

## **COLLIER COUNTY PUBLIC SCHOOLS DISTRICT DIGITAL CLASSROOM PLAN**

### **Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW**

#### **1.1 District Mission and Vision statements – Collier County Public Schools**

##### **Mission and Vision Statement**

By providing exceptional educational opportunities that motivate and engage each student, all students will complete school prepared for ongoing learning as well as community and global responsibilities.

Our district technology plan was written to support our core values mentioned in the district's mission and vision statement. Our belief is that technology, when properly integrated, can provide exceptional educational opportunities for all students.

##### **Technology Strategic Plan Vision Statement**

All students will have access to technology and will effectively utilize that technology to complete school prepared for ongoing learning as well as community and global responsibilities.

##### **Technology Strategic Plan Mission Statement**

Infuse technology throughout the school system to provide exceptional educational opportunities that motivate and engage each student.

##### **Technology Strategic Plan Essential Strategies**

- Technology access and availability for all students and staff.
- Acquisition of appropriate technologies to create sound educational forums.
- Technology infrastructure to enable connectivity between and within buildings for video, voice and data communication.
- Effective and efficient technology standards, policies and procedures.
- Appropriate human resources to maintain and support curriculum initiatives.
- Adequate financial support to secure the necessary technologies to sustain ongoing and new initiatives.

##### **Technology Strategic Plan Supporting Strategies**

- Establishment of staff and student technology competency goals.
- Appropriate staff development training that will ensure current and future uses of technology in education.
- Advanced technology related courses for those who desire greater academic challenge.
- Development of minimum technological standards to assure that all purchases support future expansion of the infrastructure.

- Communication systems to inform all stakeholders of ongoing technology initiatives.
- Development of business, government and education partnerships to support technology initiatives.
- Establishment of short and long term maintenance, upgrading and acquisition plan for all technology equipment and support materials.
- Ongoing assessment of technology implementation, involving students, teachers, administrators, support staff, parents and community members.

### **Technology Strategic Plan Values**

- All students can utilize technology to exceed high performance standards and must be provided with opportunities to meet this challenge.
- All use of technology must be focused on supporting student success.
- We must use technology to promote understanding about our students' diverse cultures and learning styles and to provide essential support to meet students' unique needs.
- Technology should be used to promote effective collaborative work, both within the school community and with the wider community, which will produce success for students.
- All decision-making regarding the procurement and use of technology must be based on evidence and the best interest of students.
- We have the ability to meet all state and federal government requirements with regard to technology.

### 1.2 District Profile

Collier County Public Schools is dedicated to the learning of individual perspectives and positively contributing to a diverse global community. The following data is updated daily, enabling all stakeholders to select different Report Types, Survey Periods, Grade Levels, and compare these results to the data below to discover the diversity with which Collier County Public Schools system is made.

<http://collierschools.com/about/fastfacts.aspx>

Demographics – 44,835 students					
Gender – M	52%	Limited English Proficient (LF & LY)	21%	Race – White	36%
Gender – F	48%	Non-English Homes	51%	Race – Black	12%
Gifted	7%	Economically Needy	65%	Race – Hispanic	48%
ESE- Non-Gifted	13%			Race – American Indian	1%
				Race – Asian	1%
				Race – Hawaiian/Pacific Islander	0%
				Race – Multi-racial	2%

- A recent technology survey completed by students, parents, teachers and administrators indicated that digital teaching and learning is highly supported by the community. (See Appendix A, p. 9-13)
- The school district and all of its schools are accredited by AdvancED, the parent organization for the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). [Click here to read the results of the 2012 Quality Assurance Review.](#)
- The District employs nearly 3,200 highly qualified teachers, 49% with advanced degrees.
- Our most capable students have the opportunity to pursue an Advanced Placement Laureate diploma, the most demanding Collier County Public Schools diploma available. The Laureate Program continues to grow with 80 Laureate graduates from five high schools this past year, compared with just three at one school when the program began 17 years ago.
- There are many opportunities for students to take dual-enrollment college courses, and six of our high schools are offering the Cambridge Advanced International Certificate of Education (AICE) diploma for the 2014-2015 school year.
- More than 50% of our students live in non-English homes where English is not the first language and sometimes is not spoken. The percentage increases to more than 54% in grades PreK through 3, where learning to read is so critical.
- Collier County Public Schools is a recognized leader in Florida when it comes to technology. There are approximately 28,000 networked computers in use district wide, with nearly 22,000 accessible by students.

### 1.3 District Team Profile

<b>Title/Role</b>	<b>Name:</b>	<b>Email/Phone:</b>
Information Technology District Contact	Tom Petry	petryth@colliershools/ (239) 377-0442
Curriculum District Contact	Luis Solano	solanl@collierschools.com/ (239) 377-0201
Instructional District Contact	Dr. Traci Kohler	kohlet@collierschools.com/ (239) 377-0020
Finance District Contact	Robert Spencer	spencero@collierschools.com/ (239) 377-0041
District Leadership Contact	Dr. Shari Huene-Johnson	huenejsh@collierschools.com/ (239) 377-0011

### 1.4 Planning Process

Our district technology plan served as a guide when framing the Digital Classroom Plan (DCP) plan and is accessible at <http://www.collierschools.com/technology/docs/techplan.pdf>. In an effort to reach all stakeholders and gain multiple perspectives, the district formed a District Technology Committee. The committee is comprised of parents, administrators, instructional staff and representatives from various operational departments. The Committee meets quarterly to review operational technology and the proper integration of that technology in order to support instruction. Most recently, the District Technology Committee met to gather input and framework actionable items for the DCP. The DCP was subsequently reviewed at school-based, School Advisory Council (SAC) meetings in an effort to include parental input. Once the DCP is approved, the document along with the digital learning outcomes will be communicated through the Superintendent's District Advisory Council (SDAC) which is broadcast live throughout the community at feeder pattern high schools. The DCP will continue to be monitored through the District Technology Committee and Administrator meetings (principals/assistant principals) to assess the positive impact on student learning and progress towards the actionable deliverables.

In an effort to develop partnerships with the community, business and industry leaders, the school district created advisory boards for all high school academies and Science, Technology, Engineering and Mathematics (STEM) competitions. One such advisory board is the Collier Area STEM Teaching and Learning Environment (CASTLE). This advisory board includes representatives from post-secondary institutions, business leaders, non-profit groups, and the school district. CASTLE also reviewed the DCP from a business and industry perspective to ensure students are offered opportunities to develop 21<sup>st</sup> century workforce skills to be productive citizens in a global economy.

Specific partnerships are highlighted below.

- 4<sup>th</sup> annual STEM Conference
  - <http://apps.collierschools.com/events/Pages/Guest/12/Default.aspx>

- 1<sup>st</sup> Annual STEM Competition
  - <http://www.collierschools.com/news/releases/041114a.asp>
  - <http://www.naplesnews.com/news/state/collier-students-learn-while-having-fun-at-istem>

In terms of technology integration with English for Speakers of Other Languages/English Language Learners (ESOL/ELL) and students with disabilities (SWD), all students have equal access to all software programs. Collier County Public Schools (CCPS) utilizes an Immersion Model for ESOL/ELL students. The Immersion Model is utilized for all ELLs in the district due to the Consent Decree. All teachers must make their content comprehensible for their students and adhere to the State Standards and CCPS' standards-aligned, curriculum guides. Teachers are required to complete specified hours of ESOL training in order to be in compliance with the state. The district follows the same teaching and learning processes used for non-ELL students with ELL students to verify that the instruction provided to the ELLs is equal in amount, sequence, and scope to that provided to non-ELLs. All teachers must utilize ELL strategies to make their instruction comprehensible for all students.

Additionally, ELLs in elementary and secondary reading classes have access to the Reading Horizons software. There are trainings provided for the resource teachers so that they can utilize the program with fidelity. The ELL department offers the ESOL mandated courses throughout the school year in a blended model. The courses are offered face to face with assignments submitted on-line. This ESOL endorsement plan is state-approved.

Students with disabilities have access to technology to assist with their learning needs. The present research ([www.cast.org](http://www.cast.org)) emphasizes the importance of a barrier free, Universal Design for Learning (UDL) educational environment, ensuring accessibility of curriculum and instructional offerings for all students. With 86% of students with disabilities receiving instruction in general education core content, elective or special areas, educators on all levels are provided professional learning that emphasize the numerous ways in which technology can enhance the performance capabilities of students with disabilities. All of our schools are experiencing academic success including students with disabilities in general education classes.

Even though technology increases independence, it also enables the kinds of interactions of fixed curriculum resources into flexible digital media and tools. Technology tools and software solutions serve to supplement or transform the curriculum itself into instant accessible text for students with disabilities to access materials in a variety of formats. Our range of technology solutions varies widely, from individualized communication devices (assistive technologies) to personal computers with designed-in-accessibility features. Our teachers support much of the effort toward curriculum access, participation and progress by using the three technology tools in place at schools, such as LiveScribe Pens, Scanners, text-to-speech software, and Pearle Scanning cameras. As our district moves forward in strengthening our digital classroom, it is imperative that new adopted curriculum embeds accessible text that instantly integrates with assistive technology and software devices.

## 1.5 Multi-Tiered System of Supports (MTSS)

Collier County Public Schools tiers the schools by three levels based on their academic need. School support provided by the district is tiered by school need to ensure the professional development and assistance is prioritized. All district staff record their school visits and reflections in a platform entitled “iSupport” to provide a consistent message of district expectations and support.

The Building Capacity for Sustained Student Academic Growth Plan (BCS Plan) provides for tiered support to schools in reading, mathematics, writing and science. This tiered approach allows us to meet the needs of low-performing schools as well as schools that do not perform equal to their demographic. School tiering provides a fair and transparent measure for all stakeholders to understand the performance of our schools, as well as to mobilize district resources, talent and innovation toward improving our schools. School tiers are determined annually based on student performance and growth, as measured by Florida’s school grading models (Elementary, Middle, Secondary, and Combined). After the publishing of school grades, schools are tiered based on their levels of demonstrated need.

The BCS Plan is administered and monitored through the Department of Continuous Improvement Initiatives. Coordinators from the department work closely with school-based leadership teams to conduct monthly data chats that include a review of MTSS data derived from on-going progress monitoring assessments, review of School Improvement Plan action plans, as well as classroom observations and planning.

The district also involves school leadership using a variety of mechanisms, including monthly Principals meetings, monthly Assistant Principals meetings, monthly Curriculum and Instruction professional learning meetings for Principals, quarterly Data Dialogues between District Leadership, School Leadership and Curriculum Coordinators, monthly iCasts to share information and engage in Q&A. Additionally, administrators from the Department of Differentiated Accountability visit low-performing schools weekly to plan with and support building administrators.

Collier County Public Schools utilizes the 8-step problem-solving model to identify barriers, strategies and action steps to support improved learning for all students. The district’s Multi-Tiered System of Supports (MTSS) Steering Committee oversees the implementation of MTSS and is composed of district leaders from multiple departments. The committee meets regularly to review a variety of data points to monitor MTSS implementation. Specifically, the committee reviews student academic and behavioral data related to core and tiered instruction. They also review MTSS implementation fidelity data, teacher beliefs, and professional learning needs, among others. As data is reviewed, implementation strategies are adjusted and monitored at future meetings. The process is recursive and is mirrored at individual schools as well.

Members of the district leadership team meet weekly to provide data and support districtwide implementation of core and intervention programs. The district leadership team provides guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The district leadership team includes key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the District Improvement and Assistance Plan (DIAP). The district leadership team works in conjunction with school-based teams to create and peer-review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helps define clear expectations for instruction; facilitate the development of strategies to meet those goals; and align processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the School Improvement Plan goals, the district's Strategic Plan Key Performance Indicators, and supporting strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues.

Data sources and management systems used to access and analyze data are available at each tier through an extensive Data Warehouse maintained by district staff. All State, benchmark, and formative assessments upload automatically to the Data Warehouse for tracking and decision making purposes. Data are disaggregated, graphed, and analyzed for trends. These data illustrate the effectiveness of core instruction. Progress of students placed on Tier 2 or Tier 3 Progress Monitoring Plans (PMPs) is tracked through the Response to Intervention (RtI) process in Data Warehouse. Data are entered for individual students or small groups of students with like needs. Each PMP generates a graph that includes individual student response to instruction, trend line, and comparison to peer groups. Data are reviewed at monthly Professional Learning Communities (PLCs) and with parents through conferences. Lastly, data are reviewed with the Superintendent and her cabinet members five times a year through a structured data dialogue protocol.

School administrators and teachers from the school-based MTSS team participate in grade level PLCs to facilitate the MTSS process at each grade level. Each team has an MTSS lead teacher and an Intervention Support Specialist (InSS). Together, they support the MTSS process through their roles. Universal screening and progress monitoring data are analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions. Additionally,

the District provides for two teachers-on-special-assignment to assist schools struggling with effectiveness of core instruction or the intervention/Rtl process. These TSAs work directly with teams in collaborative planning to assist with data analysis, interventions, and building capacity of teachers.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.



## Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

### Part A. Student Performance Outcomes – Needs Analysis

Collier County Public Schools Student Performance Outcomes, based on FLDOE school grade data. <http://fcats.fldoe.org/resultsFCAT2/default.asp>

\*(Parkside Elementary was awarded a SIG grant; therefore, District AMO and DIAP data is locked until FLDOE is able to unlock the plan.)

Student Performance Outcomes		Baseline	Target	Date for Target to be Achieved (Year)
1.	ELA Student Achievement	59%	62%	2015
2.	Math Student Achievement	64%	67%	2015
3.	Science Student Achievement	58%	62%	2015
4.	ELA Learning Gains	69%	72%	2015
5.	Math Learning Gains	72%	75%	2015
6.	ELA Learning Gains of Low 25%	65%	68%	2015
7.	Math Learning Gains of Low 25%	67%	70%	2015
8.	Overall, 4 year Graduation Rate	81%	84%	2015
9.	Acceleration Success Rate	76% (FY13)	77%	2014

\*The FY14 acceleration rate is based on Dual enrollment, AP, AICE, credit by exams and certification. The information used to calculate this rate is still being collected as part of the high school grade calculations.

### Collier County Public Schools District Information from FLDOE

Grading Categories	Points Earned
Reading Proficiency	59
Math Proficiency	64
Writing Proficiency	56
Science Proficiency	58
Reading Points for Gains	69
Math Points for Gains	72
Reading Gains for Low 25%	65
Math Gains for Low 25%	67
Points Earned	510
Percent Tested	99
Projected District Grade	B

What does research suggest about the specific learning needs of the student subgroups not meeting targets? Utilize national research findings and district best practices.

The focus on closing the achievement gap is a critical component of educational policy and practice across the nation. Based on a thorough literature review, twelve core

strategies will be applied and will contribute to the sustained success of our district in further narrowing the achievement gap. The strategies are:

1. Data-driven decision making;
2. A consistent and clear message that failure is not an option;
3. Shared and transparent leadership and communications;
4. Full support of teachers, administrators, and district support staff;
5. Strategic staffing of all positions;
6. Building and sustaining collaborative structures and way of work;
7. Targeted wrap around services that propel student achievement;
8. Focus on increasing rigor, relevance, and relationships;
9. Assessment and data use for leading all teaching, learning, and resource allocations;
10. A singular focus on student achievement;
11. Implementation of Marzano elements as the instructional model; and
12. Supporting communication strategies

Marzano’s strategies for closing the gap appear to be tied to several of the main contributing factors. Marzano addresses the rigor of curriculum, scaffolding of instruction, monitoring for compliance and deep understanding, and planning effectively.

Why did the previous plan not sufficiently meet these needs?  
 Reflect on why last year’s strategies did not increase student achievement in these underperforming subgroups.

Analyzing data and making adjustments to instruction was discussed five times at Data Dialogues throughout the school year with school based administrators via a structured protocol process. The process of analyzing data by subgroups at the teacher level was not completed with fidelity at each school last year; however, it has been added to the district assessment calendar following each benchmark assessment. Additionally, while Marzano has been implemented as a means for evaluating teacher effectiveness, there remains a need for professional learning that will be addressed in SY15.

Collier County Public Schools DIAP/AMO Review

To date, AMO results for FY14 have not been released.

**Needs Assessment for Targeted Student Subgroups - Reading**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	58%	No	67%
American Indian	58%	48%	No	62%
Asian	83%	78%	No	84%

Black/African American	48%	43%	No	53%
Hispanic	54%	48%	No	59%
White	77%	74%	No	79%
English language learners	38%	22%	No	45%
Students with disabilities	40%	28%	No	46%
Economically disadvantaged	53%	47%	No	58%

### Needs Assessment for Targeted Student Subgroups - Mathematics

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	63%	Yes	64%
American Indian	53%	56%	Yes	58%
Asian	86%	87%	Yes	87%
Black/African American	43%	46%	Yes	48%
Hispanic	53%	56%	Yes	57%
White	73%	77%	Yes	76%
English language learners	38%	35%	No	45%
Students with disabilities	41%	37%	No	47%
Economically disadvantaged	51%	53%	Yes	56%

### Part B. Digital Learning and Technology Infrastructure – Needs Analysis

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	2 to 1 students to computers	1.9 to 1 students to computers	School Year 2015-2016
2.	Count of student instructional desktop computers meeting specifications	15,931	16,321	School Year
3.	Count of student instructional mobile computers (laptops) meeting specifications	4,734	4,829	2015-2016
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets	1,866	1,903	School Year

	meeting specifications			2015-2016
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	N/A
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	N/A

### Part C. Professional Development – Needs Analysis

Through the Master Inservice Plan, all staff have access to opportunities and training to assist with the integration of technology into classroom teaching. The Master Inservice Plan addresses instructional technology professional learning sessions and supporting State components. (See Appendix B, p. 32-33)

Technology Resources Inventory – estimated level of technology integration used by teacher in classrooms as outlined by the Technology Integration Matrix (TIM).

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the TIM	<ul style="list-style-type: none"> <li>• Entry (14.4%)</li> <li>• Adoption (25.6%)</li> <li>• Adaptation (21.2%)</li> <li>• Infusion (28.2%)</li> <li>• Transformation (9.7%)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry (4.4%)</li> <li>• Adoption (29.6%)</li> <li>• Adaptation (24.2%)</li> <li>• Infusion (31.2%)</li> <li>• Transformation (9.7%)</li> </ul>	School Year 2015-2016
2.	Average Teacher technology integration via the TIM (Elementary Schools)	<ul style="list-style-type: none"> <li>• Entry (14.5%)</li> <li>• Adoption (24.2%)</li> <li>• Adaptation (22.4%)</li> <li>• Infusion (30.2%)</li> <li>• Transformation (7.8%)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry (4.4%)</li> <li>• Adoption (28.2%)</li> <li>• Adaptation (23.4%)</li> <li>• Infusion (34.2%)</li> <li>• Transformation (7.8%)</li> </ul>	School Year 2015-2016
3.	Average Teacher technology integration via the TIM (Middle Schools)	<ul style="list-style-type: none"> <li>• Entry (14.1%)</li> <li>• Adoption (22.0%)</li> <li>• Adaptation (24.1%)</li> <li>• Infusion (22.7%)</li> <li>• Transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Entry (4.4%)</li> <li>• Adoption (26.0%)</li> <li>• Adaptation (27.1%)</li> <li>• Infusion (25.7%)</li> <li>• Transformation (15.1%)</li> </ul>	School Year 2015-2016

		(15.1%)		
4.	Average Teacher technology integration via the TIM (High Schools)	<ul style="list-style-type: none"> <li>• Entry (12.8%)</li> <li>• Adoption (24.2%)</li> <li>• Adaptation (32.0%)</li> <li>• Infusion (29.0%)</li> <li>• Transformation (9.2%)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry (2.8%)</li> <li>• Adoption (27.2%)</li> <li>• Adaptation (35.0%)</li> <li>• Infusion (29.0%)</li> <li>• Transformation (9.2%)</li> </ul>	School Year 2015-2016
5.	Average Teacher technology integration via the TIM (Combination Schools)	<ul style="list-style-type: none"> <li>• Entry (10.0%)</li> <li>• Adoption (50.0%)</li> <li>• Adaptation (10.0%)</li> <li>• Infusion (20.0%)</li> <li>• Transformation (10.0%)</li> </ul>	<ul style="list-style-type: none"> <li>• Entry (0.0%)</li> <li>• Adoption (54.0%)</li> <li>• Adaptation (13.0%)</li> <li>• Infusion (23.0%)</li> <li>• Transformation (10.0%)</li> </ul>	School Year 2015-2016

**Part D. Digital Tools – Needs Analysis**

Collier County Public Schools implements and supports digital tool systems that assist instructional personnel and staff in the management, assessment and monitoring of student learning performance. Examples of digital tools include the district's Data Warehouse, SharePoint, and ANGEL/Blackboard Learning Management System.

<b>Digital Tools Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully	Will continue to support and employ in classrooms	Ongoing
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully	Will continue to support and employ in classrooms	Ongoing

3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Fully	Will continue to support and employ in classrooms	Ongoing
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully	Will continue to support and employ in classrooms	Ongoing
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Fully	Will continue to support and employ in classrooms	Ongoing
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Fully	Will continue to support and employ in classrooms	Ongoing
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Fully	Will continue to support and employ in classrooms	Ongoing
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Fully	Will continue to support and employ in classrooms	Ongoing

9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully	Will continue to support and employ in classrooms	Ongoing
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**Part E. Online Assessments – Needs Analysis**

Collier County Public Schools has the infrastructure and devices required for successful implementation of local and statewide assessments. Infrastructure and devices meet the State’s technology specifications.

<b>Online Assessments Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	N/A	N/A
2.	Computers/devices required for assessments (based on schedule constraints)	6,500	7,000	2015-ongoing

**Part F. Goal Setting**

**Mission and Vision Statement – Collier County Public Schools**

By providing exceptional educational opportunities that motivate and engage each student, all students will complete school prepared for ongoing learning as well as community and global responsibilities.

**District Goals**

District goals in the DCP mirror those of the district’s Strategic Plan. The Strategic Plan is modeled after best practices occurring in the field which emphasize strong leadership; internal and external assessments; and recommendations regarding student achievement. (See Appendix C, p. 5)

**CCPS goals:**

- **Highest Student Achievement:** The previous year’s Strategic Plan goal focused on narrowing the achievement gap in Mathematics by two points between the District and State average and between subgroups. While the district maintains this focus throughout the year during Data Dialogues, the District Strategic Plan for this year will focus on a baseline due to the new State accountability system.
- **Highest Student Achievement:** The previous year’s Strategic Plan goal focused on exceeding the State FCAT Reading 2.0 performance by two points. While the district maintains this focus throughout the year during Data Dialogues, the District

Strategic Plan for this year will focus on a baseline due to the new State accountability system.

- Skilled Workforce and Economic Development: Continue Technology Platform Test (TPT) tests to identify best classroom technologies for teaching and learning.

Part G. Strategy Setting

<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
Highest student achievement	Provide targeted scaffolding content and remediation to bring entering 9 <sup>th</sup> grade intensive Algebra students back to grade level. (Agile Mind)	<ul style="list-style-type: none"> <li>• Integrate digital instructional materials for beginning 9<sup>th</sup> graders so that their math skills are on grade level</li> </ul>	2014 and ongoing
Highest student achievement	Provide targeted scaffolding content for Algebra students. (ALEKS)	<ul style="list-style-type: none"> <li>• Integrate digital instructional materials for all Algebra students to increase pass rate on FSA Algebra EOC</li> </ul>	2014 and ongoing
Highest student achievement	Provide a supplemental resource for fluent readers who are enrolled in an intensive reading class coupled with ELA. (Achieve 3000)	<ul style="list-style-type: none"> <li>• Integrate digital instructional materials to build familiarity with content so that secondary students can work towards reading at grade level</li> </ul>	2014 and ongoing
Highest student achievement	Provide standards-based online learning program for secondary students. (Edmentum)	<ul style="list-style-type: none"> <li>• Integrate digital instructional materials to increase rigor and provide online learning opportunities</li> </ul>	2014 and ongoing
Highest student achievement	Supply teachers and student with high quality digital content aligned to Florida Standards (Discovery Education's	<ul style="list-style-type: none"> <li>• Integrate digital instructional materials to provide engaging, cross-curricular, multi-media assets to inform</li> </ul>	2014 and ongoing



	StreamingPlus)	instructional decisions	
Skilled workforce	Supply teachers and students with a high quality digital platform to support curriculum alignment, digital resources and professional learning communities. (Blackboard)	<ul style="list-style-type: none"> <li>• Professional Learning opportunities for enhanced Learning Management System</li> </ul>	2014 and ongoing
Skilled Workforce	Create professional learning opportunities for K-2 teachers to develop skills that implement digital learning into the curriculum. (iPads)	<ul style="list-style-type: none"> <li>• Mobile device professional learning opportunities</li> <li>• FAIR and district quarterly benchmark assessments</li> </ul>	2014 and ongoing

### Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

#### Part A. Student Performance Outcomes

Student performance outcomes will be improved through the use of instructional software to support struggling learners in Math and ELA, provide rigorous online courses, enhance existing Learning Management System platform and provide early digital learning opportunities in grades K-2.

Collier County Public Schools Student Performance Outcomes, based upon District Intervention and Assistance Plan

Student Performance Outcomes		Baseline	Target
1.	Increase ELA student learning gains district wide.	69%	72%
2.	Increase math student learning gains district wide.	72%	75%

This year will be a new baseline year due to the new State accountability system.

#### Part B. Digital Learning and Technology Infrastructure

Collier County Public Schools has the infrastructure and devices required for successful implementation of local and statewide assessments. Infrastructure and devices meet the State's technology specifications.

State recommendations for technology infrastructure can be found at [http://www.fldoe.org/BII/Instruct\\_Tech/pdf/Device-BandwidthTechSpecs.pdf](http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf). These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Digital Learning and Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
	N/A				

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

iPads will be reviewed to meet established hardware, operating system and networking specifications and are able to address the security requirements described in the Security Requirements section of the Technology Guidelines. This project will be funded through Capital expenditures.

Brief description of other activities	Other funding source
Purchase and implement 3 iPad cases (6 iPads per case) for each elementary school in the district. Estimated completion date is May, 2015. Expected	Capital Funds

outcome is to increase FAIR and quarterly benchmark assessments.	
--	--

The introduction of iPads in grades K-2 will meet the instructional and multifunctional device needs of our younger students, improve FAIR and district benchmark scores in ELA and math and may meet the device specifications for State assessments in older grade levels, pending in-depth trials.

We have developed a successful implementation model for mobile device usage. We label that model, "Teach Me in My World". The model focuses on center-based instruction. In brief, students are purposefully grouped and by using mobile devices, they work collaboratively in order to problem solve. Teachers attend mandatory training prior to using these devices for instruction. We thoroughly review best practices on how to properly integrate these digital tools in the classroom with the aim of increasing rigor, and thereby, increasing student achievement.

These devices are multifunctional and comply with the Florida Department of Education Technology guidelines as found below. These devices also comply with device specifications according to the guidelines: *"Desktops, laptops, netbooks (Windows, Mac, Chrome, Linux), thin client, and tablets (iPad, Windows and Android) will be compatible devices provided they meet the established hardware, operating system and networking specifications — and are able to address the security requirements described in the Security Requirements section of the Technology Guidelines."*

[http://www.fldoe.org/BII/Instruct\\_Tech/pdf/Device-BandwidthTechSpecs.pdf](http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf)

According to page 20 of the guidance document, these devices meet the following minimum needs:

- Florida Standards requirements
- Grade-level and course appropriate access for technology skills
- Appropriate access to digital content and instructional materials

\* Recommended Specifications for Tablets from FLDOE Technology Guidelines

Tablets	
Operating System	Recommended Specifications
Android	Android 4.0 or newer (with 1GB RAM or greater)
Apple OS	iPad 2 or newer running iOS6 or newer (with 512 MB RAM or greater)
Windows	Windows 8 or newer (with 1GB RAM or greater)
Chrome OS	Chrome OS 19 or newer
Memory	By operating system, see above
Connectivity	Devices must be able to connect to the Internet via wireless networks
Screen Size	9.5 inch screen size or larger
Screen Resolution	1024 x 768 resolution or higher
Input Device Requirements	Keyboard, Mouse, Touchpad or Touchscreen The input device must allow students to select/deselect, drag, and highlight text, objects, and areas. The input device must

	allow students to enter letters, numbers, and symbols and shift, tab, return, delete, and backspace. To meet security guidelines, each Bluetooth/wireless keyboard and/or mouse must be configured to pair with only a single computer during assessment administration. Other assistive technologies may be needed for students requiring accommodations.
Headphone/Earphone and Microphone Requirements	Headphones/earphones where applicable to eliminate noise distractions. Some student accommodations may also require headphones/earphones (e.g., text to speech). Microphones are required for all students taking the Speaking and Listening Assessment. Some student accommodations may also require microphones (e.g., speech to text, voice controls) for other parts of the FDOE Florida assessments.
Additional Guidance	1) FDOE has not yet evaluated the compatibility of Windows RT for 2014-2015. Further information will be issued on Windows RT. 2) Smaller tablets (screen size less than 9.5”), e-readers, and smart phones will not be supported and will not be compatible with the FDOE Florida Standards assessments.

Evaluation and Success Criteria for Digital Learning and Technology Infrastructure:

Collier County Public Schools has the infrastructure and devices required for successful implementation of local and statewide assessments. Current infrastructure and devices meet the State’s technology specifications, as outlined above.

Part C. Professional Development

Through the Master Inservice Plan (MIP), all staff have access to opportunities and training to assist with the integration of technology into classroom teaching. The MIP addresses instructional technology professional learning sessions and supporting State components. (See Appendix B, p. 32-33)

Implementation Plan for Part C. Professional Development:

When addressing quality of instruction in the learning environment our MIP addresses the following specific objectives as best practices:

- Utilize appropriate learning media, computer applications, and other technology to address students’ needs and learning objectives.
- Utilize instructional and other electronic networks to provide students with opportunities to gather information and collaborate with others.
- Use a wide range of instructional technologies such as web 2.0 tools, digital resources, and mobile device capabilities to enhance the subject matter.
- Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.

- Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
- Use appropriate technology to construct teaching materials, e.g., construct assessment exercises, prepare programmed instruction, use word processing, produce graphic materials, etc.
- Use appropriate technologies to create and maintain database for monitoring student attendance, behavior, and progress toward specified performance standards.
- Provide instruction at the appropriate level in identifying and using standard references, accessing digital learning resources, and other on-line research databases.
- Work with district technical and instructional specialists to collaborate on instructional design and delivery.

<b>Professional Development Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
	N/A				

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

<b>Brief description of other activities</b>	<b>Other funding source</b>
<p>School leadership</p> <p>C.1. Teacher Leader Program; build leadership capacity at both the school and district level to support teachers and administrators working collaboratively to establish &amp; maintain PLC communities. Participants learn about the school improvement process. As part of this process, they must demonstrate knowledge and ability to use appropriate technology in the teaching and learning processes.</p>	Previously budgeted
<p>Educator capacity</p> <p>C.2. Provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement federal and State accountability requirements and developing the ability to use appropriate technology in the teaching and learning processes.</p>	Previously budgeted

<p>Lesson planning and digital learning practices</p> <p>C.3. Discovery Digital Leadership Corps (DDLC): Provide accelerated professional learning for 11 schools that were the first adopters of the Bring Your Own Device (BYOD) instructional program. This training will equip teachers with strategies that will effectively integrate technology into their BYOD classrooms.</p>	<p>Previously budgeted</p>
--	----------------------------

Evaluation and Success Criteria for Part C. Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise. (See Appendix B, p. 5-14)

Our school leadership programs such as the Teacher Leader Program require participants to examine school improvement protocols closely. During this process, quality digital learning is a key component to each school’s improvement plan. These teacher leaders coordinate with their site-based leadership team to ensure all aspects of the school improvement plan are implemented, including those areas that address quality digital learning processes.

Lastly, a key component to improving digital literacy and competency is the integration of effective instructional technology look-fors into our Collier Teacher Evaluation Model (CTEM) based upon Dr. Marzano’s Art and Science of Teaching Framework. (See Appendix D – Performance evaluation rubrics)

<b>Professional Development Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Electronic evaluations	80% of teacher leaders indicate professional learning met their needs
C.2.	Classroom observations	70% of teachers rated as developing or above on Marzano evaluation system principles that address digital learning
C.3.	Classroom observations	100% of identified (DDLC) teachers will integrate BYOD strategies into their classrooms on a regular basis.

## Part D. Digital Tools

Collier County Public Schools implements and supports digital tool systems that assist instructional personnel and staff in the management, assessment and monitoring of student learning performance. Examples of digital tools include the district's Data Warehouse, SharePoint, ANGEL/Blackboard Learning Management System. Additional software will assist monitoring student performance outcomes.

### Implementation Plan for Part D. Digital Tools:

Collier County Public schools will implement a full digital learning program via academic software and an enhanced learning management system as outlined in the DCP that will be used to inform instructional decisions in the classroom, for data analysis, and for communicating to students and parents about classroom activities and progress. Although Achieve 3000 was identified in Part II, Achieve 3000 was removed in the Digital Tools section due to prioritizing of deliverables within the DCP allocation.

<b>Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	All staff will use enhanced features of Blackboard as a learning management system.	May 2015- Ongoing	\$142,000	Collier County Public Schools	Supply teachers and students with an enhanced platform to access high-quality digital content aligned to the Florida Standards to improve learning gains in the area of Math and ELA
D.2.	All algebra students will use ALEKS software.	2014- Ongoing	\$70,000	Collier County Public Schools	Integrate digital instructional materials for all Algebra students to increase pass rate on FSA Algebra EOC
D.3.	All secondary students who are enrolled in Algebra 1/Intensive Math will use Agile Mind.	2014- Ongoing	\$153,000	Collier County Public Schools	Integrate scaffolded, digital instructional materials to bring intensive math/Algebra 1 students back to grade level in order to increase pass rate on FSA Algebra EOC
D.4.	All secondary students in targeted program will use Edmentum for online learning.	2014- Ongoing	\$120,000	Collier County Public Schools	Integrate digital instructional materials to increase rigor and provide online learning opportunities to improve learning gains in the

					areas of Math and ELA
D.5.	All staff will use Discovery Education's StreamingPlus	2014-Ongoing	\$118,000	Collier County Public Schools	Integrate digital instructional materials to provide engaging, cross-curricular, multi-media assets to inform instructional decisions/ improve learning gains in the areas of Math and ELA

Evaluation and Success Criteria for Part D. Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>Digital Tools Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Analytics and usage data reports	At least 50% of instructional staff will use Blackboard learning management system to affect District wide student performance outcomes
D.2.	Analytics and usage data reports	At least 80% of students, in targeted area, will use ALEKS to affect District wide student performance outcomes
D.3.	Analytics and usage data reports	At least 80% of students, in targeted area, will use Achieve 3000 to affect District wide student performance outcomes
D.4.	Analytics and usage data reports	At least 80% of students, in targeted programs, will successfully complete one online course in Edmentum to affect District wide student performance outcomes
D.5.	Analytics and usage data reports	At least 50% of instructional staff will use StreamingPlus to affect District wide student performance outcomes



Part E. Online Assessments

Collier County Public Schools has the infrastructure and devices required for successful implementation of local and statewide assessments. Infrastructure and devices meet the State’s technology specifications.

Implementation Plan for Part E. Online Assessments:

<b>Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
	N/A				

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

<b>Brief description of other activities</b>	<b>Other funding source</b>
Bandwidth exceeds FLDOE requirements for computer-based testing	Previously Budgeted
Student to computer ratio exceeds FLDOE computer-based testing	Previously Budgeted



## Appendix A

### *Digital Learning Survey Data*

Collier County Public Schools



# Collier's BYOD Program

bring your own device



*A learning environment  
where technology is a part  
of us, not apart from us*

# BYOD TIMELINE

## Introduction of Mobile Devices

- sySTEMic Integration Grant
- Administrator Walkthroughs

## Mobile Device Refinement

- Mobile device results documented
- Council of Chief State School Officers presentation

## Mobile Device Expansion

- Teach Me in My World Project with Arthrex
- Visit to Forsyth, GA
- Project planning with stakeholders
- Responsible Use Agreement, BYOD documentation and branding created
- Phase 1 implementation



## Mobile Device Best Practices

- App management
- Curriculum impact
- Professional learning

## Bring Your Own Device Research Begins

- School district collaboration
- Peer-reviewed journal articles
- Digital learning survey

## Mobile Device Refinement

- Phase 2 and 3 implementation
- Professional learning
- Florida Educational Technology Conference presentation
- BYOD survey administration
- Parent Focus Groups

# BYOD Instructional Program

---

- **Devices include personal and school-owned technologies**
- **Avenue to teach digital citizenship**
- **Purposeful, planned instructional program and supporting strategies utilizing web-based applications which are identified in curriculum maps**
  - **BYOD instructional practices:**
    - Assist with small group instruction
    - Promote less lecture
    - Facilitate differentiation of instruction
    - Monitor student understanding quickly
    - Present complex material in multi-modal ways
    - Demonstrate learning by student strength areas
    - Help all participants learn together

# BYOD Supports

- **Materials**
  - Posters
  - Website
  - Newsletter
  - Emails/letters
  - Curriculum maps
- **Monthly contacts**
  - Video conferences
  - Principal/Assistant Principal meetings
  - Professional learning



# BYOD TIME?



**PUT IT  
AWAY!**



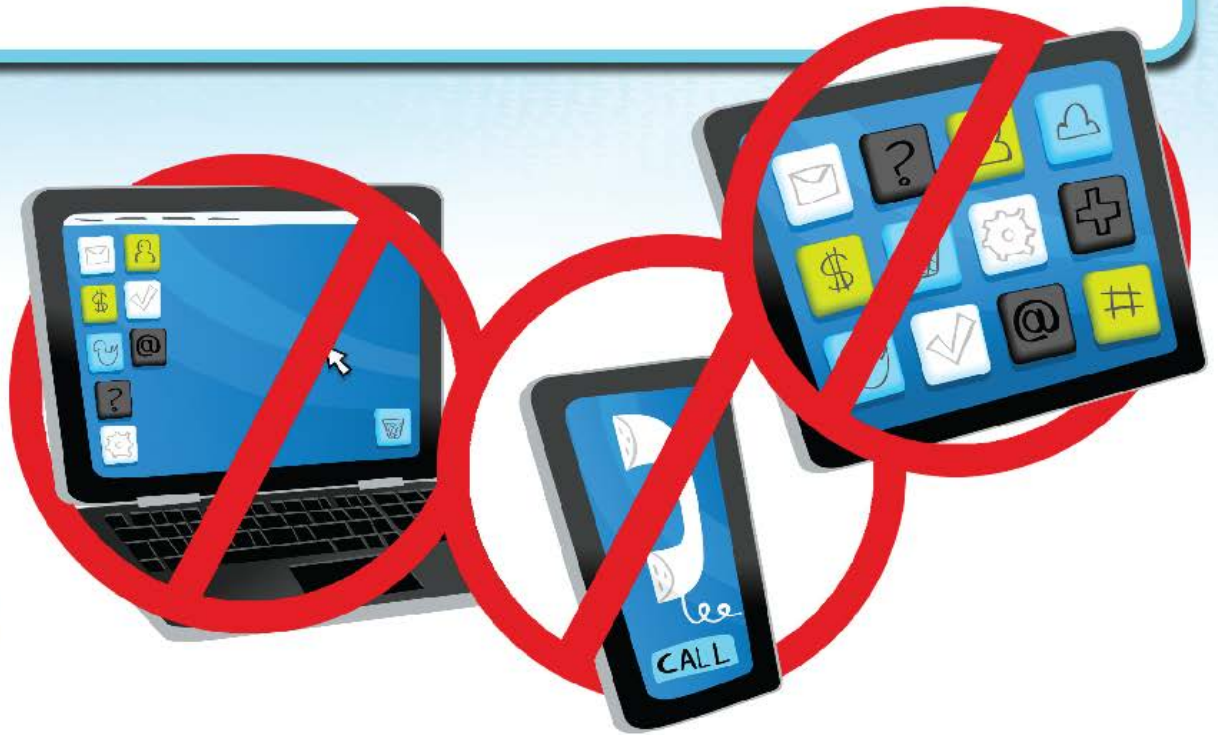
**FACE DOWN  
OR LID CLOSED**



**GO**

**BYOD!**

# NO TECH ZONE





# BYOD Supports

- **Materials**
  - Posters
  - Website
  - Newsletter
  - Emails/letters
  - Curriculum maps
- **Monthly contacts**
  - Video conferences
  - Principal/Assistant Principal meetings
  - Professional learning



# Responsible Use Agreement

---

- Outlines the roles and responsibilities of the school district, administrators, teachers, parents, and students
- Provides students and other guests the privilege of accessing the district's wi-fi for educational purposes



# BYOD

## Survey Results

....little variation among participant group responses in regards to instructional time with devices and access to devices



# Participation Data

- **15,000+ total participant surveys**

Participant Group	Surveys Received	Response Rate
Students (Phase 1 and 2)	12,727	46%
Teachers (Phase 1 and 2)	1,340	67%
Parents (Phase 1 and 2)	1,046	6% (17,000 emails sent)
Administrators (Phase 1, 2, 3)	48 schools	98%

- **Parent Focus Groups**

– Avalon Elementary, Tommie Barfield Elementary, Immokalee Middle and Golden Gate High

# BYOD implementation

---

- **Administrators of Phase 1 and 2 schools (82%)**
  - Feel most parents are supportive of the BYOD instructional program
  - Feel most of their staff are supportive of the BYOD instructional program
- **Parents of Phase 1 and 2 schools (open-ended responses)**
  - 42 of the 1,046 parent responses had concerns about the program
    - 12 – classroom teacher not using BYOD (1.1%)
    - 13 – BYOD not appropriate (1.2%)
    - 7 – BYOD used for non-educational purposes (0.6%)
    - 10 – fear of theft/damage (0.9%)

# Internet Access

- Access at home for child/children

	Title 1	Non-Title 1
Yes	98%	97%
No	2%	3%

	Elementary	Middle	High
Yes	96%	97%	98%
No	4%	3%	2%

Parent survey results

# Educational Mobile Learning

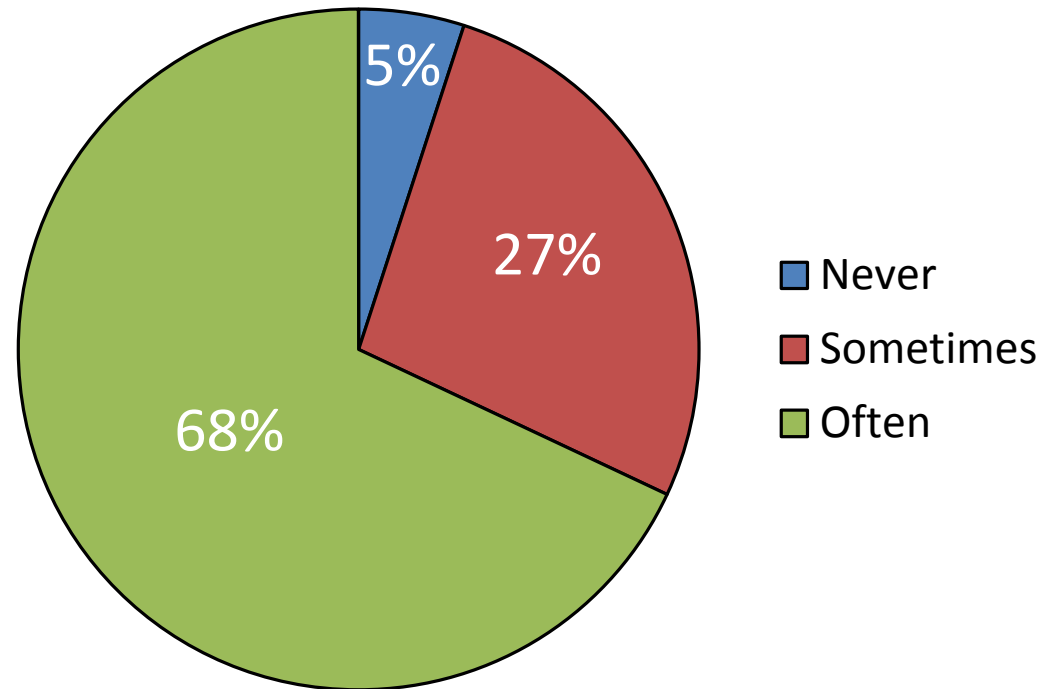
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- **Meaningful content beyond the school day**
  - Facilitating student conversations/reflections
    - Edmodo (designed for education, no cost to the district)
  - Participating in flipped classrooms
    - Pre-loading of instruction
  - Researching academic concepts
  - Accessing eSembler for grades and ANGEL Learning Management System for assignments, resources/databases, and other software programs

# Device Usage

---

- After the school day



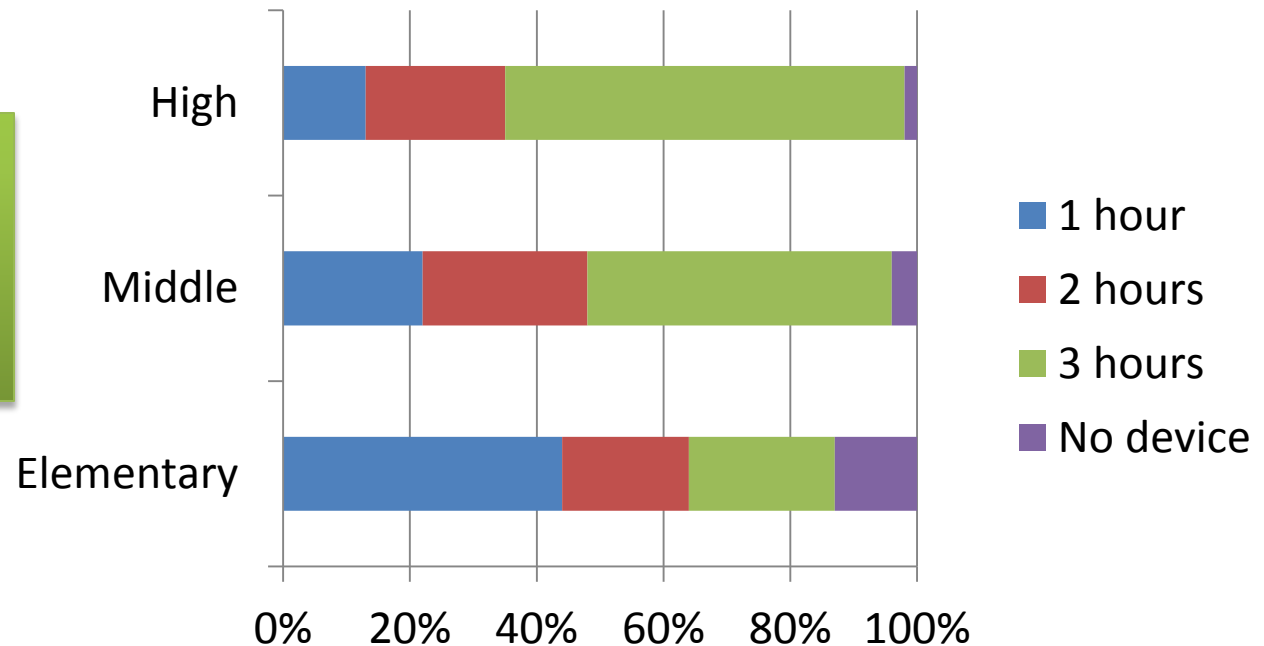
Parent survey results



# Hours of Daily Use

- At home – the older the student, the more hours spent daily using a mobile device

95% of parents also reported that their children spend some time on their mobile device after the school day.



Student survey results

# Device Type

- Personal device used in school for school work

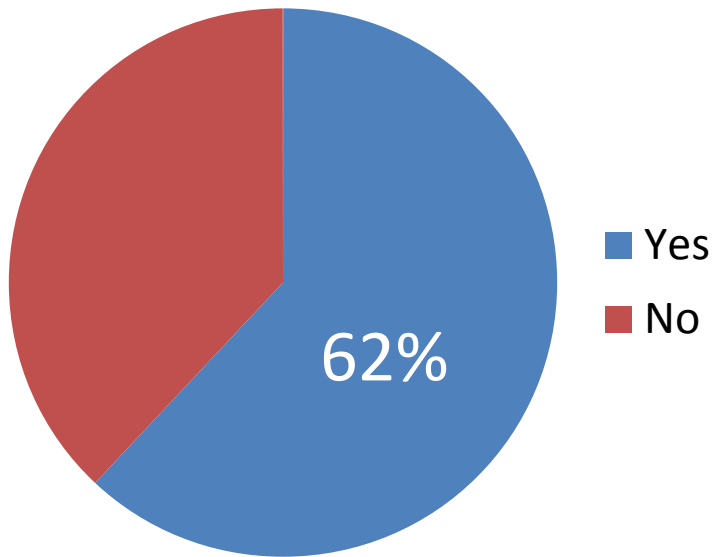
	Elementary	Middle	High
iPod Touch	19%	15%	10%
iPad/iPad mini	27%	10%	7%
Nook	4%	2%	1%
Kindle	10%	3%	2%
iPhone	19%	43%	47%
Android phone	12%	21%	25%
Windows phone	1%	2%	2%
Laptop	8%	4%	7%

Student survey results

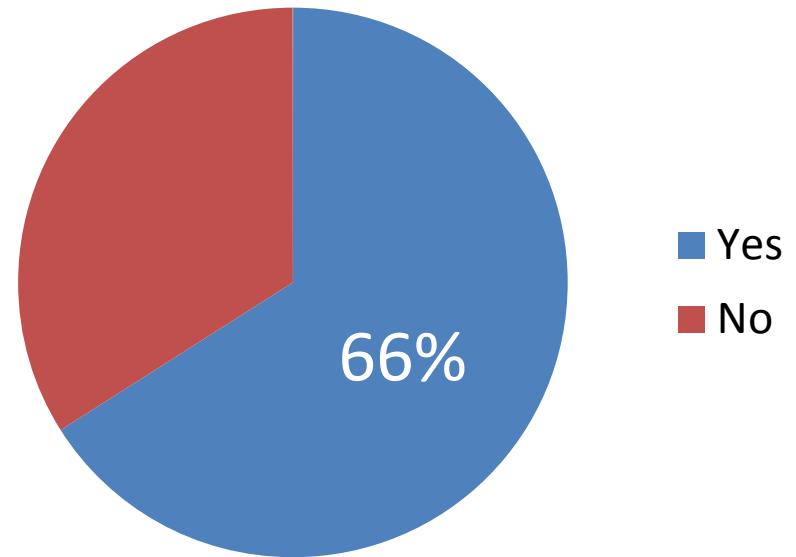
# Bridging the Digital Divide

- Use of school-owned device

**Title I**



**Non-Title 1**



Student survey results

# Device Usage

- Used during the school day for school work (regardless of ownership)

	Phase 1	Phase 2
Yes	71%	59%
No	29%	41%

	Elementary	Middle	High
Yes	41%	71%	81%
No	59%	29%	19%

Student survey results

# Device Usage

- By number of subjects/courses

	Elementary	Middle	High
1 subject	17%	14%	10%
2 subjects	24%	26%	17%
3 subjects	10%	22%	22%
4 subjects	6%	11%	15%
5 subjects	2%	6%	9%
6 subjects	1%	3%	5%
7 subjects	1%	4%	13%
Do not use	39%	16%	8%

Student survey results

# Teacher Professional Learning

---

- **Quality Rating**
  - 82% agreed training met expectations
- **Top 3 Opportunities**
  - Early Release Days
  - Before/After School
  - Pre-service Week
- **BYOD resources/strategies are included in all curriculum maps**

Teacher survey results

# Administrator Professional Learning

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- **Minimal concerns from Principals/Assistant Principals about their own professional learning needs**
  - Will continue support for all principals/assistant principals during monthly meetings
    - Video conferencing with school administrative teams and teacher leaders
      - Began with Phase 1
      - Then Phase 1 and 2
      - Moved to Phase 2 and 3
    - Principal meetings

# BYOD

## Instructional Impact





# Student Work Groups

- Collaborative Learning

	Phase 1	Phase 2
Work individually	35%	34%
Work in pairs	30%	26%
Work in small groups	27%	25%
Students do not use BYOD	8%	15%

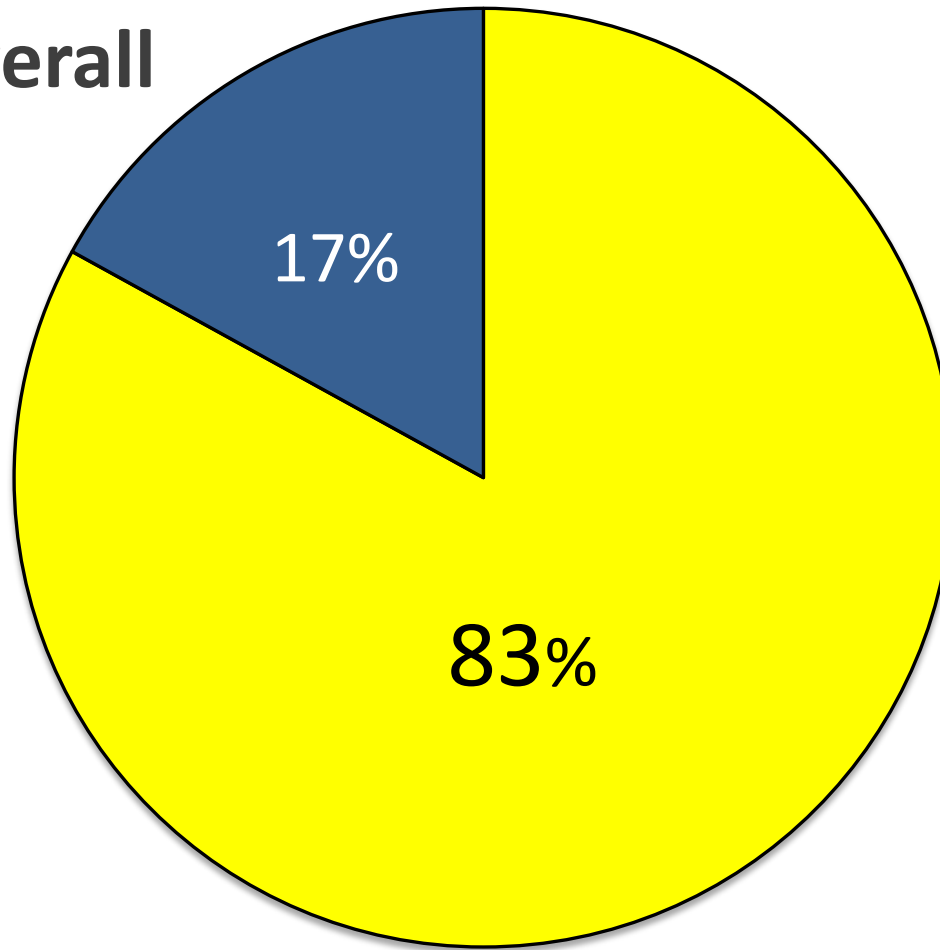
Collaborative work groups (Over 50%)

	Elementary	Middle	High
Work individually	32%	36%	36%
Work in pairs	26%	29%	30%
Work in small groups	23%	25%	27%
Students do not use BYOD	20%	10%	7%

Teacher Survey Results

# BYOD Impact on Instructional Practice

Overall



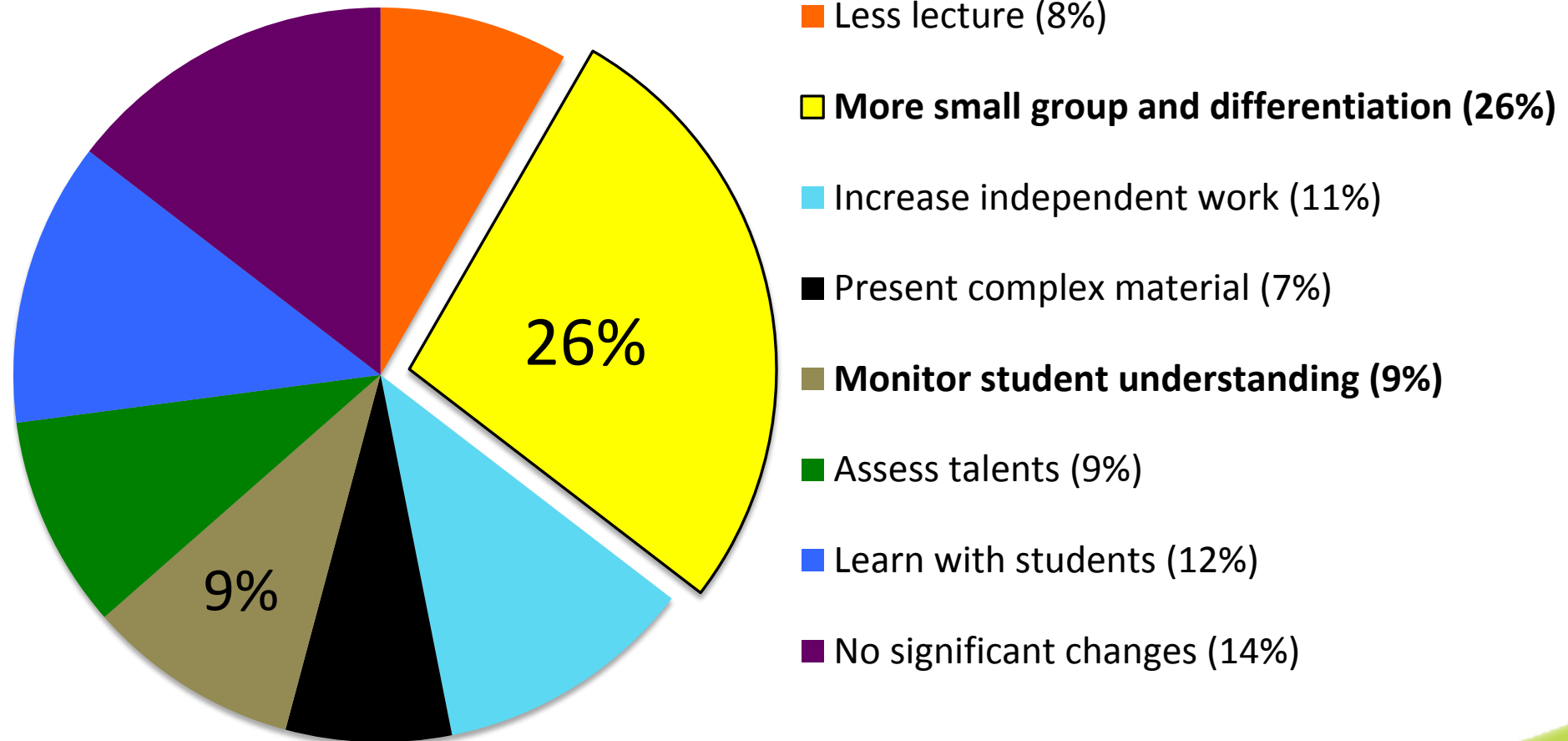
- Positive Instructional Changes Made
- No Significant Changes Made

1,112 teachers reported positive instructional practice changes

Teacher Survey Results

# Instructional Practice Changes

## Overall



Teacher Survey Results

# Instructional Week – BYOD Planned Activity

- Percentage of time

	Phase 1	Phase 2
0%	16%	16%
1-25%	62%	64%
26-50%	15%	14%
51-75%	5%	4%
76-100%	1%	1%

77% of teachers indicated they use BYOD strategies less than 25% of the instructional week (75 minutes embedded throughout content areas).

Percentages not influenced by years of teaching experience!

	Elementary	Middle	High
0%	16%	15%	17%
1-25%	66%	66%	60%
26-50%	14%	14%	15%
51-75%	3%	4%	6%
76-100%	1%	1%	2%

Teacher survey results – 67% response rate

# BYOD Activities

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## Top Student Activities

- Access ANGEL Learning Management System\*
- Conduct online research\*
- Explore topics of interest
- Participate in Edmodo
- Check grades via eSembler – secondary students

\* Are also top-ranked teacher BYOD activities

Student survey results

# BYOD

## Administrator Results



# Administrator Survey Results



Digital  
Citizenship

## Cyberbullying

- Number of schools that report cyberbullying requiring school intervention from incidents **outside** school campus

Despite a greater number of schools participating in both the survey and BYOD program in SY14, data indicate an overall decrease in the number of incidents per week!

	Elementary # of schools		Middle # of schools		High # of schools	
No incidents	25	15	7	3	5	4
Rarely	4	0	3	0	4	0
1 – 2 incidents	0	8	0	2	0	3
2 – 3 incidents	0	0	0	1	0	0
4+ incidents	0	0	0	0	0	0
Total schools	29	24	10	6	9	7

Yellow indicates SY14 results  
Gray indicates SY13 results

Limitation of question:  
interpretation of annually vs.  
weekly

# Administrator Survey Results



Digital  
Citizenship

## Inappropriate Content

- Phase 1 and 2 schools
  - Overall decreases in the number of incidents extending onto campus and requiring school intervention from SY13 to SY14
- Phase 3 schools
  - Despite the increase in the number of schools participating in the survey, the number of incidents remained proportionately low
  - Continue to monitor as Phase 3 begins



# Administrator Survey Results

## Theft of devices

- Number of schools that report possible theft (or possibly, misplacement) of devices per week

Despite a greater number of schools participating in both the survey and BYOD program in SY14, possible theft of devices is rarely an issue.

	Elementary # of schools		Middle # of schools		High # of schools	
No incidents	16	11	1	0	0	0
Rare incidents	13	13	7	5	8	4
1 – 2 incidents	0	0	2	1	1	3
2 – 3 incidents	0	0	0	0	0	0
4+ incidents	0	0	0	0	0	0
Total schools	29	24	10	6	9	7

Yellow = SY14 results

Gray = SY13 results

# BYOD

## Final Thoughts



# District Proactivity

---

Based upon monthly meetings via video conferencing and Principal/Assistant Principal meetings:

- **Classroom protocols/procedures for devices to keep expectations consistent**
  - Posters for classroom management, tech free zones
- **Parent communication/information around BYOD strategies in the classroom**
  - Website resources
  - Emails and introductory letters (hard copy)
  - District newsletters
  - Parent nights at schools



# District Proactivity

---

**Based upon monthly meetings via video conferencing and Principal/Assistant Principal meetings:**

- **Wi-fi connectivity**
  - Address dead zones
  - Communicate blocked sites
  - Adult Education access
- **Professional learning**
  - Continue support for Phase 2 schools as Phase 3 begins
  - Facilitate administrator and teacher best practice conversations

# Areas of Growth

---

- **Increase awareness of BYOD instructional strategies used in the classroom**
- **Promote Responsible Use Agreement to ensure students can access BYOD wi-fi network**
- **Continue to refine curriculum guides and device protocols to support teachers**
- **Develop additional codes in Student Pass to gather hard data through out the year**

# Closing Comments

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- **Survey answers consistent among participant groups**
- **Digital citizenship is improving**
- **Overwhelming support from school staff**
  - **83% of teachers reported positive instructional changes**
  - **77% of teachers planned BYOD activities throughout the instructional week (up to 75 minutes spread throughout the day)**

# Closing Comments

---

- **Overwhelming support from parents**
  - Approximately 1,000 parents (or 99%) did not respond with concerns to an open-ended question
- **Data indicate younger students have fewer devices at school**
- **Opportunity to support K-2 classrooms with devices**

**No major obstacles to overcome!**





# Classroom Voices



# Calusa Park Elementary



# Pelican Marsh Elementary



# Manatee Middle



# Mike Davis Elementary



Collier County Public Schools



# Collier's BYOD Program

bring your own device



*A learning environment  
where technology is a part  
of us, not apart from us*



## Appendix B

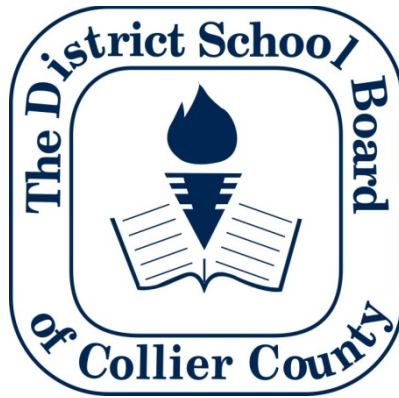
### *Master In-service Plan*

The District School Board of Collier County

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# Master Inservice Plan

2010 – 2015



**Dr. Kamela Patton**  
Superintendent

October 14, 2014





[www.collierschools.com](http://www.collierschools.com)

Dr. Kamela Patton  
Superintendent of Schools

## THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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Barbara Berry, Member  
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Roy M. Terry, Member

This report has been prepared by The District School Board of Collier County.  
Additional copies, if available, may be obtained by writing:

Collier County Public Schools  
Dr. Martin Luther King, Jr. Administration Center  
5775 Osceola Trail  
Naples, Florida 34109

**Report Number:**  
09092014

**Coordinator:**  
Dr. Shari Huene-Johnson  
Supervisor, Leadership Development  
Programs

### ***VISION STATEMENT***

*All students will complete school prepared for ongoing learning as well as community and global responsibilities.*

No person in this district shall, on the basis of race, national origin, sex, disability, marital status, religion, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in employment conditions or practices conducted by The District School Board of Collier County.

For questions or complaints (adults) regarding the Educational Equity Act, Title IX, Section 504 (Rehabilitation Act), or the Americans with Disabilities Act, contact Debbie Terry, Executive Director of Human Resources, (239) 377-0335. For questions or complaints (students) regarding the Educational Equity Act, Title IX, or The Age Discrimination Act of 1975, contact Dr. Diedra Landrum, Coordinator of School Counseling/Elementary, (239) 377-0505. For questions or complaints (students) regarding Section 504 (Rehabilitation Act) and the Americans with Disabilities Act, contact Dr. L. Van Hylemon, Coordinator of Psychological Services, (239) 377-0505. The address for the above contacts is: The District School Board of Collier County, 5775 Osceola Trail, Naples, FL 34109.

# Master In-service Plan

2010 – 2015

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## *Section I*

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### **RATIONALE FOR THE PLAN**

The inception of the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) have resulted in a shift in the training and professional development needs assessment process from a traditionally district level process to primarily a school-based, school improvement driven process. The structure of this Master In-service Plan provides five general strands, a number of comprehensive components, and variety and flexibility for designing and delivering training.

This Plan is a document that provides a vehicle of maximum simplicity and flexibility to our district and schools in the development and delivery of training and professional development activities.

### **DISTRICT MISSION**

The District School Board of Collier County provides exceptional educational opportunities that motivate and engage each student.

### **DISTRICT BELIEFS**

- All students can meet and exceed high performance standards and must be continuously challenged to do so.
- Each person in the school system must be focused on student success.
- We must understand and embrace our students' diverse cultures and learning styles.
- The district and the community, together, are responsible for giving students academic and other essential support so they can focus on learning.
- The school board and superintendent must create and maintain a relationship that is collaborative and trusting, in which all parties have a clear understanding and respect of roles and are working toward shared goals.
- Effective, collaborative work with the community will produce success for students.
- We must base all of our decisions on evidence and the best interest of students.
- We have the ability to meet all state and federal government requirements.

## *Section II*

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### **MANAGEMENT OF THE PLAN**

Individual schools and school districts are challenged to incorporate quality learning principles and school improvement concepts into their planning processes. As a result of site-based planning and decision-making and the involvement of internal and external stakeholders, professional development must address specific school needs as well as community needs and expectations. Data collection becomes a valuable tool in identifying common priorities, while evaluation and follow-up are essential to providing high impact, cost effective professional development experiences that produce tangible results in improving the quality of educational services through improved employee performance.

The responsibility for the management of professional development in the district is a collaborative effort among area subject matter coordinators, district staff, charter schools, and the local school/work sites, all of whom facilitate the planning, learning, implementation, evaluation, and record keeping for the training and development experiences for instructional and non-instructional personnel.

Numerous offerings range from curriculum areas to classroom management and pedagogy to quality management strategies and workplace skills development through independent study, research, leadership and personal growth courses and workshops.

#### **Participation**

Stakeholders are informed about available opportunities through district communication systems, newsletters, and other publications as well as e-mail.

#### **Registration Process**

Registration for staff development offerings is done electronically by way of the Collier County Public Schools' electronic staff development registration system (eSchool Solutions program) currently in place.

#### **Components and Points**

The Master In-service Plan (MIP) components describe the types of training and professional development opportunities available for certificated and non-certificated personnel. All activities for which in-service (component) points are awarded must be covered by an approved component outlined in the MIP. One (1) in-service point is equivalent to one (1) clock hour of participation in training and professional development activities. All personnel involved in training and professional development activities for which they expect to earn in-service points are required to demonstrate increased competency via one or more valid means of measurement, appropriate to the specific objectives of a component.

**Components will consist of 120 Master In-service Plan (MIP) points that a participant can earn within his/her certification window of five (5) years.**

### **In-service Credit**

In order for in-service points, earned through participation in training and professional development activities conducted under a component in this Master In-service Plan, to be eligible for use in meeting certificate renewal requirements, the in-service point's record must total at least 1 point and must include evidence of the participant's successful completion of at least one support/learning activity.

In-service points awarded for participation in training and professional development activities conducted under a component in this plan must meet the following criteria:

1. The activity is specified in the school's established plan for improvement or change.
2. The individual activities are all under a single component.
3. The component is for training which is designated to meet local, state, or federal requirement(s).

### **Sign-In Sheets**

Once the training has taken place, the in-service leader will be required to turn in the sign-in sheets no later than two weeks past the date of completion.

If there are multiple training dates in one session, each day will require a new sign-in sheet. All sign-in sheets will be turned in at once, no later than two weeks past the last day of the training.

### **Course Completion Requirements**

Should a follow-up session be required, credit and payment will not be processed for either initial or follow-up training until completion has been documented.

Only one payment/crediting unit per course will be awarded.

Time limitation to complete the required follow-up session can be no longer than six (6) months from the start date of the initial training.

**Final approval for awarding of in-service points and eligibility of points for use in meeting certificate renewal requirements will be given by the district Staff Development Director.**

### **College Credit**

College credit can be used for the renewal of a certificate by requesting the Staff Development Director to convert the college credit to MIP in-service points.

### **Renewing Teaching Certificates**

State of Florida teaching certificates can be renewed with component credit, college credit, or a combination of both. Each staff member who wishes to have his/her teaching certificate renewed using component points must have earned at least one hundred twenty (120) points during the current validity period of his/her certificate.

### **Webinar/Online Training**

The in-service leader is responsible for submitting a roster of all names of participants who have completed the web based training.

### **Verification of Professional Conference and/or Webinar**

An individual who has attended a conference or participated in a non-district sponsored webinar should complete a Verification Form in order to receive MIP points. The participant must attach either a Certificate of Completion or an agenda from the event.

### **Transfer of Components Points**

An individual may transfer in-service points earned during employment in one school district to another school district within the State of Florida. To accomplish this transfer of credit, the individual must contact the district of previous employment and request an In-service Teacher Education Transfer Record (OTE 206) to be sent to the district Staff Development Director in the district of his/her current employment.

### **Procedures for Updating the MIP**

This MIP will be updated at least annually based upon the needs of the district. The updates will be submitted to the School Board for approval.

*To monitor compliance with Florida's Race to the Top (RTTT) requirements and Collier County Public School's subsequent deliverables, the Department of Staff Development, Instructional Technology & Media Services modified its professional development proposal process. In addition to adhering to Florida's Protocol Standards for Professional Development, each proposal must indicate the appropriate RTTT project area/number with which the professional learning opportunity supports, as necessary.*

### **Professional Development Proposal Procedures**

- Step 1: Coordinator fills out the most current proposal form. This form can be found on the iLearn Website.
- Step 2: The Budget Manager signs where indicated on the form.
- Step 3: The proposal form is submitted to the Professional Learning Office for approval.
- Step 4: The Secretary or HERO Contact will propose a session number in the district's Handy Electronic Registrar Online (HERO).
- Step 5 : The Professional Learning Office will confirm all information entered into HERO and approve the session. This will activate the session, which will then allow participants to register in HERO for the training.
- Step 6: The Secretary to the in-service leader will receive an e-mail from HERO, notifying them that the proposal has been activated.
- All forms must be submitted at least 2-3 weeks prior to the training/in-service.
  - If there are any changes that are made (e.g., date or location), please notify the Professional Learning Office as soon as possible.

# Using Master In-service Plan (MIP) Components

## **Number of Points in a Component**

Each component under the Master In-service Plan consists of 120 MIP points. Participants can only earn a maximum of 120 MIP points under each component within their five (5) year validity period.

## **School Improvement/School Improvement Follow-up Component**

This component is used for all the in-service at the school site relating to school improvement. Over a five (5) year period the maximum number of MIP points under this component is 120.

## **EAP Continuous Improvement Component**

This component is used for conferences and workshops held out of the district only. Over a five (5) year period the maximum number of MIP points under this component is 120.

## **Gifted Endorsement Program**

The components under this heading were previously approved to provide add-on certification in the gifted area. Participants must be enrolled in this program to acquire MIP points in this area.

## **English Speakers of Other Languages Endorsement Program**

The components under this heading were previously approved and are used to meet State mandated requirements. There are seven (7) 60 hour components and one (1) 18 hour component.

## **Alternative Certification for Teachers (ACT)**

The six Florida Educator Accomplished Practice (FEAP) components are used for this type of certification. Participants must be enrolled in this program to acquire MIP points.

## **Reading**

The components under this heading were previously approved to provide an endorsement in the Reading area.

## **Coaching**

The components under this heading were previously approved to provide an endorsement in the Coaching area and will be used to meet State mandated requirements.

### *Section III*

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## **DESCRIPTION OF NEEDS ASSESSMENT PROCESS AND RESULTS**

### **Purpose**

A staff development needs assessment is conducted annually to assist in planning future staff development programs. Needs assessment data is gathered through a variety of ways and from a multitude of sources including:

1. Needs assessment surveys administered to staff;
2. Interviews;
3. Review of School Improvement Plans;
4. School Board initiatives;
5. Priorities identified in The District Strategic Plan;
6. Summary analysis of the Collier Teacher Evaluation System (CTEM);
7. Focus groups; and
8. Analysis of district data, e.g., student test scores, non-academic performance data, and evaluation reports.

### **Master In-service Plan Format Model**

### **Five Broad Strands:**

- I. Two Comprehensive School Improvement Components
- II. Six Educator Accomplished Practices Components
- III. Five Add-On Programs, with their established components, and other mandated training programs: ESOL, Gifted, Alternative Certification, Reading, and Coaching  
New Teacher Orientation Program/Peer Teacher/Clinical Education
- IV. Twelve “Not Leading to Re-certification” Components: Aides, Bus Drivers, Custodians, Day Care, Food Service/Cafeteria, Office/Clerical Support Personnel, Substitutes, New Teacher Induction Program, Awareness Training
- V. Ten Administrative Components: Instructional Support, Teacher Leaders, Aspiring Leaders, Leadership 1 Program, Preparing for the Principalship Program, Support for New Principals Program, District Leadership Programs, W.C. Golden Program, Teacher & Principal Evaluation System, and School Board Leadership Program



# Component Types

<b>Strand I</b>	<b>Comprehensive Annual School Improvement</b>	
	<ul style="list-style-type: none"> <li>School Improvement</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Study</li> </ul>
	<ul style="list-style-type: none"> <li>School Improvement Follow-Up</li> </ul>	
<b>Strand II</b>	<b>Educator Accomplished Practices</b>	
	(a) Quality of Instruction	(b) Continuous Improvement, Responsibility & Ethics
	<ul style="list-style-type: none"> <li>Instructional Design &amp; Lesson Planning</li> </ul>	<ul style="list-style-type: none"> <li>Continuous Professional Improvement</li> </ul>
	<ul style="list-style-type: none"> <li>The Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>Professional Responsibility &amp; Ethical Conduct</li> </ul>
	<ul style="list-style-type: none"> <li>Instructional Delivery &amp; Facilitation</li> </ul>	
	<ul style="list-style-type: none"> <li>Assessment</li> </ul>	
<b>Strand III</b>	<b>Add-On Certification Plans &amp; Other Required Trainings</b>	
	<ul style="list-style-type: none"> <li>ESOL</li> </ul>	<ul style="list-style-type: none"> <li>Alternative Certification</li> </ul>
	<ul style="list-style-type: none"> <li>Gifted</li> </ul>	<ul style="list-style-type: none"> <li>Peer Teacher/Clinical Education</li> </ul>
	<ul style="list-style-type: none"> <li>Reading</li> </ul>	
	<ul style="list-style-type: none"> <li>Coaching</li> </ul>	
<b>Strand IV</b>	<b>Components <i>NOT</i> Leading to Recertification</b>	
	<ul style="list-style-type: none"> <li>Aides</li> </ul>	<ul style="list-style-type: none"> <li>Awareness Training</li> </ul>
	<ul style="list-style-type: none"> <li>Bus Drivers</li> </ul>	<ul style="list-style-type: none"> <li>Support Personnel &amp; Guest Teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Day Care</li> </ul>	<ul style="list-style-type: none"> <li>New Teacher Orientation Program</li> </ul>
	<ul style="list-style-type: none"> <li>Food Service/Cafeteria</li> </ul>	
<i>The components listed above address knowledge &amp; skills related to their job as required by federal/State, district/school or sub-contractor</i>		
<b>Strand V</b>	<b>Instructional &amp; Administrative Support</b>	
	<ul style="list-style-type: none"> <li>Instructional Support</li> </ul>	<ul style="list-style-type: none"> <li>Support for New Principals Program</li> </ul>
	<ul style="list-style-type: none"> <li>Teacher Leaders</li> </ul>	<ul style="list-style-type: none"> <li>District Leadership Programs</li> </ul>
	<ul style="list-style-type: none"> <li>Aspiring Leaders</li> </ul>	<ul style="list-style-type: none"> <li>W.C. Golden Program</li> </ul>
	<ul style="list-style-type: none"> <li>Leadership 1 Program</li> </ul>	<ul style="list-style-type: none"> <li>Teacher &amp; Principal Evaluation System</li> </ul>
	<ul style="list-style-type: none"> <li>Preparing for the Principalship Program</li> </ul>	<ul style="list-style-type: none"> <li>School Board Leadership Program</li> </ul>
<i>The components listed above will address the specific content identified in the district approved School Principal Program</i>		

## *Section IV*

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### **DESIGN AND DEVELOPMENT PROCESS**

The Master In-Service Plan (MIP) was designed after considerable input from stakeholders including principals, teachers and district staff. Whenever possible and reasonable, the components in this plan are designed to provide and encourage initial training and implementation as well as follow-up activities for promoting transfer/application and impact assessment of the participant's learning into the work setting. Wherever this four level approach has been incorporated into the component design, there is the provision for both initial credit and follow-up credit for the participants. The initial credit and follow-up credit sections of the component employ different options for delivery activities and different strategies/options for evaluation. The activity options for initial training and follow-up was developed for inclusion in each component.

#### **Component Descriptions by Strands**

**Strand I.** - Comprehensive Annual School Improvement components were developed to support training and professional development activities that are generated by schools and the central office as a direct result of individual school improvement plans. It is intended for the majority of school improvement-related training to be conducted and credited to participants under these components.

**Strand II.** - To complement the school improvement strand of the plan, six Florida Educator Accomplished Practices components were developed. Training and professional development activities that are participated in beyond those driven by a school-based employee's school improvement plan may be conducted and credited under one of the twelve Educator Accomplished Practices components. These components cover a broad range of professional educator topics that are directly in support of the Differentiated Accountability Program, Race to the Top and No Child Left Behind (NCLB). In addition, the subject area components were developed to address subject specific trainings.

**Strand III.** - A third strand of the plan includes all components previously developed to support the Add-On Certification/Endorsement Plans in the areas of ESOL, Gifted, Alternative Certification, Reading and Coaching. In addition, a component was developed to address the requirement for Clinical Education training for all Peer Teachers/Other Professional Educators and intern supervising teachers.

**Strand IV.** - The need for the MIP Plan to address the training needs of personnel throughout the school community led to the development of a fourth strand: Components Not Leading to Recertification. This strand includes components related to a broad spectrum of non-instructional staff positions that have a need for continued training and updating to maximize their job performance in support of the education of our students. Many of these components also provide the mechanism for the delivery of training that may be required under guidelines developed at the federal, State, district, and school level, as well as requirements or programs required by a subcontractor hired by the district or school. Also included in this strand are components for orientation of pre-professionally certificated educators who participate in the New Teacher Orientation Program.

**Strand V.** - The final strand of the Plan provides for the renewal of certificate coverage for administrators, specifically School Principal Certificate coverage. The specific content, delivery and evaluation processes for these components are contained within the district's approved School Principal Program plan. Inclusion of these components within the main body of the Master In-Service Plan provides for convenient recording of in-service credit applicable to these coverage areas and maximum flexibility in providing training to support administrators.

Finally, the Plan calls for the process of converting college course credit to in-service points. The MIP Plan grants in-service credit under one of the existing components in the plan.

## *Section V*

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### **EVALUATION PROCESS**

The Master In-Service Plan evaluation system has five complementary elements, each using a different methodology, and each producing different results. Together these elements comprise a comprehensive evaluation system which is intended to maintain the highest quality of program delivery to ensure maximum impact on personnel performance, cost effectiveness and overall school improvement. Each of these elements is discussed below:

#### **Component Activity Evaluation**

The purpose of this element of the evaluation system is to measure the degree to which the design and delivery of the component's training and implementing activities met the needs of the participants and consultant/in-service leader(s). The component evaluation contains three requirements:

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and implementing activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of the component's Learning Activity design, delivery and consultant(s).

#### **Overall Component Evaluation**

The purpose of the overall component evaluation is to provide a comprehensive summative record on the implementation of the component, including participant eligibility for in-service credit.

1. A list of participants, including a record of each participant's attendance and the results of each participant's evaluation, along with the in-service leader's signature certifying that those receiving in-service points under this component have demonstrated increased competency by one or more of the valid means of measurement listed below in the Participant Evaluation section of this plan.
2. Plans for and/or records of successful completion of one or more of the support/learning activities listed in the Initial Credit section of the component.
3. Completed participant evaluation forms to provide feedback on the effectiveness of the training design, delivery and consultant(s).
4. An evaluation of the overall quality of the design, delivery and outcomes of the training or professional development activities completed by the in-service leader.

### **Participant Evaluation for Initial Credit**

In order to be eligible for initial in-service credit, a participant must demonstrate increased competency on the specific intended outcomes of the training and support activity(s) of a component as determined by valid means of measurement, in compliance with Rule 6A-5.071, FAC. Valid means of measurement may include, but is not limited to one or more of the following:

1. Pre and/or post test(s), and or
2. A portfolio consisting of a collection of records and/or products from course/workshop/project assignments/activities, and /or
3. In-class demonstration of skill(s) documented by a credible observer or electronic record of the demonstration, and/or
4. A form verifying satisfactory achievement of the intended outcomes for an in-service activity signed by the in-service leader, and/or a transcript or grade report from the sponsoring agency or institute
5. Other methods of measurement or competency demonstration acceptable to the in-service leader, and
6. A record of successful participation in at least one of the Implementing Activities listed in the Initial Credit Section of the component, unless a follow-up activity is required.

### **FOLLOW-UP**

Training and professional development that is implemented without a follow-up and support system has been demonstrated to result in minimal application and transfer of learning into the work setting of the participants.

### **Follow-Up Credit**

The purpose of the follow-up credit is to promote application and transfer of learning and to assess the employee and/or student performance and cost benefit of the training and professional development to the individual participant(s), their school or department and the school district. Participants who have previously earned initial credit under a component may earn follow-up credit for successful completion of one or more of activities listed in the component, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **Participant Evaluation for Follow-Up Credit**

The purpose of this level of evaluation is to measure the degree to which participant's initial learning has been applied and transferred into the work setting and to assess the impact of training and professional development on employee and/or student performance.

*Section VI*

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**PROFESSIONAL DEVELOPMENT COMPONENTS**

**Previously Approved Add-On Certification Programs and Endorsement Components**

Below is a listing of the component names and component numbers for previously approved Add-On Certification Programs and Endorsements. The actual components contained within previously approved Add-On Certification Programs and Endorsements are not included in this plan as the approval process for these programs and their respective professional development components is independent of the Master In-service Plan document and its approval process.

**Strand III.**

**GIFTED ENDORSEMENT PROGRAM**

<u>Component #</u>	<u>Title of Component</u>	<u>Points</u>
1-100-002	Nature and Needs of the Gifted	60
1-100-003	Curriculum Development for the Gifted	60
1-100-004	Guidance and Counseling for the Gifted	60
1-100-005	Education of Special Populations	60
1-100-006	Theory and Development of Creativity	60

**ENGLISH SPEAKERS OF OTHER LANGUAGE ENDORSEMENT PROGRAM**

<u>Component #</u>	<u>Title of Component</u>	<u>Points</u>
1-703-001	ESOL Curriculum and Materials Development	60
1-702-001	Applied Linguistics	60
1-705-001	Cross Cultural Communications and Understanding	60
1-701-001	Testing and Evaluation of ESOL	60
1-700-001	Methods of Teaching ESOL	60
1-700-002	ESOL Strategies Survey	18
1-700-003	Empowering ESOL Teachers	60
1-704-001	ESOL Content Area	60

### **READING ENDORSEMENT PROGRAM**

<u>Component #</u>	<u>Title of Component</u>	<u>Points</u>
2-013-001	Foundations in Language & Cognition	60
2-013-002	Foundations of Research-Based Practice	60
4-013-001	Foundations of Assessment	60
2-013-003	Foundations of Differentiation	30
2-013-004	Application of Differentiated Instruction	30
2-013-005	Demonstration of Accomplishment	60

### **COACHING ENDORSEMENT PROGRAM**

<u>Component #</u>	<u>Title of Component</u>	<u>Points</u>
1-506-001	Athletic Coaching – Sports Specific Training	60
1-506-002	Athletic Coaching – Sports Medicine	60
1-506-003	Athletic Coaching – Theory	60

# Master In-service Plan Components

Strand	Component Name	ERO Course Code	Component #	Page #	
<b>Strand I</b>	School Improvement		8-512-001	20 – 21	
	Lesson Study		8-512-002	22 – 23	
<b>Strand II</b>	<b>(a) Quality of Instruction</b>				
	1. Instructional Design & Lesson Planning				
		• Human Development & Learning	E106700	2-421-001	24 – 25
		• Planning	E086100	7-401-001	26 – 27
	2. The Learning Environment				
		• Communication	E014000	2-406-001	28 – 29
		• Learning Environments	E096400	5-404-001	30 – 31
		• Technology	Varies	3-003-001/002	32 – 33
		• Diversity	Varies	8-503-001	34 – 35
		• ESE		1-100-007	
	3. Instructional Delivery & Facilitation				
		• Critical Thinking	E044900	2-411-001	36 – 37
		• Subject Matter	Varies	Varies	38 – 39
		• Role of the Teacher	E024300	6-403-001	40 – 41
	4. Assessment				
	• Assessment	E117000	4-401-001	42 – 43	
<b>(b) Continuous Improvement, Responsibility &amp; Ethics</b>					
1. Continuous Professional Improvement					
	• Continuous Improvement	E065500	8-409-001	44 – 45	
2. Professional Responsibility & Ethical Conduct					
	• Code of Ethics	E034600	6-416-001	46 – 47	
<b>Strand III</b>	Add-On Programs (Endorsements)	Varies	Varies	15 – 16	
	Clinical Education	R059300	8-417-002	48 – 49	
<b>Strand IV</b>	Awareness Training	N012000	8-509-001	50	
	Preschool	N022100	8-506-001	51 – 52	
	Paraprofessionals	N032200	8-506-002	53 – 54	
	Guest Teacher	N042300	8-506-003	55 – 56	
	School Food Service	N052400	8-505-001	57 – 58	
	Cafeteria Management	N062500	8-505-002	59 – 60	
	Transportation	N072600	8-515-001	61 – 62	
	Mechanics	N082700	8-515-002	63 – 64	
	Custodian	N092800	8-510-001	65 – 66	
	Florida School Plant Managers Association (FSPMA)	N102900	8-510-002	67 – 68	
	Office/Clerical	N113000	8-506-004	69 – 70	
New Teacher Orientation Program	R049000	8-417-001	71		
<b>Strand V</b>	Instructional Support	A011500	8-407-001	72 – 73	
	Teacher Leader		8-417-006	74 – 75	
	Aspiring Leaders Program	A021600	7-417-001	76 – 77	
	Leadership 1 Program		7-417-007	78 – 79	
	Preparing for the Principalship	A031700	7-417-002	80 – 81	
	Support for New Principals Program		7-417-008	82 – 83	
	District Leadership Programs		7-417-009	84 – 85	
	WC Golden Assessment & Administrator Individual Leadership Plan	A041800	7-417-003	86 – 87	
	Teacher & Principal Evaluation System		7-417-004	88 – 89	
School Board Leadership Program		7-417-005	90 – 91		



# Race to the Top Information

The new Florida Educator Accomplished Practices (FEAPs) are fewer in number and are based on essential foundational principles. In addition, the six (6) FEAPs were organized around the instructional process and professional expectations, with each FEAP clearly defined by a series of descriptors which constitute the full definition for that FEAP. The construction of the FEAPs in this manner was designed to promote a focus on essential elements of instruction, a common language and district-wide understanding of the expectations for quality of instruction that will support achievement for all students, and the professional responsibilities of all Florida educators. <http://www.fldoe.org/profdev/FEAPSRevisions/>

Under the Race to the Top Phase II Memorandum of Understanding (MOU), the Florida Educator Accomplished Practices must form the basis for the “core of effective practices” required for the revision of each district’s teacher evaluation system. The Marzano Evaluation Model is currently being used by Collier County Public Schools as its teacher evaluation model, renamed Collier Teacher Evaluation Model (CTEM). CTEM is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus, CTEM can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Preparing and Planning
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 in Domain 1, 8 elements in Domain 2, 5 elements in Domain 3 and 6 elements in Domain 4.

Within the Marzano/CTEM Evaluation Model there is alignment with Florida's Educator Accomplished Practices. See sample below:

**Florida Department of Education Support for Local Education Agencies  
FEAPS Crosswalk to Marzano Art & Science of Teaching**

**FEAP: Instructional Design and Lesson Planning**

Marzano	Planning and Preparing for Special Needs Students	Routine Events	Evaluating Personal Performance	Promoting a Positive Environment
<p>Uses a variety of data, independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons</p>	<ul style="list-style-type: none"> <li>Planning and preparing for the needs of English language learners</li> <li>Planning and preparing for the needs of students receiving special education</li> <li>Planning and preparing for the needs of students who come from home environments that offer little support for schooling</li> </ul>	<ul style="list-style-type: none"> <li>Tracking student progress</li> <li>Celebrating success</li> </ul>	<ul style="list-style-type: none"> <li>Identifying specific areas of pedagogical strength and weakness</li> <li>Evaluating the effectiveness of individual lessons and units</li> </ul>	<ul style="list-style-type: none"> <li>Promoting positive interactions with colleagues</li> <li>Promoting positive interactions with students and parents</li> </ul>
		<b>Content</b>		<b>Promoting Exchange of Ideas and Strategies</b>
		Homework	<ul style="list-style-type: none"> <li>Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)</li> </ul>	<ul style="list-style-type: none"> <li>Seeking mentorship for areas of need and interest</li> <li>Mentoring other teachers and sharing ideas and strategies</li> </ul>
		<b>Enacted on the Spot</b>	<b>Developing a Professional Growth Plan</b>	<b>Promoting District and School Development</b>
		<ul style="list-style-type: none"> <li>Demonstrating value and respect for low expectancy students</li> <li>Asking questions of low expectancy students</li> </ul>	<ul style="list-style-type: none"> <li>Developing a written growth plan</li> <li>Monitoring progress relative to the professional growth plan</li> </ul>	<ul style="list-style-type: none"> <li>Adhering to district and school rules and procedures</li> <li>Participating in district and school initiatives</li> </ul>

# Strand I

## *School Improvement Training*

**COMPONENT IDENTIFIER NUMBER:** 8-512-001

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to implement a program of in-service training and professional development to provide members of the school community with the knowledge, skills and dispositions necessary to support the accomplishment of the goals and objectives specified in the participants' school improvement plan.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

**FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate a clear understanding of the relationship between the specific training(s) and/or professional development activities they are engaged in and the goal(s) and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of this training and/or professional development activity is intended to result in changes in teacher/staff behavior and in student performance.
2. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan.
3. Demonstrate familiarity with and a working knowledge of their school improvement plan, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.
4. Demonstrates knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
5. Demonstrates knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
6. Demonstrates knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
7. Demonstrates knowledge and ability to use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
8. Demonstrates knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
9. Demonstrates knowledge and ability to use effective communication techniques with students and all other stakeholders.
10. Demonstrates knowledge and ability to use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.
11. Demonstrates knowledge and ability to use appropriate technology in teaching and learning processes.
12. Demonstrates knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
13. Demonstrates knowledge and ability to engage in continuous professional quality improvement for self and school.
14. Demonstrates knowledge and understanding of the subject matter.
15. Demonstrates knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

\* Objective #1 must be met for each training and/or professional development activity conducted under this component.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand I

## *Lesson Study*

**COMPONENT IDENTIFIER NUMBER: 8-512-002**

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to implement a program of in-service training and professional development to provide members of the school community with the knowledge, skills and dispositions necessary to support the accomplishment of the goals and objectives specified in the participants’ school improvement plan and Race to the Top (RTTT).

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Peer Observation of Model Lesson</li> <li>• Learning Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing Best Practices Session</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

**FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

**SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate a clear understanding of the relationship between the specific training(s) and/or professional development activities they are engaged in and the goal(s) and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of this training and/or professional development activity is intended to result in changes in teacher/staff behavior and in student performance.
2. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan and Race to the Top (RTTT).

3. Demonstrate familiarity with and a working knowledge of their school improvement plan and RTTT, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.
4. Demonstrates knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
5. Demonstrates knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
6. Demonstrates knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
7. Demonstrates knowledge and ability to use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
8. Demonstrates knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
9. Demonstrates knowledge and ability to use effective communication techniques with students and all other stakeholders.
10. Demonstrates knowledge and ability to use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.
11. Demonstrates knowledge and ability to use appropriate technology in teaching and learning processes.
12. Demonstrates knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
13. Demonstrates knowledge and ability to engage in continuous professional quality improvement for self and school.
14. Demonstrates knowledge and understanding of the subject matter.
15. Demonstrates knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Objective #1 must be met for each training and/or professional development activity conducted under this component.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand II

## Florida Educator Accomplished Practice *Quality of Instruction* Instructional Design & Lesson Planning

### Human Development & Learning

**COMPONENT IDENTIFIER NUMBER:** 2-421-001

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

#### **DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT** To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

Learning Activities	Implementing Activities
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

Implementing/Evaluating Activities	Evaluating Activities
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study                             <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

#### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

**SPECIFIC OBJECTIVE(S):**

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

1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings, etc. and other responses.
2. Stimulate student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Make appropriate provisions for individual students based upon their learning needs and developmental levels.
5. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
6. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.

**EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).



# Strand II

## Florida Educator Accomplished Practice Quality of Instruction Instructional Design & Lesson Planning

### Planning

**COMPONENT IDENTIFIER NUMBER:** 7-401-001

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to plan, implement, and evaluate effective instruction in a variety of learning environments.

#### **DESCRIPTION OF ACTIVITIES:**

#### **INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

## **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

## **SPECIFIC OBJECTIVE(S):**

Upon completion of one or more of the in-service training and professional development strategies listed in the “Description of Activities” section of this component, 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 activities that utilize a variety of support and enrichment activities and materials.
7. Assist students in developing skills in accessing and interpreting information from multiple sources.
8. Assist students to fully use the resources available to them.
9. Modify the visual and physical environments to correspond with the planned learning activity, lesson content, and needs of all students.
10. Plan activities that engage students in learning activities and employ strategies to re-engage students who are off task.
11. Provide for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.
12. Create approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Represent concepts through more than one method such as analogies, metaphors, graphics, models, and concrete materials.
14. Adjust instruction based upon reflection of his/her own practice.
15. Cooperatively work with colleagues in planning for instruction.
16. Plan for the utilization of community resources in classroom activities, e.g., world of work, civic leaders, fine arts, etc.

## **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand II

## Florida Educator Accomplished Practice *Quality of Instruction* The Learning Environment

### Communication

**COMPONENT IDENTIFIER NUMBER:** 2-406-001

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, and No Child Left Behind (NCLB) by developing the ability to use effective communication techniques with students and all other stakeholders.

#### **DESCRIPTION OF ACTIVITIES:**

#### **INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles, with all students, including students with disabilities and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents consistently and appropriately.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand II

## Florida Educator Accomplished Practice

### *Quality of Instruction*

#### The Learning Environment

#### Learning Environments

**COMPONENT IDENTIFIER NUMBER:** 5-404-001

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

#### **DESCRIPTION OF ACTIVITIES:**

#### INITIAL CREDIT

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

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

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand II

## Florida Educator Accomplished Practice

### *Quality of Instruction*

#### The Learning Environment

#### Technology

**COMPONENT IDENTIFIER NUMBER:** 3-003-001  
3-003-002

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to use appropriate technology in teaching and learning processes.

#### **DESCRIPTION OF ACTIVITIES:**

#### INITIAL CREDIT

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Utilize appropriate learning media, computer applications, and other technology to address students’ needs and learning objectives.
2. Utilize instructional and other electronic networks to provide students with opportunities to gather information and collaborate with others.
3. Use a wide range of instructional technologies such as web 2.0 tools, digital resources, and mobile device capabilities to enhance the subject matter.
4. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
5. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
6. Use appropriate technology to construct teaching materials, e.g., construct assessment exercises, prepare programmed instruction, use word processing, produce graphic materials, etc.
7. Use appropriate technologies to create and maintain database for monitoring student attendance, behavior, and progress toward specified performance standards.
8. Provide instruction at the appropriate level in identifying and using standard references, accessing digital learning resources, and other on-line research databases.
9. Work with technical and instructional specialists available to the school, teacher and students to collaborate on instructional design and delivery.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).



# Strand II

## Florida Educator Accomplished Practice

### *Quality of Instruction*

#### The Learning Environment

#### Diversity

**COMPONENT IDENTIFIER NUMBER:** 8-503-001

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to use teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.

#### **DESCRIPTION OF ACTIVITIES:**

#### INITIAL CREDIT

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Accept and value students from diverse cultures, and treat all students equitably.
2. Create a learning environment in which all students are treated equitably.
3. Utilize the cultural diversity and experiences of individual students to enrich instruction for the whole group.
4. Provide a wide range of activities to meet the various students' learning styles.
5. Use appropriate teaching techniques to effectively instruct all students.
6. Use appropriate materials, technology, and resources to assist all students to learn.
7. Use appropriate school, family, and community resources to help meet all students' learning needs.
8. Help students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
9. Select and use appropriate materials and resources that reflect contributors which are multicultural.
10. Recognize the importance of family and family structure to the individual learner and use knowledge of the student's family situation to support individual learning.
11. Recognize the importance of family and family structure and use this knowledge to support independent learning.
12. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
13. Provide learning situations which will enable the student to practice skills and knowledge needed for success as an adult.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand II

## Florida Educator Accomplished Practice *Quality of Instruction* Instructional Delivery & Facilitation

### Critical Thinking

**COMPONENT IDENTIFIER NUMBER:** 2-411-001

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

#### **DESCRIPTION OF ACTIVITIES:**

#### **INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Analyze student performance standards to identify associated higher-order thinking skills, and design learning and performance strategies to evoke these higher-order skills.
2. Choose varied teaching strategies, materials, and technologies to expand students’ thinking abilities.
3. Assist students in selecting projects and assignments that involve the need to gather information and solve problems.
4. Pose problems, dilemmas, questions, and situations in lessons that involve value knowledge and that require evaluative thinking.
5. Assist students in applying the rules of evidence that govern the acceptability of judgements and conclusions.
6. Guide students in evaluating the plausibility of claims or interpretations in the field of study.
7. Vary his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs.
8. Monitor student work and adjust strategies in response to learner needs and successes in creative thinking activities.
9. Propose open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
10. Use technology and other appropriate tools to extend the learning environment for students.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand II

## Florida Educator Accomplished Practice *Quality of Instruction* Instructional Delivery & Facilitation

### Subject Matter

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to demonstrate knowledge and understanding of the subject matter.

#### **DESCRIPTION OF ACTIVITIES:**

#### **INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study                             <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

#### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

**SPECIFIC OBJECTIVE(S):**

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

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

**EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

**The following titles and component numbers come under the written component of Subject Matter:**

<b>Subject Name</b>	<b>Component #</b>	<b>Subject Name</b>	<b>Component #</b>
Art	1-000-001	Music	1-010-001
Career Education	1-002-001	PE	1-011-001
Computer Science	1-003-001	Pre K	1-012-001
Foreign Language	1-004-001	Reading	1-013-001
Health	1-005-001	Reading <i>Follow-Up</i>	1-013-002
Humanities	1-006-001	Safety/Driver Education	1-014-001
Integrated Curriculum	1-007-001	Science	1-015-001
Language Arts	1-008-001	Social Studies	1-016-001
Math	1-009-001	Writing	1-017-001

# Strand II

## Florida Educator Accomplished Practice *Quality of Instruction* Instructional Delivery & Facilitation

### Role of the Teacher

**COMPONENT IDENTIFIER NUMBER:** 6-403-001

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

#### **DESCRIPTION OF ACTIVITIES:**

#### **INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Serve as a student advocate with the social, legal, and health agencies in the community.
2. Confer with students and their parents to provide explicit feedback on student progress and assist families in guiding students in academic and personal growth.
3. Propose ways in which parents can support and reinforce classroom goals, objectives, and standards.
4. Use the community to provide students with a variety of experiences to examine and explore career opportunities.
5. Work effectively with school volunteers to promote student interest, motivation, and learning.
6. Recognize in students' overt signs of child abuse and severe emotional distress, and take appropriate intervention, referral and reporting actions.
7. Recognize in students' overt signs of alcohol and drug abuse, and take appropriate intervention, referral and reporting actions.
8. Work cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, and emotional needs.
9. Use knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.
10. Communicate with parents including those of culturally diverse students to become familiar with the students' home situation and background.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).



# Strand II

## Florida Educator Accomplished Practice *Quality of Instruction* Assessment

### Assessment

**COMPONENT IDENTIFIER NUMBER:** 4-401-001

#### **PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.

#### **DESCRIPTION OF ACTIVITIES:**

#### **INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Diagnose students’ readiness to learn and their individual learning needs and plan appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students’ current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students’ performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assists them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students’ development.
10. Prepare and use reports of students’ assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand II

**Florida Educator Accomplished Practice**  
*Continuous Improvement, Responsibility & Ethics*  
 Continuous Professional Improvement

**Continuous Improvement**

**COMPONENT IDENTIFIER NUMBER:** 8-409-001

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to engage in continuous professional quality improvement for self and school.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Lesson Plan/Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Informal Test Results</li> <li>• Standardized Test Results</li> <li>• Other</li> </ul>

## **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

## **SPECIFIC OBJECTIVE(S):**

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

1. Function as a facilitator in the school, actively applying accepted principles and strategies for affecting change.
2. Work in general and informational groups in cooperation with other educators and parents to analyze the effectiveness of instruction in the school and to develop improvement strategies.
3. Use data from his/her own learning environments (e.g., classroom observation, audio/video recordings, student results and feedback, and research) as a basis for reflecting upon and experimenting with personal teaching practices.
4. Create and monitor an individual professional development plan to guide his/her own improvement.
5. Communicate with students, parents, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.
6. Demonstrate respect for diverse perspectives, ideas, and options and encourages contributions from an array of school and community sources.
7. Work to empower the school-based personnel as they manage the continuous improvement process.
8. Participate in the development of improvement plans that support the overall school improvement plan, including implementation and evaluation of individual effectiveness.
9. Keep abreast of developments in instructional methodology, learning theory, psychological and sociological trends, and subject matter in order to facilitate learning.
10. Show evidence of continuous reflection and improvement in his/her performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.
11. Continue to expand his/her own repertoire of professional experiences, e.g. publishing, conducting in-service activities, mentoring colleagues, providing leadership in professional associations, utilizing research appropriately, etc.
12. See him/herself as a steward of the school, of public education, and our national heritage and works to articulate these positions in a manner appropriate to the situation.
13. Work as a member of a learning community - investigating problematic conditions, working as teacher-as-researcher, behaving as a reflective practitioner, etc.
14. Utilize strengths and attributes of colleagues based on experience, status, education, and other unique strengths and attributes and adjusts professional relationships accordingly.
15. Work to improve his/her own professional judgment and the ability to articulate it to colleagues, parents, and the business community.

## **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand II

**Florida Educator Accomplished Practice**  
*Continuous Improvement, Responsibility & Ethics*  
 Professional Responsibility & Ethical Conduct

**Code of Ethics**

**COMPONENT IDENTIFIER NUMBER:** 6-416-001

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) by developing the ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Teachers</li> <li>• External On-site Review</li> <li>• Staff/Student Surveys</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

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

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand III

## *Clinical Education*

**COMPONENT IDENTIFIER NUMBER:** 8-417-002

**PLANNING GENERAL OBJECTIVE(S):**

To orient participants to the requirements and procedures of the New Teacher Orientation Program/Clinical Education to develop the participants' knowledge and skills and attitudes necessary to function as an effective support team member and demonstrate skills of observation and conferencing within the context of a clinical supervision model.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Training Support Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• College Course</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate knowledge of State Requirements for the New Teacher Orientation Program as expressed in Florida Statutes and State Board of Education Rules.
2. Demonstrate awareness of the district approved New Teacher Orientation Program and timelines/requirements of the program.
3. Demonstrate awareness of the generic teaching competencies identified by the State as part of the requirements for completing the New Teacher Orientation Program, and their application to the observation and evaluation of new/beginning teachers.
4. Identify standard and alternative means for documenting competencies and meeting other New Teacher Orientation Program requirements, including the appeal process.
5. Demonstrate knowledge and skills in the clinical supervision process as it applies to the role of a support team member.
  - a) Acquire knowledge, skills, and attitudes in effective pre-observation conference techniques.
  - b) Acquire skills in systematic observation of teacher behaviors in the twelve (12) Educator Accomplished Practices.
  - c) Demonstrate knowledge and skills in the formal and informal selection, design, and use of observation tools and systems, as outlined in the district's teacher evaluation system.
  - d) Demonstrate skill in analysis of data on teacher performance to identify areas of strength, weakness, and needs for continued development.
  - e) Demonstrate skill in planning and conducting post-observation conferences.
  - f) Demonstrate the use and the value of reflection in self-assessment in teacher training and professional development.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).



# Strand IV

## *Awareness Training*

**COMPONENT IDENTIFIER NUMBER:** 8-509-001

**PLANNING GENERAL OBJECTIVE(S):**

Provide participants the opportunity to participate in activities of limited duration and depth of content and which lack a plan of follow-up and support for the purpose of increasing their awareness related to their job responsibility and/or area of interest.

**SPECIFIC OBJECTIVE(S):**

Participants will increase awareness of one or more of the following related to their job responsibility and/or other area of interest:

- a) Programs
- b) Policies
- c) Procedures
- d) Resources
- e) Strategies
- f) Etc.

**DESCRIPTION OF ACTIVITIES:**

Participants will attend/engage in one or more of the following:

- a) Workshops
- b) Conferences/Seminars
- c) Site Visit
- d) Meetings/Presentation/Discussions
- e) Reading
- f) Individual Study
- g) Special Projects

**COMPONENT EVALUATION:**

1. A list of participants verifying dates/times of attendance.
2. Complete participant evaluation forms to provide feedback on the effectiveness of the training design and delivery.
3. An evaluation of the training or professional development completed by the instructor or in-service leader.

# Strand IV

## Preschool

**COMPONENT IDENTIFIER NUMBER:** 8-506-001

### **PLANNING GENERAL OBJECTIVE(S):**

All Prekindergarten personnel, except those specifically exempted, must complete an approved introductory child care training course. The purpose of this component is to provide the opportunity for those preschool workers, who otherwise lack appropriate training and credentials, to obtain training in prescribed areas to meet state and local requirements.

### **DESCRIPTION OF ACTIVITIES:**

#### **INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"><li>• Introductory Workshop</li><li>• Intermediate/Advanced Workshop</li><li>• Conference/Seminar Attendance</li><li>• Site Visit to Model School Program</li><li>• Peer Observation of Model Lesson</li><li>• College Course</li><li>• Independent Study</li><li>• Learning Teams</li><li>• Special Projects</li><li>• Child Development Associate Program</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Technical Consultation Meeting</li><li>• Sharing Best Practices Session</li><li>• Work Site Demonstration/Observation</li><li>• Peer Coaching Observation/Feedback</li><li>• Challenge Coaching/Study Group</li><li>• Networking Support Group</li><li>• Lesson Plan/Implementation Plan Preparation</li><li>• Journal/Log Development</li><li>• Other</li></ul>

### **SPECIFIC OBJECTIVE(S):**

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

1. Knowledge of state and local rules that govern child care, health, safety and nutrition.
2. Knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Knowledge of child growth and development.
4. Ability to use developmentally appropriate early childhood curricula.
5. Avoidance of income-based, race-based, and gender-based stereotyping.
6. Knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, family support services, coordination, and other activities.
7. Knowledge of model Family Literacy Programs.
8. Knowledge of the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB).

**EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand IV

## *Educational Paraprofessional/Aides*

**COMPONENT IDENTIFIER NUMBER:** 8-506-002

**PLANNING GENERAL OBJECTIVE(S):**

Participants will develop and/or update attitudes, skills, and knowledge that will enable them to function effectively and efficiently as an Education Aide.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

Learning Activities	Implementing Activities
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

Implementing/Evaluating Activities	Evaluating Activities
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate knowledge of local student education programs, state and district policies, rules, responsibilities and legal guidelines and instructional practices relevant to the role of paraprofessionals.
2. Demonstrate skills in utilization of behavior management and instructional techniques.
3. Demonstrate skill in recording student behavior and student progress, marking student papers, and other clerical duties associated with classroom, campus and/or school bus.
4. Demonstrate knowledge of emergency first aid procedures to be followed.
5. Demonstrate knowledge of child/adolescent growth and development.
6. Demonstrate skills in assisting in the planning and delivery of effective lessons and instruction.
7. Demonstrate skill in utilization of technology and in materials preparation.
8. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand IV

## *Guest Teacher*

**COMPONENT IDENTIFIER NUMBER: 8-506-003**

**PLANNING GENERAL OBJECTIVE(S):**

Substitute teachers will acquire the knowledge, skills, and attitudes necessary for effectively carrying out their job responsibilities.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Lesson</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate knowledge of school system’s philosophy and goals, and the regulations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or carry out lesson plans.
4. Perform appropriate school procedures, i.e., attendance, schedules, and emergencies.
5. Demonstrate effective teaching/learning and instructional management practices.
6. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.
7. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the goals of the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) and the ongoing process of school improvement.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand IV

## *School Food Service*

**COMPONENT IDENTIFIER NUMBER:** 8-505-001

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide all categories of School Food Service personnel the skills necessary to perform or complete the duties described by their particular job description in order to successfully implement a cost effective School Food Service program that meets the current local, state and federal guidelines and procedures.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Journal/Log Development</li> <li>• Periodic Retesting</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>



### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate knowledge of current federal, state and local program guidelines and implement these guidelines in the operation of the program.
2. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards and meal pattern requirements.
3. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job.
4. Demonstrate knowledge of appropriate sanitation and safety skills in the workplace.
5. Demonstrate knowledge and skills in the appropriate procedures for the care of equipment and energy conservation techniques.
6. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
7. Demonstrate knowledge and skills in other areas as may be required by federal/State laws or guidelines, district policies, school-identified needs and/or private subcontractors employed by the district.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand IV

## *Cafeteria Management*

**COMPONENT IDENTIFIER NUMBER: 8-505-002**

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to increase the skills of potential managers in general management and increase the skills of potential managers in the management of School Food Service programs.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson Plan/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Periodic Retesting</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Increase their knowledge of federal, State, and local program requirements.
2. Be able to identify the general functions of management and personnel management.
3. Increase their skills in the area of program accountability.
4. Increase their skills in the area of procurement and storage and management of USDA commodities.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand IV

## *Transportation*

**COMPONENT IDENTIFIER NUMBER:** 8-515-001

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide participants with the awareness level for the requirements of school bus drivers and/or bus attendants. Participants will also gain insight into new and innovative techniques available to enhance their performance as a bus driver and/or a bus attendant.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Peer Observation of Model Procedure</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Journal/Log Development</li> <li>• Periodic Retesting</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

As a result of this training, participants will:

1. Demonstrate knowledge of the role of the bus driver or attendant in a public school transportation setting.
2. Demonstrate knowledge of the various types of buses or other vehicles used in pupil transportation.
3. Demonstrate knowledge of the proper techniques and requirements for vehicle and/or equipment inspections.
4. Demonstrate knowledge of bus operational procedures.
5. Demonstrate improved knowledge of traffic laws and traffic control devices.
6. Demonstrate knowledge of how to properly respond to critical or emergency situations that may occur on a bus (i.e., bus accident, bus fire, etc.).
7. Demonstrate knowledge of student loading and unloading procedures.
8. Demonstrate knowledge and skills in other areas as may be required by federal/State laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand IV

## *Mechanics*

**COMPONENT IDENTIFIER NUMBER:** 8-515-002

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to better equip the participants with changes in technology evident in the motorized vehicle repair industry. The district's vehicle maintenance staff will perform more efficiently and effectively in support of the district's goals related to pupil transportation.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Journal/Log Development</li> <li>• Periodic Retesting</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

As a result of this training, participants will:

1. Become familiar with the recommended methods of eliminating vehicle “down-time” through preventive maintenance.
2. Learn to work effectively as a member of the vehicle maintenance support staff and understand how to support other district staff.
3. Learn to identify vehicle defects that may jeopardize passenger or driver safety and the proper response to such defects.
4. Become familiar with vehicle “trouble shooting” and repair techniques for all major components of the vehicle, such as engines, brakes, electrical, frame and body components.
5. Recognize the importance of safe working habits in the work place.
6. Become familiar with appropriate standards of accounting for time and parts associated with all work.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand IV

## *Custodian*

**COMPONENT IDENTIFIER NUMBER: 8-510-001**

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to upgrade and update the quality of custodial services by helping custodians understand that they play a vital role in achieving the main school mission of educating students, and to provide them with the knowledge, skills and attitudes needed to support this mission by providing and maintaining a safe, sanitary, healthy and clean environment, promoting pride in the school, it's staff and the community, caring for a large taxpayer investment, keeping costs of building care down, and increasing the professional reputation of all custodians.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School Program</li> <li>• Peer Observation of Model Procedure</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Journal/Log Development</li> <li>• Periodic Retesting</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>



### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Identify the professional custodian’s qualities, characteristics and their role and importance in a school’s plant operations.
2. Acquire knowledge of and demonstrate safety procedures in school operations.
3. Demonstrate knowledge of sanitation and school housekeeping.
4. Demonstrate knowledge of floor and carpet care.
5. Gain a working knowledge of broad areas within the custodial field.
6. Demonstrate knowledge of minor and preventive maintenance including climate support and structure and energy conservation.
7. Demonstrate knowledge of grounds care for school.
8. Demonstrate knowledge of the custodial essentials.
9. Demonstrate knowledge and skills in other areas as may be required by federal/State laws or guidelines, district policies, school-identified needs and/or private subcontractors employed by the district.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand IV

## Florida School Plant Managers Association Trainings (FSPMA)

**COMPONENT IDENTIFIER NUMBER:** 8-510-002

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to increase the quality of the participants work area by increasing their knowledge of troubleshooting techniques, test procedures, other related equipment and leadership techniques. Participants will also achieve certification and/or licenses as appropriate to the specific objective content and/or as required by the State or district.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

Learning Activities	Implementing Activities
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Journal/Log Development</li> <li>• Periodic Retesting</li> <li>• Other</li> </ul>

Implementing/Evaluating Activities	Evaluating Activities
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

As a result of this training, participants will:

1. Demonstrate knowledge and skill in refrigeration and recovery.
2. Demonstrate knowledge and skill of plant operations, management skills, and State mandates.
3. Demonstrate knowledge and skill in identifying problems and calibrating backflow preventers.
4. Demonstrate ability to identify activated sludge problems in wastewater plants.
5. Demonstrate knowledge and skill in Liquid Petroleum Gas.
6. Demonstrate knowledge and skill in Ice Machine repair.
7. Demonstrate knowledge and skill in Boiler maintenance and operation.
8. Demonstrate knowledge and skill in Lift Station operation.
9. Demonstrate knowledge and skills in other areas as may be required by federal/State laws or guidelines, district policies, school-identified needs and/or private subcontractors employed by the district.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand IV

## *Office/Clerical Support Personnel*

**COMPONENT IDENTIFIER NUMBER:** 8-506-004

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators and support staff and other members of the school and district educational community.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

Learning Activities	Implementing Activities
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Work Site Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Periodic Retesting</li> <li>• Other</li> </ul>

Implementing/Evaluating Activities	Evaluating Activities
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate knowledge of the laws, rules, policies and procedures to govern the operation of the schools and district departments within the scope of the participant’s job description.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant’s work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and State toward the goals of the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) and the ongoing process of school improvement.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).

# Strand IV

## *New Teacher Orientation Program*

**COMPONENT IDENTIFIER NUMBER:** 8-417-001

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to introduce the requirements of the New Teacher Orientation Program.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Learning Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"><li>• Introductory Workshop</li><li>• Conference/Seminar Attendance</li><li>• Special Projects</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Site Based Orientation Meeting</li><li>• Support Team Meeting</li><li>• Technical Consultation Meeting</li><li>• Networking Support Group</li><li>• Journal/Log</li></ul>

**SPECIFIC OBJECTIVE(S):**

1. Participants will acquire knowledge of the New Teacher Orientation Program requirements including State law, DOE rules and district policies as set forth in the district approved New Teacher Orientation Program.
2. Participants will acquire knowledge of the purpose of the New Teacher Orientation Program, the forms used, portfolio and competency documentation procedures, and program completion requirements.
3. Demonstrate awareness of the appeal process.

**EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand V

## *Instructional Support*

**COMPONENT IDENTIFIER NUMBER: 8-407-001**

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to expand and maintain the high level of knowledge, skill and competency needed to provide quality instructional support services to students, teachers and other members of the school and district educational community. Targeted participants include media specialists and student services personnel such as guidance counselors, school psychologists, etc.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Training Support Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model School/Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Lesson/Services/Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate knowledge of the concepts and content of the participant’s area of certification and/or instructional support job responsibilities.
2. Demonstrate skill in applying knowledge to provide high quality instructional support services.
3. Demonstrate competency in the delivery of instructional support services and the performance of job responsibilities related to the participant’s area of certification and/or work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the goals of the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) and the ongoing process of school improvement.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s Learning Activity design and delivery/consultant(s).



# Strand V

## School Principal Program

### *Teacher-Leader*

**COMPONENT IDENTIFIER NUMBER:** 7-417-006

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to build the leadership capacity at both the school and district level to support teachers and administrators working collaboratively to establish and maintain professional learning communities at all levels within the organization. This component will assist and support the use of enhanced communication strategies by teacher-leaders, using established protocols among the school/department professional learning groups.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one learning activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting Workshop</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Program Area Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate knowledge, skills and abilities in support of the Florida Principal Leadership Standards.
2. Demonstrate competency in the delivery of leadership performance during the performance of job responsibilities through the compilation of a portfolio.
3. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the goals of the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) and the ongoing process of school improvement.

### **EVALUATION:**

To the satisfaction of the consultant or In-Service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand V

## School Principal Program *Aspiring Leaders Program*

**COMPONENT IDENTIFIER NUMBER: 7-417-001**

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to expand and maintain the high level of knowledge, skill and competency needed to provide quality administrative, instructional and managerial support services to students, teachers and other members of the school, district, State, and federal educational community.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one learning activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

<p style="text-align: center;"><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<p style="text-align: center;"><b>Implementing Activities</b></p> <ul style="list-style-type: none"> <li>• Technical Consultation Meeting Workshop</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Program Area Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>
<p style="text-align: center;"><b>Implementing/Evaluating Activities</b></p> <ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<p style="text-align: center;"><b>Evaluating Activities</b></p> <ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Demonstrate knowledge, skills and abilities in support of the Florida Principal Leadership Standards.
2. Demonstrate competency in the delivery of leadership performance during the performance of job responsibilities through the compilation of a portfolio.
3. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the goals of the Differentiated Accountability Program, Race to the Top (RTTT) and No Child Left Behind (NCLB) and the ongoing process of school improvement.

### **EVALUATION:**

To the satisfaction of the consultant or In-Service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.071, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand V

## School Principal Program Leadership 1 Program

**COMPONENT IDENTIFIER NUMBER: 7-417-007**

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide leadership training and learning opportunities to ensure the continuous professional growth and development of school based managers (principals, assistant principals, deans, school site administrators, and district administrators) and persons who are currently employed or are potential candidates for employment in such administrative positions, utilizing the ten Florida Principal Leadership Standards which have been identified by the Florida Department of Education, and other specified in the participant's district approved School Principal Program Plan.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one learning activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

Learning Activities	Implementing Activities
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other (<i>Appropriate to District Approved School Principal Program Plan</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting Workshop</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Internship Experiences</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Program Area Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other (<i>Appropriate to District Approved School Principal Program Plan</i>)</li> </ul>

Implementing/Evaluating Activities	Evaluating Activities
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other (<i>Appropriate to District Approved School Principal Program Plan</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other (<i>Appropriate to District Approved School Principal Program Plan</i>)</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of anyone or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their district in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Identify the Principal/Administrative Leadership Standards specified in the district's approved School Principal Program plan.
2. Outline the steps required to complete this phase of the School Principal Certification Program.
3. Learn procedures for accurately documenting the Florida Principal Leadership Standards.
4. Select appropriate documents to verify mastery of each specific competency.
5. Verbalize the respective roles which are expected for the supervising principal in relationship to the entry-level administrator.
6. Complete an Individual Leadership Development Plan.
7. Complete other activities/requirements specified in the district's approved School Principal Program plan.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.081, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).

# Strand V

## School Principal Program

### *Preparing for the Principalship Program*

**COMPONENT IDENTIFIER NUMBER:** 7-417-002

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide leadership training and learning opportunities to ensure the continuous professional growth and development of school based managers (principals, assistant principals, school site administrators, and district administrators) and persons who are potential candidates for employment in such administrative positions, utilizing the Florida Principal Leadership Standards which have been identified by the Florida Council on Educational Management, and others specified in the participant's district approved School Principal Program plan.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT** To earn initial credit, participants must complete a minimum of one Training Support Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

Learning Activities	Implementing Activities
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other (<i>Appropriate to District Approved School Principal Program Plan</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting Workshop</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Program Area Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other (<i>Appropriate to District Approved School Principal Program Plan</i>)</li> </ul>

Implementing/Evaluating Activities	Evaluating Activities
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other (<i>Appropriate to District Approved School Principal Program Plan</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Other (<i>Appropriate to District Approved School Principal Program Plan</i>)</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of anyone or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their district in-service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Identify the Principal/Administrative Leadership Standards specified in the district's approved School Principal Program plan.
2. Outline the steps required to complete this phase of the School Principal Certification Program.
3. Learn procedures for accurately documenting the Florida Principal Leadership Standards.
4. Select appropriate documents to verify mastery of each specific competency.
5. Verbalize the respective roles which are expected for the supervising principal in relationship to the entry-level administrator.
6. Complete an Individual Leadership Development Plan.
7. Complete other activities/requirements specified in the district's approved School Principal Program plan.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.081, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).



# Strand V

## School Principal Program *Support for New Principals Program*

**COMPONENT IDENTIFIER NUMBER:** 7-417-008

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide focused training to further prepare new principals to successfully carry out their roles in the first two years of their principalship. This component will stress the application skills in the area of supervision of instruction and implementing educational programs that meet the needs of diverse populations.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one learning activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their district in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting Workshop</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Program Area Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Portfolio Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Staff/Student Surveys</li> <li>• Data Dialogues</li> <li>• Pre/Post Data Comparisons</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Identify the Principal/Administrative Leadership Standards specified in the district’s approved School Principal Program plan.
2. Outline the steps required to complete this phase of the School Principal Certification Program.
3. Learn procedures for accurately documenting the ten Florida Principal Leadership Standards.
4. Select appropriate documents to verify mastery of each specific competency.
5. Verbalize the respective roles which are expected for the supervising principal in relationship to the new principal.
6. Complete an Individual Leadership Development Plan.
7. Complete other activities/requirements specified in the district’s approved School Principal Program plan.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities in accordance with the district approved School Principal Program plan.
2. Demonstrate increased competency on at least 80% of the objectives as determined by the W.C. Golden Assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.081, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s learning activity design and delivery/consultant(s).

# Strand V

## School Principal Program *District Leadership Programs*

**COMPONENT IDENTIFIER NUMBER:** 7-417-009

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide leadership training and learning opportunities to ensure the continuous professional growth and development of district based administrators and persons who are potential candidates for employment in such administrative positions. This component focuses on personnel who may not have advanced degrees in educational leadership. This component utilizes the basic beliefs of the ten Florida Principal Leadership Standards which have been identified by the Florida Department of Education, and other specified in the participant’s district approved School Principal Program plan. Areas of focus are ethics, facilitative leadership, dealing with difficult people, evaluation, progressive discipline, etc.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Training Support Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their district in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• Independent Study</li> <li>• Special Projects</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting Workshop</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Program Area Implementation Plan Preparation</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Performance Assessment by Supervisor</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Pre/Post Data Comparisons</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in service leader.

### **SPECIFIC OBJECTIVE(S):**

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

1. Identify the Principal/Administrative Leadership Standards specified in the district’s approved School Principal Program plan.
2. Outline the steps required to complete this phase of the District Leadership Program.
3. Select appropriate documents to verify mastery of each specific competency.
4. Verbalize the respective roles which are expected for the district administrator.
5. Complete an Individual Leadership Development Plan.
6. Complete other activities/requirement specified in the district’s approved School Principal Program/District Leadership plan.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities in accordance with the district approved School Principal Program plan.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.081, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component’s learning activity design and delivery/consultant(s).

# Strand V

**School Principal Program**  
*W.C. Golden Assessment &  
 Administrator Individual Leadership Plan*

**COMPONENT IDENTIFIER NUMBER:** 7-417-003

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide leadership training and learning opportunities to ensure the continuous professional growth and development of experienced school administrators in the Florida Principal Leadership Standards which have been identified by the Florida Council on Educational Management, and others specified in the participant’s district approved School Principal Program plan.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one learning activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their district in-service leader.

<b>Learning Activities</b>	<b>Implementing Activities</b>
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting Workshop</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Program Area Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>

<b>Implementing/Evaluating Activities</b>	<b>Evaluating Activities</b>
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Administrator</li> <li>• External On-Site Review</li> <li>• Stakeholder Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Formal/Informal Assessment Results</li> <li>• Standardized Test Results</li> <li>• Other (Appropriate to District Approved School Principal Program Plan)</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of any one or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their in service leader.

### **SPECIFIC OBJECTIVE(S):**

Upon completion of one or more of the in-service learning activities listed in the “Description of Activities” section of this component, participants will:

1. Outline the steps required to complete this phase of the School Principal Program.
2. Learn procedures for accurately documenting the Florida Principal Leadership Standards.
3. Select appropriate documents to verify mastery.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities in accordance with the district approved School Principal Program plan.
2. Demonstrate increased competency on at least 80% of the objectives as determined by the W.C. Golden Assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.081, FAC.
3. Complete an Administrator’s Individual Leadership plan and principals will submit it to the district Superintendent. Assistant principals and deans will submit it to their principals. Evaluations, that are aligned with the Florida Principal Leadership Standards, will be completed annually.

# Strand V

## *Teacher & Principal Evaluation System*

**COMPONENT IDENTIFIER NUMBER:** 7-417-004

**PLANNING GENERAL OBJECTIVE(S):**

The purpose of this component is to provide leadership training and learning opportunities to ensure the continuous professional growth and development of school administrators and teacher leaders in the effective instructional and administrative evaluation system which has been identified in the school district’s approved Race to the Top (RTTT) grant.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one Training Support Activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

Learning Activities	Implementing Activities
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Peer Observation of Model Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting Workshop</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Networking Support Group</li> </ul>

Implementing/Evaluating Activities	Evaluating Activities
<ul style="list-style-type: none"> <li>• Technical Coaching/Peer Observation</li> <li>• Performance Assessment by Supervisor</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other (Appropriate to District Approved Race to the Top grant)</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Performance Assessment by Supervisor</li> <li>• External On-Site Review</li> <li>• Pre/Post Data Comparisons</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of anyone or more of the activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their district in-service leader.

### **SPECIFIC OBJECTIVE(S):**

Upon completion of one or more of the in-service learning activities listed in the "Description of Activities" section of this component, participants will:

1. Outline the steps required to complete teacher and principal evaluations.
2. Learn procedures for accurately documenting walkthrough, informal and formal evaluations.
3. Select appropriate documents and evaluation instruments to verify instructional practice competencies.
4. Complete other activities/requirements specified in the district's approved teacher and principal evaluation system.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and Implementing Activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment, or by other valid means of measurement, in compliance with Section 1012.98, Florida Statutes and Rule 6A-5.081, FAC.
3. Complete a participant evaluation form assessing the effectiveness of both the component's Learning Activity design and delivery/consultant(s).



# Strand V

## School Board Leadership Program

**COMPONENT IDENTIFIER NUMBER:** 7-417-005

**PLANNING GENERAL OBJECTIVE(S):**

To provide leadership training and learning opportunities to ensure the continuous professional growth and development of School Board Members through the Florida School Board Association, Master Board Training. This training has been identified as being necessary for the highest level of effective School Board Member governance.

**DESCRIPTION OF ACTIVITIES:**

**INITIAL CREDIT**

To earn initial credit, participants must complete a minimum of one learning activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader.

Learning Activities	Implementing Activities
<ul style="list-style-type: none"> <li>• Introductory Workshop</li> <li>• Intermediate/Advanced Workshop</li> <li>• Conference/Seminar Attendance</li> <li>• Site Visit to Model Program</li> <li>• Peer Observation of Model Procedure</li> <li>• College Course</li> <li>• Independent Study</li> <li>• Learning Teams</li> <li>• Special Projects</li> <li>• Other (<i>Florida School Board Assn. recommendation</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation Meeting Workshop</li> <li>• Sharing Best Practices Session</li> <li>• Work Site Demonstration/Observation</li> <li>• Peer Coaching Observation/Feedback</li> <li>• Challenge Coaching/Study Group</li> <li>• Networking Support Group</li> <li>• Program Area Implementation Plan Preparation</li> <li>• Journal/Log Development</li> <li>• Other (<i>Florida School Board Assn. recommendation</i>)</li> </ul>

Implementing/Evaluating Activities	Evaluating Activities
<ul style="list-style-type: none"> <li>• Technical Coaching</li> <li>• Portfolio Review</li> <li>• Journal Log Review</li> <li>• Level of Use Study               <ul style="list-style-type: none"> <li>– Observations</li> <li>– Surveys</li> <li>– Interviews</li> </ul> </li> <li>• Other (<i>Florida School Board Assn. recommendation</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research by Administrator</li> <li>• External On-Site Review</li> <li>• Stakeholder Surveys</li> <li>• Pre/Post Data Comparisons</li> <li>• Formal/Informal Assessment Results</li> <li>• Other (<i>Florida School Board Assn. recommendation</i>)</li> </ul>

### **FOLLOW-UP CREDIT**

Participants who have previously earned initial credit under this component may earn follow-up credit for successful completion of anyone or more of the Support, Transfer/Application and/or Impact/Assessment Activities listed above, as appropriate to the topic/content of their learning objective(s) and approved by their district in-service leader.

### **SPECIFIC OBJECTIVE(S):**

Upon completion of one or more of the in-service learning activities listed in the "Description of Activities" section of this component, participants will:

1. Outline the steps required to complete this phase of the School Board Leadership Program.
2. Learn procedures for accurately documenting the Florida School Board Association's Master Board Training requirements.
3. Select appropriate documents to verify mastery.

### **EVALUATION:**

To the satisfaction of the consultant or in-service leader, each individual will:

1. Complete the assigned training and implementing activities in accordance with the district approved School Board Leadership Program.
2. Complete additional training in specified areas of interest and provide documentation to the Department of Professional Learning & District Initiatives.
3. As a new Board member, complete the year-long new Board Member training with their School Board mentor.



## Appendix C

### *District Strategic Plan*

Collier County Public Schools

# STRATEGIC PLAN 2014-2016

## YEAR 2 2014-2015

EARLY  
CHILDHOOD  
EDUCATION

COLLEGE  
AND CAREER  
READINESS



NARROW  
ACHIEVEMENT  
GAP

TALENT  
MANAGEMENT

STEM  
EDUCATION



FISCAL  
RESPONSIBILITY

# SCHOOL BOARD

## members



**Pat Carroll (Chair)**  
District 1

**Current Term**  
11/2010 - 11/2014



**Julie Sprague**  
District 4

**Current Term**  
11/2012 - 11/2016



**Kathleen Curatolo  
(Vice Chair)**  
District 2

**Current Term**  
11/2012 - 11/2016



**Roy Terry**  
District 5

**Current Term**  
11/2010 - 11/2014



**Barbara Berry**  
District 3

**Current Term**  
11/2010 - 11/2014

# SUPERINTENDENT'S message



**Dr. Kamela Patton**  
Superintendent  
Collier County Public Schools

This is the second year of our Strategic Plan 2014-2016, which is centered on the District's primary focus: Student Achievement. This focus will continue to guide the direction of Collier County Public Schools. The Strategic Plan is modeled after best practices which emphasize strong leadership; internal and external assessments; and recommendations regarding student achievement.

Nothing in our world of work remains stationary. We are constantly responding to legislation, demands from the Department of Education (DOE), changing demographics, and input from stakeholders. Therefore, the Strategic Plan must be a living document that adapts to those influences.

The creation of the Collier County Public Schools' Strategic Plan 2014-2016 was a collaborative process. A debt of gratitude is owed to all those who contributed to the development of the plan. I appreciate their constructive, thoughtful, and valuable input. We will continue to build on the strong foundation that exists within Collier County Public Schools as we remain on the path of excellence in education.

Thank you,

Kamela Patton, Ph.D.  
Superintendent



# VISION

All students will complete school prepared for ongoing learning as well as community and global responsibilities

# MISSION

By providing exceptional educational opportunities that motivate and engage each student

# BELIEFS

- All students can meet and **exceed high performance** standards and must be continuously challenged to do so
- Each person in the school system must be **focused on student success**
- We must understand and **embrace our students' diverse cultures and learning styles**
- The **district and the community**, together, are responsible for giving students academic and other essential support so they can **focus on learning**
- The school board and superintendent must create and **maintain a relationship that is collaborative and trusting**, in which all parties have a clear understanding and respect of roles and are working toward shared goals
- Effective, **collaborative work** with the community will produce success for students
- We must **base** all of our **decisions** on evidence and the **best interest of students**
- We have the ability to meet all state and federal government requirements

# EXECUTIVE summary

During the course of the 2014-2015 school year, Collier County Public Schools will implement year two of the Strategic Plan to address needs facing our schools. The plan is grounded on research and best practices, including:

1. Recommendations made by the Southern Association of Colleges and Schools' (SACS) Council on Accreditation on School Improvement (CASI);
2. Recommendations from community members received via town hall meetings, community forums, round-table discussions with students, and discussions at our local CEO Briefings;
3. An extensive review process of 26 strategic plans from other school districts.

## STRATEGIC PLAN 2014-2016 District Goals



**Communication is crucial...it is embedded throughout the strategic plan.**

To accomplish each goal, the district will use a series of SMART (specific, measurable, attainable, realistic, timely) Key Performance Indicators (KPI's) grounded in research and best practices. The KPI's will serve to measure the work of the district on an annual basis for the next three years.





# GOALone

Expand Early Childhood Education to Enhance School Readiness and Early Learning

## Key Performance Indicator 1.1

Increase by four percent the number of CCPS VPK students who meet the criteria for Kindergarten Readiness as defined by the Florida Office of Early Learning

### Strategies for FY15

- Conduct a minimum of two annual meetings with site Pre-K principals to review assessment data and to implement improvement strategies to include:
  - develop a plan for improvements
  - train personnel
  - implement plan
- Analyze the impact of professional learning efforts from previous year by reviewing staff surveys and child outcome data to expand opportunities for professional learning for community-based agencies, based on identified community needs
- Promote communication by planning and delivering quarterly early childhood updates to elementary principals of Pre-K programs



## Key Performance Indicator 1.2

Strengthen and monitor Family Literacy programs at one hundred percent of elementary schools and develop and implement three Parent Academies one of which will focus on early childhood education

### Strategies for FY15

- Share best practices gathered from elementary reading coaches/principals to create a Family Literacy Collaboration website
- Design, promote, and conduct an annual elementary family literacy event at each school
- Promote communication by advertising Family Literacy events via school marquees, newsletters, auto-dialer calls, and school websites



## Key Performance Indicator 1.3

Provide professional learning opportunities by offering six sessions, two sessions annually, for community Pre-K providers

### Strategies for FY15

- Review feedback from 2013-14 sessions and continue to expand partnerships with private Pre-K providers and with the Early Learning Coalition
- Provide for professional learning opportunities to include the implementation of Practice-Based Coaching (PBC) facilitated by Head Start Managers for instructional staff
- Promote communication by sharing professional learning opportunities through Early Learning Coalition meetings and communication tools to include the district website

# GOALtwo

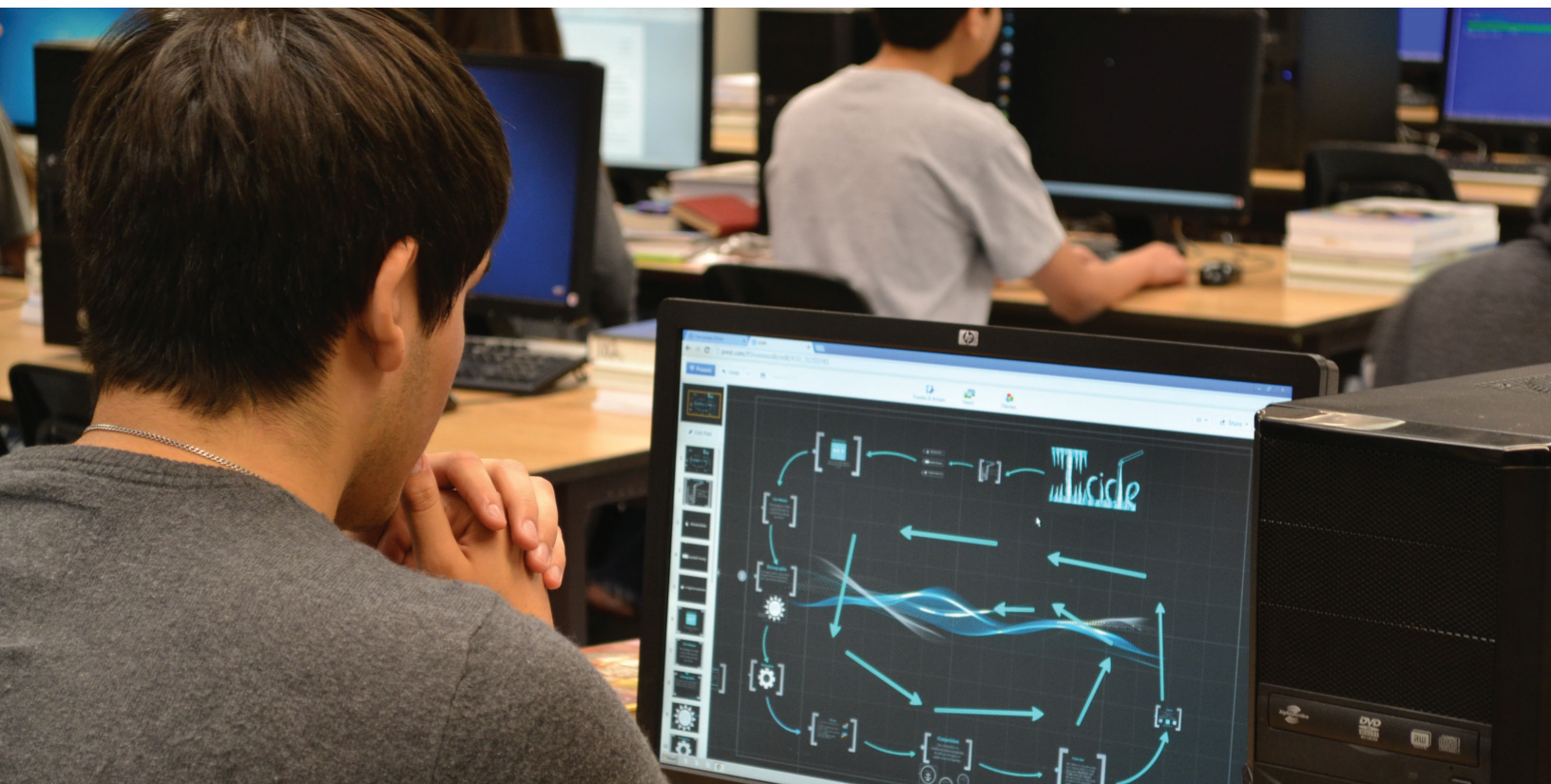
Extend College and Career Readiness to Advance Rigor and Relevance

## Key Performance Indicator 2.1

Increase the number of CCPS career themed programs [e.g. Career and Technical Education (CTE) programs, academies] by two, one annually

### Strategies for FY15

- Implement Engineering Academies at all high schools and continue ongoing support and professional learning for instructors
- Develop guidelines for information related to career themed academies and courses to be shared at middle/high school transition meetings
- Implement Year of Planning (YOP) model for the addition of Business and Finance Academies for identified high schools
- Implement a second year entrepreneurial course in each high school with embedded career related experiences and increase student participation in Business Plan competition
- Promote communication by publishing internally and externally a semiannual newsletter focusing on academies and career themed courses



## Key Performance Indicator 2.2

Baseline year for new state industry certification calculations

### Strategies for FY15

- Provide training for new teachers in industry certifications and updated training for existing teachers as appropriate for CTE and career themed courses
- Through Master Schedule Reviews, determine district-wide need for new courses that lead to earning industry certifications and provide technical support for enhancing current offerings
- Continue to promote communication by disseminating information on industry certifications and technical skill attainments earned by students to business stakeholders and solicit feedback regarding preparedness for workplace (entry skills, additional training required, program effectiveness)

## Key Performance Indicator 2.3

Increase the number of students from sixty-two percent to sixty-four percent districtwide who complete rigorous academic coursework in middle and high schools [Advanced Placement, Advanced International Certificate of Education (AICE)/Pre-Advanced International Certificate of Education (Pre-AICE), Advanced Placement (AP) Honors, and Dual Enrollment (DE)]

### Strategies for FY15

- Increase the number of courses offered in Advanced Placement, Pre-AICE, and AICE Courses
- Create targeted and specific professional learning opportunities for teachers of AP and AICE courses
- Implement College and Career Readiness experience for all 7<sup>th</sup> grade students
- Promote communication by disseminating information of Advanced Studies courses (AP, AICE/Pre-AICE, Honors, and DE) to encourage enrollment, via counseling by AICE Advisors, conducting parent nights, and expanding the website



# GOALtwo

Extend College and Career Readiness to Advance Rigor and Relevance

## Key Performance Indicator 2.4

Develop, implement, and expand community support for student internships and on-the-job training experiences as measured by a ten percent increase in the number of student participants annually

### Strategies for FY15

- Identify CTE and career themed course internship opportunities, through community outreach efforts and establish baseline data
- Develop a catalogue of career themed/academy/CTE courses with course descriptions of intended outcomes for the purpose of marketing meaningful internships to the business community
- Develop a procedures manual for student internships and on-the-job training
- Promote communication through development of an electronic platform for student internships inclusive of business, community, and student access including career readiness and scholarships

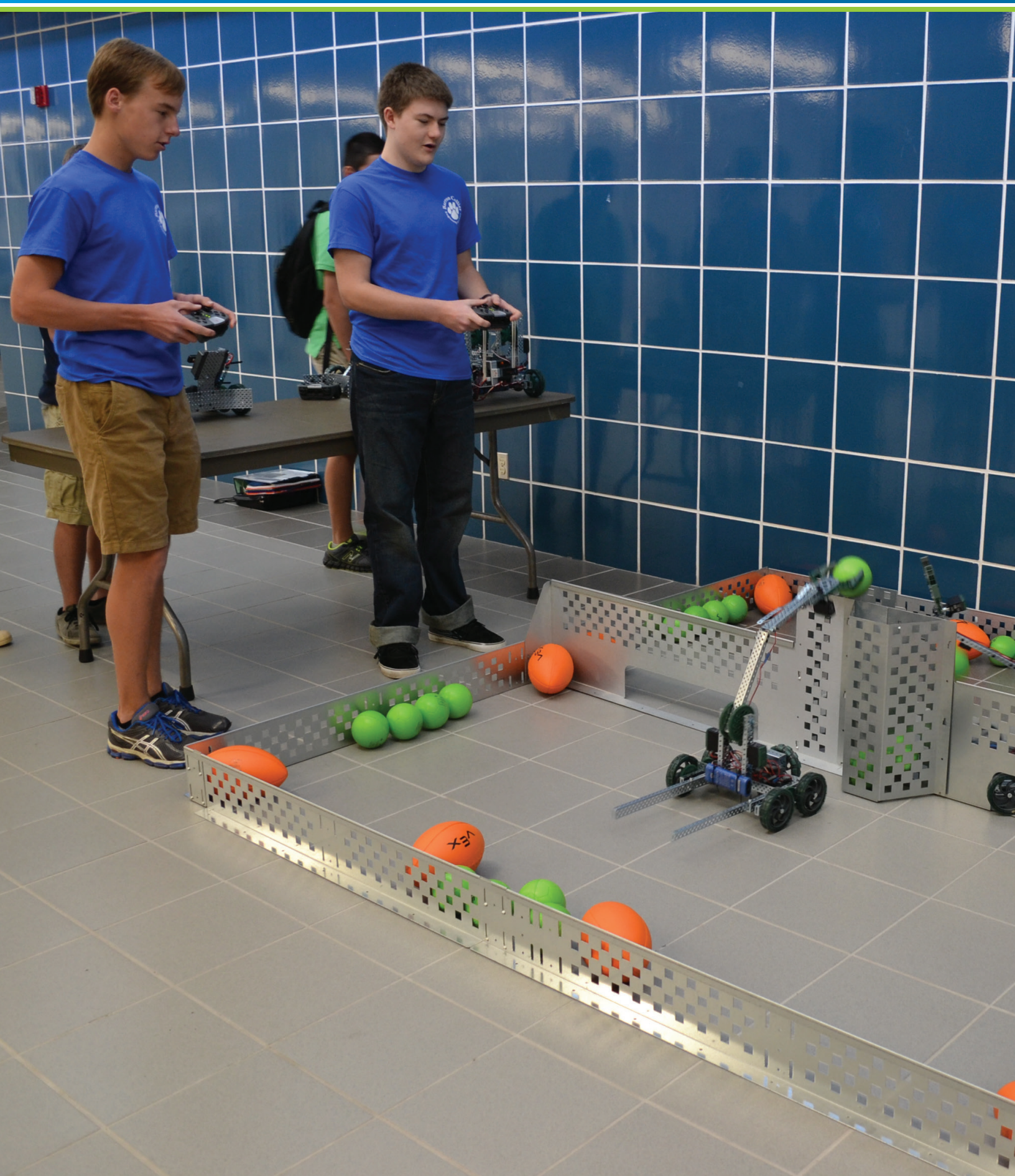
## Key Performance Indicator 2.5

For FY15 develop and implement a comprehensive Florida Standards district implementation and monitoring plan, as evidenced by curriculum, instructional, and assessment tools

### Strategies for FY15

- Provide Florida Standards [Professional Development Action Project (PDAP) / Educators Evaluating Quality Instructional Products (EQuIP) rubric] training for identified Curriculum and Instruction staff
- Provide Florida Standards (PDAP/EQuIP rubric) train-the-trainer for identified school-based personnel
- Provide initial and ongoing Florida Standards (PDAP/EQuIP rubric) training at all sites
- Promote communication by monitoring and assessing impact of training on classroom implementation of Florida Standards





# GOALthree

Engage Science, Technology, Engineering, and Math Education (STEM)  
to Strengthen Global Awareness and 21<sup>st</sup> Century Learning Skills

## Key Performance Indicator 3.1

Conduct three, one annually, STEM Conferences

### Strategies for FY15

- Implement 4th annual STEM Conference, broadening participation to two surrounding counties
- Continue to select nationally recognized keynote speakers in the area of STEM
- Recruit presenters from underrepresented populations in STEM Fields at the STEM conference
- Promote communication of events through partnerships with local businesses, universities, and colleges, which include email blasts, iCasts to teachers and other community members



## Key Performance Indicator 3.2

Ensure digital readiness by providing equitable opportunities for student access to technology as measured by one hundred percent of schools participating in Bring Your Own Device (BYOD) implementation

### Strategies for FY15

- Implement phase three of BYOD programs and include ongoing support and professional learning
- Continue Technology Platform Test (TPT) tests to identify best classroom technologies for teaching and learning
- Promote communication by identifying and providing targeted Digital Leadership development activities/training for all schools in order to meet identified needs and promote strategic use of instructional technology and communicate advancements in use of instructional technology to the school community

### Key Performance Indicator 3.3

Increase student participation in STEM competitions by twenty percent

#### Strategies for FY15

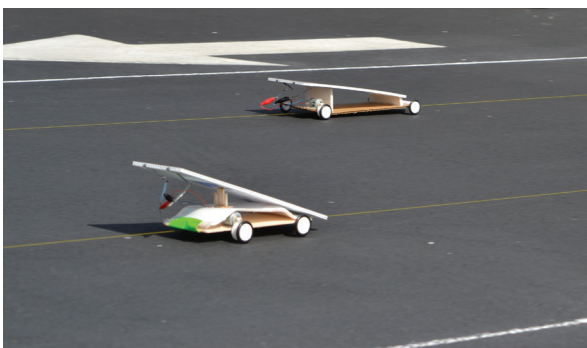
- Establish a database to identify the total number of participants and number of underrepresented subgroup participants in district, regional, state, and national STEM competitions
- Expand districtwide competition theme for elementary and secondary schools across the grade level
- Expand districtwide elementary participation in Hour of Code event
- Promote afterschool opportunities for advanced learning, i.e., Odyssey of the Mind, SWFL STEM Team Competitions (FGCU, Algenol, etc.)
- Promote districtwide academic competitions through branding, increased internal/external communications, and a greater website presence

### Key Performance Indicator 3.4

Implement effective digital curricula as measured by annual program reviews

#### Strategies for FY15

- Implement online blended courses for Government and Economics with Financial Literacy providing Professional Development Learning (PDL) opportunities for educators who teach in online learning environments
- Conduct a formative program review of the new online Government and Economic courses
- Promote communication of digital curricula through The Education Channel District Digest, school newsletters, and a variety of other available media venues





# GOALthree

Engage Science, Technology, Engineering, and Math Education (STEM)  
to Strengthen Global Awareness and 21<sup>st</sup> Century Learning Skills

## Key Performance Indicator 3.5

Increase by ten percent the number of students enrolled in core and non-core STEM courses

### Strategies for FY15

- Establish a database to identify the total number of underrepresented student subgroups enrolled in non-core STEM subjects (AP, AICE) with a focus on STEM academies
- Increase the number of students earning industry certifications in CTE STEM programs
- Select reading materials with a STEM focus for use in summer school and/or site-based summer programs
- Promote communication of student enrollment opportunities during the STEM Conference, middle to high school transition events, and parent orientation sessions



## Key Performance Indicator 3.6

Implement iPortfolio platform at one hundred percent of schools (grades 5-12) to showcase student virtual artifacts/learning outcomes

### Strategies for FY15

- Refine iPortfolio platform for secondary schools to showcase student virtual artifacts/learning outcomes and expand professional learning to staff and students on the proper use and capability of the iPortfolio platform
- Develop and implement an electronic component for career readiness and scholarships within the student electronic portfolio and parent portal
- Promote communication through a variety of forums focusing on the district's vision of personalized learning/iPortfolio



# GOALfour

Elevate Talent Management to Augment a Highly Qualified Workforce

## Key Performance Indicator 4.1

Develop and implement a Succession Management plan as evidenced by new district evaluation system which will provide needs assessment data and gap analysis of skills and qualifications to focus professional development efforts

### Strategies for FY15

- Develop a new performance evaluation process for district administrators which aligns with district goals and supports leadership development
- Utilize newly purchased software solution to develop a new district-level performance evaluation system
- Utilize new software to collect performance and succession data for district-level employees that can inform succession planning decisions
- Develop targeted professional development activities which align to the Marzano instructional model for school based administrators and school based teacher leaders in order to improve instructional leadership capacity
- Promote communication by involving cabinet members in the development and implementation of new district evaluation process on an ongoing basis



## Key Performance Indicator 4.2

Enhance rigor and relevance of the district's leadership programs to ensure that eighty percent of the graduating internal candidates who apply to the leadership pools are admitted annually

### Strategies for FY15

- Revise and enhance the school leadership program based on data and feedback from FY14 and additional state initiatives
- Develop and implement a year-long leadership development program for new and aspiring coaches in order to build necessary leadership capacity to meet future school administrative needs
- Promote communication by disseminating pertinent information through multiple digital platforms

### Key Performance Indicator 4.3

Develop, implement, and expand a Community Based Professional Learning externship program as evidenced by a fifty percent increase in the number of participating teachers and school-based administrators

#### Strategies for FY15

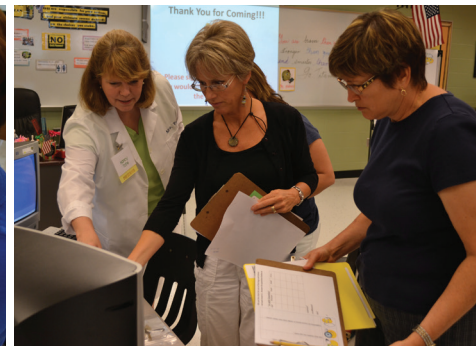
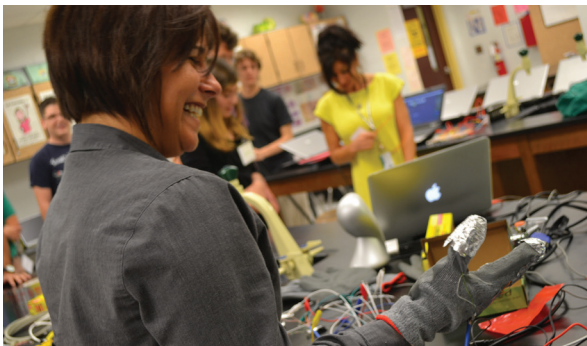
- Expand the community-based professional learning externships for teachers and school-based administrators
- Increase the number of Principals who reciprocate the Principal for a Day experience by visiting CEOs of local businesses
- Increase the number of one-day job shadowing opportunities for teachers during teacher planning days
- Promote communication by creating a promotional video of community-based experiences

### Key Performance Indicator 4.4

Strengthen student teaching program as evidenced by an eighty percent increase in participation rates of interns

#### Strategies for FY15

- Expand partnerships with universities/colleges by creating a video to promote Collier County Public Schools as a premier district for training new teachers, specifically targeting those institutions that teach the Marzano model
- Concentrate on the placement of student teachers in the district's lowest-performing schools so they are afforded a well-rounded intern experience and are prepared to meet the demands of the profession upon graduation
- Expand on the inclusion of student teachers in professional development opportunities within the district to ensure a comprehensive introduction to the Marzano model of instruction
- Promote communication by sharing feedback obtained from universities, FY15 student teachers, cooperating teachers, and principals with all stakeholders on a semester basis



# GOALfive

Narrow Achievement Gaps on Statewide Accountability Assessments



## Key Performance Indicator 5.1

Baseline year for new state accountability system

### Strategies for FY15

- Develop and administer benchmark assessments aligned to Florida Standards Assessment and End-of-Course (EOC) exams
- Utilize a districtwide protocol for data/accountability interpretation three times a year that incorporates timelines and guided questions tailored to monitor student achievement
- Plan and conduct professional learning to enhance teacher knowledge of seven key Marzano elements for increasing rigor
- Update curriculum maps which reflect new Florida Standards and ensure gifted strategies within the Curriculum Maps
- Promote communication through increased participation rates in student data chats and student-led conferences at all schools where not fully implemented and/or underreported

## Key Performance Indicator 5.2

Baseline year for new state accountability system

### Strategies for FY15

- Utilize a districtwide protocol for data/accountability interpretation three times a year that incorporates timelines and guided questions tailored to monitor student achievement
- Monitor the Multi-tiered System of Supports (MTSS) process, as delineated in the MTSS Manual, for fidelity of implementation
- Provide schools with resources and professional learning to support acceleration of targeted subgroups and expand test taking strategies and test preparation into intensive courses
- Monitor effective use of teacher English Language Learner (ELL) Strategies and provide professional learning opportunities as indicated
- Ensure that parents of students in targeted subgroups are informed of available resources for improving student achievement
- Promote communication through increased participation rates in student data chats and student-led conferences at all schools where not fully implemented and/or underreported

## Key Performance Indicator 5.3

Baseline year for new state accountability system

### Strategies for FY15

- Develop and administer benchmark assessments aligned to Florida Standards Assessment and EOCs
- Utilize a districtwide protocol for data/accountability interpretation three times a year that incorporates timelines and guided questions tailored to monitor student achievement
- Plan and conduct professional learning to enhance teacher knowledge of seven key Marzano elements for increasing rigor
- Update Curriculum Maps which reflect new Florida Standards and ensure gifted strategies within the Curriculum Maps
- Promote communication through increased participation rates in student data chats and student-led conferences at all schools where not fully implemented and/or underreported



# GOAL five

## Narrow Achievement Gaps on Statewide Accountability Assessments

### Key Performance Indicator 5.4

Baseline year for new state accountability system

#### Strategies for FY15

- Utilize a districtwide protocol for data/accountability interpretation three times a year that incorporates timelines and guided questions tailored to monitor student achievement
- Monitor the Multi-tiered System of Supports (MTSS) process, as delineated in the MTSS Manual, for fidelity of implementation
- Provide schools with resources and professional learning to support acceleration of targeted subgroups and expand test taking strategies and test preparation into intensive courses
- Monitor effective use of teacher English Language Learner (ELL) Strategies and provide professional learning opportunities as indicated
- Ensure that parents of students in targeted subgroups are informed of available resources for improving student achievement
- Promote communication through increased participation rates in student data chats and student-led conferences at all schools where not fully implemented and/or underreported

### Key Performance Indicator 5.5

Exceed the State FCAT Science 2.0 performance by one point

#### Strategies for FY15

- Develop and administer benchmark assessments aligned to Florida Standards Assessment
- Utilize a districtwide protocol for data/accountability interpretation three times a year that incorporates timelines and guided questions tailored to monitor student achievement
- Monitor effective use of the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Instructional Delivery Model and provide professional learning opportunities as indicated
- Promote communication through increased participation rates in student data chats and student-led conferences at all schools where not fully implemented and/or underreported





# GOALS **six**

## Maintain Fiscal Responsibility



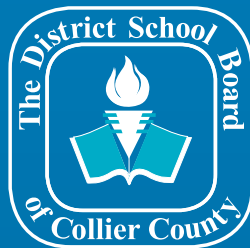
### Key Performance Indicator 6.1

The district will comply with a three percent State mandated fund balance in accordance with School Board Policy and strive to maintain five percent of its general fund revenues in the strategic and contingency reserve

#### Strategies for FY15

- Provide five meetings/opportunities for input from district, school administrators, and community members for suggestions on spending reductions
- Continue to conduct Collaborative Planning meetings with administrative staff, school-based staff and aspiring leaders to review allocations and maximize resources
- Review staff allocations for class size compliance and make adjustments to reduce the overall cost of compliance
- Continue to develop information budget sessions for the Superintendents Advisory Council (SDAC)
- Promote communication through Board Budget Workshops, SDAC, and digital platforms





[www.collierschools.com](http://www.collierschools.com)

**Dr. Kamela Patton**  
Superintendent of Schools

## **THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY**

Pat Carroll, Chair  
Katheleen Curatolo, Vice Chair  
Barbara Berry, Member  
Julie Sprague, Member  
Roy M. Terry, Member



## Appendix D

# *CTEM Teacher Performance Evaluation Rubrics*

## Planning and Preparing for Use of Resources and Technology

### 45. Use of Available Traditional Resources

The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.

#### Planning Evidence

- The plan outlines resources within the classroom that will be used to enhance students' understanding of the content
- The plan outlines resources within the school that will be used to enhance students' understanding of the content
- The plan outlines resources within the community that will be used to enhance students' understanding of the content

#### Teacher Evidence

- When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

#### Scale

	<b>Not Using</b>	<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>	<b>Innovating</b>
<b>Use of Available Traditional Resources</b>	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher is a recognized leader in helping others with this activity

## 46. Use of Available Technology

The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.

### Planning Evidence

The plan identifies available technology that will be used:

- Interactive whiteboards
- Response systems
- Voting technologies
- One-to-one computers
- Social networking sites
- Blogs
- Wikis
- Discussion Boards

The plan identifies how the technology will be used to enhance student learning

### Teacher Evidence

When asked, the teacher can describe the technology that will be used

When asked, the teacher can articulate how the technology will be used to enhance student learning

### Scale

	<b>Not Using</b>	<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>	<b>Innovating</b>
<b>Use of Available Technology</b>	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher is a recognized leader in helping others with this activity

