discussion will be used to critique participant's skills. Participants will be encouraged to implement the strategies and share the results.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by observation of CRISS strategies, student products and other student performance data.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Supervisor
Location: Staff Development**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A**

Creating Independence Through Student-Owned Strategies (CRISS) Training for Trainers

Component Identifier Number: 2-408-004

Maximum Number of Points: 60

General Objective(s):

To examine and practice training strategies designed to train participants in helping students organize, understand, and retain information.

Specific Objective(s):

Upon completion of the training, the participant will:

1. Demonstrate knowledge and skill in teaching the theoretical foundation for learning.
2. Develop training strategies for teaching participants and students how to manage their learning in the curriculum content they are studying.
3. Demonstrate strategies for training participants how to utilize CRISS strategies with students.

Description of Activities:

The consultants will provide instruction in the theoretical base and framework of CRISS and demonstrate training strategies for the delivery of CRISS training. Discussion and participant demonstrations will be used to critique participant's skills. Participants will be encouraged to implement the strategies and share the results.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the objectives. Participants will be evaluated by observation of CRISS strategies, student products, and other student performance data.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

**Component Leader: Supervisor
Location: Staff Development**

**Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: A**

Independent Study

Component Identifier Number: 2-408-007

Maximum Number of Points: 30

General Objective:

To develop or increase skills, competencies, or knowledge related to basic teaching practices, new programs, or trends in education by participating in independent study activities.

Specific Objectives:

Given the opportunity to participate in a selected independent study activity based on approved educational objectives, the participant will:

1. Identify educational objectives and/or goals (e.g., knowledge/skills/acquisition of materials) accomplished as a result of having participated in the inservice activity.
2. Identify ways in which the inservice program relates to the participant's teaching assignment or area of certification.
3. Identify expected student outcomes for this study stated in measurable terms.

Description of Activities:

Activities applicable to this component are educational conferences/clinics/workshops, classroom/educational site visitations, pre-approved video instructional training materials, and non-college credit courses, and a special study or research project designed by the participant.

Prior to participation in the inservice activity:

1. The appropriate subject area supervisor and the Supervisor of Staff Development must approve the inservice activity prior to its occurrence.
2. Approval by the Supervisor of Staff Development indicates that the request meets initial master plan requirements for participation.
3. The Proposal for Independent Study must include:
 - a. How Sunshine State Standards are aligned with study
 - b. Expected student outcomes stated in measurable terms
 - c. Design and implementation of study
5. Documentation at completion of study must include the following:
 - a. Summary of the study (Student outcomes achieved?)
 - b. Portfolio of study implementation (including student samples)
 - c. Completion of activities including assessment and follow-up for video instructional training materials.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training: (may include lesson plans, written reflection, audio/video tape, case study, samples of student work).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: F
Implementation Method Code: N
Evaluation Method, Student: F
Evaluation Method, Staff: D

High Yield Strategies

Component Identifier Number: 2-408-008

Maximum Inservice Points: 60

General Objective:

Participants will demonstrate knowledge and skill in the nine high yield strategies as defined by Dr. Robert Marzano. These strategies include:

1. Identifying similarities and differences
2. Summarizing and note-taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypothesis
9. Questions, cues and advance organizers

Specific Objectives:

Participants will:

1. Explain a basic knowledge of the nine high yield strategies categories including concepts, components, background research, and sample applications.
2. Discuss the effect and impact of using high yield strategies in instruction.
3. Identify specific techniques utilized with each instructional strategy category.
4. Explain how to use the high yield strategies in instructional design and delivery, adapted to the specific assignment(s) of the teacher.
5. Apply the high yield strategies in specific subjects and integrated thematic units.
6. Model the use of the high yield strategies in developing learning activities for students.
7. Explain how to support successful adoption of the high yield strategies in departments, teams, whole school, and district.
8. Create a collection of learning activities for each high yield strategy category.

Description of Activities:

Participants will participate in a variety of learning activities such as seminars, workshops, professional study groups, visitations, curriculum writing, and individual study.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objective(s). Participants will be evaluated by other student performance assessments.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, or samples of student work).

Component Leader: Supervisor of Professional Development

Location: Curriculum

Learning Method Code: A

Implementation Method Code: P

Evaluation Method, Student: F

Evaluation Method, Staff: A

Differentiated Instruction

Component Identifier Number: 2-411-001

Maximum Inservice Points: 60

General Objective:

To introduce the concepts and principles of differentiated instruction and the key features of a differentiated classroom to educators. Teachers will design differentiated learning tasks to implement in their classrooms.

Specific Objectives:

Participants will be able to:

1. Identify key features of an effectively differentiated classroom.
2. Explain key concepts and principles of differentiated instruction.
3. Identify instructional and management strategies to maximize student achievement.
4. Analyze differentiated learning tasks.
5. Gain an awareness of additional strategies for assessing student readiness, interest and learning profile.
6. Examine their classroom practice for evidence of strategies that provide for differentiated needs.
7. Translate one or more key principles of differentiation into their own classrooms.
8. Design lessons that reflect the principals of Differentiated Instruction.

Description of Activities

The instructional time will be divided between presentation, instruction, cooperative learning activities, inquiry activities, and pedagogy strategies for the classroom. Session will be held for portions or combinations of portions of this component. Consultants will present concepts and guide participants through activities and/or material preparation.

Evaluation

Participant Assessment

1. Participants will successfully complete tasks during the training session(s).
2. Participants will integrate content, skills and strategies in lesson plans that will be implemented in their classrooms/field of work.

The component leader will send to the Professional Development Office, upon completion of the component, or no later than May 1 of each year, a packet including results of their evaluation and evidence that those receiving points for the component increased their competence in 80% of the specific objectives and have completed the required follow-up activity.

Implementation:

Participant product related to training (may include lesson plan, written reflection, or samples of student work).

Component Leader: Supervisor of Professional Development

Location: Curriculum

Learning Method Code: A

Implementation Method Code: P

Evaluation Method, Student: F

Evaluation Method, Staff: A

Lesson Study

Component Identifier Number: 2-415-001

Maximum Inservice Points: 60

General Objective:

To provide school teams (Professional Learning Communities) with a problem-solving model for developing a collaborative lesson.

Specific Objectives:

Upon completion of the training, the participants will:

1. Review data to determine a gap and select a lesson to improve.
2. Design a lesson collaboratively with the team (Professional Learning Community).
3. Teach the lesson.
4. Observe the lesson being taught.
5. Participate in debriefing the lesson.
6. Reflect, revisit, reteach the lesson if needed.

Description of Activities:

The training will provide instruction in the Lesson Study model. After being trained in the process, teachers will implement Lesson Study at their school site.

Evaluation:

Participant Evaluation: Participants will complete the Lesson Study cycle which will culminate with a revised lesson which will be submitted to the facilitator or school administrator.

Component Evaluation:

1. Completed activity roster for *My Learning Plan*—a list of participants, the results of the 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 activities.
2. A completed ACPS In-service Evaluation form for each participant.
3. An increase in student performance on FCAT as demonstrated by all subgroups meeting AYP standards for testing at the school site.

Implementation:

Participant product related to training (may include lesson plan or lesson written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: D
Implementation Method Code: Q
Evaluation Method, Student: F
Evaluation Method, Staff: A

Computer Applications Modules (the Basics)

Component Identifier Number: 3-003-001

Maximum Inservice Points: 30

General Objective:

Participants will become proficient in using computer operating systems and basic computer components.

Specific Objectives:

Given a series of on-line and/or off-line training activities, participants will learn basic operating system functions and how to interact with them. This training is multi-platformed and includes, but is not limited to, Apple and Microsoft Windows, personal computer, servers, and handheld operating systems.

Basic Skills: Participants will demonstrate competency in the ability to:

1. Correctly arrange and cable typical classroom microcomputer equipment.
2. Identify and use hardware components, peripherals (CD-ROMs, flash drives, floppies, printers, etc.) and computer ports.
3. Define what software is and how it interacts in the computer environment.
4. Define what an operating system is and learn its behavior, use and navigation.
5. Learn the proper and efficient use of keyboard and mouse.
6. Produce a document using word processing software, database software, graphics or spreadsheet software.
7. Examine file structure and learn how to save documents in a specific place.
8. Understand the users' rights and responsibilities regarding licenses, software privacy and computer ethics.
9. Learn about user profiles, rights and permissions.
10. Learn how to access help references.

Advanced Skills: Participants will demonstrate competency in the ability to:

1. Locate and correct basic equipment problems and identify the meaning of hardware/software error messages.
2. Backup a disk and copy files.
3. Know different file types.
4. Learn advanced keyboard and mouse skills.
5. Compress documents.
6. Install and uninstall software.
7. Install printers and drivers.
8. Download and install security updates for hardware and software.

Description of Activities:

Participants will review literature related to computers, operating systems, and basic software. They will attend sessions provided at school, district or state workshops which will be conducted by the ACPS instructional technology staff or identified resource persons. Ideally these workshops should allow for hands-on learning. Participants may also use online training or printed self-study materials, such as those provided by customguide.com, as a self-study program.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will submit documentation within 30 days that shows an increase in student performance as result of this training.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection, and/or lesson demonstration). Participant activity related to training – ex. Participant will be responsible for mentoring a co-worker or student within 30 days of training. That coworker or student must email trainer with confirmation of that mentoring. Participant may also be asked to take a short survey to assess the training received at the conclusion of the workshop.

Component Leader: TLC staff
Location: Instructional Technology

Learning Method Code: C
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: A

Technology Application Modules (Devices)

Component Identifier Number: 3-003-002

Maximum Inservice Points: 30

General Objective:

Participants will increase knowledge and skill in using electronic devices that enhance learning along with any software related to those devices. These devices might include, but are not limited to: audio, video, and projection equipment; interactive white boards; calculators; cameras; probes; handhelds, etc.

Specific Objectives:

Given a series hands-on workshops, participants will demonstrate competency in the ability to:

1. Recognize the hardware devices and their related components.
2. Install, connect and operate the hardware.
3. Install and operate the supporting software, if applicable.
4. Demonstrate how to make minor equipment modifications, adjustments, or upgrades.
5. Create a project using the device and software.
6. Upload, publish, or save the project for presentation.

Description of Activities:

Participants will review literature related to the hardware and supporting software. They will attend sessions provided at school, district or state workshops which will be conducted by the ACPS instructional technology staff or identified resource persons. Ideally these workshops should allow for hands-on learning.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will submit documentation within 30 days that shows an increase in student performance as result of this training.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training turned in 30 days (may include lesson plans, written reflection, audio/videotape of person using SmartBoard in class, CD, samples of student work, etc.)

Component Leader: TLC Staff
Location: Instructional Technology

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Instructional Technology Applications (Beyond the Basics)

Component Identifier Number: 3-003-003

Maximum Inservice Points: 60

General Objective:

Participants will increase knowledge of software applications including, but not limited to, concept mapping, graphics, productivity suites (i.e., Microsoft Office, iLife), PhotoShop, video editing, etc. These applications go beyond those that are administrative or managerial.

Specific Objectives:

Given a series of on-line and/or off-line training activities, participants will demonstrate competency in the ability to:

1. Open and initiate a software session.
2. Interact with the software effectively, including usage of files, menus, toolbars, special features, basic projects/file development and help.
3. Create and edit a file for office or classroom use.
4. Differentiate file types; save the file, using the proper file type and compression if necessary (i.e., choosing the correct file compression for a podcast)
5. Save the file in different locations and retrieve said file to share with others (i.e., email, shared network, etc.)
6. Print file to paper or to a PDF document.

Description of Activities:

Participants will review literature related to software applications. They will attend sessions provided at school, district or state workshops which will be conducted by the ACPS instructional technology staff or identified resource persons. Ideally these workshops should allow for hands-on learning. Participants may also use online training or printed self-study materials, such as those provided by customguide.com, as a self-study program.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will submit documentation within 30 days that shows an increase in student performance as result of this training.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, sample of student work). Participants will create a lesson plan or project that is relevant to their field and submit it to the trainer within 30 days of training. Participant may also be asked to take a short survey to assess the training received.

Component Leader: TLC Staff
Location: Instructional Technology
Learning Method Code: C
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Integrating Technology with Instruction

Component Identifier Number: 3-003-006

Maximum Inservice Points: 60

General Objective:

Participants will become proficient in integrating current technology with one or more aspects of classroom curriculum delivery, including, but not limited to: unit plan and lesson plan development; lesson presentation; creating authentic, project-based, collaborative activities; classroom management in a digital environment; and assessment of student learning.

Specific Objectives:

Given a series of on-line and/or off-line training activities, participants will demonstrate:

1. The ability to integrate current technology (hardware, software and/or other digital tools) with direct instruction
2. The ability to prepare & implement authentic project-based units and lessons
3. The ability to create performance-based electronic student portfolios

Description of Activities:

Participants will review literature related to best practices of integrating technology with instruction; will attend presentations, either on-line or off-line, on instructional techniques given at district, state or national conferences or workshops; develop & implement project-based student activities as part of a unit and/or lesson; demonstrate proficiency in using technology as an instructional tool; and utilize electronic portfolios.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolio of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.

Implementation:

Participant product related to training – ex. copies of lesson/unit plans; description of project-based activities; student electronic portfolios, etc.

Component Leader: Curriculum or Technology Supervisor/Teacher Specialist

Location: Curriculum/Technology

Learning Method Code: A

Implementation Method Code: P

Evaluation Method, Student: C

Evaluation Method, Staff: A

Administrative and Management Applications

Component Identifier Number: 3-003-007

Maximum Inservice Points: 60

General Objective:

Participants will become proficient in administrative and management application software, including, but not limited to, classroom walk throughs, lesson planning, grade books, scheduling, data management, reports, IEPs, etc.

Specific Objectives:

Given a series of on-line and/or off-line training activities, participants will demonstrate the ability to:

1. Open and initiate a software session.
2. Interact with the software.
3. Input and retrieve information.
4. Make decisions based on the data.
5. Compile reports with the software.
6. Transfer knowledge to other applications
7. Scheduling Objectives, in addition to 1-5 above:

Planning the master scheduling building process with the preparation of essential tables before building the master schedule.

1. Development of the school's master schedule.
2. Development of student schedules for each student for the school year.

Description of Activities:

Participants will review literature related to administrative and management software. They will attend sessions provided at school, district or state workshops which will be conducted by the ACPS instructional technology staff or identified resource persons. Ideally these workshops should allow for demonstration, hands-on learning, and practice of skills. Participants may also use online training or printed self-study materials. Problem-solving sessions will also be held.

In addition, the participants will work independently to demonstrate new knowledge, e.g., conduct a classroom walk through, create a school schedule, use student reports to guide instruction or to address school-wide student learning, etc.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.

Implementation:

Participant product related to training (i.e., grade book, lesson plan, school & student schedules). Additionally, participants will be asked to write a self-critique describing how the skills learned are being applied within their setting. In this critique, they will identify those areas that need more reinforcement for future trainings.

Component Leader: TLC Staff
Location: Instructional Technology
Learning Method Code: C
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: B

Internet Applications

Component Identifier Number: 3-003-008

Maximum Inservice Points: 60

General Objective:

Participants will become proficient in the use of internet applications, such as searching, ethics, communication and web development.

Specific Objectives:

Given a series of on-line and/or off-line training activities, participants will demonstrate competency in the ability to:

1. Search the internet effectively for specific content and evaluate that content for authenticity and relevance.
2. Cite references from the internet; understand copyright and fair-use laws; increase awareness of internet safety, respect licensing practices.
3. Use different kinds of internet communication appropriately, (i.e., blogging, email, chatting) as related to a professional or educational environment.
4. Create a website for use on the Internet related to classroom or departmental use. The skills include, but are not limited to, webpage design using a GUI editor; references to current html coding standards; and an awareness of other industry standard-based codes (i.e., php, xml, and html); upload the website and publish it.

Description of Activities:

Participants will review literature related to best practices of internet applications. They will attend sessions provided at school, district or state workshops which will be conducted by the ACPS instructional technology staff or identified resource persons. Ideally these workshops should allow for hands-on learning. Participants may also use online training or printed self-study materials, such as those provided by customguide.com, as a self-study program.

In addition, the participants will work independently to demonstrate new knowledge, e.g., create web pages, compile a list of relevant resources, setup an internet communication portal, develop lesson plans, etc.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training submitted to trainer and turned in within 30 days of training (may include lesson plans, link to website or communication portal, samples of student work, etc.)

Component Leader: TLC Staff
Location: Instructional Technology
Learning Method Code: C
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: D

Technology Uses for Exceptional Student Education Teachers

Component Identifier Number: 3-100-001

Maximum Inservice Points: 60

General Objective:

Participants will become proficient in using technology in the Exceptional Student Education program.

Specific Objectives:

Participants will demonstrate competence in the ability to:

1. Correctly choose and set up classroom computer equipment and install necessary software.
2. Develop and integrate computer management strategies for implementation in the classroom.
3. Evaluate the effectiveness of software programs for individual students, groups, or ESE programs by use of an evaluation instrument.
4. Modify existing software programs to accommodate exceptional students needs.
5. Develop a computer related activity/material incorporating the use of adaptive aids or specialized software as necessary for curriculum integration in a specific subject area.
6. Design and integrate instructional components that will teach students computer access skills.
7. Research the use of computers in Exceptional Student Education related to the participants area of responsibility.
8. Utilize software and utilities programs for student and/or teacher use.
9. Integrate selected software for use in an existing curriculum.
10. Use flash drive technology with daily applications, focusing on single switch input and expanded keyboard access.
11. Design custom scanning arrays for use in single switch access.
12. Design custom keyboard overlays for use with an adapted keyboard.
13. Choose from a variety of tools and materials to integrate assistive technology use into IEP goals, objectives and instruction.

Description of Activities:

Participants will be involved in selecting activities conducted by county staff or resource persons in large/small group or individual settings.

Evaluation:

Participant Evaluation: Trainer will document competence in at least 80% of the specific objective. Participants will be evaluated on the above specific objectives through a variety of methods including, but not limited to:

1. Pre and post assessments
2. Classroom observations
3. Student work samples/portfolios
4. Teacher products
5. Other student performance assessments

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: C**

Technology Safety & Security for Employees

Component Identifier Number: 3-511-001

Maximum Inservice Points: 60

General Objective(s):

Participants will become proficient in identifying threats to the safety and security of computers and applications used in the performance of work related activities. Participants will also demonstrate an understanding of current Board policies and guidelines related to their use of technology.

Specific Objectives:

Given a series of on-line and/or off-line training activities, participants will demonstrate:

1. The ability to identify the potential for threats to hardware and/or software security, including, but not limited to, the dangers inherent in downloading unknown documents, how viruses are spread, the necessity of updating latest versions of software, etc.
2. The ability to identify the potential for threats to personal and/or work related data, including, but not limited to, password security, use of e-mail, sharing of personal/work related data, etc.
3. The ability to identify legal and illegal sharing of work related data
4. The ability to demonstrate an understanding of board policies and guidelines related to personal and work use of technology

Description of Activities:

Participants will view on-line training modules and complete assessment items following each module.

Evaluation:

Participant Evaluation: The online instructional program will document increased competence in at least 80% of the specific objectives. Participants will also be evaluated by demonstrating an understanding of the technology safety and security concepts to their supervisor.

Component Evaluation: The component leader will send electronically to the Staff Development Office, upon completion of the component or no later than June 1 each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS Inservice Evaluation Form for each participant.

Implementation:

Participant product related to training

Component Leader: Technology Supervisor/Staff Development Supervisor
Location: Technology/Staff Development

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: F
Evaluation Method, Staff: D

Reading Strategies for ESE Teachers

Component Identifier Number: 4-102-001

Maximum Inservice Points: 60

General Objective:

To assist ESE teachers in gaining understanding and skills to interpret test data and select appropriate strategies for students with reading disabilities.

Specific Objective(s):

Participants will be able to:

1. Identify appropriate assessment battery.
2. Interpret the results of the battery.
3. Select and implement appropriate reading strategies.
4. Document performance objectives and submit end of the year rating forms.

Description of Activities:

Participants will attend up to 60 hours of training sessions to include lecture, discussion, demonstration, and individual assistance. Large and small group sessions will be conducted under the direction of the ESE Supervisors, teacher specialists, or consultant with expertise in the discipline.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by

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

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection, and/or lesson demonstration).

Component Leaders: Exceptional Student Education Director
Location: Exceptional Student Education

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: A
Evaluation Method, Staff: C

Alternate Assessment

Component Identifier Number: 4-102-002

Maximum Inservice Points: 60

General Objective:

To assist ESE teachers in gaining understanding and skills to select appropriate assessment(s) for students with disabilities.

Specific Objectives:

Participants will be able to:

1. Define alternate assessment.
2. Identify which students should participate using an alternate assessment.
3. Select and implement an appropriate alternate assessment.
4. Document performance objectives and submit end of the year rating forms.

Description of Activities:

Participants will attend up to 60 hours of training sessions to include lecture, discussion, demonstration, and individual assistance. Large and small group sessions will be conducted under the direction of the ESE supervisors, teacher specialists, or consultants with expertise in the discipline.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolios of student work and the following:

Complete the assessed learning activities and assessment tasks as outlined. Tasks include but are not limited to:

1. Application of alternate assessment strategies.
2. Data analysis of alternate assessment results focused on student performance/behavior.
3. Implementation of appropriate alternate assessment strategies.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

Component Leaders: Executive Director, Exceptional Student Education
Location: Manning Center

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: C
Evaluation Method, Staff: C

Speech and Language Referral Assessment and Eligibility

Component Identifier Number: 4-102-003

Maximum Inservice Points: 30

General Objective:

To familiarize speech language pathologists with the evaluation required to promote effective use of augmentative communication. To familiarize speech/language pathologists with the pre-referral, evaluation, and eligibility requirements for speech and language programs in the schools.

Specific Objectives:

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

1. Demonstrate ability to complete pre-referral data for speech and language.
2. Select the assessment tools to document deficit area(s) needed to determine eligibility for speech and language programs.
3. Understand the eligibility requirements for placement in speech and language programs.
4. Determine eligibility for speech and language programs.
5. Understand the referral process for a student who is non-verbal and may benefit from augmentative communication.
6. Understand appropriate communication goals for the student at the pre-language stage of development.

Description of Activities:

Participants will attend workshop sessions for training in the specific objectives listed.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and the following:

Complete the assigned learning activities and assessment tasks as outlined. Tasks include but are not limited to:

1. Development of a case study using the speech language referral and eligibility process.
2. Implementation of appropriate screening assessments for speech-language eligibility.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor, Exceptional Student Education
Location: Manning Center
Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C

Knowledge of Assessment and Evaluation

Component Identifier Number: 4-102-004

Maximum Inservice Points: 60

General Objective(s):

To increase participants' knowledge of the purposes, legal requirements, ethical principles, and strategies in the assessment of students in exceptional student education programs.

Specific Objective(s):

Participants will demonstrate the ability to:

1. Identify the purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
2. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for student needs).
3. Identify appropriate formal and informal assessments for students across disabilities.
4. Interpret, analyze, and apply the results of formal and informal assessments for students across disabilities.
5. Identify alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interviews and portfolios) and their appropriate use.
6. Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.

Description of Activities:

Participants will be involved in an on-line module which will utilize a variety of electronic techniques for interactive training. A Module Facilitator will coordinate the learning activities and provide technical assistance to the participants. Each participant will maintain an electronic portfolio of module tasks/assessments.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. Completed assigned learning activities and assessment tasks as outlined by each component. Assessment tasks include, but are not limited to the following types of activities:
 - a. Research and Application Skills
 - b. Interviews with Experienced Educators
 - c. Development of Lesson Plans, Behavior Profiles, Teaching Strategies
 - d. Identification of Local and Statewide Resources
 - e. Analysis of Student Performance/Behavior and Identification of Appropriate Strategies to Address
 - f. Deficit Areas
 - g. Development of Individualized Educational Plans and Transition Plans
 - h. Determination of Appropriate Assessment Tools and Techniques
6. Portfolios of Student Work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic - interactive

Component Leader: Executive Director, ESE and Student Services
Location: Manning and FDLRS

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: C
Evaluation Method, Staff: C

Early Childhood: Screening/Assessment

Component Identifier Number: 4-401-001

Maximum Inservice Points: 60

General Objective:

To acquire skills in screening and assessing students to determine individual student strengths and needs.

Specific Objectives:

The participant will demonstrate the ability to:

1. Administer early childhood screening and assessment.
2. Collect, record, and analyze data obtained through the screening and assessment process.
3. Identify student strengths and areas of need based upon analysis of student data.

Description of Activities:

The participant will participate in a series of state, district, or school-based workshops which will include oral presentations, demonstrations, and practice of skills presented.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by one of the following:

1. Utilization of an observation instrument by the component leader when participant administers screening and assessment.
2. Determined accuracy of records, data collected, and data interpretation by the component leader.
3. Design a chart identifying student strengths and areas of need based upon data analysis.
4. District developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor of Elementary Education

Location: Curriculum

Learning Method Code: A

Implementation Method Code: M

Evaluation Method, Student: A

Evaluation Method, Staff: A

Assessment

Component Identifier Number: 4-401-002

Maximum Inservice Points: 60

General Objective:

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist in planning for the continuous development of the learner. Emphasis will include interpretation and application of results.

Specific Objectives:

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

1. Diagnose students' readiness to learn and their individual learning needs and plan appropriate intervention strategies.
2. Use multiple perspectives to diagnose student academic gaps and devise solutions.
3. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
4. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
5. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
6. Modify instruction based upon assessed student performance.
7. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
8. Maintain observational and anecdotal records to monitor students' development.
9. Prepare and use reports of students' assessment results.
10. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
11. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.
12. Identify effective strategies or techniques to strengthen the connection between assessment and instruction.
13. Analyze purposes, strengths, and limitations of standardized assessments.
14. Analyze purposes, strengths, and limitations of informal assessments.
15. Identify characteristics and purposes of assessment used for eligibility.

Description of Activities:

Participants will participate in a variety of learning activities such as seminars, workshops, professional study groups, visitations, curriculum writing, and individual study.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessments.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. 1. Completed activity roster – 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.
2. 2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, or samples of student work).

Component Leader: Supervisor of Professional Development

Location: Curriculum

Learning Method Code: A

Implementation Method Code: P

Evaluation Method, Student: F

Evaluation Method, Staff: A

Florida Continuous Improvement Model

Component Identifier Number: 4-404-001 Maximum Number of Points: 60

General Objective:

To develop strategies for each school site that will assist the school with closing achievement gaps and transform their schools to continuous learning communities

Specific Objectives:

Upon completion of the training, the participants will:

1. Develop math, reading, writing, and science focus lessons and mini lessons.
2. Disaggregate data for the school and develop goals and objectives based on school data
3. Create instructional timelines.
4. Align curriculum and instruction to Florida Sunshine State Standards.
5. Enhance school culture and climate
6. Increase meaningful parent and community involvement

Description of Activities:

The trainer will provide instruction in the FCIM eight-step process. The FCIM leadership team will implement the process at their individual school sites. Implementation will include training of all staff members, meetings to disaggregate data, meetings to create instructional timelines, planning times for curriculum alignment, and the creation of lessons.

Evaluation:

Participant Evaluation: The trainer will document competency as each participating school completes an Action Plan and at least two lesson plans to be posted on a school board website At each site the schools will maintain records of FCIM meetings or a documented form.

Component Evaluation:

1. Completed activity roster – 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.
2. A completed ACPS In-service Evaluation form for each participant
3. An increase in student performance on FCAT as demonstrated by all subgroups meeting AYP standards for testing at the school site

Implementation:

Collaborative Planning related to training

Component Leader: Supervisor
Location: Staff Development

Delivery Method: A
Implementation Method Code: O
Evaluation Method, Student: A
Evaluation Method, Staff: D

Functional Behavioral Assessments (FBA) and Behavior Improvement Plans (BIP)

Component Identifier Number: 5-101-002

Maximum Number of Points: 60

General Objective:

Participants will design, implement, and monitor a behavior intervention plan in the school setting based on information gained from a functional behavioral assessment of an individual student's behavior.

Specific Objectives:

Participants will be able to:

1. Identify situations that warrant and/or require that a student with a disability have a behavior intervention plan developed for use in the school setting.
2. Define the steps in conducting a functional behavioral assessment.
3. Use a variety of indirect and direct methods to collect data and relevant information about a student's behavior.
4. Describe a targeted behavior in observable, specific, and measurable terms.
5. Collect sufficient data on an individual to identify patterns and reinforcers of behavior using a variety of descriptive and analytic formats.
6. Develop a "hypothesis statement" that describes contexts, antecedents, consequences and functions (reinforcers) of a target behavior.
7. Develop a behavior intervention plan that describes a behavior targeted for reduction and a replacement behavior, and manipulation of setting and antecedent events, consequences, and instructional supports, as well as how the effects of the plan will be measured.
8. Change setting events and antecedents to reduce the occurrence of a targeted behavior.
9. Identify and use appropriate consequences to escalate or maintain replacement behaviors or to diminish target behaviors in an individual.
10. Collect observation data on the results of the behavior plan using a variety of formats.
11. Graph data on target behavior and replacement behavior.
12. Propose appropriate adjustments in a behavior plan based on data.

Description of Activities:

Types of activities used in this training include but are not limited to: Lecture and group discussions, small group activities, role play, study of sample cases, attendance at conferences, independent study, and observation and manipulation of settings and consequences in educational settings.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results. Complete the assigned learning activities and assessment tasks as outlined. Tasks include but are not limited to:

1. Development of a case study outlining the use of a FBA/BIP for a student.
2. Data collection and analysis from FBA/BIP process in narrative format.
3. Implementation of a FBA/BIP in a classroom setting. Narrative will address outcomes of the FBA/BIP plan.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

**Component Leaders: Executive Director, Exceptional Student Education
Location: Manning Center**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A**

Developing a Phase System for Behavior Change

Component Identifier Number: 5-101-005

Maximum Number of Points: 30

General Objective(s):

To improve the behavior management skills of ESE and basic education teachers by designing, implementing, and evaluating a system for behavior change.

Specific Objective(s):

Participants will demonstrate the ability to:

1. Identify the behavior characteristics of Emotionally Behavior Disordered students.
2. List, in order of priority, the academic skills and interpersonal behaviors necessary for success in a regular classroom setting.
3. List and define the four major principles that must be employed for students to make behavior changes.
4. Define the phases in the A.Q. Jones Phase System for Behavior Change and describe the criteria for student progress through the system.
5. Outline the procedures followed by the teacher for interacting and guiding the student in the system.

Description of Activities:

Participants will attend 15 hours of group training and 15 hours of individual sessions on school site utilizing lecture, discussion, demonstration and case studies. Supervision of individual follow-up will be provided by the component leader or other professionals designated by the component leader. Participants will listen to lectures, engage in discussion and laboratory activities, and view presentations. Participants will implement their behavior programs in the classroom for two weeks then will review, evaluate, and modify their programs in the workshop sessions.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. Participants will submit to the instructor a completed, open-ended response questionnaire, before and after the workshops, reflecting the participants' level of awareness of the principles and procedures behind the management system.
2. Evidence of implementation of the system in their classroom (completed behavior checklists) with a written narrative evaluation summarizing its effectiveness in their classroom will also be submitted.
3. A written test measuring the Specific Objectives will be administered to participants.
4. Charts and graphs of student progress.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation: Collaborative Planning Related to Training.

Component Leader: Principal
Location: A. Quinn Jones Center
Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: C

Knowledge of Assessing, Designing, and Implementing Positive Behavioral Supports

Component Identifier Number: 5-101-006

Maximum Number of Points: 60

General Objective(s):

To increase participants' ability to assess, design, and implement positive behavioral management strategies and actions with students in exceptional student education.

Specific Objective(s):

Participants will demonstrate the ability to:

1. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Identify data collection strategies to assess student behavior.
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
4. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
5. Recognize the various concepts and models of positive behavior management.

Description of Activities:

Participants will be involved in an on-line module which will utilize a variety of electronic techniques for interactive training. A Module Facilitator will coordinate the learning activities and provide technical assistance to the participants. Each participant will maintain an electronic portfolio of module tasks/assessments.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives.

Participants will be evaluated by:

1. Completed assigned learning activities and assessment tasks as outlined by each component. Assessment tasks include, but are not limited to the following types of activities:
 - a. Research and Application Skills
 - a. Interviews with Experienced Educators
 - b. Development of Lesson Plans, Behavior Profiles, Teaching Strategies
 - c. Identification of Local and Statewide Resources
 - d. Analysis of Student Performance/Behavior and Identification of Appropriate Strategies to Address
 - e. Deficit Areas
 - f. Development of Individualized Educational Plans and Transition Plans
 - g. Determination of Appropriate Assessment Tools and Techniques
2. Portfolios of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic Interactive Activity.

Component Leader: Director, ESE and Student Services
Location: Manning and FDLRS

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: C
Evaluation Method, Staff: C

Social Skills

Component Identifier Number: 5-403-001

Maximum Number of Points: 60

General Objective:

To enable exceptional education and mainstream if instructional personnel to obtain, improve, and implement basic instructional strategies for social growth. To assist in integrating personal and social responsibility instruction within the current instructional framework.

Specific Objectives:

Upon successful completion of the component, the participant will have acquired information and practical instructional materials to:

1. Understand the fundamental nature of socialization.
2. Describe the interest in social development as related to Social Skills Training.
3. Describe the relationship between the infusion of the Social Skills Curricula and the Least Restrictive Environment.
4. Identify social skills as a pro-social behavior management strategy.
5. Demonstrate an understanding of the component's definition of social skills.
6. Differentiate between social skills and nonsocial skills.
7. Describe the instructional components used to teach a social skills lesson.
8. Demonstrate a working knowledge of the Social Skills Teacher's Manual.
9. Describe generalization of Social Skills Training to natural environments.
10. Attend workshops on implementing social skills into the curriculum/classroom.

Description of Activities:

Under the direction of workshop consultants, participants will improve their knowledge and skills in developing and implementing specific social skills lessons for their individual classrooms through:

1. Role-Play
2. Lecture
3. Videos
4. Database(s)
5. Lesson Plans
6. Large and small group activities

Participants may earn up to 60 inservice points by implementing a completed lesson plan and developing a case study (as one of the assigned activities) summarizing impact on targeted students that is observed by the immediate supervisor and/or a FDLRS Learning Resource Specialist (i.e., component instructor).

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and the following. To the satisfaction of the workshop consultant, each participant will complete assigned activities. Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: C**

Managing Student Behavior

Component Identifier Number: 5-404-001

Maximum Number of Points: 60

General Objective(s):

To provide the educator with multiple theories and methods of managing student behavior.

Specific Objective(s):

1. The educator will be able to identify components of behavior within different theories, respond with specific techniques to reinforce desired behaviors, and implement plans to stop misbehaviors.
2. The educator will be able to develop intervention plans to increase positive behaviors.

Description of Activities:

1. Participants will attend workshops and meetings to receive information on behavioral management systems, ideas, theories, and/or plans.
2. Workshops will be conducted by district personnel or by outside consultants with expertise in behavioral management systems.
3. Participants will view and process appropriate video tapes, discuss relevant research findings, and/or practice techniques through role-playing activities.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participant will be evaluated by conducting a case study of one student using research based behavior intervention strategies.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

**Component Leaders: Executive Director
Location: Student Support Services**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: D**

Responsive Classroom Facilitator Training

Component Identifier Number: 5-404-002

Maximum Number of Points: 60

General Objective:

To fulfill the training requirements necessary to become a certified Responsive Classroom Trainer.

Specific Objectives:

After participation as an intern in Responsive Classroom workshops and observations, participants will be able to:

1. Conduct Responsive Classroom workshops that will present the components of classroom organization, morning meeting, rules, and logical consequences, guided discovery, academic choice, and parent communication strategies.

Description of Activities:

Participants will observe and help present workshops involving presentation, discussion, interactive exercises, modeling, small group work, individual reflection, and outside reading. Participants may also be observed using components of Responsive Classroom in classroom environments. The workshops will be conducted or observed by a person approved by the Northeast Foundation For Children.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed and standardized student test results and completion of a KWL page relating to facilitating responsive classroom workshops.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Responsive Classroom Trainer
Location: School Based/Curriculum

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: A
Evaluation Method, Staff: D

Responsive Classroom

Component Identifier Number: 5-404-003 Maximum Number of Points: 60

General Objective:

To enhance academic progress through the teaching of social skills that create a caring, safe learning environment.

Specific Objectives:

Upon completion of the training, participants will:

1. Organize classrooms that will facilitate maximum learning.
2. Conduct daily Morning Meetings that teach social skills and build classroom community.
3. Generate effective rules and logical consequences to facilitate a learning environment.
4. Use academic choice to involve students more in their own learning.
5. Use guided discovery to facilitate the correct and maximum use of materials, classroom areas, and curriculums.
6. Use effective parent communication strategies.

Description of Activities:

Participants will participate in workshops involving presentations, discussion, interactive exercises, modeling, small group work, individual reflection, and outside reading. Sharing/support sessions may be held to continue to focus on objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed and standardized student test results. Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, (case student samples of student work).

Component Leader: Responsive Classroom Trainer
Location: School Based/Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: D

Systems of Behavioral Management

Component Identifier Number: 5-404-004

Maximum Number of Points: 60

General Objective:

To acquire a variety of skills to manage classroom activities and student behavior through use of affective and behavioral approaches.

Specific Objectives:

Participants will demonstrate ability to:

1. Pinpoint specific problem behaviors demonstrated in their classroom and identify teacher behaviors that affect student motivation, behavior, and affective development.
2. Utilize data from social-emotional assessments to describe relevant student needs and strengths.
3. Identify and describe a variety of management techniques for influencing group and individual behavior and promoting affective growth.
4. Utilize a variety of management techniques for group and individual behavior.
5. Plan jointly with other teachers to utilize approaches found to be successful with specific students.
6. Participants will develop techniques for involving parents in supporting a child's affective growth and behavioral development.

Description of Activities:

Participants will attend workshops of group and individual training sessions utilizing lecture, discussion, demonstration, and case studies. Supervision of individual sessions will be provided by component leader.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and the following. Participants will complete assigned learning activities including but not limited to listed ideas:

1. Complete a checklist and a written narrative of a fictional case study describing the specific objectives.
2. Provide anecdotal records of two or more behavioral or affective management techniques applied to one or more student case studies in the participant's classroom setting. Narrative will address the objectives of the workshop.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Executive Director, Exceptional Student Education

Location: Manning Center

Learning Method Code: A

Implementation Method Code: P

Evaluation Method, Student: A

Evaluation Method, Staff: D

Florida's Team Training on Positive Behavioral Support

Component Identifier Number: 5-404-005

Maximum Number of Points: 60

General Objective:

To enable participants to identify individualized behavior interactions based on a comprehensive assessment of contexts and functions effecting student behavior.

Specific Objectives:

Participants will be able to:

1. Identify the current trends in the field of applied behavior analysis and the principles of positive behavior support.
2. Establish and maintain collaborative teams that include families and professionals working together to provide support for an individual with challenging behavior.
3. Engage in a process of functional assessment (i.e., collecting data, forming hypotheses) to identify the contexts and functions of an individual's behavior.
4. Use a variety of indirect and direct methods of data collection to obtain relevant and comprehensive information about an individual's behavior.
5. Design and evaluate behavior support plans that include appropriate ecological supports; strategies to promote adaptive skills as alternatives to challenging behavior; and natural, nonpunitive consequences.
6. Use antecedent and setting event manipulations to promote positive behavior and to reduce the needs for more reactive or intrusive procedures.
7. Identify and use appropriate consequences to escalate, maintain, and diminish behavior and understand the role of reactive strategies in the context of positive behavioral support.
8. Select replacement skills and utilize various curricular and instructional approaches (e.g., task analysis, prompting, milieu teaching) to produce durable lifestyle changes for an individual.
9. Recognize the communicative functions of behavior, to describe the various modes of communication, and to use methods for promoting communication in natural contexts.
10. Use strategies that promote the generalization and maintenance of behavioral change and evaluate quality of life outcomes (social inclusion, community participation, personal autonomy) of intervention.

Description of Activities:

Types of activities utilized in this training include: Lecture and group discussions, out-of-class reading assignments, large and small group activities, case study/extension activities.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by checklist of student performance and the following:

1. Knowledge: Participants will be required to attend all training sessions and apply their knowledge during large and small-group discussions. A pre/post-test may be designed and utilized, if appropriate and necessary.
2. Skills: Participants will be expected to participate in all in-class and extension activities related to the focus individual for each module. Trainers, team members, and regional liaisons will provide coaching and technical assistance.
3. Products: Participants will be required to complete assignments in the case study notebook related to team building, functional assessment, and support plan development and implementation.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative Planning related to training. Participants will lead PBS groups at their school site or other sites at the request of district personnel.

**Component Leaders: Executive Director, Exceptional Student Education
Location: Manning Center**

**Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: D
Evaluation Method, Staff: A**

Cardiopulmonary Resuscitation (CPR) / First Aid

Component Identifier Number: 6-014-003

Maximum Number of Points: 12

General Objective(s): 2-Part Course

To enable participants to identify the victim of choking or respiratory and/or cardiac arrest and to perform basic lifesaving and life support skills using American Heart Association approved technique and Automated External Defibrillator. Second part of program teaches basic first aid interventions.

Specific Objective(s):

Given study and instruction, using multi-media instruction, participants will demonstrate competence in the ability to:

1. Provide CPR.
2. Use an AED.
3. Provide First Aid.

Description of Activities:

Participants will be involved in classroom instruction and hands-on practice using training AEDs and CPR mannequins.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participant will be evaluated by post-written performance of skills tests to measure the specific objectives. Participant will demonstrate proper technique with mannequin and trainers.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/video tape, case study, samples of student work).

**Component Leader: Supervisor of Health Services
Location: Health Services**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: D**

Nonviolent Crisis Intervention

Component Identifier Number: 6-403-001

Maximum Number of Points: 12

General Objective:

To aid staff in dealing with another person and to address behaviors that may deteriorate to a more violent or disruptive level. C.P.I. seeks to balance practical applications and humanistic concerns. While maintaining the care, welfare, safety, and security of all involved.

Specific Objectives:

Given a series of lectures and activities, participants will:

1. Identify the two ways that an individual can act out.
2. Develop an understanding of the levels of behavior an individual may experience as he/she becomes agitated and an appropriate staff response to each.
3. Understand the verbal escalation continuum.
4. Acquire a clear understanding of when and how to use nonviolent physical crisis intervention.

Description of Activities:

Participants will participate in C.P.I. training provided by a certified Crisis Prevention Intervention Instructor. They will engage in small group and whole group activities and will also listen to a series of mini lectures.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will take a pre and post test developed by the Crisis Prevention Institute and be evaluated by district developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic – Non-Interactive: Refresher training will be offered within one calendar year. Date will be determined based on initial training date. Participants will also send electronically to the trainer a description of a classroom incident in which workshop skills were used.

Component Leader: Coordinator of Safe and Drug Free Schools
Location: Student Services

Learning Method Code: A
Implementation Method Code: S
Evaluation Method, Student: A
Evaluation Method, Staff: D

Second Step Training for Teachers

Component Identifier Number: 6-403-002

Maximum Number of Points: 30

General Objective(s):

To provide teachers with training in the Second Step Violence Prevention Program that is designed to give children the social skills to prevent or reduce violent and aggressive behavior in the school environment.

Specific Objective(s):

Upon completion of the training, the participant will:

1. Learn and apply a social skills approach to youth violence prevention and understand what it can do for students' achievement, family relationships, and the total school environment.
2. Prepare teachers for using the Second Step curriculum with students.
3. Learn and apply social skills teaching techniques as used in Second Step.
4. Develop, apply, and implement a plan for educators and organization(s) to support effective teaching and reinforcement of Second Step skills.

Description of Activities:

The consultants will provide instruction in the Second Step curriculum using a variety of teaching techniques which may include:

1. Overhead presentations
2. Videos from Committee for Children
3. Curriculum exploration by participants
4. Transfer of training activities
5. Small group discussions
6. "Elephants & Giraffes" (ice-breaker that illustrates importance of modeling, coaching, clarity of directions, opportunity for practice).

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work). The workshop follow-up activity will be a written reflection of how Second Step is being used in the participant's classroom. The reflection should explain how student are using learned skills to solve conflicts through anecdotal records.

Component Leader: Coordinator of Safe and Drug Free Schools

Location: Student Services

Learning Method Code: A

Implementation Method Code: P

Evaluation Method, Student: A

Evaluation Method, Staff: D

Second Step Training for Trainers

Component Identifier Number: 6-403-003

Maximum Number of Points: 30

General Objective(s):

To provide teachers with trainer skills in the Second Step Violence Prevention Program that is designed to give children the social skills to prevent or reduce violent and aggressive behavior in the school environment.

Specific Objective(s):

Upon completion of the training, the participant will:

1. Learn and apply to training teachers a social skills approach to youth violence prevention and understand what it can do for students' achievement, family relationships, and the total school environment.
2. Prepare teachers for using the Second Step curriculum with students.
3. Prepare teachers in social skills teaching techniques as used in Second Step.
4. Prepare teachers to develop, apply, and implement a plan to support effective teaching and reinforcement of Second Step skills.

Description of Activities:

The consultants will provide instruction to train teachers as trainers in the theoretical base and framework of Second Step. Training strategies may include:

1. Overhead presentations
2. Videos from Committee for Children
3. Curriculum exploration by participants
4. Transfer of training activities
5. Small group discussions
6. "Elephants & Giraffes" (ice-breaker that illustrates importance of modeling, coaching, clarity of directions, opportunity for practice).

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration). The Second Step teacher trainer will submit workshop lesson plans, participant roster and a written reflection about the training. This reflection should include a description of workshop activities and participant evaluation forms. This may be done electronically.

Component Leader: Coordinator of Safe and Drug Free Schools

Location: Student Services

Learning Method Code: A

Implementation Method Code: M

Evaluation Method, Student: A

Evaluation Method, Staff: D

Safe and Drug-Free Schools Training

Component Identifier Number: 6-406-001

Maximum Number Of Points: 60

General Objective(s):

To assist elementary, middle, and high school teachers in updating their teaching skills and content background, to present new techniques for teaching peer acceptance, anti-bullying, character education, violence and drug prevention topics.

Specific Objective(s):

Participants will increase awareness, knowledge and skills through a selection from the following activities:

1. Identify the needs assessed for the student population of the district's schools.
2. Examine and evaluate curriculum materials for their appropriateness with different student groups.
3. Incorporate specific techniques into ATOD and violence prevention instruction.

Description of Activities:

Participants will attend a training session(s) lead by a resource person. Lecture, discussion, demonstration and new teaching techniques will be used in teaching objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will submit a lesson plan that incorporates new strategies/teaching techniques from the workshop and be evaluated by district developed standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed SBAC In-Service Evaluation form for each participant.

Implementation:

Electronic – non-interactive: The Safe and Drug-Free Schools Coordinator will require workshop participants to submit a written reflection (may be submitted electronically) of how workshop strategies learned are being used to reduce classroom violence or to teach students about the dangers of alcohol, tobacco and other drugs (ATOD).

Component Leader: Coordinator of Safe and Drug Free Schools
Location: Curriculum

Learning Method Code: A
Implementation Method Code: S
Evaluation Method, Student: A
Evaluation Method, Staff: D

The Gainesville Police Department – Citizen’s Academy GPD Citizen’s Academy

Component Identifier Number: 6-406-003

Maximum Number of Points: 60

General Objective(s):

The general objectives of the Citizen’s Academy include;

1. The Citizen’s Academy will be a cooperative effort with all areas of GPD.
2. Two Citizen’s Academies will be conducted per year.
3. The Academies will educate the participants in the following areas:
 - a. Law Enforcement functions within GPD
 - b. Role of Law Enforcement in the Criminal Justice system
 - c. Limitations of Law Enforcement in the Criminal Justice System
 - d. The importance of collaborative partnerships between citizens and Law Enforcement

Specific Objective(s):

Given a series of workshops and assignments, participants will:

1. Gain an understanding of the importance of a collaborative relationship between participants and Law Enforcement.
2. Gain information, which will enhance lines of communication between Law Enforcement and communities/neighborhood/schools. . .
3. Gain knowledge which will help provide stronger citizen/school/Law Enforcement relationships.
4. Increase their knowledge of constitutional, state, municipal laws, and general police procedures.
5. Know how to report suspicious activity.
6. Know how to organize and implement biannual community walks and crime watches.
7. Gain a greater understanding of police practices.
8. Develop the ability to differentiate between the application of law and/or department procedures and appropriate police action.
9. Develop an increase awareness and appreciation of police functions and law enforcement.
10. Provide feedback which in turn will help the Police Department in developing better policies and procedures.

Description of Activities:

Training will be provided in workshop sessions to include the following strategies: small and large group interaction, modeling, feedback, lecture, video, power point, demonstrations, handouts, on-line resources and other as determined by the trainers.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. Pre- and post-test covering the material presented.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Study group participation.

Component Leader: Gainesville Police Department Community Program Coordinator/ Supervisor of Staff Development
Location: Gainesville Police Department, Office of Staff Department

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: A
Evaluation Method, Staff: D

Bloodborne Pathogens

Component Identifier Number: 6-414-002

Maximum Number of Points: 3

General Objective(s):

To provide the participants with an introduction and understanding of bloodborne diseases and how to protect against contracting them.

Specific Objective(s):

1. An explanation of state/federal regulations regarding Bloodborne Pathogens (BBP) (Hepatitis B and AIDS).
2. Explanation of Epidemiology, symptoms and modes of transportation of bloodborne diseases.
3. Review of School Board of Alachua County's Bloodborne Pathogens Exposure Control Plan and high risk employees.
4. Review of BBP hazard recognition.
5. Explanation of BBP exposure controls-procedures, protective equipment and disinfection.
6. Proper disposal procedures for contaminated material.
7. HBV vaccination program.
8. Review of proper labeling.
9. Review of post-exposure incident controls.
10. Review of SBAC Hepatitis B immunization series availability.
11. Questions and answers.

Description of Activities:

Participants will receive a lecture presentation, a video presentation, or written packet to review.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Supervisor of Health
Location: Health Services**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: G
Evaluation Method, Staff: Z**

School Safety

Component Identifier Number: 6-511-001

Maximum Number of Points: 30

General Objective(s):

The purpose of this component is to provide administrators, teachers, and staff with the knowledge, skills and dispositions necessary to effectively maintain a safe and orderly school environment.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate ability to effectively establish and maintain discipline and order in the classroom and throughout all areas of the school campus.
2. Demonstrate knowledge of school safety and violence prevention from a national, statewide, regional and local perspective.
3. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats other type of information that may pose a threat to the overall safety of the school, personnel or students.

Description of Activities:

Educators will participate in a variety of activities to learn how to respond in crisis situations. Participants will demonstrate their learning through participation in drills and scenario-like situations.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. Pre- and post-tests correlated to the specific objectives.
7. Planning and implementing a mini-workshop for faculty, SAC, or PTA.
8. Preparing a safety implementation plan and disseminating it to an appropriate audience.

Implementation:

Participant Product, Related to Training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Supervisor of Guidance
Location: Student Support Services**

**Learning Method Code: A, B
Implementation Method Code: P, R, S
Evaluation Method, Student: G
Evaluation Method, Staff: A, D**

Curriculum Mapping

Component Identifier Number: 7-007-001

Maximum Number of Points: 60

General Objective(s):

To increase participants knowledge of curriculum mapping with the goal of aligning curriculum across subject areas in order to positively impact student achievement.

Specific Objective(s):

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

1. Understand the procedures and process of curriculum mapping.
2. Develop a curriculum map.
3. Evaluate and critique maps.
4. Use mapping software/website, if available.

Description of Activities:

The participants will review the literature on curriculum mapping, with a focus on the procedures and process; attend presentations at district, state, and national level on curriculum mapping; develop curriculum maps; and evaluate and critique maps of colleagues.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessments.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Follow-Up Procedures:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor of Staff Development
Location: Curriculum

Learning Method Code: B
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: A

Instructional Planning and Organization

Component Identifier Number: 7-404-001

Maximum Inservice Points: 60

General Objective:

The purpose of this component is to provide teachers and staff with the ability to plan, implement, manage and evaluate effective instruction.

Specific Objective(s):

Upon completion of professional development activities, participants will:

1. Develop student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.
2. Integrate student performance and outcomes into lesson designs and delivery strategies.
3. Plan activities to promote student achievement at a high standard.
4. Provide instruction to enable every student to meet the performance required of students in Florida public schools.
5. Provide instruction in effective learning procedures, study skills and test-taking strategies.
6. Plan and implement activities that utilize a variety of support and enrichment activities and materials.
7. Manage classroom and school resources and assist students to fully use the resources available.
8. Modify the visual and physical environment to correspond with the planned learning activity, lesson content and needs of all students.
9. Plan and manage activities that engage students in learning activities and employ strategies to re-engage students who are off task.
10. Provide for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.
11. Plan and implement approaches to learning that are interdisciplinary and that integrate multiple subject areas.
12. Plan for representing concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
13. Adjust instruction based upon reflection of practice.
14. Cooperatively work with colleagues in planning for instruction.

Description of Activities:

Participants will participate in a variety of learning activities such as seminars, workshops, professional study groups, visitations, curriculum writing, and individual study.

Evaluation:

Participant Assessment:

1. Participants will successfully complete tasks during the training session(s).
2. Participants will integrate content, skills and strategies in lesson plans that will be implemented in their classrooms/field of work.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component, or no later than May 1 of each year, a packet including results of their evaluation and evidence that those receiving points for the component increased their competence in 80% of the specific objectives and have completed the required follow-up activity.

Implementation:

Participant product related to training (may include lesson plan, written reflection, or samples of student work).

**Component Leader: Supervisor of Professional Development
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: A**

Clinical Educator Training

Component Identifier Number: 7-406-004

Maximum Number of Points: 30

General Objective:

To assist in improving teacher classroom performance through the effective use of clinical supervision skills.

Specific Objectives:

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.
3. Understand the essential components of writing a professional plan for teachers.

Description of Activities:

Participants will attend training workshops conducted by a certified clinical educator trainer 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: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: D
Evaluation Method, Staff: D

Clinical Education Training (Trainers)

Component Identifier Number: 7-406-005

Maximum Number of Points: 60

General Objective:

To provide participants with the knowledge base, strategies, and skills necessary to be an effective clinical educator.

Specific Objectives:

By the end of the session(s), participants will:

1. Identify the major components in the formative process.
2. Explain the relationships among the components in the formative process.
3. Describe and develop the clinical skills for diagnosing teacher performance. This includes determining what data are needed, choosing an appropriate data collection method, collecting, analyzing, and summarizing the data, and organizing the data for presentation to the observed teacher.
4. Describe and develop the clinical skills for conferring with teachers about instructional performance.
5. Describe and develop the clinical skills for preparing and implementing professional development plans.
6. Explain the role of reflection upon the clinical education process as a decision-making component.

Description of Activities:

The workshop leader will use lecture, discussion, large and small group activities, demonstration role playing, audio-visual aids, and group participation to meet the specific objectives of the component.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance data.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: D
Evaluation Method, Staff: D

Multi-Tiered System of Supports (MTSS)

Component Identifier Number: 7-415-001

Maximum Inservice Points: 60

General Objective:

The purpose of this component is to provide participants the opportunity to increase knowledge about an evidence-based model which utilizes data-based problem-solving to integrate academic and behavioral instruction and intervention.

Specific Objectives:

Upon completion of professional development activities, participants will:

1. Demonstrate knowledge of the components of the problem-solving process and the databased problem solving model.
2. Define the purposes and delivery of instruction in Tiers 1, 2, and 3.
3. Demonstrate knowledge about differentiation in Tiers 1, 2, and 3.
4. Demonstrate knowledge about assessments in Tiers 1, 2, and 3 and their use for guiding problem-solving and alignment with evidence-based instructional practices.
5. Identify the basic types of fidelity for districts and schools to support and/or integrate into instruction and intervention.
6. Identify strategies that can be used at district and school levels to increase the probability that appropriate levels of fidelity occur when designing and implementing evidence-based instruction and interventions for students.
7. Demonstrate ability to assess effectiveness of instruction/intervention.
8. Define the critical elements of the district and school infrastructure that must be in place to implement and sustain MTSS.
9. Identify the skills and activities that best define the role of coaching within a MTSS.
10. Identify the sets of skills required of a principal and what activities best define the role of a principal.
11. Discuss the elements of the program evaluation model.
12. Demonstrate understanding of the involvement of all stakeholders for successful development, implementation and evaluation of the MTSS process.

Description of Activities:

Participants will participate in a variety of learning activities such as seminars, workshops, professional study groups, visitations, curriculum writing, and individual study.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessments.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, or samples of student work).

Component Leader: Supervisor of Staff Development
Location: Curriculum

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: C

Targeted Selection Interview

Component Identifier Number: 7-502-001

Maximum Number of Points: 60

General Objective:

To develop an individual's skills in a fair, legal interview method.

Specific Objectives:

1. Learn how to use past behavior as a predictor of future behavior.
2. Identify the critical job requirements (target dimensions) for the position.
3. Organize selection elements into a comprehensive system.
4. Apply effective interviewing skills and techniques.
5. Involve several interviewers in organized 'data exchange' discussions.
6. Supplement interview information with observations from behavioral simulations (if appropriate).

Description of Activities:

During a three-day workshop, participants will be given instruction and opportunities to practice targeted selection interviewing. They will become acquainted with rules regulating the interview process, as well as tips on increasing the effectiveness of their interviews.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: G
Evaluation Method, Staff: B

Coaching Teachers to Higher Levels of Effectiveness

Component Identifier Number: 7-507-001

Maximum Number of Points: 60

General Objective:

Administrators and teachers will acquire knowledge and skills to increase cooperative teacher involvement, improve communication effectiveness, increase teacher options for maximum student learning and will practice various models for promoting educational excellence.

Specific Objectives:

Participants will:

1. Demonstrate verbal coaching techniques.
2. Demonstrate effective techniques for verbal and nonverbal communication.
3. Demonstrate effective techniques for motivating students in academic achievement.
4. Demonstrate effective techniques for managing and reducing critical classroom incidents.
5. Demonstrate instructional excellence models such as model coaching conferences and school-based staff development models.

Description of Activities:

Participants will participate in training for Coaching Teachers to Higher Levels of Effectiveness which focuses on coaching skills for administrators and teachers.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by conferencing, observation, and district-developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: G
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: D

Seven Habits of Highly Effective People

Component Identifier Number: 7-507-002

Maximum Number of Points: 30

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:

During a three-day workshop, the 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: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by an action plan describing how they will implement “7 Habits training at their respective school or work site.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: B

Team Building

Component Identifier Number: 7-507-004

Maximum Number of Points: 60

General Objective:

To provide participants with knowledge and skills to achieve quality results by: Leading through increased teacher/staff participation; and building quality discussions that are supported by students, teachers, staff, community, and administration.

Specific Objectives:

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 five 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: The trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by successful completion of the component and by district-developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/video tape, case study, samples of student work).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: B

Action Research/Inquiry and Evaluation

Component Identifier Number: 7-507-008

Maximum Number of Points: 60

General Objective:

Participants will learn how to conduct Action Research/Inquiry and Evaluation for classroom and school improvement and/or participate in an action research/inquiry project.

Specific Objectives:

Each participant will be able to:

1. Describe and discuss Action Research Framework and evaluation models appropriate to evaluate school based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school-based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss presentation and reporting methods.
7. Conduct/participate in an action research/inquiry project at a school or district site.

Description of Activities:

Participants will participate in a variety of learning activities to include: conferences, workshops, course work, hands-on projects, visitations, consultations, and technology presentations.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment as determined by the Action Research/Inquiry Plan or project.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Action research related to training (should include evidence of implementation).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: F
Implementation Method Code: N
Evaluation Method, Student: F
Evaluation Method, Staff: A

Learning Communities

Component Identifier Number: 7-507-009

Maximum Number of Points: 60

General Objective(s):

Participants will increase their knowledge and enhance their understanding of techniques and strategies to increase student learning and achievement through participation in a learning community within the school or district setting.

Specific Objective(s):

Each participant will be able to:

1. Describe the purpose of their learning community as it relates to student learning.
2. Describe the strategies developed in the learning community that focus on student improvement based on high standards and best practices.
3. Describe the implementation plan and timeline for strategies developed.
4. Develop a plan, including student data to be used, for measuring the success of the implementation plan.
5. Provide continued feedback to learning community of individual plan.

Description of Activities:

Participants will participate in a variety of learning activities to include: small group discussions, presentations, demonstrations, electronic communication, individual plan development and feedback.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following: pre and post test assessments, demonstrations, observations, and action plans.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Study groups participation.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: D
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: D

Southern Association Colleges/Schools (SACS)

Component Identifier Number: 7-512-002

Maximum Number of Points: 30

General Objective(s):

Participants will be provided an opportunity to update knowledge and gain the skills necessary to be effective visiting team chairpersons and visiting team members.

Specific Objective(s):

Upon completion of the training, the participants will demonstrate:

1. An understanding of the SACS process.
2. A knowledge of the organization of the elementary commission of SACS.
3. A knowledge of the standards and their interpretations.
4. A knowledge of the role of the visiting committee and chairperson before and during the visitation.
5. The ability to communicate effectively with news media and school- and district-level personnel.
6. A knowledge of the role of the chairperson and visiting committee in completing the written report.
7. The ability to prepare a completed written report.
8. The ability to give entry and exit reports.

Description of Activities:

A two-day regional workshop will be held in which participants training to be chairpersons and visiting team members will gain the knowledge and skills necessary to conduct an initial, ten-year, and five-year interim visitation. Participants will receive one day of training in process and procedures followed by a second day of simulated learning activities in which participants (working in teams with a chairperson trainee) prepare a written report and present it orally. Materials used for training will be official inservice materials of State Committee.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives.

Participants will be evaluated by:

1. A simulated activity using sample self-studies, participants working in groups will prepare written reports including the following sections: Introductory Statement, School and Community Philosophy and
2. Objectives, Design for Learning, Three Areas of Learning, Learning Media Services, Student Services and Activities, School Plant and Facilities, and Plans and Priorities. The participants will also determine if standards have been met and complete the Certification of the Self-Study.
3. The group will give a ten-minute report on the process followed and the results, being sure to include the most important areas on which the school staff should work for the next five years.
4. Those participants completing the workshop will be state certified as either visiting team members or visiting chairpersons.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Study Group Participation.

Component Leader: Directors
Location: Elementary/Secondary Curriculum

Learning Method Code: D
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: B

Self-Study for Accreditation

Component Identifier Number: 7-512-003

Maximum Number of Points: 60

General Objective(s):

Participants will update their knowledge and gain skills in procedures for meeting Southern Association of Colleges and Schools (SACS) requirements in specific subject and/or service areas and will examine, critique, and modify their school's program in compliance with standards established by the Southern Association of Colleges and Schools.

Specific Objective(s):

Provided training and SACS materials, participants will:

1. Identify on a written assessment the purpose and process of the SACS study.
2. Identify in written reports strengths and weaknesses in the school's program/facilities and make recommendations for improvement.
3. Use SACS criteria to develop strategies for improving school and community interaction.
4. Examine the school's philosophy, objectives, and commitments and list recommended changes to comply with identified needs.
5. Identify ancillary services and experiences which will contribute to pupils' mental, social, physical, and emotional well-being.

Description of Activities:

Large- and small-group work sessions will be conducted under the direction of the principal, consultant, and faculty members with expertise in specific areas of study to be covered.

All participants will participate in the initial workshop designed to identify the purpose of the SACS study and to provide instruction for total involvement.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. Participation in Objectives 2-5 will be determined by the participant's individual and committee assignments and the achievement of specifically assigned tasks as assessed by the component consultant.
2. The consultant will assess the degree to which the participants' activities address Objective 1.
Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:
3. Completed activity roster – 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.
4. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative Planning Related to Training.

Component Leader: Elementary/Secondary Director

Location: Curriculum

Learning Method Code: D

Implementation Method Code: O

Evaluation Method, Student: G

Evaluation Method, Staff: D

Management Training

Component Identifier Number: 7-513-001

Maximum Number of Points: 60

General Objective:

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

Specific Objectives:

1. Given a series of seminars and other professional growth experiences, participants will demonstrate increased competence in the ability to:
 - a. Identify and apply the Florida Leadership Standards.
 - b. Identify and correctly use techniques for analyzing and developing student talents (student data).
 - c. Use techniques for formative and summative evaluation of personnel.
 - d. Describe and apply skills for monitoring or developing growth producing relationships with other professionals and students.
 - e. Specify and apply skills for managing weaknesses of staff members while developing their strengths.
 - f. Develop and use an ongoing monitoring program to measure effectiveness as a school manager.
 - g. Identify and apply research findings related to effective schools to improve program, school climate, and staff/parent/student expectations, motivation, and morale.
 - h. Identify and use a variety of networks that may assist a school manager to share solutions and solve problems of school management.
 - i. Recognize a variety of leadership styles and personality types and describe situations where different systems may be most effective.
 - j. Identify, develop, and apply appropriate uses of computers and other technological advances for instruction and management.
2. 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(s) and describe an outcome or product which should give evidence that the objective(s) was obtained.

Description of Activities:

A variety of activities including large- and small-group seminars, visitations, independent study, simulations, and practice.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by successful completion of the professional development activities selected and by district-developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

Component Leader: Supervisor
Location: Staff Development
Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: B

Administration of Programs for Young Children

Component Identifier Number: 7-513-002

Maximum Number of Points: 60

General Objective(s):

To develop in the participant knowledge and skills necessary for administration of a developmentally appropriate program for prekindergarten.

Specific Objective(s):

Participants will demonstrate an ability to identify:

1. Child development practices to include physical, social, emotional, and cognitive development and language acquisition.
2. Developmentally appropriate programs, including child-initiated, teacher-supported play, classroom organization, and the effective utilization of equipment, materials, and supplies to accommodate all cultural and developmental needs and differences.
3. An appropriate schedule that provides for a balance of active movement, rest, and quiet activities, and a balance of child and adult initiated activities.
4. Appropriate methods of teacher/child and child/child interaction to facilitate the development of positive behavior, discipline, self-esteem, and independence for all children.
5. Early childhood evaluation techniques for: developmental assessments of individual children's development and learning, teacher performance evaluations, and assessment of the classroom environment.
6. Indicators of child abuse and procedures for reporting and following up on abuse cases.
7. Methods of assessing the needs of families and determining the effects of environmental influences on the family.
8. Appropriate techniques for establishing and maintaining effective relationships with each child's family.
9. Effective strategies for networking with community resources to obtain appropriate services for families.
10. State and local rules and regulations including health, safety, and nutrition, which govern prekindergarten programs.

Description of Activities:

Participants will engage in the following activities as they relate to the specific objectives:

1. Attend district and regional symposiums and workshops.
2. Use audiovisual materials with follow-up discussions.
3. Complete recommended professional reading in the field of Early Childhood Education.
4. Participate in State and National Early Childhood Education Conferences.
5. Visit and record observations at developmentally appropriate prekindergarten sites, such as those programs designated exemplary by the Commissioner.
6. Document the development and implementation of a developmentally appropriate prekindergarten program as defined and documented in the NAEYC accreditation process or as defined in the NAEYC publication,

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8. Documentation would include a portfolio of journals, observations, schedules, self-evaluations, etc.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative Planning Related to Training.

Component Leader: Director
Location: Fearnside Family Services

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: A

Preparing New Principals Program (PNPP)

Component Identifier Number: 7-513-003

Maximum Number of Points: 60

General Objective:

Participants will develop an understanding of the Florida Leadership Standards in relation to their own stage of competency development and will demonstrate on-the-job those skills and abilities necessary to effectively manage a school.

Specific Objectives:

1. Participants will engage in designated self-assessment activities and share the results with the supervising principal and members of the support team.
2. Participants will develop the Professional Growth Plan.
3. Participants will engage in Cohort Groups with an assigned Peer Principal.
4. Participants will engage in structured on-the-job experiences as designated by the supervising principal.
5. Participants will engage in feedback, counseling, and review sessions identified in the HRMD Plan.
6. Participants will become familiar with the Alachua County HRMD Plan.
7. The participants will become familiar with the Florida Leadership Standards.

Description of Activities:

The program coordinator will provide an orientation to the PNPP for all participants and support teams. Participants will then conduct the designated activities under the guidance of supervising principals. Activities will include, but not be limited to:

1. Participation in the assigned Cohort group.
2. Structured on-the-job assignments (supervised, delegated, and/or independent).
3. Other activities as indicated individually by the Professional Growth Plan (workshops, seminars, professional conferences, and training programs).

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by participation in leadership activities, cohort groups, and on-site training at school or district level.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Study group participation through district-planned activities, cohort groups and principal mentoring.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: D
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: B

Principle-Centered Leadership

Component Identifier Number: 7-513-005

Maximum Number of Points: 30

General Objective:

To equip individuals with the knowledge, skills, and techniques necessary for effective leadership.

Specific Objectives:

Given a series of instructional sessions, participants will demonstrate the ability to:

1. Learn the basic principles of personal, interpersonal, managerial, and organizational effectiveness.
2. Make a commitment to live these principles.
3. Apply the principles in daily work and personal situations.

Description of Activities:

Participants will participate in a study of:

1. Leadership models designed to meet and overcome current and future leadership problems.
2. Personal insights and ideas and “tools” needed to meet individuals and organizational needs.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized student test results.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative Planning Related to Training.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: B

Paraprofessional Training For Exceptional Student Programs

Component Identifier Number: 8-104-001

Maximum Number of Points: 60

General Objective:

Teacher aides assigned to at-risk student programs or exceptional student education programs will learn techniques for working with students and will learn the roles and responsibilities of a teacher's assistant in specific student populations.

Specific Objectives:

1. Demonstrate knowledge of basic characteristics, strengths, and weaknesses of the students with which they will work.
2. Identify basic techniques of classroom and behavior management.
3. Demonstrate materials production skills to assist the learning tasks as prescribed by the classroom teacher.
4. Demonstrate an understanding of their responsibilities and function in the class by performing specific activities as identified by the instructor.
5. Attend appropriate workshops or conferences to increase knowledge of objectives 1-4.

Description of Activities:

Teacher aides will attend workshops featuring lecture, discussion, and demonstration and will produce materials for specific objectives outlined by the teacher. Teacher aides will work with teachers in training sessions toward a definition of responsibilities and prevention of problems.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by checklists of student performance and the following:

1. Pre- post-tests will be used for Specific Objectives 1, 2.
2. Production of product evaluated by a product evaluation instrument will be used for Specific Objective 3, observation Specific Objective 4.
3. An observation instrument will be used for Objective 4.
4. Write a case study that shows how new knowledge gained at conference/workshop can be applied to a specific classroom situation.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Executive Director, Exceptional Student Education
Location: Manning Center

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: C

Adult Education

Component Identifier Number: 8-300-001

Maximum Number of Points: 60

General Objective:

To provide adult education teachers with inservice training opportunities designed to improve their pedagogical and administrative effectiveness.

Specific Objectives:

1. Identify different needs of adult education students.
2. Understand appropriate instructional techniques and effective differentiated instruction techniques.
3. Describe the adult education program.
4. Understand difference between the adult basic education (ABE) and General Education Development (GED) programs.
5. Describe appropriate components of the GED test battery.
6. Understand how GED test scores are graded.
7. Interpret GED test scores.
8. Describe how many times a candidate may take the GED and how long scores are valid.
9. Describe how the GED test is administered in Alachua County Public Schools.
10. Identify on the SBAC website where adult education and GED programs are posted.
11. Describe the Credit Retrieval Option Program (CROP).
12. Explain how the adult education high school program is organized.
13. Describe the difference between the adult secondary education (ASE) program and CROP.
14. Describe Testing of Adult Basic Education (TABE) program.
15. Understand best practices for administering and using TABE.
16. Interpret TABE scores
17. Identify types of students needing TABE.
18. Describe certification requirements for TABE examiners.
19. Describe the GED pre-test program.
20. Understand how the GED pretest is graded.
21. Understand how to interpret GED pre-test scores.
22. Identify students who are required to take the GED pre-test.
23. Explain minimum passing scores for the GED pretest.
24. Explain how Literacy Completion Points (LCP) are earned.
25. Understand proper adult student attendance record-keeping procedures.
26. Understand ESOL adult functioning levels.
27. Describe the adult student registration process.
28. Understand how to properly proof and verify information on the Adult Education Student Registration and Data form.
29. Describe the Comprehensive Adult Student Assessment System (CASAS).

30. Understand how to correctly administer the Comprehensive Adult Student Assessment System (CASAS).
31. Describe essential components of the Adults with Disabilities Grant Program.

Description of Activities:

Upon successful completion of this component, participants will have improved their teaching methods, as demonstrated in effective lesson planning, preparation and delivery of adult education curriculum, as well as, improved their compliance with adult education administrative and accountability requirements.

Teachers will participate in training sessions, classes, and seminars conducted by qualified personnel from the ACPS Curriculum Department, the Florida Department of Education (FDOE), the GED Testing Service and other professional organizations providing adult education inservice training opportunities. Participants will be actively engaged in research-based content designed to inform them of effective pedagogical and administrative practices in adult education. The training will provide them with exemplary instructional strategies and techniques used to improve adult education student achievement.

Evaluation:

Participant Evaluation: The trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated through activities which may include:

1. post test
2. performance indicator ((e.g., rubric, checklist, portfolio)
3. product (e.g., case study, research project, lesson plan, reflective writing)

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation Form from each participant.

Follow-Up

Participant product related to training (may include lesson plans, written reflection, and samples of student work).

**Component Leader: Supervisor of Adult Education
Location: Curriculum Department**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: A
Evaluation Method, Staff: D**

Psychoeducational Evaluation

Component Identifier Number: 8-401-001

Maximum Number of Points: 60

General Objective(s):

To develop, increase, and update the knowledge and skills of psychological services personnel related to the evaluation and testing of students.

Specific Objective(s):

Given a series of workshops, participants will demonstrate increased competence in the ability to:

1. Administer and interpret new or updated evaluation instruments and techniques related to the evaluation of students referred for testing.
2. Incorporate these new instruments and results into evaluation reports.

Description of Activities:

Psychological services staff will request professional development activities in the area of school psychology. Periodic workshops will be arranged to meet the assessed professional development needs of psychological services personnel using lecture, discussion, demonstration, and case studies.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. The collection of products from course assignments which will constitute a course portfolio.
2. The portfolio and active class participation which will be evaluated by the course instructor or designee.
3. Submission of a completed portfolio.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leaders: Lead Psychologist

Location: Psychological Services

Learning Method Code: A

Implementation Method Code: M

Evaluation Method, Student: A

Evaluation Method, Staff: C

Child Abuse and Neglect

Component Identifier Number: 8-403-001

Maximum Number of Points: 30

General Objective(s):

To acquaint school personnel, parents, and students with information regarding the characteristics of abused or neglected children, appropriate intervention strategies, and follow-up procedures.

Specific Objective(s): The participants will:

1. Recognize various types of abused and neglectful situations (i.e., sexual abuse, physical abuse, medical neglect) and the local, state, and national scope of the problem.
2. Describe recognizable behavior and physical indicators of physical abuse, sexual abuse, physical neglect, and medical neglect including characteristics of an abusive or neglectful environment.
3. Discuss the information needed to make suspected report of child abuse and neglect and learn procedures for special reporting of specific individuals as defined by law.
4. Describe practical approaches to assist the abused or neglected child and family in adjusting and functioning more effectively in the school setting.

Description of Activities:

Participants will attend workshops given by consultants. Relevant literature will be discussed and appropriate videotapes will be viewed and processed.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. Pre- and post-tests correlated to the specific objectives will be the evaluative procedures.
2. Planning and implementing a mini-workshop for the PTA faculty, or SAC on child abuse and neglect with a focus on reporting and the consequences for the parent.
3. Developing and disseminating for your school a brief pamphlet on child abuse and neglect.
4. Other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

Component Leader: Supervisor of Guidance
Location: Student Support Services

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: C

Suicide and Emotional Crisis

Component Identifier Number: 8-403-002

Maximum Number of Points: 30

General Objective(s):

To acquaint participants with signs, symptoms, and other indicators of suicide and to learn appropriate interventions associated with emotional crisis of students.

Specific Objective(s):

Provided the opportunity to participate in the inservice activities of this component, participants will:

1. Learn research data that specify the extent of traumatic events in the lives of children at the national, state, and local levels.
2. Describe signs and symptoms of persons who are experiencing guilt, depression, or other symptoms characteristic of self-destructive behavior.
3. Recognize and assess varying degrees of lethality in potentially suicidal individuals.
4. Develop skills in identifying and communicating with students, parents, or others comprising the student's support system.

Description of Activities:

Participants will attend workshops given by consultants. Relevant literature review will be discussed and appropriate videotapes will be viewed and processed.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. Pre- and post-tests correlated to the specific objectives will be the evaluative procedures.
2. Planning and implementing a mini-workshop for faculty, SAC, on PTA on suicide prevention/intervention.
3. Preparing a chart of signs and symptoms of suicide or emotional distress and disseminating it to an appropriate audience.
4. Other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/mentoring (may include direct observation, conferencing, oral reflection and lesson demonstration).

Component Leader: Supervisor of Guidance
Location: Student Support Services

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: C

Counselors as Personal-Social Development Specialists

Component Identifier Number: 8-403-003

Maximum Number of Points: 60

General Objective(s):

To help school counselors develop skills to enhance the health, well-being, and personal-social development of students.

Specific Objective(s):

School counselors will develop an awareness of:

1. Research-based prevention programs (e.g. violence/harassment/bullying; substance abuse; suicide; human growth & development/abstinence; peer mediation & counseling; character education; leadership development; health and mental health)
2. Community-based prevention programs (e.g. academic, health, mental health, juvenile justice system: Corner Drugstore; Reichert House; Take Stock In Children; TRIO programs; Chain Reaction)
3. Community Resources/Agencies and Programs (United Way Information & Referral; health; mental health; children & family services; social services; juvenile justice system; employment services; educational programs & services; services for students with disabilities; recreational programs).
4. Physical and mental health issues, diagnosis and treatment (e.g. mental health disorders prevalent in schools; treatment strategies for mental health disorders; commonly prescribed medications for various physical & mental health disorders)
5. Various disabilities, disability laws (e.g. Section 504 and IDEA) and school policies and procedures related to students with disabilities.
6. Effective school-based behavior intervention programs (e.g. Positive Behavior Support; Student Success Skills; Responsive Classroom, Behavior Improvement Plans/BIP; Functional Behavior Assessments/FBA).
7. Research-based crisis intervention programs, suicide risk assessment & procedures, SBAC Loss of Life Procedures, and the role of the School Board of Alachua County Crisis Intervention Team.
8. Strategies for helping victims of crime, abuse, and neglect (e.g. characteristics of abused or neglected children/adolescents; child abuse reporting; domestic violence prevention & intervention; date assault/rape prevention; internet crime; collaborating with law enforcement, victim advocate programs, Children & Family Services, and the Juvenile Justice System).
9. Instructional methods and strategies for teaching personal-social life skills (e.g. self awareness & acceptance; self management; response-ability training; restraint & refusal skills; achievement motivation; conflict & problem resolution; mediation; life planning/goals setting; decision making; communication skills; relationship enhancement/interpersonal competence; emotional/affective education and management; grief/loss/bereavement; healthy lifestyle; safety; citizenship; appreciation & respect for diversity & equity; volunteerism/service to others; and leadership).
10. Effective child and adolescent counseling strategies (e.g. solutions-focused brief therapy; cognitive behavior therapy; behavior therapy; family therapy)
11. The developmental assets model of resiliency training for assessing and intervening with "at risk" students.
12. Strategies for helping students orient and transition to new school settings.
13. Research-based parent education programs.

14. How to use student data-based systems to identify and target students for various school guidance and counseling interventions and services.
15. Standardized tests used as part of psychoeducational screenings and evaluations.
16. The American School Counselor Association and State of Florida School Guidance and Counseling Personal-Social Development Objectives and Frameworks.

Description of Activities:

1. Workshop activities on various personal-social development programs.
2. Field trips to various community agencies.
3. Computer and technology training.
4. Online courses

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by

1. Pre and Post-Test of Workshop or Online Course Information.
2. Written record of knowledge obtained from field trips.
3. Record of use of student data bases for identification, planning, and delivery of guidance services.
4. Successful demonstration of counseling, teaching and computer/online technology skills.
5. Other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor of Guidance Services
Location: Student Services

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: C

Experiential Team Building

Component Identifier Number: 8-406-001

Maximum Number of Points: 60

General Objective(s):

To enhance individual, team, and organizational performance through the use of active learning opportunities.

Specific Objective(s):

Through a variety of experiential activities, participants will:

1. Develop or improve technical skills needed for outdoor activities such as canoeing, hiking, high ropes courses.
2. Learn techniques to facilitate challenge activities for populations with differing needs.
3. Learn skills to help themselves and others strengthen their working relationships through:
 - a. maximizing creativity
 - a. enhancing communication
 - b. increasing trust
 - c. promoting collaboration
 - d. building shared experiences
 - e. creating more effective teams

Description of Activities:

Participants will attend workshops and meetings to receive instruction and practice in developing individual growth and team effectiveness through the use of experiential activities. Such activities use the body as well as mind and emotions to solve problems and accomplish goals. Workshops will be conducted by district personnel or by outside consultants with expertise in experiential education including but not limited to, Outward Bound, Alpine Tower, High Ropes and Low Ropes courses.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by checklists of student performance.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Director
Location: Camp Crystal Lake

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: D
Evaluation Method, Staff: D

Student Services Professional Development

Component Identifier Number: 8-409-001

Maximum Number of Points: 60

General Objective(s):

To improve the planning, growth, organization, and evaluation of student services programs and to enhance specific functions and roles within the program.

Specific Objective(s):

Given training, the opportunity to review appropriate professional literature, and attend meetings student services personnel will:

1. Discuss coordinating tasks appropriate to their role.
2. Develop methods to coordinate functions related to student services.
3. Plan for specific coordinating functions related to student services.
4. Organize resources and personnel to accomplish specific coordinating functions related to student services.
5. Evaluate the effectiveness of methods used in coordinating specific functions related to student services.

Description of Activities:

Participants will attend workshops and meetings to receive instruction and practice in planning, organizing, and evaluating specific coordinating functions related to student services. Workshops will be conducted by district personnel or by outside consultants with expertise in the planning, organization and/or evaluation of coordinating functions related to student services.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by pre- and post-test administered at the beginning and completion of each workshop or through actual demonstration and other student performance assessment. Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection, and/or lesson demonstration)

Component Leader: Supervisor of Guidance
Location: Student Support Services

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: C

Substitute Teacher Training

Component Identifier Number: 8-409-002

Maximum Number of Points: 30

General Objective(s):

To provide substitute teachers in Alachua County with knowledge, techniques, and strategies for working with students in a variety of age/grade/ability settings.

Specific Objective(s):

The participant will be able to:

1. Demonstrate how to complete the major job functions of the substitute teacher in Alachua County.
2. Identify effective/ineffective classroom management strategies and techniques.
3. Describe strategies for implementing a lesson plan including identifying appropriate instructional activities and materials.
4. Describe effective teacher instructional behaviors.
5. Identify the dimensions of diversity in our society and recognize the problems associated with stereotyping.
6. Describe effective techniques for improving communication in the classroom.

Description of Activities:

Training activities may include lecture, discussion, video presentations, role-playing, and small group activities.

Evaluation:

Participant Assessment: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by one of the following:

1. observation and critique by the instructor;
2. self-evaluation based on a list of specific discussion characteristics;
3. a pencil and paper test.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection, and/or lesson demonstration)

Component Leader: Supervisor
Location: Personnel Services

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: D

Human Growth and Development

Component Identifier Number: 8-409-003

Maximum Number of Points: 60

General Objective(s):

To develop, increase, and update the knowledge and skills of psychological services personnel related to the development of human cognitive processes.

Specific Objective(s):

Given a series of workshops, participants will demonstrate increased knowledge in the areas of:

1. Issues related to human growth and development including, but not limited to, learning theory, behavior management, pre-school development, cultural diversity, and biological and behavioral development.

Description of Activities:

Psychological services staff will request professional development activities in the area of school psychology. Periodic workshops will be arranged to meet the assessed professional development needs of psychological services personnel using lecture, discussion, demonstration, and case studies.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by

1. The collection of products from course assignments which will constitute a course portfolio.
2. The portfolio and active class participation which will be evaluated by the course instructor or designee.
3. Submission of a completed portfolio.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Study Group Participation.

Component Leaders: Lead Psychologist

Location: Psychological Services

Learning Method Code: A

Implementation Method Code: O

Evaluation Method, Student: A

Evaluation Method, Staff: C

Consultation, Intervention and Counseling

Component Identifier Number: 8-409-004

Maximum Number of Points: 60

General Objective(s):

To develop, increase, and update the knowledge and skills of psychological services personnel related to the effective provision of comprehensive services and programs. To enhance the provision of psychological services.

Specific Objective(s):

Given a series of workshops, participants will demonstrate increased competence in the ability to:

1. Utilize new developments in consultation techniques or theories for consultation with parents, school personnel, and other professionals.
2. Utilize new or updated counseling and intervention practices related to the provision of psychological services to students.

Description of Activities:

Psychological services staff will request professional development activities in the area of school psychology. Periodic workshops will be arranged to meet the assessed professional development needs of psychological services personnel using lecture, discussion, demonstration, and case studies.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by

1. The collection of products from course assignments which will constitute a course portfolio.
2. The portfolio and active class participation which will be evaluated by the course instructor or designee.
3. Submission of a completed portfolio.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative Planning related to training.

Component Leaders: Lead Psychologist
Location: Psychological Services

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: C

Psychological Services

Component Identifier Number: 8-409-005

Maximum Number of Points: 60

General Objective(s):

To develop, increase, and update the knowledge and skills of psychological services personnel related to the effective provision of comprehensive services and programs.

Specific Objective(s):

Given a series of workshops, participants will demonstrate increased competence in the ability to:

1. Identify and describe at least two major concepts presented in the following list of topics. Test administration and interpretation, child abuse, responding to students who are suicidal or in crisis, behavior management/discipline strategies, ESE regulations and procedures, consulting/counseling/coordinating, parent consultation, interagency cooperation/full service schools.
2. Incorporate a strategy learned into their provision of psychological services.

Description of Activities:

Psychological services staff will request professional development activities in the area of school psychology. Periodic workshops will be arranged to meet the assessed professional development needs of psychological services personnel using lecture, discussion, demonstration, and case studies.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. The collection of products from course assignments which will constitute a course portfolio.
2. The portfolio and active class participation which will be evaluated by the course instructor or designee.
3. Submission of a completed portfolio.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant Product, Related to Training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Lead Psychologist
Location: Psychological Services

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: C

Drug Free Schools-Education and Violence Prevention

Component Identifier Number: 8-409-006

Maximum Number of Points: 30

General Objectives(s):

To increase participants' knowledge in drug education and implementation of appropriate interventions for at-risk students to promote drug-free lifestyles.

Specific Objective(s):

Given a series of workshops and/or seminars, participants will:

1. Increase their awareness of potential drug use among at-risk students.
2. Increase their knowledge about strategies for raising self-esteem of students.
3. Increase their knowledge about children of alcoholics, cocaine babies, and teenage pregnancy.
4. Increase their range of skills and knowledge of conflict resolution and mediation skills.

Description of Activities:

Participants will attend workshops, where they will be trained in drug prevention areas and in conflict resolution strategies. Participants will also have opportunities to attend future workshops, seminars, or lectures to increase their knowledge in these areas related to drug prevention and intervention and violence prevention.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by

1. Pre- and post-test designed by the instructor will be administered to each participant to evaluate attainment of component competencies.
2. Other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor of Guidance
Location: Student Support Services

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: C

New To The Profession Teacher Training (ACIP)

Component Identifier Number: 8-409-007

Maximum Number of Points: 60

General Objective:

To assist new to the profession teachers in acquiring skills and knowledge.

Specific Objectives:

In a series of workshops, participants will demonstrate the ability to:

1. Describe the legal basis and district procedures for the Alachua County Induction Program.
2. Develop an awareness of research and best practices of effective teaching behaviors.
3. Write a professional development plan that identifies growth objectives to be completed during the first year of teaching.

Description of Activities:

Participants will attend a series of workshops on effective teaching and teaching competencies presented through lecture, discussion, demonstration, cooperative learning, case studies, and video tapes.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district-developed/standardized student test results and will complete the following:

1. A completed Professional Development Plan included in participant portfolio.
2. Successful demonstration of the teaching competencies and completion of the Induction Program.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: A
Evaluation Method, Staff: A

Attention-Deficit Hyperactivity Disorder Child

Component Identifier Number: 8-409-008

Maximum Number of Points: 30

General Objective(s):

To provide the educator with a basic understanding of the ADHD child, his/her school behaviors, special needs, and to learn appropriate classroom accommodations.

Specific Objective(s):

1. The educator will be able to identify the different symptoms/behaviors of the ADHD child.
2. The educator will be able to develop an intervention plan for a child in her/his classroom who is identified as having ADHD.

Description of Activities:

1. Participants will attend workshops given by consultants. The workshop will address the symptom development and course of ADHD children. Components will include medical, psychological, educational, and behavioral aspects.
2. Each participant will identify an ADHD student in his/her class or a student that has at least some of the identified characteristics of ADHD.
3. Each participant will develop an intervention plan based on that student's identified targeted behaviors, to be reviewed by the component leader.

Evaluation

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by successfully completing the requirement of the Specific Objectives and other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor of Guidance
Location: Student Support Services

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: C

Mentoring for Professional Growth

Component Identifier Number: 8-409-011

Maximum Number of Points: 60

General Objective:

To provide participants with opportunities to coach and mentor colleagues who are looking for ways to improve their teaching performance.

Specific Objectives:

The participant will be involved in one or more of the following:

1. Serve as an active member of a support team for a colleague who has entered the NEAT/ATAP process.
2. Serve as a coach/mentor for National Board candidates.
3. Serve as a coach/mentor for another colleague who wants to gain expertise in a particular topic, content, instructional strategy, or classroom management strategy.
4. Conduct informal classroom observations in order to collect data by which to coach.
5. Assist in the planning of particular lessons or units.
6. Assist with the development of the National Board Certification portfolio items.
7. Critique the writing required for the National Board Certification.
8. Critique the videos being used for submission for National Board.
9. Conduct peer study groups on a particular topic and determine ways for classroom implementation.
10. Present demonstration lessons for other colleagues to observe.
11. Update mentoring skills with participation in a study group.

Description of Activities:

Participants will engage in activities appropriate for completing one or more of the specific objectives, such as: dialogue groups, classroom observations, demonstration lessons, and lesson development.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessments.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: G
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: D

Personality/Learning/Teaching Styles

Component Identifier Number: 8-411-001

Maximum Number of Points: 60

General Objective:

Participants will recognize and use unique strengths and preferences of self, colleagues, and students to build stronger learning communities.

Specific Objectives:

1. Analyze personal style using a valid instrument.
2. Identify strengths and weaknesses/developmental needs of each style.
3. Identify ways of enhancing interactions with styles other than one's own.
4. Learn ways that one can grow or stretch in a style.

Description of Activities:

A variety of activities such as lecture/discussion, small group activities, and large group activities will be used in an interactive, learner-driven format.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by successful completion of component activities as evidenced by integration of skills into job responsibilities and other student performance data.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

Component Leaders: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: D

Parent Involvement/Family Literacy

Component Identifier Number: 8-413-001

Maximum Number of Points: 60

General Objective:

To provide training in successful methods and strategies which have proven effective in strengthening the home-school partnership as it relates to student learning.

Specific Objectives:

1. To assist school personnel in establishment of a family involvement program/plan which meets the requirements of Title I 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:

The trainer will provide instruction in parenting strategies and materials that will enhance learning strategies for students. Participants will be instructed as to implementation and documentation of parent involvement strategies.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed and standardized student test results. Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Director
Location: Compensatory Education

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: F
Evaluation Method, Staff: D

Enhancing Professional Practice Through National Board Certification

Component Identifier Number: 8-416-001

Maximum Number of Points: 60

General Objective:

To provide teachers wishing to pursue National Board Certification with opportunities for professional development as they complete all required National Board activities.

Specific Objectives:

1. Become conversant concerning the National Board for Professional Teaching Standards process.
2. Connect the National Board Certification process to effective teaching strategies.
3. Connect the National Board Certification process to student learning processes resulting in significant student achievement.
4. Identify effective videotaping techniques.
5. Video tape two teaching segments.
6. Identify effective descriptive, analytical, and reflective writing techniques.
7. Complete all portfolio writing activities.
8. Collaborate and network with other candidates.
9. Complete writing tests for certification.
10. Attend support sessions and other information sessions to increase likelihood of successful completion.

Description of Activities:

Participants will engage in appropriate activities to complete the objective described above.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participant must complete all National Board Certification Application requirements. Thirty (30) points will be awarded upon completion of requirements. Thirty (30) additional points will be awarded upon receiving National Board Teacher Certification.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: D
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: A

Collaborating to Improve Teaching and Learning (Lastinger Teacher Fellowship Program)

Component Identifier Number: 8-416-002

Maximum Number of Points: 60

General Objective:

To provide teachers with multiple opportunities to collaborate and study teaching and learning to enhance classroom instruction that results in improved student learning.

Specific Objectives:

Given a series of teacher fellow meetings, participants will collaborate with peers to:

1. Assess school strengths and areas needing improvement in order to build Collective capacity to improve student learning.
2. Inquire into their own teaching practices in order to make changes to enhance student understanding.
3. Learn about various educational topics that will increase content and pedagogical knowledge.
4. Analyze student work that poses dilemmas for teachers, and discuss solutions that will increase student engagement and achievement.

Description of Activities:

Teachers will participate in a variety of activities to include: fellow meetings, discussions, peer observations, observations by university facilitator, study groups, and grade level/topic meetings.

Evaluation:

Participant Evaluation: Trainer will document increased competence of at least 80% of the specific objectives. Participants will be evaluated by:

1. Attendance: Teachers must attend eight (8) teacher fellow meetings over the school year. Teachers will be expected to bring student work and to participate in discussions.
2. Action Plans: Completion on a monthly basis and turned in to the university facilitator.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

**Component Leader: Supervisor
Location: Staff Development**

**Learning Method Code: D
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: A**

Building Student Relationships

Component Identifier Number: 8-421-003

Maximum Number of Points: 60

General Objective(s):

To improve teachers' techniques in building student relationships.

Specific Objective(s):

Given a series of workshops, participants will demonstrate increased competence in the ability to:

1. Identify resources for the development of relationship building.
2. Describe the special needs of students that must be addressed for good relationships to occur.
3. Identify techniques to facilitate student interaction.
4. Develop appropriate relationship building activities.

Description of Activities:

Workshops will be held incorporating lecture, discussion, and simulation.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by checklists of student performance.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

**Component Leader: Supervisor of Staff Development
Location: Curriculum**

**Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: F
Evaluation Method, Staff: D**

Sexual Harassment Prevention Program

Component Identifier Number: 8-503-001

Maximum Number of Points: 5

General Objective:

The participant will acquire skills and knowledge to deal with sexual harassment in the work place.

Specific Objectives:

1. Identify the component of the three-step data collection strategy.
2. Define and describe examples of sexual harassment, third-party sexual harassment, hostile work environments, and conditional sexual harassment.
3. Describe a procedure for dealing with a sexual harassment complaint.

Description of Activities:

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

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by district developed/standardized student test results and successful completion of on-line course.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: B
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: D

School Food Service Training 1

Component Identifier Number: 8-505-001

Maximum Number of Points: 60

General Objective(s):

To provide food service employees, manager and interns with a variety of activities to add to a food service knowledge base and enhance skills in food service operations.

Specific Objective(s):

Given a series of activities, participants will be able to:

1. Develop an understanding of the school food service operations within the school and education system context.
2. Explain the importance of good nutrition to child development.
3. Apply basic knowledge related to safe food storage and handling.
4. Demonstrate basic skills in correct operation and cleaning of food service equipment.
5. Develop expertise in planning and preparing food to meet the standards of the particular food items.
6. Identify ways to promote nutritional guidelines in food preparation
7. Develop expertise in providing acceptable and efficient food service, such as garnishing, merchandising and portion control.
8. Learn and apply more effective work habits in operations.
9. Use acceptable human relation techniques in dealing with customers, peers and staff.
10. Practice safe kitchen work habits

Description of Activities:

Participants will choose from a variety of activities with prior approval content and points. Activities include use of self-study training modules, attendance at professional food service association meetings and conferences, presentations by district staff and consultants, demonstrations by equipment and food representatives, and hands-on workshops to develop specific skills.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment. Each activity will have specific evaluation of the skill(s) targeted. These may include self-assessment, reports by the participant and supervisor, skills demonstration, on-site observation by the trainer, oral or written tests, and/or evaluation forms.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Director
Location: Food Service
Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: Z

School Food Service Training 2

Component Identifier Number: 8-505-002

Maximum Number of Points: 60

General Objective(s):

To gain an understanding of the local, state and federal regulations, policies and procedures in preparing to become a food service manager.

Specific Objective(s):

Given a series of activities, participants will be able to:

1. Develop an understanding of the school food service operations within the school and education system context.
2. Gain an understanding of the history of the National School Lunch Program.
3. Gain an understanding of the dietary guidelines for Americans, menu planning and nutrition labels.
4. Gain an understanding of the meal pattern, and portion sizes.
5. Operate computer cash registers and manager terminals, as well as complete management reports (inclusive of front and back of the house programs).
6. Demonstrate ability to correctly complete food production reports.
7. Demonstrate an understanding of local, state and federal regulations.
8. Demonstrate an understanding of the importance of quality customer service and public relations.
9. Demonstrate an understanding of personnel procedures and labor regulations and the paperwork that is required with personnel issues.
10. Demonstrate an understanding of safety and sanitation practices including HACCP and ServSafe and be able to demonstrate these procedures.
11. Demonstrate an understanding of food and labor costs and financial feedback reports.
12. Be able to process food and supply orders.
13. Demonstrate the ability to complete food service paperwork according to prescribed procedures.
14. Demonstrate understanding of the need for a clear audit trail for all facets of the operation.
15. Demonstrate basic skills in correct operation and cleaning of food service equipment.
16. Develop expertise in planning and preparing food to meet the standards of the particular food items.
17. Demonstrate ways to promote nutritional guidelines in food preparation
18. Develop expertise in providing acceptable and efficient food service, such as garnishing, promotions and merchandising.
19. Learn and apply more effective work habits in operations.
20. Demonstrate an understanding of purchasing techniques and procedures using solid cost control methods.
21. Identify strategies for establishing good interpersonal relationships with supervisors, subordinates, students, teachers, parents and the community.
22. Demonstrate an understanding of budget procedures.
23. Demonstrate an understanding of the importance of involving the cafeteria in nutrition education.
24. Demonstrate an understanding of the free and reduced process as well as verification.

25. Demonstrate the ability to plan a work schedule.
26. Identify better ways to organize individual operations.
27. Identify ways to use time and the facilities in a more efficient manner.
28. Demonstrate an understanding of emergency management and the ability to operate a kitchen under emergency conditions.
29. Demonstrate an understanding of basic computer skills such as window and word software programs and email.
30. Demonstrate an understanding of payroll procedures.
31. Demonstrate an understanding of the collective bargaining agreement.
32. Demonstrate an understanding of setting goals and developing strategies and action plans for improvement of the operation.

Description of Activities:

Participants will participate in a series of courses and activities in order to be prepared to become a food service manager. The workshop leader will use appropriate activities and strategies to meet the specific objectives of the components. Other strategies or activities may include: videos, lectures, discussions, roleplaying, panel discussions, quizzes, homework, hands-on activities, conferences, travel, visitation, presentations by district staff, field trips, practical work, and demonstrations.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment. Each activity will have specific evaluation of the skill(s) targeted. These may include self-assessment, homework assignments, reports, skills demonstration, on-site observation by the trainer, oral or written tests/quizzes, and/or evaluation forms.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Director
Location: Food Service

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: Z

School Food Service Training 3

Component Identifier Number: 8-505-003

Maximum Number of Points: 60

General Objective(s):

To gain a better understanding of sanitation, safety, customer service, portion control, meal patterns and offer versus serve in order to transition from Assistant I to Assistant II.

Specific Objective(s):

Given a series of activities, participants will be able to:

1. Follow proper sanitation procedures
2. Educate others on proper sanitation procedures
3. Perform first aid procedures such as wound dressing and Heimlich in case of an emergency
4. Demonstrate and educate on proper sanitation issues such as cross contamination, proper thawing procedure, temperature danger zone, and personal hygiene
5. Demonstrate and supervise proper safety precautions such as fire safety, chemical safety, and proper knife handling.
6. Discuss the importance of portion control
7. State the offer versus serve provision.

Description of Activities:

Assistant II candidates will attend all five in-service classes and participate in any coordinating activities. After completion of the in-service, participants will be required to complete 2 out of 3 workbooks. These workbooks contain competencies that need to be completed and signed off by the manager.

Evaluation:

Participant Evaluation: Trainer will document increase competence in at least 80% of the specific objectives. Participants will be evaluated by examinations at the end of each of the 5 sessions. An average of 70% from the 5 exams must be met to complete the in-service.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Upon completion of in-service and workbooks, the Assistant I will be promoted to Assistant II and awarded a certificate of completion.

Component Leader: Director
Location: Food Service

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: Z

Teaching of Inservice Courses

Component Identifier Number: 8-506-002

Maximum Number of Points: 30

General Objective:

To encourage educational research and competency development through preparation and presentation of inservice courses.

Specific Objectives:

Identified trained and certified instructors will:

1. Plan all aspects of training to be provided.
2. Develop or provide pre/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: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by successful completion of teaching an in-service course as evidenced by participant evaluations and other student performance data.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: G
Evaluation Method, Staff: D

Book Study

Component Identifier Number: 8-506-003

Maximum Number of Points: 60

General Objective(s):

Book Study groups afford teachers the opportunity to come together to discuss children's literature, young adult literature, and professional books. Teachers use the exchange of ideas and experiences to create richly literate classrooms and foster the development of lifelong readers.

Specific Objective(s):

The participant will:

1. Share quality literature.
2. Learn from the ideas and experiences of others.
3. Reflect upon personal experience.
4. Become exposed to a wider range of literature and authors.
5. Model strategies for guiding students on their journey to becoming life-long readers.

Description of Activities:

Groups of teachers will select a discussion facilitator for each meeting. Books will be selected to be read, encourage participants to prepare for group meetings, agree upon expectations for meetings, and read the assigned book on our own time. We meet to discuss the book and share ideas for units.

Evaluation:

Participant Evaluation: The trainer will document increased competence in at least 80% of the objectives. Participants will be evaluated by portfolios of student work.

1. The group leader will document increased competence in at least 80% of the specific objectives.
2. The collection of teaching ideas for each book discussed will constitute a portfolio.
3. A reading log will be kept for each book read.

Component Evaluation: Each participant will submit a reading log, journal, and unit for each book discussed.

1. Completed activity roster – 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.

Implementation:

Participant product related to training (may include lesson plans, written reflection, audio/video tape, case study, samples of student work).

**Component Leader: Supervisor of Secondary Language Arts and Reading/
Supervisor of Elementary Education
Location: Curriculum**

**Learning Method Code: D
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: D**

Successful Grant Writing

Component Identifier Number: 8-506-004

Maximum Number of Points: 30

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.

Description of Activities:

Participants will attend a schedule of workshops led by a resource person. Lecture, discussion, and demonstration will be used in teaching the listed objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the quality of the sample grant proposal and other student performance assessment.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Participant product related to training (may include lesson plan, written reflection, audio/videotape, case study, samples of student work).

**Component Leader: Director
Location: Project Development**

**Learning Method Code: A
Implementation Method Code: P
Evaluation Method, Student: G
Evaluation Method, Staff: D**

Lifestyle Improvement/Fitness Enrichment (LIFE)

Component Identifier Number: 8-506-006

Maximum Number of Points: 30 (Cannot be used more than one time during a validity period.)

General Objective:

To promote the wellness of the school population.

Specific Objectives:

Through training, participants will:

1. Assess their current health status.
2. Set 2 personal goals for improvement of a healthy lifestyle. Please list your two goals on the Education/Training form in the spaces provided.
3. Set goals for improvement of healthy lifestyle.
4. Attend educational trainings/meetings/classes on a health topic.

Description of Activities:

Working with the health, safety, and wellness coordinator at their school, participants will complete and document participation in the following wellness program. **All four parts must be completed to earn points.**

1. Prevention:

Obtain biometric screening of current health status including but not limited to: blood pressure, cholesterol, blood sugar, and BMI metrics. *Note: You do not need to provide screening results, only proof of visit to doctor, health fair, or clinic.*

- a. Option A: Provide proof of attendance and participation in health fair screening event; OR
- b. Option B: Visit with your doctor and complete the physician verification form (see wellness coordinator for form).

2. Education/ Training:

Attend at least 2 educational trainings/meetings/classes on any health topic (the health fair can count as one of the two required). Complete questionnaire handout and provide a short summary of the information learned. A list of trainings/meetings/classes will be provided upon inquiring.

3. Exercise:

Choose one of the following:

- a. Complete 10 hours of exercise either on your own, through a gym, or other organization. Complete exercise log; OR
- b. Participate in a workplace fitness program.

4. Nutrition:

Choose one of the following:

- a. Spend 10 hours focused on healthy eating/good nutrition habits (Resource: www.choosemyplate.gov). This can include but is not limited to reading articles, cooking healthy recipes, attending support groups or taking a class. Document this by summaries/reflection for each article, recipe, meeting, etc.;
- b. Keep a food journal for one week; OR
- c. Participate in a workplace nutrition program.

Evaluation:

Participant Evaluation: The school health, safety, and wellness coordinator will document completion of participation in all four areas: Prevention, Education/Training, Exercise, and Nutrition.

Participants will provide documentation for:

1. Prevention: Proof of attendance and participation in a health fair screening or
2. Physician Verification Form documenting doctor visit of health screening. **Please note: You do not need to provide the health screening results, only proof of visit to doctor, health fair or clinic.**
3. Education/Training: Document attendance of at least 2 educational trainings/meetings/classes on any health topic (the health fair can count as one of the two required) **AND** Complete questionnaire and write a short summary of information learned.
4. Exercise: Provide the exercise log of 10 hours of exercise or provide proof of participation in a workplace fitness program.
5. Nutrition: Provide summaries for all nutrition activities, provide a food journal for one week of healthy eating, or document participation in workplace nutrition program

Component Evaluation: The school wellness coordinator will monitor the evaluation of the school program and submit completion evidence to the school CREATE contact no later than May 1 of each year.

Implementation:

Participant products related to training (see evaluation documentation). Submit all supporting documentation as a packet to the school's health, safety, and wellness coordinator by the end of April. Please do not send in separate documents.

The following documents are available from your school's health, safety, and wellness coordinator:

1. Physician Verification Form
2. Educational Training/Meeting Questionnaire
3. Exercise Log

**Component Leader: Supervisor of Health
Location: Health Services**

**Learning Method: D
Implementation Method Code: P
Evaluation Method: Student: G
Evaluation Method: Staff: D**

SACS School Renewal Facilitator Training

Component Identifier Number: 8-507-001

Maximum Number of Points: 30

General Objective(s):

Participants will be provided an opportunity to update knowledge and gain the skills necessary to serve in the four primary roles of a SACS School Renewal Facilitator.

Specific Objective(s):

1. An understanding of the SACS School Renewal/NSSE process.
2. A knowledge of the organization of the elementary and middle school commission of SACS.
3. A knowledge of the standards and their interpretations.
4. A knowledge of the role of the orientation, readiness, coaching, and review facilitator.
5. The ability to communicate effectively with news media and school- and district-level personnel.
6. A knowledge of the role of the chairperson and review committee in completing the written report.
7. The ability to prepare a completed written report.

The ability to give entry and exit reports.

Description of Activities:

A one-day regional workshop will be held in which participants training to be School Renewal Facilitators will gain the knowledge and skills necessary to conduct an orientation, readiness visit, service as a coach, and conduct five-year review visits. Participants will receive one day of training in process and procedures including simulated learning activities. Materials used for training will be official inservice materials of the State Committee.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by:

1. A simulated activity, participants working in groups will develop indicators and evidence necessary to satisfy the 24 criteria for School Renewal.
2. Participants will role play scenarios from readiness and review visits to gain an understanding of the process.
3. Those participants completing the workshop will be SACS certified School Renewal facilitators for three years.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Study Group Participation.

Component Leader: Director
Location: Curriculum
Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: B

Management Information Systems

Component Identifier Number: 8-508-001

Maximum Number of Points: 60

General Objective:

To provide district and school staff with management information system purposes and scope, the ability to retrieve information using automated systems, using output reports for obtaining information, and detailed training for using and managing specific applications.

Specific Objectives:

Given a series of instructional sessions, participants will acquire increased competence in the ability to:

1. Understand the purpose and scope of district management information systems.
2. Use the automated systems to retrieve information.
3. Use output report information for acquiring needed information.
4. Enter, update, and manage data in specific applications for which they are responsible.

Description of Activities:

All system users will receive personal instruction in the general operations needed to function using the automated system(s). An emphasis will be made on how to retrieve data.

For those users charged with entering, updating, and managing an automated system, specific and detailed training will be required before the user is given access. Update training will be scheduled as appropriate through special classes or ongoing sessions.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by other student performance assessment and

1. Using an observation checklist as participants complete a simulated activity for Objectives 2, 3, and 4.
2. Class discussion indicating understanding of the purposes and scope of MIS, Objective 1.
3. Successful transmission of Department of Education reporting formats.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Electronic Interactive.

Component Leader: Supervisor
Location: Information Resources

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: G
Evaluation Method, Staff: D

Office Personnel Training

Component Identifier Number: 8-509-001

Maximum Number of Points: 30

General Objective:

To update clerical and office management skills.

Specific Objectives:

Given instruction, participants will demonstrate increased knowledge in one or more of the following areas:

1. Public relations and communication skills.
2. Introduction to computers and computer language.
3. Management techniques and employee relations.
4. Current School Board policies and procedures.
5. Time Management.
6. Effective telephone communications.
7. Word processing and other areas to be identified.
8. Other office management skills.

Description of Activities:

Participants will attend a variety of training sessions and/or professional conferences.

Evaluation:

Participation Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by successful completion of component activities as evidenced by the integration of skills into job responsibilities.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: Z

School Improvement Training

Component Identifier Number: 8-512-001

Maximum Number of Points: 60

General Objective(s):

To support schools in the implementation of the School Improvement Plan.

Specific Objective(s):

Participants will be able to do at least three (3) of the following:

1. Describe their School Improvement Plan and their role in its implementation.
2. Describe the implementation of an instructional approach designed to improve student achievement (Goal 3).
3. Describe an approach designed to increase parental involvement or improve communication with the school community.
4. Describe an approach to improve school practices or procedures that are part of the implementation of the School Improvement Plan.

Description of Activities:

Research, consultants, workshops, and other training activities will be used to accomplish the specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives.

Participants will be evaluated by:

1. The component leader or designee will observe participants' behavior and products to determine whether the specific objectives are successfully met.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative Planning Related To Training.

Component Leader: Director
Location: Curriculum

Learning Method Code: D
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: D

Professional Development through On-line Learning

Component Identifier Number: 8-512-002

Maximum Number of Points: 60

General Objective(s):

To provide participants with opportunities for professional development in a variety of online learning experiences.

Specific Objectives:

Given a series of on-line training videos and programs participants will demonstrate:

1. Completion of implementation tasks for each video/program viewed.
2. Completion of appropriate forms and paperwork to document videos/programs viewed.

Description of Activities:

Participants will engage in appropriate activities to achieve the specific objectives. Participants may complete the specific objectives as individuals, under the supervision of a school administrator or as a learning community.

Evaluation:

Participant Evaluation: Facilitator will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by results of district developed/standardized student tests. Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation Method:

Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work.) Participants will complete activities for each video segment viewed. Completed work will be turned in and documented for points.

1. Principal request – work will be submitted to principal.
2. Study group/PLC – work will be submitted to school/district group leader.
3. Individual – work will be submitted to the Staff Development office.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: B
Implementation Method Code: R
Evaluation Method, Student: G
Evaluation Method, Staff: D

CREATE Contacts and Council Training

Component Identifier Number: 8-514-001

Maximum Number of Points: 60

General Objective:

To increase CREATE Contacts' and Council members' skills and knowledge related to planning, implementing, and evaluating effective teacher education programs.

Specific Objectives:

Given regularly scheduled training sessions, CREATE Contacts and Council members will demonstrate increased competence in the ability to:

1. Describe and apply research related to effective professional development programs.
2. Specify State Statutes, State Board Rules, and School Board policy related to professional development programs.
3. Identify and apply leadership styles and teaming skills which enhance faculty and council productivity.
4. Develop and implement inservice needs assessment processes that accurately reflect district and school training needs.
5. Collect, organize, and report information about inservice program implementation and evaluation through data collection.

Description of Activities:

Regular meetings of council and contacts will be scheduled with task groups and committees organized for achieving the specific objectives.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by participation in both study groups as evidenced by the implementation of Professional Development procedures at their school site or job location.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Study group participation.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: D
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: D

School Advisory Council Training

Component Identifier Number: 8-514-002

Maximum Number of Points: 60

General Objective(s):

To provide school community members the skills needed to successfully implement and evaluate school improvement plans.

Specific Objective(s):

Given a series of training sessions, participants will demonstrate the ability to:

1. Plan and analyze School Advisory Council activities.
2. Use training materials and ideas designed for use with School Advisory Councils at various stages in their development.
3. Function as an effective member of a School Advisory Council.
4. Assist in training other members of School Advisory Councils.

Description of Activities:

Seminars, lectures, role-playing, videotapes, and other activities will be used to deliver the training to school community members serving on School Advisory Councils.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by

1. The component leader and component consultants will verify through observation of Council activities that participants have successfully achieved the specific objectives.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative Planning Related to Training.

Component Leader: Directors
Location: Elementary/Secondary Curriculum

Learning Method Code: D
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: D

Professional Development Experiences

Component Identifier Number: 8-514-003

Maximum Number of Points: 30 (10 per usage maximum)

General Objective(s):

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

Specific Objective(s):

The participant will:

1. Serve as supervising teacher for an intern.
2. Attend a state or national education conference.
3. Serve on a county or state curriculum development committee.
4. Serve on a county or state textbook selection committee.
5. Serve on a county or state test development committee.
6. Serve as an officer or board member of a state or national education association.
7. Serve on a state or national education advisory committee.

Description of Activities:

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

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by the following.

1. Participant must be verified by a schedule, conference program, or appointment letter.
2. Requirements for successful completion of the professional development experiences included in this component are as described in the following table:

Professional Experiences	Basis for Credit	Minimum Length of Activity for Credit	Component Leader Credit May Be Issued By:
1. Supervising teacher for an intern	College Fee Waiver or Certified Statement	300 hours per intern	Coordinator, Staff Development
2. State or national education conferences (local education conferences will be considered for credit by the Director of Human Resources Development)	Conference program with check mark beside sessions attended and signature of principal	At least 10 hours of conference(s) attended	District Subject Area Supervisor Coordinator Staff Development
3. County or state curriculum development committee	Appointment letter and schedule of meetings	At least 10 hours of activities	District Subject Area Supervisor

Professional Experiences	Basis for Credit	Minimum Length of Activity for Credit	Component Leader Credit May Be Issued By:
4. County or state textbook selection committee	Appointment letter and schedule of meetings	One adoption	District Subject Area Supervisor
5. State or county test development committee	Appointment letter and schedule of meetings	At least 10 hours of activities	District Subject Area Supervisor
6. State or national education association officer or board member	Appointment letter and schedule of meetings	One full year	District Subject Area Supervisor
7. State or national education advisory committee membership	Appointment letter and schedule of meetings	One full year	District Subject Area Supervisor

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Collaborative planning related to training.

Component Leader: Supervisor
Location: Staff Development

Learning Method Code: D
Implementation Method Code: O
Evaluation Method, Student: G
Evaluation Method, Staff: D

School Bus Engine and Transmission Repair and Maintenance

Component Identifier Number: 8-515-001

Maximum Number of Points: 60

General Objective:

To improve skills of mechanics for school buses.

Specific Objectives:

Increase skills of bus mechanics to:

1. Rebuild bus engines, trouble shoot bus engines.
2. Rebuild bus transmission, trouble shoot bus transmissions.

Description of Activities:

Participants will attend manufacturers' training schools and will dismantle, repair, and rebuild engines and transmission.

Evaluation:

Participant Evaluation: Trainer will document competence in at least 80% of the specific objectives. Participants will be considered to have satisfactorily completed the training if they have demonstrated application of the specific objectives covered in the training.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Director
Location: Transportation

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: G
Evaluation Method, Staff: Z

Automotive Service Excellence (ASE)

Component Identifier Number: 8-515-002

Maximum Number of Points: 60

General Objective:

To certify the skill level of School Board of Alachua County mechanics.

Specific Objectives:

To enable School Board of Alachua County mechanics to demonstrate competency levels of performance in mechanical areas as listed below:

- | | |
|-------------------------------------|---------------------------------------|
| 1. Engine repair | 9. Gasoline engines |
| 2. Engine performance | 10. Diesel engines |
| 3. Suspension and steering | 11. Electrical systems |
| 4. Brakes | 12. Drive train |
| 5. Automatic transmission/transaxle | 13. Suspension and steering |
| 6. Manual drive train and axles | 14. Bus Body Repair |
| 7. Electrical systems | 15. Bus Body Painting and refinishing |
| 8. Heating and air conditioning | |

Description of Activities:

To successfully complete self-study materials provided by the School Board of Alachua County and ASE tests for certification by American College of Testing (ACT).

Evaluation:

Participant Evaluation: Trainer will document competence in at least 80% of the specific objectives. Participants will be considered to have satisfactorily completed the training if they have demonstrated application of the specific objectives covered in the training.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Director
Location: Transportation

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: G
Evaluation Method, Staff: Z

Bus Drivers Inservice

Component Identifier Number: 8-515-003

Maximum Number of Points: 30

General Objective:

To improve knowledge and skills of school bus drivers.

Specific Objectives:

Given instruction, participants will increase their knowledge about:

1. Parent, principal, and bus driver relationships.
2. Accident procedures and use of fire extinguishers and demonstrate these skills when needed.
3. Student psychology and management of student behavior and demonstrate these skills when needed.
4. Maintaining necessary paperwork and demonstrate knowledge when needed.
5. Individual differences using Myers-Briggs Personality Types.
6. Assertive discipline skills and will demonstrate these when needed.

Description of Activities:

Participants will attend workshops conducted by local and state consultants to cover specific objectives.

Evaluation:

Participant Evaluation: Trainer will document competence in at least 80% of the specific objectives. Participants will be considered to have satisfactorily completed the training if they have demonstrated application of the specific objectives covered in the training.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration).

Component Leader: Director
Location: Transportation

Learning Method Code: A
Implementation Method Code: M
Evaluation Method, Student: G
Evaluation Method, Staff: Z

Schools of Excellence

Component Identifier Number: 8-521-001

Maximum Number of Points: 20

General Objective:

The Schools of Excellence Program (Florida Statute 1003.631) is established to provide administrative flexibility to the state's top schools so that the instructional personnel and administrative staff at such schools can continue to serve their communities and increase student learning to the best of their professional ability.

The State Board of Education shall designate a school as a School of Excellence if the school's percentage of possible points earned in its school grade calculation is in the 80th percentile or higher for schools comprised of the same grade groupings, including elementary schools, middle schools, high schools, and schools with a combination of grade levels, for at least 2 of the last 3 school years.

Specific Objectives:

1. Each certified individual employed at a designated School of Excellence may be awarded twenty (20) inservice points for the year the designation is awarded.
2. For instructional personnel, the substitution of 1 school year of employment at a School of Excellence for **20 inservice points** toward the renewal of a professional certificate, up to 60 inservice points in a 5-year cycle, pursuant to s. 1012.585(3).
3. Instructional personnel must work a minimum of 99 days to earn credit for one year of employment.

EDEP On-Site Coordinator Training

Component Identifier Number: 8-600-001

Maximum Number of Points: 60

General Objective:

Participants will develop supervisory skills necessary to plan and conduct the Extended Day Enrichment Program.

Specific Objectives:

Provided training, the participant will:

1. Learn the policies and procedures necessary to manage the Extended Day Enrichment Program.
2. Develop skills in supervising teachers and paraprofessionals employed in the program.
3. Develop skills in planning program schedules and activities.

Description of Activities:

Participants will attend a minimum of eight hours of training. Participants will receive instruction and materials designed to accomplish the specific objectives of the component. District level and/or consultants will conduct the training sessions.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolios of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection, and/or lesson demonstration).

Component Leader: District Coordinator
Location: Extended Day Enrichment Program

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: D

EDEP Activity Leader Training

Component Identifier Number: 8-600-002

Maximum Number of Points: 60

General Objective:

To develop competence in the areas of recreational games, arts and crafts, subject areas and discipline for EDEP activity leaders.

Specific Objectives:

Provided training participants will:

1. Develop skills in planning and leading recreational games and activities.
2. Develop a set of activities and plans in several different subject areas such as math, science, reading, and social studies.
3. Design a collection of arts and crafts activities.
4. Develop techniques for handling inappropriate behavior and for rewarding desired behavior.

Description of Activities:

Participants will attend workshop sessions and receive instruction and materials designed to accomplish the specific objectives of the component.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolios of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection, and/or lesson demonstration).

Component Leader: Coordinator
Location: Extended Day Enrichment Program

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: D

EDEP Aide Training

Component Identifier Number: 8-600-003

Maximum Number of Points: 60

General Objective:

To develop skills necessary to assist teachers in implementing the Extended Day Enrichment Program.

Specific Objectives:

Provided training participants will:

1. Become knowledgeable about the developmental needs and stages of school-age children.
2. Develop techniques for handling inappropriate behavior and for rewarding desired behaviors.
3. Develop skills in leading group activities.

Description of Activities:

Participants will attend workshop sessions. Participants will receive instruction and materials designed to accomplish the specific objectives of the component. District level and/or consultants will conduct the training sessions.

Evaluation:

Participant Evaluation: Trainer will document increased competence in at least 80% of the specific objectives. Participants will be evaluated by portfolios of student work.

Component Evaluation: The component leader will send to the Staff Development Office, upon completion of the component, or no later than June 1 of each year, a packet including:

1. Completed activity roster – 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.
2. A completed ACPS In-Service Evaluation form for each participant.

Implementation:

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection, and/or lesson demonstration).

Component Leader: Coordinator
Location: Extended Day Enrichment Program

Learning Method Code: A
Implementation Method Code: O
Evaluation Method, Student: F
Evaluation Method, Staff: D