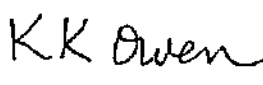



THE SCHOOL DISTRICT OF ESCAMBIA COUNTY CURRICULUM AND INSTRUCTION SCHOOL BOARD AGENDA EXECUTIVE SUMMARY		Item Number: V.b.1. H.1.	
TITLE Master Inservice Plan (MIP)		SUBMITTED BY: Dr. Karen Owen, Director, Professional Learning	
PERIOD OF GRANT/CONTRACT/REQUEST July 1, 2013 - June 30, 2018	FUNDING SOURCE NA	PROJECT COORDINATOR AND DEPARTMENT Dr. Karen Owen, Director, Professional Learning	
AMOUNT OF FUNDING REQUEST – Is amount more, less or same as last year? (Explain differences at end of Purpose section if additional space is required) N/A No cost associated with the MIP		TOTAL PROJECT – Is the amount more, less or same as last year? N/A No cost	
PURPOSE DOE requires Professional Learning Departments to submit a new Master Inservice Plan (MIP) for each 5-year period. Revisions will come to the Board for approval each year for the 5-year period.			
IMPLEMENTATION PLAN All MIP components must be approved by the Board. The process to use the plan is: <ul style="list-style-type: none"> • Administrators choose components in the MIP that meet the professional development needs of their school/department and/or an individual employee. • If an appropriate component does not exist, the administrator completes a New Component Request form. • Administrators request professional development through the appropriate department. • Employees register, attend, and complete required follow-up to earn inservice points. 			
PARTICIPATING SCHOOLS/AGENCIES All schools (including charter schools), centers, and departments of the School District of Escambia County Private schools University of West Florida (UWF), Pensacola State College (PSC)			
ACTION REQUIRED Board Approval			
STRATEGIC ALIGNMENT – Include number and definition of Pillar, Goal and Measurable Objective. PILLAR: People GOAL: P.2: To retain and sustain a viable, competent workforce MEASURABLE OBJECTIVE: P.2.1: Broaden the opportunities for all employees to participate in professional development at the District level			
DIRECTOR 		DATE 10/1/13	
ASSISTANT SUPERINTENDENT 		DATE 10/1/13	DATE OF BOARD APPROVAL

Revised: January 2013

Retention: 5 years

Master Inservice Plan

2013-2018

INTRODUCTION

The mission of the School District of Escambia County is to make a positive difference in students' lives and prepare them for lifelong learning. The District aims further establish the direction that mission will take. The District aims are:

- **Highest Student Achievement**
- **Safe Learning and Working Environment**
- **High Performing Work Force**
- **Efficient and Effective System**

The purpose of the Master Inservice Plan (MIP) is to assess needs and establish procedures, practices and activities to assure that all employees possess the skills and knowledge to fully achieve the District aims. This purpose is predicated upon the following shared beliefs:

- **We believe that all students can learn to the intended rigor of the State Standards.**
- **We believe that students are our first and most important priority.**
- **We believe that the effort of every employee supports highest student achievement.**
- **We believe that every employee has the capacity for continuous improvement and has an obligation to strive for that end.**
- **We believe that the District should provide a mechanism for nurturing, supporting and enhancing the growth of its employees.**
- **We believe that all efforts should be directed toward continuous improvement of the entire system.**

This approach to the development of employees was predicated on District efforts toward continuous improvement and further impetus for change came along with the implementation of the Florida Professional Development Evaluation System Protocol. The intent is to develop a plan to address the needs of employees, adequately aligned with School Improvement Efforts and Accountability for implementation of the State Standards and No Child Left Behind (NCLB) federal law, all targeting increased student achievement.

The inservice needs of employees are supported through the efforts of the MIP, the purpose of which is to develop, maintain, and enhance highly effective employees who will make a difference in the lives of students and prepare students for lifelong learning. The further basis of activities would be derived from needs identified through School Improvement Plans, Annual School Reports, Student Achievement Data, and the Performance Appraisal System data of teachers and site-based administrators, as well as the appraisal systems of all other employees of the District.

Inservice activities are established to include the state focus areas of:

- **Subject Content**
- **Teaching Methods**
- **Technology for Productivity, Management and Instruction**
- **Assessment and Data Analysis**
- **Classroom Management**
- **Workplace Safety**
- **Skill Development**
- **Parent Involvement**

Existing inservice components that support the identified needs of the system are incorporated into the new 2013-2018 Master Inservice Plan and a method is in place for additional components as needed. It is intended that components constantly be reviewed as results of professional learning evaluations and arising needs of employees are received. These additions or deletions will accommodate and enhance the efforts of continuous improvement and increased student achievement.

METHODOLOGY

The primary vehicle for employee development is the MIP. Its goal is to provide appropriate, accessible, and timely learning opportunities to meet the needs of employees of the District. Each learning opportunity shall be aligned to the Mission and Strategic Aims of the School District of Escambia County, Protocol, State Standards and the Florida Principal Leadership Standards (FPLS).

Learning opportunities offered by the MIP shall be developed according to scientific, research-based practice as to content, instructional methodology, delivery system, follow-up activities, and evaluation of the positive impact on student achievement. To the extent possible, MIP learning components shall be available in multiple learning formats (interactive technology, CD/DVD, on-line, as well as small and large group settings, learning communities, action research, etc.).

Programs and services of the MIP will respond to three needs or points of impetus:

- **District Needs/Initiatives** (*Curriculum Initiatives, Continuous Improvement, New Teacher Programs, Compliance with Federal, State Laws, and/or Local Rules, Regulations and Policies, etc.*);
- **Assessment** (*Student Performance Information, Student Achievement Data Analysis, Employee Evaluations, Prescribed Remediation, etc.*); and
- **Personal Growth** (*Self-Assessment, Promotional Opportunity, Personal Interest or other knowledge that may not be necessary for the current job*).

District Needs/Initiatives:

These learning opportunities will respond to a District need to inform or advance employee knowledge and/or skill development. In addition, learning components in this category will be consistent with and aligned to student achievement needs, instructional personnel needs, State Standards, FPLS, District Mission, and Strategic Aims. These components will be planned to move employees to action in order to implement or comply with Federal, State, or Board mandates.

Learning opportunities in this category also respond to knowledge and skill requirements identified in School Improvement Plans, AdvancED, School Renewal and/or NCLB requirements. District efforts to launch or enhance instructional or non-instructional support initiatives must be reinforced with appropriate learning activities.

Assessment:

Learning opportunities in this category derive from District Assessment systems for all employees and students. Components or learning activities must be available to support and enhance employee knowledge, skills and/or competence in areas identified through the appropriate performance assessment system.

This category of the MIP must support and augment the District's compliance with state statutes requiring Professional Development Plans (PDP) for all instructional personnel and the Professional Deliberate Practice Growth Target for site-based administrative personnel. There will be a strong linkage in this category between the MIP and Escambia Educator Evaluation (E3) for instructional personnel, Escambia Leader Assessment (ELA), and the William Cecil Golden School Leadership Development Program (WCG) for administrative personnel.

Student achievement information developed through the various district and state student assessment processes will identify additional key elements of this category of inservice. It is anticipated that student achievement data will create the need for learning opportunities in pedagogy, human development, learning modalities and other topics which link student achievement with professional development needs of employees.

Personal Growth:

The E3 program for instructional personnel, the ELA program for administrators, and the WCG process for administrators are based on the belief that all employees can and must grow professionally. This foundation will produce the need for flexibility within the MIP to provide individual as well as group opportunities to learn and grow. The components in this category will, by their nature, be personalized and therefore require on-going development activities within the MIP.

Escambia's Highly Qualified/In-field/Effective Teacher Action Plan consists of the following activities for core* teachers:

- Assist in preparing a plan of study with each teacher who does not meet the requirements of a highly qualified teacher;

- Assist teachers in passing the core competency/subject area examinations to include Subject Area Examination preparation courses;
- Provide reimbursement for subject area exams required for highly qualified status in teaching assignments;
- Develop and offer professional development opportunities as needed using traditional and nontraditional methods, which may include web-based coursework; and
- Enhance support systems to ensure new and/or struggling teachers are provided with ample mentoring and support to promote their success in the classroom.

*The core academic subjects are English Language Arts, Mathematics, Science, Social Studies, and Fine Arts.

DELIVERY SYSTEMS

The individual characteristics of the MIP's components will necessitate innovative delivery strategies that offer flexibility of delivery, methodology, and location. The MIP must be a philosophy, a process, and a commitment.

It is anticipated that there will be multiple and flexible modes of delivery of the learning opportunities provided through or by the MIP. The MIP is committed to creating, utilizing, and improving delivery methodology that is flexible and produces the highest learning impact possible. In addition, the goal of creating the highest performing employee possible among all employees will necessitate flexible and efficient delivery strategies. The non-traditional nature of many of these learning opportunities will create the need for understanding and accessing the MIP programs and services. Some anticipated delivery strategies include, but are not limited to, the following:

- Professional Learning
- Electronic, Interactive
- Electronic, Non-Interactive
- Study Group/Learning Community
- Action Research

Assistance will be provided for the development of measurable goals based on student performance data, which will be aligned to the professional development needs of the teacher. The system for providing appropriate staff development, monitoring implementation of newly acquired knowledge and skills in the classroom, and following up on student achievement data at the end of the year will provide assurance that the district aim of highest student achievement will be supported.

A variety of partnerships with the local, state, and national organizations have resulted in the following partnerships: Curriculum Specialists, Alternative Education, Workforce, Continuous Improvement, Florida Inclusion Network, Title I, Instructional Technology, Evaluation Services, Human Resources, Media Services, Florida Diagnostic and Learning Resource System and Exceptional Student Education departments. The Office of Professional Learning collaborates with these organizations to provide quality inservice to the employees of the District and makes

inservice activities available to instructional personnel of charter schools and nonpublic schools and the state certified teachers who are not employed by the district (in accordance with regulations for local, state, and federal funds).

TRACKING

Appropriate tracking of the MIP is maintained through the Professional Development System (PDS) and the human resource employee data system. The tracking system will include recertification component points for those employees with permanent teaching certification and novice teachers with non-renewable temporary certification. For purposes of re-certification points, credit will be awarded on a one (1) point per hour of active participation in appropriate MIP activities. Homework assigned by the training facilitator may be counted for points. In order to facilitate the collection and maintenance of records for such components, credit will be awarded in no less than two (2) point units.

In addition to tracking MIP participation, employee participation in MIP activities will be tracked in cooperation with the Certification Office and the Curriculum and Instruction Department offices in the following categories:

- Add-On Certification
- Alternative Certification
- Certificate Renewal
- Renewal of the Certificate/License
- Professional Skill Building
- W. Cecil Golden Professional Development Program for School Leaders
- Approved District Leadership Development Program

FOLLOW-UP STRATEGIES

In order to assure high quality learning opportunities, the staff development provider will develop and implement follow-up strategies designed to evaluate each learning opportunity, insure new strategies/skills are transferred to the classroom of participants, and follow up with participants about the component's impact on student achievement. Follow-up activities may include:

- Structured Interview with Participant
- Structured Interview with Participant's Supervisor
- Structured Interview with Participant's Students
- Structured Interview with Participant's Students' Parents
- Participant Oral Reflections
- Participant Written Reflections
- Participant Portfolio
- Direct Observation
- Videotape of Participant
- Audiotape of Participant

- Review of Student Records of Participant
- Structured Mentor/Coaching Program
- Results from Action Research

EVALUATION STRATEGIES

The impact on student performance will be used as the final evaluation of all inservice, with the intent that the newly learned knowledge and skills will be transferred to teacher practice and student achievement. Evaluation of inservice components will be completed after training. Providers of professional learning will be expected to process the training sections at the end of the program in a timely manner to ensure earned inservice points are awarded to participants. Points are not awarded until follow-up protocol components are met including survey, proof of implementation, or change in teacher practice and student achievement.

STIPENDS FOR PARTICIPATION IN TRAINING ACTIVITIES

Stipends may be paid to participants in approved inservice activities beyond the normal working hours and will be paid at the rate specified and in accordance with Board Policy and the Master Contract.

School/Department documentation responsibilities:

- Schools funding the inservice onsite will file the original participant sign-in sheet at school and the Office of Professional Learning
- Departments funding the inservice will maintain the original participant sign-in sheet and process the section in the PDS in a timely manner within thirty (30) days
- If the Office of Professional Learning is funding a professional learning, a funding request must be filed and approved prior to the professional learning in the Office of Professional Learning
- Within thirty (30) days, extra pay time sheets with approved coding must be submitted to the payroll department and copies submitted to the Office of Professional Learning
- Required documentation to be kept on file for five (5) years in schools/departments must include sign-in sheets, professional learning agendas, copies of professional learning materials, and evaluations

FLORIDA STATUTES

1012.98 School Community Professional Development Act

The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

1012.98(4) Individual Professional Development Plan

The school principal is required to establish and maintain an individual professional development plan for each instructional employee assigned to the school. The individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned; define the inservice objectives and specific measurable improvement expected in student performance as a result of the inservice activity; and include an evaluation component that determines the effectiveness of the professional development.

1012.986 William Cecil Golden Professional Development Program for School Leaders

The purpose of the William Cecil Golden Professional Development Program for School Leaders is to provide high standards and sustained support for principals as instructional leaders. The program shall consist of a collaborative network of state and national professional leadership organizations to respond to instructional leadership needs throughout the state. The network shall support the human resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework for leadership standards adopted by the State Board of Education, the Southern Regional Education Board, and Learning Forward.

1012.98(5) Funding for the Professional Development System

Each district school board shall provide funding for the professional development system as required by s.1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom.

Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

1012.98(4) Professional Development Evaluation System Protocol

The Department of Education shall design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicate progress or lack of progress of all students.

1012.34 Assessment Procedures and Criteria

The district school superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.

1012.56 Educator Certification Requirements

Each district school board shall renew state-issued professional certificates for individuals who hold a Florida professional certificate and are employed by that district pursuant to criteria established in subsections (2), (3), and (4) and rules of the State Board of Education.

1012.56(7) Professional Preparation Alternative Certification and Education Competency Program

Each school district must provide a cohesive competency-based professional preparation alternative certification program by which members of a school district's instructional staff may satisfy the mastery of professional preparation and education competence requirements.

1012.985 Statewide System for Inservice Professional Development

The statewide system shall consist of a network of professional development academies in each region of the state that are operated in partnership with area business partners to develop and deliver high quality training programs purchased by school districts.

AWARDING OF INSERVICE POINTS

School Inservice Representatives:

Each school/center will appoint an inservice representative to work with the Office of Professional Learning. The duties of the representative will be to assist the school's administration with the reporting of site-based inservice activities, post various inservice opportunities in a designated location for employees' information, generally assist faculty and administration with staff development issues, and turn in compiled sign-in sheets in a timely manner.

In-County Activities:

Inservice points will be awarded for participation in the components listed in the MIP. One (1) inservice point will be granted for each clock hour of participation in an approved inservice program, not to exceed the maximum number of points listed for each component. Additional points may be included for "homework" assignments.

Points may be awarded in a minimum of two (2)-hour increments, however, awarding of points within a given component may be done on the basis of tracking if the component requires multiple sessions of attendance. For instance, if a professional learning activity is established in five (5) two (2)-hour sessions, the points may be tracked and awarded as a ten (10) hour component.

To qualify for the awarding of points, the individual must attend an approved inservice activity and must:

- Successfully demonstrate an increase in knowledge and skills on the specific objectives and demonstrate the use of the newly learned knowledge and skills in the classroom; and
- Provide documentation of follow-up activities to the inservice provider within the allotted time frame.

Employees may access their inservice history through the Professional Development System. In addition, the Professional Learning Department will send a record of any employee's points earned upon request. Questions pertaining to specific professional learning activities should be directed to the facilitator/provider of the professional learning.

Out-of-County Activities:

Points earned for participation in out-of-county inservice activities must be from a state-approved MIP. Points will be accepted and/or transferred to any other district by using the Department of Education form OTE 206. Assistance with this process is available in the Professional Learning Office.

Attendance at professional conferences is awarded points providing the conference addresses one of the specific objectives of a component. Completion of the Educational Conference Follow-up Form is required. Appropriate documentation (agenda, program of events, schedule of activities, certificate of attendance) must be included. The form and instructions are available on the Professional Learning Department website. All conference attendance for points must be approved by immediate supervisors prior to attendance. A complete Request for Inservice Form and backup documentation must be reviewed, approved, and signed by the immediate supervisor before submission to the Professional Learning Department.

EXTENDING PROFESSIONAL CERTIFICATION

For all matters pertaining to certification, the Certification Manager in the Certification Office should be consulted. The following items are provided as reminders:

- Only professional certificates may be renewed through inservice participation.
- For recertification purposes, a minimum of one-hundred twenty (120) points must be earned during the current certification validity period.
- Only components contained in Appendix A and B of this document may count toward certificate renewal.
- Personnel planning to recertify through college coursework should contact the Certification Office for course approval.
- Renewal applications can only be processed during the last year of the professional certificate validity period (July 1-June 30).

Gifted Endorsement:

Teachers who wish to add Gifted Endorsement to their certificates must submit, to the Gifted Education Specialist, an application which includes the recommendation of the school principal and/or district exceptional education administrator (or designee). Those pursuing the endorsement must successfully complete a five (5)-course program of study managed by the Subject Area Specialist for Gifted and submit the necessary paperwork through the Certification Office.

English for Speakers of Other Languages Endorsement:

Those wishing to add English for Speakers of Other Languages (ESOL) endorsement to their certificates may do so by first contacting the Certification Manager for a records review. In order to obtain the endorsement, each approved elementary applicant must hold Elementary Education Certification and take the five-course program of specified ESOL inservice, as well as complete the necessary paperwork. Seventh through twelfth grade teachers seeking endorsement must hold English or Foreign Language certification and take the five-course program of specified ESOL inservice to meet requirements, as well as complete the necessary paperwork.

Reading Endorsement:

Those eligible to add this endorsement to their certificates should first contact the Certification Manager for a records review. The complete reading endorsement is three-hundred (300) inservice hours. Those pursuing the reading endorsement must successfully complete the five (5)-course program of study managed through the English Language Arts Department consisting of four (4) online and one (1) face-to-face course. Upon successful completion of course work, all necessary paperwork must be submitted to the certification office.

Athletic Coaching Endorsement:

Those wishing to add Athletic Coaching endorsement to their certificates may do so by first contacting the Certification Manager for a records review. The primary objective of this endorsement is to develop and increase the competencies of employees responsible for athletic coaching in the School District of Escambia County. Individuals must earn one-hundred eighty (180) inservice points, equivalent to nine (9) semester hours of college credit, by successfully completing the prescribed set of inservice components:

- Care and Prevention of Athletic Injuries; sixty (60) Points
- Coaching Theory; sixty (60) Points
- Theory and Practice of Coaching a Specific Sport; sixty (60) Points

**INSTRUCTIONAL COMPONENT NUMBERS, TITLES, AND
POINTS FOR CERTIFICATION**

2013-2018

BASIC EDUCATION PROGRAMS:

FINE ARTS-000

2000002	Techniques, Ideas, Methods and Materials for Visual Arts Education for Pre-K (40)
2000003	Techniques, Ideas, Methods and Materials for Visual Arts Education (40)
2000004	Attendance at Regional, State or National Professional Learning, Clinics, and Professional Conferences in Art Education (40)
1006001	Teaching Drama in Elementary and Secondary Classrooms (12)
2006001	Techniques, Ideas, Methods, and Approaches in Theatre Education (40)
2006003	Attendance at Regional, State, or National Professional Learning, Clinics, and Professional Conferences in Theatre Education (40)
2010002	Techniques, Ideas, Methods, and Materials for Choral Music Education (40)
2010003	Techniques, Ideas, Methods, and Materials for Elementary Music Education (40)
2010004	Techniques, Ideas, Methods, and Materials for Instrumental Music Education (40)
2010005	Attendance at Regional, State, National Professional Learning, Clinics, and Professional Conferences in Music (40)
2010006	Techniques, Ideas, Methods, and Approaches in Music Education for Pre-K (40)
2010007	Attendance at All-County Rehearsals and Performance (20)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)-001

2700001	Culture (60)
2700002	Methods of Teaching English to Speakers of Other Languages (60)
2700003	ESOL Curriculum and Materials Development (60)
2700004	Language and Literacy (60)
4700001	Assessment (60)
2700008	ESOL for Guidance Counselors (60)
2700011	Best Practices for English for Speakers of Other Languages (60)
7701001	ESOL for Administrators (60)
8700001	ESOL Endorsement: GRANDFATHERING PRIOR TO 1994 (60)
8700002	ESOL for Reading Endorsed Teachers (REVERSE CROSSWALK) (60)

COMPUTER EDUCATION-003

3003001	Technology-Enriched Learning Environments and Experiences (120)
3003003	Productivity and Professional Practice Using Technology (60)
3003004	Leadership and Vision for Technology-Enriched Environments (60)
3003005	Procedures, Policies, Planning and Budgeting For Technology-Enriched Learning Environments (120)

FOREIGN LANGUAGE-004

- 2004002 Teaching Strategies for Foreign Language Teachers (60)
- 7004001 Foreign Language Program Leadership (40)

HEALTH-005

- 1005001 Current Health Topic Review (60)
- 1005003 Human Sexuality Education (60)
- 1005004 AIDS/HIV Education (15)
- 6005002 First Aid/CPR/AED (10)
- 8005003 Take the Wellness Challenge Professional Learning (20)

INTEGRATED CURRICULUM-007

- 1007001 Curriculum Development (60)
- 1007002 Curriculum Improvement (30)

LANGUAGE ARTS-008

- 2008001 Best Practices for English Language Arts Teachers (60)
- 2008003 Integrating Reading, Writing, and Language to Improve Student Achievement (60)

MATHEMATICS-009

- 1009001 State Standards for Elementary Mathematics (60)
- 1009002 State Standards for Secondary Mathematics (60)
- 1009003 Using Technology in Mathematics (60)
- 1009004 AIMS (60)
- 2009001 Thinking Math I, II, III for K-12 (30)
- 7009001 Elementary Mathematics Program Leadership (60)
- 7009002 Secondary Mathematics Department Chairpersons Professional Learning (36)
- 7009003 Differentiating Mathematics Instruction for All Students

PHYSICAL EDUCATION- 011

- 1011002 Coaching Endorsement: Care and Prevention of Athletic Injuries & Drug Use/Abuse (60)
- 1011003 Coaching Endorsement: Coaching Theory (60)
- 1011004 Coaching Endorsement: Theory and Practice of Coaching a Specific Sport (60)
- 2011001 Sports Clinics (30)
- 7011001 Planning and Implementing Physical Education Instruction (40)
- 7011002 Planning and Implementing Driver Education Instruction (40)

PRE-KINDERGARTEN-012

- 1012002 Movement and Music the High/Scope Way (20)
- 1012003 Active Learning the High/Scope Way (20)
- 1012004 Emergent Literacy in Pre-Kindergarten (25)
- 2012001 Applying Brain Research to the Early Childhood Classroom (60)
- 2012002 Early Childhood Developmentally Appropriate Practices (60)
- 2012003 Developmentally Appropriate Practices the High/Scope Way (10)

2012004	Learning Environment the High/Scope Way (20)
2012005	Key Experiences the High/Scope Way (20)
2012006	VPK On-line Curriculum Training (30)
4012001	Developmentally Appropriate Assessment the Creative Curriculum Way (20)
4012002	Program Assessment the High/Scope Way (20)
4012003	Pre-Kindergarten Assessment and Data Driven Instruction (60)
5012001	Daily Routine the High/Scope Way (30)
5012002	Adult-Child Interaction the High/Scope Way Part 1 (20)
8012001	Pre-Kindergarten/Early Childhood Education Seminars (60)

READING-013

1013000	Essential Reading Components/Instruction (60)
1013003	Foundations in Language and Cognition (Reading Endorsement Course 2) (60)
1013004	Foundations of Research-Based Practices (Reading Endorsement Course 1) (60)
1013005	Demonstration of Accomplishment (Reading Endorsement Course 5) (60)
1013007	Effective Tutoring for Struggling Readers (60)
1013008	Next Generation Content Area-Professional Development Course (NGCAR-PD) (60)
1013009	Next Generation Content Area Reading-Professional Development Practicum (NGCAR-PD) (60)
1013010	Common Core State Standards (CCSS) (30)
2013001	Creating Independence through Student-Owned Strategies Part I (CRISS) (30)
2013003	Strategies for Emergent Literacy (30)
2013004	Strategies that Teach Reading, Writing, Speaking, Listening, and Critical Thinking Through All Disciplines (72)
2013010	Creating Independence through Student-Owned Strategies Part II (CRISS) Train the Trainer Format (30)
2013012	Foundations and Application of Differentiated Instruction (Reading Endorsement Course 4) (60)
4013002	Foundations of Assessment (Reading Endorsement Course 3) (60)
4013004	Assessments for Instruction in Reading (30)
7013001	Leadership in Reading and Language Arts (60)

SCIENCE-015

1015001	Earth Space Science (60)
1015006	Physical Science (60)
1015007	Revising/Updating Science Curriculum (60)
1015008	Life Science (60)
1015009	State Standards for Science (60)
2015001	Science and Technology Integration (30)
2015003	Updating/Expanding Skills and Knowledge for Science Instruction (60)
7015001	Science Program Leadership (30)

SOCIAL STUDIES-016

1016001	Cultural Studies (60)
1016002	History of the Holocaust (60)

1016003	Social Studies/Local History Studies Elementary/Secondary (60)
1016005	Updating/Expanding Skills and Knowledge for Economics Instruction (30)
1016006	Updating/Expanding Skills and Knowledge for Geography Instruction (30)
1016007	Updating/Expanding Skills and Knowledge for Social Studies Instruction (60)
1016008	Updating/Expanding Skills and Knowledge for Civics/Government Instruction (60)
2016001	Social Studies Curriculum Improvement to Enhance Student Performance (30)
2016002	Reading in the Social Studies Content Area (60)
2016003	Teaching Middle School Civics (60)
2016004	Social Studies State Standards (40)
7016001	Leadership in Social Studies Programs (60)

EXCEPTIONAL STUDENT EDUCATION PROGRAM:

INSTRUCTIONAL STRATEGIES-100

1100002	Teaching Reading for ESE (60)
1100004	Teaching Social and Personal Skills for Exceptional Student Education ESE (60)
1100008	PDA: Differentiating Reading Instruction for Students: <i>Making It Explicit</i> (60)
2100002	Inclusion Strategies to Meet the Needs of ESE Students (60)
2100003	Strategies Intervention Model for Florida (Learning Strategies) (60)
2100004	Tailoring Materials and Techniques to Meet the Needs of ESE Students (24)
2100005	Accommodations, Modifications, and Differentiation for Effective Instruction of Students with Disabilities (60)
2100006	Language Development and Learning for ESE Students (60)
2100008	Educating Exceptional Students in Inclusive Settings (60)
2100009	Differentiated Instruction (60)
2100013	Gifted Endorsement: Theory and Development of Creativity for the Gifted (60)
2100014	Gifted Endorsement: Education of Special Populations of Gifted Students (60)
2100015	Teaching the ESE Student (60)
2100016	Teaching Language Arts to Exceptional Education Students (60)
2100018	PDA: Instructional Practices (60)
2100019	PDA: Language Development and Communications (60)
2100020	PDA: Interpersonal Interactions and Participation (30)
2100021	Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorder (ASD) (60)
2100022	PDA: Differentiating Mathematics Instruction for All Learners (30)
2100023	PDA: Differentiating Science Instruction for All Learners (30)
2100024	PDA: Introduction to Differentiating Instruction: Responding to All Learners (15)
3100001	Effective Use of Instructional Technology with Exceptional Students (60)
3100002	Autism Endorsement: Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems (60)
3100003	PDA: Technology for Student Success: An Introduction (15)
3100004	Technology for Student Success: Assistive Technology (15)

CLASSROOM MANAGEMENT-101

2101001	Improving Classroom Acoustics (20)
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- 5101003 Strategies and Intervention for Behavior Management of ESE Students (60)
- 5101004 PDA: Positive Behavioral Supports Module (60)
- 5101007 Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with ASD (60)

ASSESSMENT-102

- 4102001 PDA: Assessment and Evaluation (60)
- 4102006 Gifted Endorsement: Nature and Needs of Gifted Students (60)
- 4102007 Gifted Endorsement: Guidance and Counseling for the Gifted (60)
- 4102008 Increasing Representation of Underrepresented Populations in Gifted Eligibility (10)
- 4102009 Identifying Students for Gifted Services Based on Needs Beyond the General Curriculum (10)
- 4102010 Autism Endorsement: Nature and Needs, Assessment and Diagnosis (60)

PROCEDURAL/LEGAL REQUIREMENTS-103

- 1103002 PDA: Transition (60)
- 1103003 Post-Secondary Transition for ESE Students (60)
- 8103002 Consultation and Communication in Exceptional Education (24)
- 8103004 ESE Program Information (36)
- 8103005 PDA: Foundations of ESE (60)
- 8103006 Legal Issues in Special Education: Inclusion and the Law (12)
- 8103007 PDA: Matrix Online Professional Development (5)

WORKING WITH AIDES, VOLUNTEERS, MENTORS-104

- 8104001 Family and Community ESE (30)
- 8104002 Training for Paraprofessionals of Exceptional Students (15)

CURRICULUM-105

- 1105002 Community-Based Curriculum for Moderate, Severe, and Profoundly Mentally Handicapped (15)
- 1105006 Gifted Endorsement: Curriculum Development for the Gifted (60)
- 2105001 Curricula, Materials, and Instructional Techniques for Early Childhood Exceptional Student Education Programs (60)
- 3105001 Technology to Improve Writing Skills (30)
- 7105001 Collaborative Planning and Teaching (60)

CAREER, TECHNICAL AND ADULT EDUCATION PROGRAM:

FAMILY AND CONSUMER SCIENCES-203

- 1203001 Early Childhood Education Program Family and Consumer Sciences (48)
- 1203002 Food, Nutrition, and the Food Service Industry (51)
- 2203001 Family and Consumer Sciences Education Seminars (30)
- 2203002 Methods and Strategies to Enhance Student Achievement in Family and Consumer Sciences (FCS) Education (87)

HEALTH SCIENCES-204

- 1204001 Combining Academic /Career & Technical Resources for Academy of Health Professions (40)
- 1204002 Basic First Responder Course (42)

VOCATIONAL/TECHNICAL, UNCLASSIFIED-211

- 1211001 Updating Skills in Teaching Productivity (60)
- 1211002 Career & Technical Work Experience Project (60)
- 1211003 Career & Technical Seminars (60)
- 1211004 Intensive Study of Career & Technical Education (60)
- 1211005 Materials Selection Process for Career & Technical Education (60)
- 1211006 Career & Technical Curriculum Development to Enhance Student Performance (60)
- 2211001 Integrating Academic and Career & Technical Teachers (60)
- 2211003 Teaching Strategies for Career & Technical Education (60)
- 3211001 Using Computers in the Career & Technical Classroom (60)
- 3211002 Digital Design for the Classroom (60)
- 7211001 Career & Technical Program Leadership Development (60)

ADULT EDUCATION, UNCLASSIFIED-301

- 2301001 Career, Technical and Adult Educators Professional Learning (60)

STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES:**ASSESSMENT/STUDENT APPRAISAL-401**

- 4401001 Assessment Strategies (18)
- 8401001 Psychological Assessment (60)
- 8401002 Expanding Consultation Skill of Psychological Services Personnel (30)

CLASSROOM MANAGEMENT-404

- 5404001 Great Beginnings New Teacher Program (45)
- 5404002 Foundations of Effective Teaching (45)
- 5404003 Techniques for Classroom Management (60)
- 5404004 Positive Behavioral Support (60)
- 5404005 Restorative Justice Model (25)

HUMAN RELATIONS/COMMUNICATIONS SKILLS-406

- 5406001 Application of Social Skills/Violence Prevention Training (36)
- 5406002 Second Step Violence Prevention (20)
- 5406003 Nonviolent Crisis Intervention (CPI) (52)

INSTRUCTIONAL MEDIA SERVICES-407

- 1407001 Teaching Information Skills (20)
- 7407001 Selection and Evaluation of Instructional Materials (18)
- 7407002 Copyright Compliance: Issues and Answers (20)
- 7407003 School Library Media Services Renewal and Update (25)

INSTRUCTIONAL STRATEGIES-408

- 4408001 Data Analysis (30)
- 4408002 Data Driven Instruction (30)
- 4408003 High Yield Strategies (60)
- 2408005 Framework for Teaching (30)

LAWS, RULES, POLICIES, PROCEDURES-410

- 7410001 School Law (60)
- 8413007 Section 504 Plans (10)
- 8400001 Multi-Tiered System of Supports (60)

PARENTAL INVOLVEMENT-413

- 8413004 Counselor Inservice: Children/Families/Parenting Seminars (60)
- 8413005 Home/School Connection (30)

PHYSICAL AND MENTAL HEALTH ISSUES-013

- 6414001 Substance Abuse: Prevention Instruction (20)
- 6414003 Child Abuse and Neglect Detection/Prevention (24)
- 6414004 Working with Substance-Exposed Students (24)

GENERAL SUPPORT:**CENTRAL SERVICES-501**

- 8501001 Educational Conferences (60)
- 8501003 County Professional Learning Exchange (60)
- 8501004 College Credit (120)

DISTRICT-LEVEL MANAGEMENT-502

- 8502001 Textbook Orientation Committee (30)
- 8502002 Educational Committee Participation (30)
- 8502003 Employee Safety, Security, and Emergency Management Training (10)
- 8502004 Individual Job Requirements (20)

DIVERSITY/ETHICS-503

- 8503001 Framework for Understanding Poverty (60)
- 8503002 Diversity in the Educational Workplace (10)

GENERAL SUPPORT SERVICES, UNCLASSIFIED-506

- 8506002 Clinical Educator Training Train the Trainer (30)
- 8506005 Clinical Educator Training (30)
- 8506006 Training of Aides/Volunteers/Paraprofessionals (10)
- 8506007 Mentoring Beginning Teachers (60)
- 8506008 Action Research: Process, Facilitation & Implementation (60)
- 8506009 Models of Excellence (60)

LEADERSHIP SKILLS/COMMUNICATION/CRITICAL THINKING-507

- 7507001 Developing Supervising Principal Skills (30)
- 7507002 Extraordinary Customer Relations (20)
- 7507003 Facilitating Effective Teams (30)
- 7507004 Principal Candidate Training Program (60)
- 7507006 Training in Targeted Selection (18)
- 7507008 Updating/Expanding Skills and Knowledge for Employees (50)
- 7507009 Updating/Expanding Skills and Knowledge for Administrators (50)
- 7507011 Time and Project Management (7)
- 7507012 Leadership: Administrator/Evaluator Training (60)
- 7507013 Leadership: Annual Administrative Professional Learning (50)
- 7507016 Classroom Walk-Through (CWT) (12)
- 7507017 Classroom Walk-Through/Train the Trainer (8)
- 7507018 Strategic Planning for School Leaders (18)
- 7507019 Diversity (30)
- 7507020 Ethical Leadership (30)
- 7507021 Educational Leadership Coaching Seminar (20)
- 8507001 Leadership Development for Teachers (45)
- 8507003 Submission of National Board Portfolio (60)
- 8507004 District Trainer Learning Community (30)
- 8507005 Continuous Improvement Model for Leaders (60)

OFFICE/CLERICAL SERVICES-509

- 8509001 Use of Computers for Office Personnel (10)

PLANT OPERATION AND MAINTENANCE-510

- 8510001 Custodial/Maintenance Training (15)

SCHOOL IMPROVEMENT-512

- 8512001 School Improvement: School-Based Inservice (30)
- 8512002 State Standards (30)
- 8512003 Eight Steps to Continuous Improvement (60)

TRANSPORTATION SERVICES-515

- 8515001 Bus Drivers Training (24)
- 8515002 Bus Drivers Training for Instructional Personnel (40)

COMMUNITY SERVICES:**COMMUNITY SERVICES-600**

- 8600001 Periodic Review of Current Community Agencies (40)

**MASTER INSERVICE PLAN
2013-2018
COMPONENT NUMBERS AND GENERAL OBJECTIVES**

BASIC EDUCATION PROGRAMS:

FINE ARTS

**2000002 TECHNIQUES, IDEAS, METHODS AND MATERIALS FOR VISUAL
POINTS 40 ARTS EDUCATION FOR PRE-K**

The purpose of this component is to help participants understand and apply new techniques and strategies for the development and teaching of visual arts lessons for pre-kindergarten students.

**2000003 TECHNIQUES, IDEAS, METHODS AND MATERIALS FOR VISUAL
POINTS 40 ARTS EDUCATION**

The purpose of this component is to introduce or enhance teachers' skills and knowledge in visual art areas of jewelry making, sculpture, papermaking, printmaking, textiles, ceramics, metal casting, and others as may be identified by teachers and the Fine Arts Specialist. Upon the successful completion of any named area, and others to be identified, teachers will be able to utilize new materials and techniques for developing lesson plans for the visual arts at all grade levels.

**2000004 ATTENDANCE AT REGIONAL, STATE OR NATIONAL
POINTS 40 PROFESSIONAL LEARNINGS, CLINICS, AND PROFESSIONAL
CONFERENCES IN VISUAL ART EDUCATION**

The purpose of this component is to encourage and facilitate the participation of teachers in professional learnings/clinics/professional conferences. These may range from local to national activities. Upon the successful completion of this component, teachers will be able to strengthen their teaching through their increased knowledge of skills and materials learned by attending local/state/national professional learnings/clinics/professional conferences.

**1006001 TEACHING DRAMA IN ELEMENTARY AND SECONDARY
POINTS 12 CLASSROOMS**

The purpose of this component is to review and update teachers' skills and knowledge in the teaching of drama.

**2006001 TECHNIQUES, IDEAS, METHODS AND APPROACHES IN THEATRE
POINTS 40 EDUCATION**

The purpose of this component is to introduce or enhance teachers' skills and knowledge in theatre arts. Upon the successful completion, teachers will be able to utilize new materials and techniques for developing lesson plans for theatre arts.

**2006003 ATTENDANCE AT REGIONAL, STATE, OR NATIONAL
POINTS 40 PROFESSIONAL LEARNINGS, CLINICS, AND PROFESSIONAL
CONFERENCES IN THEATRE EDUCATION**

The purpose of this component is to encourage and facilitate the participation of teachers in professional learnings/clinics/professional conferences. These may range from local to national activities. Upon the successful completion of this component, teachers will be able to strengthen their teaching through increased knowledge of skills and materials learned by attending local/state/national professional learnings/clinics/professional conferences.

**2010002 TECHNIQUES, IDEAS, METHODS AND MATERIALS FOR CHORAL
POINTS 40 MUSIC EDUCATION**

The purpose of this component is to help teachers of music education at all levels stay abreast of new techniques, methods and materials for effective teaching and management of choral music programs. Upon the successful completion of aspects of this component, teachers will be able to develop lessons and strategies which incorporate new techniques and materials in music and serve as effective enhancements to their overall curriculum.

**2010003 TECHNIQUES, METHODS AND MATERIALS FOR ELEMENTARY
POINTS 40 MUSIC EDUCATION**

The purpose of this component is to help elementary music and classroom teachers stay abreast of new techniques, methods and materials appropriate for use in music activities at the elementary level. Upon successful completion of this component, teachers will be able to develop lessons which incorporate new concepts. These will then be added to their overall music curriculum in their teaching situation.

**2010004 TECHNIQUES, METHODS AND MATERIALS FOR INSTRUMENTAL
POINTS 40 MUSIC EDUCATION**

The purpose of this component is to help teachers of instrumental music stay abreast of new techniques, methods and materials for effective teaching and managing of instrumental music programs in secondary schools. Upon the successful completion of aspects of this component, teachers will be able to develop lessons and strategies which incorporate new techniques and materials in instrumental music. These will appear as effective enhancements to their overall curriculum.

**2010005 ATTENDANCE AT REGIONAL, STATE OR NATIONAL
POINTS 40 PROFESSIONAL LEARNINGS, CLINICS AND PROFESSIONAL
CONFERENCES IN MUSIC**

The purpose of this component is to provide teachers with the opportunity to attend inservice activities outside the school district. Upon the successful completion of the component, teachers will return to their classrooms with new knowledge and skills for instruction. Additionally, teachers will have developed professional relationships which they may use as a resource for teaching strategies.

2010006 TECHNIQUES, METHODS AND APPROACHES IN MUSIC
POINTS 40 EDUCATION FOR PRE-K

The purpose of this component is to help participants understand and apply new techniques and strategies for the development and teaching of music lessons for pre-kindergarten students.

2010007 ATTENDANCE AT ALL-COUNTY REHEARSALS AND
POINTS 20 PERFORMANCE

The purpose of this component is to encourage and facilitate the participation of teachers in all-county rehearsals and performances. Upon the successful completion of this component, teachers will be able to strengthen their teaching through the increased knowledge of skills and materials learned from the all-county guest clinician and interaction with peer teachers.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

2700001 CULTURE
POINTS 60

Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities as factors for English language learner's learning process. Teachers will know and apply the theories related to the effects of culture in language learning and academic achievement for English language learners from diverse backgrounds.

2700002 METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER
POINTS 60 LANGUAGES

Teachers will know and understand the history, public policy research, and current practices in the field of ESOL/ESL teaching, and apply this knowledge to improve teaching and learning for English language learners (ELLs). In addition, they will know and implement a variety of teaching techniques applicable to ELLs, including teaching language through content and a wide range of standards-based materials, resources, and technologies for developing and integrating listening, speaking, reading, and writing skills to improve their English language proficiency.

2700003 ESOL CURRICULUM AND MATERIALS DEVELOPMENT
POINTS 60

Teachers will know, understand, and apply concepts, research, best practices, and evidence-based practices to plan classroom instruction in a supportive learning environment for English language learners (ELLs) from diverse backgrounds. They will review and apply a standards-based ESOL curriculum, including a wide-range of materials, resources, and technologies which are appropriate to ELLs.

2700004 LANGUAGE AND LITERACY
POINTS 60

Teachers will know, understand, and apply language as a system, including phonology, morphology, syntax, semantics, and pragmatics to support English language learners' (ELLs) acquisition of English in order to learn, read, write, and communicate orally in English. In addition, teachers will understand and apply theories and research on literacy and second language literacy development to support ELLs' learning.

4700001 ASSESSMENT**POINTS 60**

Teachers will know, understand, and apply knowledge of assessment around accountability issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform instruction. Finally, teachers will identify, develop, and use a variety of standards-based and performance-based, formative and summative assessment tools and techniques to inform instruction and assess learning and language growth of ELLs from diverse backgrounds.

2700008 ESOL FOR GUIDANCE COUNSELORS**POINTS 60**

Guidance counselors shall possess and demonstrate effective counseling skills to meet the unique educational and social needs of English language learners (ELLs) by recognizing and appreciating cultural differences. The competencies will focus on understanding and promoting development and achievement of ELLs, counseling ELLs in the fulfillment of their academic potential, and by developing, collecting, analyzing, and interpreting data and information to integrate post-secondary and career development.

**2700011 BEST PRACTICES FOR ENGLISH FOR SPEAKERS OF OTHER
POINTS 60 LANGUAGES**

Participants will know, understand, and apply their knowledge of history, public policy, research, and current best practices in second language acquisition, culture, and academic content learning in the field of ESOL to improve teaching, learning, and academic achievement of ELLs.

7701001 ESOL FOR ADMINISTRATORS**POINTS 60**

This course is designed to assist administrators in understanding cultural differences and applying this understanding to facilitate second language learning. Participants will learn ways to reach non-English speaking families and connect them to the learning environment. They will enhance their knowledge, skills, and dispositions in the area of second language acquisition. Upon completion of this course, participants will strengthen their roles as instructional leaders in facilitating the integration of effective language and academic strategies into classroom instruction and assess learning and language growth of ELLs from diverse backgrounds.

**8700002 ESOL FOR READING ENDORSED TEACHERS (REVERSE
POINTS 60 CROSSWALK)**

Teachers who have reading endorsement or certification have covered many of the ESOL competencies in their reading courses. Therefore, DOE has approved 120 points for ESOL endorsement by virtue of the reading endorsement. These points are combined with the 180 points of ESOL training to complete the requirements for ESOL endorsement.

8700001 ESOL ENDORSEMENT: GRANDFATHERING PRIOR TO 1994
POINTS 60

This component is needed to document the ESOL Endorsement within the inservice record. Teachers who were grandfathered before 1994 carry the endorsement even though they only took one 60-hour course.

COMPUTER EDUCATION PROGRAM

3003001 TECHNOLOGY-ENRICHED LEARNING ENVIRONMENTS AND
POINTS 120 EXPERIENCES

Teachers learn how to apply the skills learned in Productivity and Professional Practice Using Technology courses to classroom instructional practices. Teachers: (A) Design developmentally appropriate learning opportunities and facilitate technology-enhanced experiences that address content standards and student technology standards. (B) Apply current research on teaching and learning with technology when planning learning environments and experiences. (C) Identify and locate technology resources and evaluate them for accuracy and suitability. (D) Plan for the management of technology resources within the context of learning activities. (E) Plan strategies to manage student learning in a technology-enhanced environment. (F) Manage student learning activities in a technology-enhanced environment.

3003003 PRODUCTIVITY AND PROFESSIONAL PRACTICE USING
POINTS 60 TECHNOLOGY

Teachers: (A) Use technology resources to engage in ongoing professional development and lifelong learning. (B) Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. (C) Apply technology to increase productivity. (D) Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

3003004 LEADERSHIP AND VISION FOR TECHNOLOGY-ENRICHED
POINTS 60 ENVIRONMENTS

Educational leaders: (A) Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision. (B) Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision. (C) Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology. (D) Use data in making leadership decisions. (E) Advocate for research-based effective practices in use of technology. (F) Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

3003005 PROCEDURES, POLICES, PLANNING AND BUDGETING FOR
POINTS 120 TECHNOLOGY-ENRICHED LEARNING ENVIRONMENTS

Educational technology facilitators: (A) Use the school technology facilities and resources to implement classroom instruction. (B) Follow procedures and guidelines used in planning and purchasing technology resources. (C) Participate in professional development opportunities related to management of school facilities, technology resources, and purchases.

FOREIGN LANGUAGE PROGRAM

2004002 TEACHING STRATEGIES FOR FOREIGN LANGUAGE TEACHERS POINTS 60

To upgrade teacher knowledge in foreign language reading, writing, and listening skills instruction, especially as it relates to Sunshine State Standards benchmarks.

7004001 FOREIGN LANGUAGE PROGRAM LEADERSHIP POINTS 45

To improve language arts program leadership skills of school-level program leaders, i.e., middle/high school chairs and elementary school/grade level representatives.

HEALTH PROGRAM

1005001 CURRENT HEALTH TOPIC REVIEW POINTS 60

The purpose of this component is to gain knowledge through the review of current information and research related to specific health topics. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of information and strategies in the implementation of the total wellness program.

1005003 HUMAN SEXUALITY EDUCATION POINTS 60

The purpose of this component is to increase participants' skills in addressing human sexuality education. Upon successful completion of this component, participants will be able to design and implement an effective program of instruction.

1005004 AIDS/HIV EDUCATION POINTS 15

To improve the teaching skills and knowledge of secondary classroom teachers through instruction covering topics in AIDS/HIV, other sexually transmitted diseases, and teenage pregnancy prevention.

6005002 FIRST AID/CPR POINTS 38

To acquaint teachers and school personnel with first aid techniques.

8005003 BUILDING A HEALTHY FOUNDATION FOR A BETTER TOMORROW POINTS 20

The purpose of this component is to provide participants with the opportunity to explore strategies to develop and implement an individual wellness plan through the Escambia County School District Center for Wellness and acquire knowledge necessary to improve overall wellness. This component can only be used once during a certificate validity period.

INTEGRATED CURRICULUM

1007001 CURRICULUM DEVELOPMENT POINTS 60

To encourage and facilitate teacher participation in the development of consistent curriculum throughout the school/district that will incorporate the benchmarks of the State Standards in order for students to progress through a seamless curriculum K-12.

1007002 CURRICULUM IMPROVEMENT POINTS 30

To increase teachers' competencies in the enhancement of student performance through the upgrading of curriculum, learning objectives, and evaluation strategies.

LANGUAGE ARTS PROGRAM

2008001 BEST PRACTICES FOR LANGUAGE ARTS TEACHERS POINTS 60

To update and improve teachers' competencies in the best strategies for effective language arts instruction.

2008003 INTEGRATING READING, WRITING, AND LANGUAGE TO POINTS 60 IMPROVE STUDENT ACHIEVEMENT

To upgrade teacher knowledge in reading and writing skills instruction, especially as it relates to FCAT benchmarks. This component will include instructional strategies appropriate before, during and after the reading and writing processes. In addition, this component will present strategies for teaching reading and writing across the curriculum.

MATHEMATICS PROGRAM

1009001 STATE STANDARDS FOR ELEMENTARY MATHEMATICS POINTS 60

To provide content review in elementary mathematics Common Core State Standards in order to enhance instruction in this critical subject area.

1009002 STATE STANDARDS FOR SECONDARY MATHEMATICS POINTS 60

To provide content review in secondary mathematics Common Core State Standards in order to enhance instruction in this critical subject area.

1009003 USING TECHNOLOGY IN MATHEMATICS POINTS 60

To help educators integrate technology into their teaching methods. Upon successful completion of this component, all participants will be able to begin to implement the use of technology in the mathematics classroom.

1009004 AIMS

POINTS 60

The purpose of this component is to provide educators with increased knowledge and skills in using activities to integrate mathematics and science.

2009001 THINKING MATH I, II, III FOR K-12

POINTS 30

Thinking Mathematics participants learn the research concepts behind mathematical understanding, examine their implications on teaching practice, and practice research-based high-yield instructional strategies. Thinking Mathematics is divided into three strands: Thinking Mathematics I, Thinking Mathematics II, and Thinking Mathematics III. Thinking Mathematics I focuses on counting (number sense), the additive structure (addition and subtraction) across the K-12 curriculum and the Ten Principles of Thinking Mathematics which are drawn from research on how children learn mathematics. Thinking Mathematics II continues the Thinking Mathematics I Ten Principles and explores the multiplicative structure across the K-12 mathematics curriculum. Thinking Mathematics III extends the application of the Ten Principles to fractions, decimals and ratios, and focuses on why students have difficulty with decimal fractions, and techniques to make multiplication and division of fractions make sense. There are commonalities across the Thinking Mathematics courses. Thinking Mathematics participants examine significant properties, patterns and relationships. All courses use situational story problems, manipulatives and multiple strategies designed to clarify and deepen the teachers' understanding of mathematical concepts. Participants, then, learn high interest techniques to help their students comprehend and solve real world problems.

7009001 ELEMENTARY MATHEMATICS PROGRAM LEADERSHIP

POINTS 60

To increase the knowledge and resourcefulness of Elementary Mathematics School Leaders in ways to contribute to the effectiveness of their schools' mathematics program.

7009002 SECONDARY MATHEMATICS DEPARTMENT CHAIRPERSON

POINTS 36 PROFESSIONAL LEARNING

To update the knowledge and skills of secondary mathematics department chairpersons.

7009003 DIFFERENTIATING MATHEMATICS INSTRUCTIONS FOR ALL

POINTS 30 STUDENTS

Participants will learn and apply the guidelines of differentiation to mathematics instruction for the purposes of increasing student achievement. Participants will develop skills for differentiating mathematics instruction by using continuous assessment to plan and deliver effective whole-group, small-group, and individualized instruction in order to be responsive to each student's needs.

PHYSICAL EDUCATION PROGRAM

1011002 COACHING ENDORSEMENT: CARE AND PREVENTION OF POINTS 60 ATHLETIC INJURIES AND DRUG USE/ABUSE

This component is designed to enable the participant to learn about basic content and recent advances in care and prevention of athletic injuries and the effects of drug use including performance enhancing drugs. This includes injury detection, injury treatment, rehabilitation, reconditioning, counseling, and injury prevention. This component should include not only subject matter content, but also offer appropriate teaching methods, hands-on laboratory experiences, and appropriate on-the-field, off-the-field safety precautions and procedures.

1011003 COACHING ENDORSEMENT: COACHING THEORY POINTS 60

This component is designed to enable the participant to acquire additional knowledge about legal aspects, human growth and development, psycho-social development, bio-physiological foundation, sport management, and sport instruction that will improve coaching effectiveness.

1011004 COACHING ENDORSEMENT: THEORY AND PRACTICE OF POINTS 60 COACHING A SPECIFIC SPORT

This component is designed to enable the participant to acquire additional knowledge about basic content and recent advances in coaching a selected interscholastic sport. The component should also include skill acquisition, coaching/teaching methods, trends, hands-on laboratory experiences, and appropriate safety precautions and procedures.

2011001 SPORTS CLINICS POINTS 30

This component is designed to increase the physical education teachers' and coaches' understanding of basic to advanced skills in sports.

7011001 PLANNING AND IMPLEMENTING PHYSICAL EDUCATION POINTS 40 INSTRUCTION

The participants will learn to update and increase knowledge and skills in specific areas related to teaching physical education.

7011002 PLANNING AND IMPLEMENTING DRIVER EDUCATION POINTS 40 INSTRUCTION

The participants will learn to update and increase knowledge and skills in specific areas related to teaching driver education.

PRE-KINDERGARTEN

1012002 MOVEMENT AND MUSIC THE HIGH/SCOPE WAY POINTS 20

To help participants understand and apply the eight High/Scope Key Experiences in Movement and the six High/Scope Key Experiences in Music using large group experiences as well as incorporating movement and music activities into the rest of the daily routine.

1012003 ACTIVE LEARNING THE HIGH/SCOPE WAY
POINTS 20

To help participants understand and apply elements of active learning, and to understand the thinking and reasoning capabilities of children in the preoperational stage.

1012004 EMERGENT LITERACY IN PRE-KINDERGARTEN
POINTS 25

The participant will learn the six components of emergent literacy: oral language, general knowledge, alphabet knowledge, phonological awareness, concepts of print, and pre-writing for prekindergarten instructors. Research to support understanding the six components and strategies for implementing these emergent literacy components will be core content of the training. Emergent literacy assessment and tracking of the classroom and students will be an additional component of this training.

2012001 APPLYING BRAIN RESEARCH TO THE EARLY CHILDHOOD
POINTS 60 CLASSROOM

To acquaint teachers of young children (birth to age six) with strategies for providing brain-compatible curriculum and instruction that fit the way the human brain learns.

2012002 EARLY CHILDHOOD DEVELOPMENTALLY APPROPRIATE
POINTS 60 PRACTICES

To identify, demonstrate, and evaluate instructional techniques, materials, and/or equipment appropriate to the specific needs of early childhood students.

2012003 DEVELOPMENTALLY APPROPRIATE PRACTICES THE
POINTS 10 HIGH/SCOPE WAY

To provide an overview of the High/Scope educational approach as an open-framework instructional model derived from child development theory.

2012004 LEARNING ENVIRONMENT THE HIGH/SCOPE WAY
POINTS 20

To help participants understand that the arrangement of a cognitively-oriented environment reflects the belief that children learn best in a stimulating but orderly environment in which they can make choices and act on them.

2012005 KEY EXPERIENCES THE HIGH/SCOPE WAY
POINTS 20

To help participants recognize and understand the preschool key experiences in order to better support the children as they see these behaviors emerge.

2012006 VPK ON-LINE CURRICULUM TRAINING
POINTS 30

The participants will develop strategies to enhance teaching strategies in the pre-kindergarten classroom.

**4012001 DEVELOPMENTALLY APPROPRIATE ASSESSMENT THE
POINTS 20 CREATIVE CURRICULUM WAY**

To help participants understand and apply a team approach for assessment by observing children and recording anecdotes during normal program activities.

**4012002 PROGRAM ASSESSMENT THE HIGH/SCOPE WAY
POINTS 20**

To help participants understand and apply a team approach for observing children and recording the anecdotes to be used for assessment, lesson planning, and supporting children within the context of their daily play and interactions.

**4012003 PRE-KINDERGARTEN ASSESSMENT AND DATA DRIVEN
POINTS 60 INSTRUCTION**

The participants will learn to assess students in the pre-kindergarten program and use the data to inform instruction, individualize instruction, and conduct small group instruction. Participants will learn how to administer assessments, record on-line data, and create reports.

**5012001 DAILY ROUTINE THE HIGH/SCOPE WAY
POINTS 30**

To help participants understand and apply the elements of a rationale for a predictable daily routine, the plan-do-review process, and the planning and implementation of small and large group times.

**5012002 ADULT-CHILD INTERACTION THE HIGH/SCOPE WAY PART I
POINTS 20**

To help participants understand and apply adult-child interaction strategies to encourage and support children throughout the day by providing a more responsive environment.

**8012001 PREKINDERGARTEN/EARLY CHILDHOOD EDUCATION SEMINARS
POINTS 60**

To provide opportunity for early childhood personnel to receive updated information on current theory and practice through a variety of seminar/professional learning settings being offered locally and in the Panhandle Region, particularly in the area of early childhood and/or Pre-K programming.

READING

**1013000 ESSENTIAL READING COMPONENTS/INSTRUCTION
POINTS 60**

Participants will learn how the six core reading components are integrated through assessment and instruction. They may also receive special coaching practice, if relevant, to ensure capacity to instruct and guide other teachers as instruction is planned.

**1013003 FOUNDATIONS IN LANGUAGE AND COGNITION (Reading
POINTS 60 Endorsement Course 2)**

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

**1013004 FOUNDATIONS OF RESEARCH-BASED PRACTICES (Reading
POINTS 60 Endorsement Course 1)**

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

**1013005 DEMONSTRATION OF ACCOMPLISHMENT (Reading Endorsement
POINTS 60 Course 5)**

Participants will demonstrate understanding and application of reading development by integrating all knowledge and skills acquired in completing competencies 1-5 of the Reading Endorsement offering. Participants will also submit a portfolio notebook which documents completed assignments within the reading endorsement offerings.

**1013007 EFFECTIVE TUTORING FOR STRUGGLING READERS
POINTS 60**

The participant will learn effective techniques for tutoring struggling readers with a focus on word knowledge, fluency and comprehension. The participants will attend professional learnings to increase their knowledge of reading strategies and effective tutoring techniques, tutor small groups of students, maintain journals and attend monthly meetings.

**1013008 NEXT GENERATION CONTENT AREA READING – PROFESSIONAL
POINTS 60 DEVELOPMENT COURSE (NGCAR-PD)**

The participants will have the opportunity to develop a working knowledge of reading strategies and how to use the strategic activities across the middle and high school content areas.

**1013009 NEXT GENERATION CONTENT AREA READING-PROFESSIONAL
POINTS 60 DEVELOPMENT PRACTICUM (NGCAR-PD)**

The participants will learn strategic activities for sustaining and expanding literacy across the middle and high school content classes.

**1013010 COMMON CORE STATE STANDARDS (CCSS)
POINTS 30**

Participants will acquire knowledge of the philosophy behind the CCSS and how to implement the standards. Under this component, PD may include but is not limited to, text complexity, close reading, and assessment. Participants will also learn how to administer formative and summative assessments and interpret the results to help drive reading instruction.

**2013001 CREATING INDEPENDENCE THROUGH STUDENT-OWNED
POINTS 30 STRATEGIES Part 1 (CRISS)**

The purpose of this component is to provide teachers with strategies for teaching reading, writing, and thinking across curricula. Additional time for CRISS 1 may be added as a “share time” session to promote collaboration among participants.

**2013003 STRATEGIES FOR EMERGENT LITERACY
POINTS 30**

To provide pre-kindergarten and first-grade teachers with current knowledge about emergent literacy theory and practical application of that theory into classroom practice. Phonemic awareness and phonics may be emphasized under this component.

**2013004 STRATEGIES THAT TEACH READING, WRITING, SPEAKING,
POINTS 72 LISTENING AND CRITICAL THINKING THROUGH ALL
DISCIPLINES**

To train participants in the use of strategies that teach reading, writing, speaking, listening, and critical thinking to enhance literacy through all disciplines.

**2013010 CREATING INDEPENDENCE THROUGH STUDENT-OWNED
POINTS 30 STRATEGIES CRISS II (TRAIN THE TRAINER FORMAT)**

Participants will receive extended training (three days) in CRISS strategies and training in facilitating adults as learners. The workshop presenter will observe trial presentations by workshop participants and give appropriate feedback for improvement. Additional outside readings will be required during the workshop offering. Day 4 of CRISS II is a “Make & Take” session to create the trainer materials box.

**2013012 FOUNDATIONS AND APPLICATION OF DIFFERENTIATED
POINTS 60 INSTRUCTION (Reading Endorsement Course 4)**

This component will provide participants the opportunity to develop broad knowledge of students from differing profiles, including students with disabilities and LEP students and apply research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students. In addition, participants will be able to apply research-based instructional practices and materials appropriate for preventing reading difficulties and accelerating language and literacy development. Upon successful completion, participants will be able to: identify the characteristics of language, cognition and reading acquisition, understand and apply the principles of differentiating instruction. Participants will assess student learning based on reliable and valid assessment procedures.

4013002 FOUNDATIONS OF ASSESSMENT (Reading Endorsement Course 3)
POINTS 60

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

4013004 ASSESSMENTS FOR INSTRUCTION IN READING
POINTS 30

Participants will be trained and learn interpretation of assessment results and application to reading instruction.

7013001 LEADERSHIP IN READING AND LANGUAGE ARTS
POINTS 60

To provide growth and leadership opportunities for participants so that they may more effectively provide leadership in reading and language arts instruction at their school sites.

SCIENCE

1015001 EARTH SPACE SCIENCE
POINTS 60

To enhance the Earth/Space science content knowledge base and inquiry skills of science teachers by involving these teachers in rigorous activities addressing the following disciplines: Astronomy, Geology, Meteorology, and related theories, laws, principles, assumptions, and facts.

1015006 PHYSICAL SCIENCE
POINTS 60

This component is designed to improve the science content knowledge and skills of science teachers through intensive instruction with emphasis on scientific methodology, chemical concepts, energy concept, and physical concepts.

1015007 REVISING/UPDATING SCIENCE CURRICULUM
POINTS 60

The participant will revise and update the existing science curriculum based on student data, selected best practices, state course descriptions and Science State Standards. The participants will develop aligned K-12 science curriculum.

1015008 LIFE SCIENCE**POINTS 60**

The participants will increase content knowledge and enhance instructional skills with research-based practices in the area of life science. The participants will incorporate into their classrooms lessons learned.

1015009 STATE STANDARDS FOR SCIENCE**POINTS 60**

Participants are provided with instruction to update and expand knowledge regarding the State Standards for Science and Common Core State Standards and develop skills associated with increased student performance while incorporating state standards into the curriculum.

2015001 SCIENCE AND TECHNOLOGY INTEGRATION**POINTS 30**

To provide participants with intensive treatment of science content and skills development in the following areas: using technology-based instructional tools in the science classroom and laboratory, data acquisition through direct entry and use of peripherals, and scientific investigation and inquiry skills.

2015003 UPDATING/ EXPANDING SKILLS AND KNOWLEDGE FOR SCIENCE**POINTS 60 INSTRUCTION**

To update/expand skills and knowledge in selected areas/subject matter to improve science instruction.

7015001 SCIENCE PROGRAM LEADERSHIP**POINTS 30**

To enhance coordination and articulation of the district science program by increasing school-based science program leaders' competence in leadership behavior and effectiveness.

SOCIAL STUDIES**1016001 CULTURAL STUDIES****POINTS 60**

The primary goal of this component is to provide instruction in the content of African American History and other ethnic/cultural groups as per Florida Statute 1003.42

1016002 HISTORY OF THE HOLOCAUST**POINTS 60**

The primary objective of this component is to provide instruction in the content of the history of the Holocaust as per Florida Statute 1003.42.

1016003 SOCIAL STUDIES/LOCAL HISTORY STUDIES/**POINTS 60 ELEMENTARY/SECONDARY**

To increase knowledge of K-12 Escambia County School District instructors about local history.

**1016005 UPDATING/ EXPANDING SKILLS AND KNOWLEDGE FOR
POINTS 30 ECONOMICS INSTRUCTION**

To update and expand skills and knowledge in economics and to improve economics instruction.

**1016006 UPDATING/ EXPANDING SKILLS AND KNOWLEDGE FOR
POINTS 30 GEOGRAPHY INSTRUCTION**

To update and expand skills and knowledge in geography and to improve geography instruction.

**1016007 UPDATING/EXPANDING SKILLS AND KNOWLEDGE FOR SOCIAL
POINTS 60 STUDIES INSTRUCTION**

To update and expand skills and knowledge in social studies and to improve social studies instruction.

**1016008 UPDATING/EXPANDING SKILLS AND KNOWLEDGE FOR
POINTS 60 CIVICS/GOVERNMENT INSTRUCTION**

To update and expand skills and knowledge in civics content and skills to improve instruction in civics.

**2016001 SOCIAL STUDIES CURRICULUM IMPROVEMENT TO ENHANCE
POINTS 30 STUDENT PERFORMANCE**

To improve instruction in teaching specific social studies content and skills to enhance student performance.

**2016002 READING IN THE SOCIAL STUDIES CONTENT AREA
POINTS 60**

The purpose of this component is to provide teachers with strategies for teaching reading using social studies content.

**2016003 TEACHING MIDDLE SCHOOL CIVICS
POINTS 60**

Participants will work through a 27 module, self-paced, on-line professional development program that provides background content knowledge, pedagogy training and resources for teaching the Next Generation Sunshine State Standards for 7th Grade Civics (<http://mscivics.floridacitizen.org>).

**2016004 SOCIAL STUDIES STATE STANDARDS
POINTS 40**

Participants are provided with instruction to update and expand knowledge regarding Next Generation Sunshine State Standards and Common Core State Standards and develop skills associated with increased student performance while incorporating state standards into the curriculum.

7016001 LEADERSHIP IN SOCIAL STUDIES PROGRAMS

POINTS 60

To develop and enhance social studies leadership in K-12 programs including leadership skills of school level History Fair (History Day) leaders in ways to contribute to the effectiveness of their school History Fairs and the district History Fair.

EXCEPTIONAL STUDENT EDUCATION PROGRAM:

INSTRUCTIONAL STRATEGIES

1100002 TEACHING READING FOR ESE

POINTS 60

The purpose of this component is to enable instructional personnel to develop, increase, and demonstrate knowledge and skills in teaching reading, sequential development skills and concepts; recognition and diagnosis of reading problems; and prescription and utilization of appropriate methods and materials to increase reading performance, including comprehension and survival readiness skills.

1100004 TEACHING SOCIAL AND PERSONAL SKILLS FOR EXCEPTIONAL POINTS 60 STUDENT EDUCATION ESE (60)

The purpose of this component is to enable instructional personnel to develop, increase, and demonstrate knowledge and skills in teaching social and personal skills for exceptional students, with emphasis on employability skills, career awareness, and transition planning for adult living.

1100008 PDA: DIFFERENTIATING READING INSTRUCTION FOR POINTS 60 STUDENTS: *MAKING IT EXPLICIT*

The participants will learn the foundations of differentiation and apply principles of differentiation to instruction by acquiring knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

2100002 INCLUSION STRATEGIES TO MEET THE NEEDS OF ESE STUDENTS POINTS 60

To acquaint teachers with information about exceptional students, the Exceptional Student Education Program, and to provide them with strategies to enhance the ESE student's success in the inclusion classroom.

2100003 STRATEGIES INTERVENTION MODEL FOR FLORIDA (Learning POINTS 60 Strategies)

To provide ESE teachers with skills needed to implement the Florida Strategies Intervention Model in their classroom.

2100004 TAILORING MATERIALS AND TECHNIQUES TO MEET THE NEEDS POINTS 24 OF ESE STUDENTS

To acquaint teachers with information about exceptional students and to provide them with compensatory approaches which will enhance the ESE student's success in the classroom.

**2100005 ACCOMMODATIONS, MODIFICATIONS AND DIFFERENTIATION
POINTS 60 FOR EFFECTIVE INSTRUCTION OF STUDENTS WITH DISABILITIES**

The purpose of the component is to provide a working knowledge of various strategies designed to assist students with disabilities and other learning needs through accommodations or modifications or through the differentiation of instruction.

**2100006 LANGUAGE DEVELOPMENT AND LEARNING FOR ESE STUDENTS
POINTS 60**

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

**2100008 EDUCATING EXCEPTIONAL STUDENTS IN INCLUSIVE SETTINGS
POINTS 60**

To increase the skills of both ESE and general education teachers to meet the demands of an increasingly diverse student population in a variety of inclusive settings, using a variety of service delivery options.

**2100009 DIFFERENTIATED INSTRUCTION
POINTS 60**

The participants will be provided an orientation to the topic of differentiated instruction in mixed ability classrooms. The key principles that guide the planning and implementation of differentiated instruction are examined within the context of the general education curriculum for grades K-12. A variety of approaches are explored including flexible grouping, curriculum based assessment, tiered lesson plans and "low prep" instructional strategies that can meet the needs of all learners across all ability levels. Teachers who attend this training leave with an array of practical strategies that they can apply immediately in any classroom.

**2100013 GIFTED ENDORSEMENT: THEORY AND DEVELOPMENT OF
POINTS 60 CREATIVITY FOR THE GIFTED**

Theory and Development of Creativity provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. The course is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom.

**2100014 GIFTED ENDORSEMENT: EDUCATION OF SPECIAL POPULATIONS
POINTS 60 OF GIFTED STUDENTS**

At the conclusion of this module, participants will be able to demonstrate knowledge of the evolution of gifted education, the nature and needs of gifted students who are from special populations, and appropriate programming for them.

2100015 TEACHING THE ESE STUDENT

POINTS 60

To identify, demonstrate, and evaluate instructional techniques, materials and/or equipment appropriate to ESE students.

2100016 TEACHING LANGUAGE ARTS TO EXCEPTIONAL EDUCATION

POINTS 60 STUDENTS

The purpose of this component is to enable instructional personnel to develop, increase, and demonstrate knowledge and skills in teaching language arts with emphasis on oral and written communication.

2100018 PDA: INSTRUCTIONAL PRACTICES

POINTS 30

To select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and the student information. To identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings. To identify skills necessary for students with disabilities to engage in self-determination and self-advocacy.

2100019 PDA: LANGUAGE DEVELOPMENT AND COMMUNICATIONS

POINTS 60

To identify and select the sequence of expressive and receptive language development, the components of language structure, and communication deficits in order to select appropriate interventions. Participants will practice selection of strategies for integrating communication instruction, appropriate assistive technology, and alternative communications systems to support ESE students.

2100020 PDA: INTERPERSONAL INTERACTIONS AND PARTICIPATION

POINTS 30

To identify, analyze, and select instructional strategies, accommodations, modifications, and assessments that supports the learning environmental and instructional needs of ESE students.

2100021 AUTISM ENDORSEMENT: FIELD-BASED EXPERIENCE WITH

POINTS 60 STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)

The participant will learn to analyze and critique the implementation of strategies and key programmatic elements in a variety of settings for students with ASD. This is the fourth course in a four part add-on endorsement series.

2100024 PDA: INTRODUCTION TO DIFFERENTIATING INSTRUCTION:

POINTS 15 RESPONDING TO ALL LEARNERS

Participants will learn and apply the guidelines of differentiating instruction in order to maximize each student's potential. The teacher must have clarity about the learning goals, use assessment information to make instructional decisions, and provide engaging and challenging work that is matched to a learner's needs.

2100022 PDA: DIFFERENTIATING MATHEMATICS INSTRUCTION FOR ALL POINTS 30 LEARNERS

Participants will learn to apply the guidelines of differentiation to mathematics instruction for the purposes of increasing student achievement. Participants will develop skills for differentiating mathematics instruction by using continuous assessment to plan and deliver effective whole-group, small group and individualized instruction in order to be responsive to each student's needs.

2100023 PDA: DIFFERENTIATING SCIENCE INSTRUCTION FOR ALL POINTS 30 LEARNERS

Participants will learn to apply the guidelines of differentiation to science instruction for the purposes of increasing student achievement. Participants will develop skills for differentiating mathematics instruction by using continuous assessment to plan and deliver effective whole-group, small group and individualized instruction in order to be responsive to each student's needs.

3100001 EFFECTIVE USE OF INSTRUCTIONAL TECHNOLOGY WITH POINTS 60 EXCEPTIONAL STUDENTS

To increase the skills of teachers in the use of the computer and related technology with exceptional students.

3100002 AUTISM ENDORSEMENT: ASSISTIVE/INSTRUCTIONAL POINTS 60 TECHNOLOGY AND NATURAL/ALTERNATIVE/AUGMENTATIVE COMMUNICATION SYSTEMS

The participants will research, examine and implement assistive and instructional technology as well as alternative/augmentative communication systems for students with Autism Spectrum Disorder (ASD). This is the third course in a four part add-on endorsement series.

3100003 PDA: TECHNOLOGY FOR STUDENT SUCCESS: AN INTRODUCTION POINTS 15

The participants will compare and contrast instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning; and determine appropriate tools to meet student needs and identify available resources to support district/school use of instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning.

3100004 TECHNOLOGY FOR STUDENT SUCCESS: ASSISTIVE TECHNOLOGY POINTS 15

The participant will identify and explore assistive technology devices and services and examine the process of helping students with disabilities select, obtain, and use assistive technology. Participants will also explore basic information about the impact of six identified areas of disability, including: vision, auditory, physical, communication, intellectual, and cognitive processing; and how assistive technology devices and services provide support in dealing with the impact of those disabilities.

CLASSROOM MANAGEMENT

2101001 IMPROVING CLASSROOM ACOUSTICS POINTS 20

To enable the participants to understand basic principles of sound, classroom acoustics, FM sound field amplification, acoustical modifications and listening strategies in order to utilize equipment, knowledge and strategies to improve classroom acoustics and enhance student performance.

5101003 STRATEGIES AND INTERVENTIONS FOR BEHAVIOR POINTS 60 MANAGEMENT OF ESE STUDENTS

To increase skills in classroom management techniques of ESE teachers in solving behavior problems.

5101004 PDA: POSITIVE BEHAVIORAL SUPPORTS MODULE POINTS 60

To enable participants to analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions. Identify data collection strategies to assess student behavior. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan. Recognize the various concepts and models of positive behavior management.

5101007 AUTISM ENDORSEMENT: APPLIED BEHAVIOR ANALYSIS AND POINTS 60 POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH ASD

The participants will learn to understand how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence based instructional strategies to develop communication, social, self-help, and academic skills will be embedded in course instruction. This is the second course in a four part add-on endorsement series.

ASSESSMENT

4102001 PDA: ASSESSMENT AND EVALUATION POINTS 60

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in assessment of exceptional students for instructional planning, with emphasis on formal and informal evaluation techniques and the interpretation, application, and communication of result.

4102006 GIFTED ENDORSEMENT: NATURE AND NEEDS OF GIFTED POINTS 60 STUDENTS

Nature and Needs of Students Who Are Gifted provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education.

Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

**4102007 GIFTED ENDORSEMENT: GUIDANCE AND COUNSELING FOR THE
POINTS 60 GIFTED**

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

**4102008 INCREASING REPRESENTATION OF UNDERREPRESENTED
POINTS 10 POPULATIONS IN GIFTED ELIGIBILITY**

To provide training in the identification of students from underrepresented groups in programs for gifted students.

**4102009 IDENTIFYING STUDENTS FOR GIFTED SERVICES BASED ON NEEDS
POINTS 10 BEYOND THE GENERAL CURRICULUM**

Providing participants with an understanding of how to identify gifted students based on a need beyond the general curriculum is the focus of this training. Looking beyond characteristics of giftedness and identifying students based on needs.

**4102010 AUTISM ENDORSEMENT: NATURE AND NEEDS, ASSESSMENT AND
POINTS 60 DIAGNOSIS**

The participants will learn to identify characteristics associated with Autism Spectrum Disorders (ASD), to understand current trends and methodologies used in the instruction of those students, and to become familiar with current formal and informal assessments used in diagnosis and instructional planning. This is the first course in a four part add-on endorsement series.

PROCEDURAL/LEGAL REQUIREMENTS

**1103002 PDA: TRANSITION
POINTS 60**

To enable participants to identify activities relevant to the four stages of career development. Identify the essential domains of transition planning. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes. Identify resources and strategies to assist in students functioning effectively in a variety of environments to which they will be transitioning.

**1103003 POST-SECONDARY TRANSITION FOR ESE STUDENTS
POINTS 60**

Upon completion the participants will have the knowledge of legal requirements, understand the components of an effective Transition IEP, be acquainted with various methods of helping students determine interests and aptitudes, recognize desired social and leisure activities, and help students discover their personal learning style. Participants will develop skills in teaching

content, learn a framework for teaching students positive strategies for being an active member in any transition planning meeting, and identify specific social skill problems that interfere with post-secondary success and develop modification plans to resolve the effect of the social deficit.

**8103002 CONSULTATION AND COMMUNICATION IN EXCEPTIONAL
POINTS 24 EDUCATION**

The purpose of this component is to increase skill and knowledge in consultation and communication techniques for teachers and staff working with the exceptional student education program.

**8103004 ESE PROGRAM INFORMATION
POINTS 36**

To increase the skills of ESE teachers and staff in understanding current information on legislation, district procedures and policies, and materials and methods being used with ESE students.

**8103005 PDA: FOUNDATIONS OF ESE
POINTS 60**

The purpose of this component is to enable instructional personnel to develop, increase, and demonstrate knowledge relating to historical perspectives, student characteristics, and trends and issues in exceptional student education.

**8103006 LEGAL ISSUES IN SPECIAL EDUCATION: INCLUSION AND THE
POINTS 12 LAW**

To assist district and site administrators and other participants in expanding their knowledge of a) special environment, b) the trends toward inclusive schooling, and c) funding and resource allocation that support inclusive service delivery options.

**8103007 PDA: MATRIX ONLINE PROFESSIONAL DEVELOPMENT
POINTS 5**

The participant will understand the Matrix of Services, examine the requirements for matrix completion, and accurately complete a matrix for students with disabilities.

WORKING WITH AIDES, VOLUNTEERS, MENTORS

**8104001 FAMILY AND COMMUNITY ESE
POINTS 30**

The purpose of this component is to increase knowledge of teachers and staff of family and community needs and concerns, and available support services for exceptional students.

**8104002 TRAINING FOR PARAPROFESSIONALS OF EXCEPTIONAL
POINTS 15 STUDENTS**

To provide training pertaining to ESE programs so that paraprofessionals will be able to contribute to the instructional program.

CURRICULUM

1105002 COMMUNITY-BASED CURRICULUM FOR MODERATE, SEVERE, POINTS 15 AND PROFOUNDLY MENTALLY HANDICAPPED

The purpose of this component is to provide an introduction to functional curriculum pertaining to moderately, severely, and profoundly mentally handicapped students. Emphasis will be placed on community-based curriculum and the development of functional programs for students with moderate to severe handicaps. Content will be presented through lectures, class discussions, and participation activities.

1105006 GIFTED ENDORSEMENT: CURRICULUM DEVELOPMENT FOR THE POINTS 60 GIFTED

Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of classroom and curriculum as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

2105001 CURRICULUM, MATERIALS, AND INSTRUCTIONAL TECHNIQUES POINTS 60 FOR EARLY CHILDHOOD EXCEPTIONAL STUDENT EDUCATION PROGRAMS

The purpose of this component is to provide teachers of early childhood exceptional students with skills and knowledge in curriculum, materials, and instructional techniques.

3105001 TECHNOLOGY TO IMPROVE WRITING SKILLS POINTS 30

The purpose of this professional learning is to provide participants with skills and techniques in adaptive/alternative input and output methods, keyboarding skills, word processing, and other utility programs in order to improve the writing skills of exceptional students.

7105001 COLLABORATIVE PLANNING AND TEACHING POINTS 60

To provide teachers with an array of possible service delivery options to meet the needs of individual students with disabilities and general education students. It will include the examination of effective models for teaching and support provisions in various educational settings.

CAREER, TECHNICAL AND ADULT EDUCATION PROGRAM:

FAMILY AND CONSUMER SCIENCES

1203001 EARLY CHILDHOOD EDUCATION PROGRAM FAMILY AND POINTS 48 CONSUMER SCIENCES

To provide teachers with specific and related content and classroom methods and strategies to implement the Early Childhood Education (ECE) program.

**1203002 FOOD, NUTRITION, AND THE FOOD SERVICE INDUSTRY
POINTS 51**

To update knowledge and skills in the field of food, nutrition, and the food service industry.

**2203001 FAMILY AND CONSUMER SCIENCES EDUCATION SEMINARS
POINTS 30**

To provide opportunities for Family and Consumer Sciences teachers to update information in seven major family and consumer sciences content areas through various seminars offered in the Panhandle Region.

**2203002 METHODS AND STRATEGIES TO ENHANCE STUDENT
POINTS 87 ACHIEVEMENT IN FAMILY AND CONSUMER SCIENCES (FCS)
EDUCATION**

To upgrade teaching skills and content in Family and Consumer Sciences/Career & Technical courses.

HEALTH SCIENCE

**1204001 COMBINING ACADEMIC/CAREER & TECHNICAL RESOURCES FOR
POINTS 40 ACADEMY OF HEALTH PROFESSIONS**

To develop knowledge and skills of teaching strategies and content approaches for cross disciplinary study between academic subjects and health career courses in the Academy of Health Professions and other health occupation programs.

**1204002 BASIC FIRST RESPONDER COURSE
POINTS 42**

To prepare Law Enforcement and Correctional Officers in First Responder Techniques needed in emergency medical situations. To comprehend the major types of communicable diseases among adults and the method of transmission. To comprehend the symptoms of food borne illnesses and general guidelines for health observation.

VOCATIONAL/TECHNICAL, UNCLASSIFIED

**1211001 UPDATING SKILLS IN TEACHING PRODUCTIVITY
POINTS 60**

To improve educational personnel's skills in providing instruction for productivity programs.

**1211002 CAREER & TECHNICAL WORK EXPERIENCE PROJECT
POINTS 60**

To expand teachers' understanding of the relationship between specific career and technical program area training and current technology, practices, and expected performances in the real world of business and industry. To develop rapport and linkages between the business community and the school system.

1211003 CAREER & TECHNICAL SEMINARS

POINTS 60

To provide for the improvement of career and technical programs by the receipt and utilization of input of teachers, administrators, consultants, and Advisory Committee members.

1211004 INTENSIVE STUDY OF CAREER & TECHNICAL EDUCATION

POINTS 60

To improve the instruction of career and technical education by updating all important areas of career and technical education.

**1211005 MATERIALS SELECTION PROCESS FOR CAREER & TECHNICAL
POINTS 60 EDUCATION**

To increase educational personnel's competencies in the evaluation and selection of instructional materials to implement the career and technical courses of study.

**1211006 CAREER & TECHNICAL CURRICULUM DEVELOPMENT TO
POINTS 60 ENHANCE STUDENT PERFORMANCE**

To improve instruction in teaching specific content and skills to enhance student performance.

**2211001 INTEGRATING ACADEMIC AND CAREER & TECHNICAL
POINTS 60 TEACHERS**

To develop knowledge and skills of teaching strategies and content approaches for cross-disciplinary curriculum development in the integration of academic and career and technical education.

**2211003 TEACHING STRATEGIES FOR CAREER & TECHNICAL EDUCATION
POINTS 60**

To increase competencies of career and technical teachers to enhance students' performance in the mastery of career and technical student performance standards.

**3211001 USING COMPUTERS IN THE CAREER & TECHNICAL CLASSROOM
POINTS 60**

To improve educational personnel's skills in using microcomputers in courses of study in career and technical education.

**3211002 DIGITAL DESIGN FOR THE CLASSROOM
POINTS 60**

To provide educational personnel with the knowledge and skills necessary to teach desktop publishing in the classroom and to use desktop publishing as a classroom management tool.

**7211001 CAREER & TECHNICAL PROGRAM LEADERSHIP DEVELOPMENT
POINTS 60**

To improve career and technical leadership skills of school level program leaders, i.e., middle/high school chairs.

ADULT EDUCATION, UNCLASSIFIED

2301001 CAREER, TECHNICAL AND ADULT EDUCATORS PROFESSIONAL POINTS 60 LEARNING

To provide participants with information on employment, legislation, and educational trends that will affect career and technical programs.

STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES:

ASSESSMENT/STUDENT APPRAISAL

4401001 ASSESSMENT STRATEGIES POINTS 18

Participants will learn to apply a variety of assessment strategies that will lead to improved student achievement. These strategies will include but not be limited to the CIM mini-assessment, FCAT performance tasks, authentic assessment, portfolios, rubric development, and Assessment for Learning.

8401001 PSYCHOLOGICAL ASSESSMENT POINTS 60

To update knowledge and skills of psychological services personnel regarding the nature, purpose, interpretation and use of recently revised or newly published psychological tests.

8401002 EXPANDING CONSULTATION SKILL OF PSYCHOLOGICAL POINTS 30 SERVICES PERSONNEL

To improve school psychologists' consultation skills and review current consultation and intervention strategies in school psychology.

CLASSROOM MANAGEMENT

5404001 GREAT BEGINNINGS NEW TEACHER PROGRAM POINTS 45

To provide beginning teachers with no prior teaching experience information and strategies supporting teacher effectiveness in the classroom. The participants will learn appropriate beginning of the year classroom and group management practices, techniques for establishing rules and procedures, standards of professional ethics, tips for successful parent communication and information pertaining to district initiatives and operations.

5404002 FOUNDATIONS OF EFFECTIVE TEACHING POINTS 45

This level-three research base focuses on organizing the classroom environment for effective teaching and learning. The participant will learn strategies from the following units: Beginning of the Year Classroom Management, Effective Group Management Practices, Interactive Direct Instruction, Time on Task, Homework and Teacher Praise.

5404003 TECHNIQUES FOR CLASSROOM MANAGEMENT

POINTS 60

The purpose of this component is to provide participants with the knowledge and understanding of a range of classroom management techniques and strategies that are effective in managing behaviors of students.

5404004 POSITIVE BEHAVIORAL SUPPORT

POINTS 60

The participants will learn the principles of Positive Behavior Support (PBS), a research-based, data-driven initiative to create school environments where positive behavior is more productive than problem behavior. Training is designed for school teams to create action plans for school-wide PBS implementation.

5404005 RESTORATIVE JUSTICE MODEL

POINTS 25

The participant will learn how the Restorative Justice Model offers an alternative to suspension and expulsion. This process is designed to address the victims of misbehavior and repair the harm caused to them, and therefore, to the “school community” (students, teachers, employees and visitors) and neighborhood. This process seeks to repair the harm caused by the person committing the inappropriate act and foster a sense of community within the school and neighborhood, through the development of listening, mutual respect and fairness.

HUMAN RELATIONS/COMMUNICATIONS SKILLS

5406001 APPLICATION OF SOCIAL SKILLS/ VIOLENCE PREVENTION

POINTS 36 TRAINING

This component addresses teaching social skills, empathy, impulse control, and anger management as subject matter.

5406002 SECOND STEP VIOLENCE PREVENTION

POINTS 20

Second Step is a violence prevention curriculum. It has been recognized as a model program by the Center for Substance Abuse Prevention in helping youth gain social/emotional competence. The U.S. Department of Education rates Second Step as an exemplary program. Through skills learned in the Second Step curriculum children demonstrate an increased conceptual knowledge of social skills and a decrease in observed levels of physical aggression, verbal aggression, and disruptive behavior. Studies have shown that the curriculum leads to decreases in aggression and increases in neutral and pro-social behavior in school.

5406003 NONVIOLENT CRISIS INTERVENTION (CPI)

POINTS 52

Nonviolent Crisis Intervention is a safe, non-harmful behavior management system designed to help human services workers provide assistance. This applies to normal interactions and even the most violent moments during which a client (student) may be disruptive, assaultive, or out-of-control. Training staff with the techniques effective in approaching and reducing the tension of an agitated person. Providing nonverbal, paraverbal, verbal, and physical intervention skills to

allow the staff to maintain the best possible care and welfare, as well as safety and security, for all involved even during the most violent moment. Focusing on the alternatives if a person loses control and becomes violent. Instruct staff in techniques to control their own anxieties during interventions and maintain the best possible professional attitude.

INSTRUCTIONAL MEDIA SERVICES

1407001 TEACHING INFORMATION SKILLS

POINTS 20

Teachers and media specialists will be able to plan and create media/information skills activities, K-12, in all curriculum areas.

7407001 SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

POINTS 18

To increase teacher competencies in the evaluation and selection of instructional materials for the purpose of delivering quality education and increasing student achievement.

7407002 COPYRIGHT COMPLIANCE: ISSUES AND ANSWERS

POINTS 20

To increase awareness of issues concerning the copyright law as it applies to educational personnel.

7407003 SCHOOL LIBRARY MEDIA SERVICES RENEWAL AND UPDATE

POINTS 25

To increase the participants' skill in evaluating, developing, implementing, and maintaining a superior library media program that is fully integrated into the school's instructional program.

INSTRUCTIONAL STRATEGIES

4408001 DATA ANALYSIS

POINTS 30

Teachers and administrators learn to use student data to make instruction/curriculum/program decisions for their school based on thorough analysis of student performance in the academic and behavioral areas.

4408002 DATA DRIVEN INSTRUCTION

POINTS 30

Participants will learn to use both formative and summative student achievement data and curriculum data to drive instruction, place students in programs, and make instructional decisions.

4408003 HIGH YIELD STRATEGIES

POINTS 60

The participants will learn research on effective instructional and leadership strategies that accelerate school improvement. The professional learning also emphasizes the role of the leader as an instructional leader and the importance of high quality classroom instruction. This

professional study experience for school leaders will provide them with tools, strategies, and support as they help teachers implement research-based classroom instruction.

2408005 FRAMEWORK FOR TEACHING

POINTS 30

The participant will learn and be able to implement and/or assess the implementation of Charlotte Danielson Framework for Teaching-4 Domains and 22 Components.

LAWS, RULES, POLICIES, PROCEDURES

7410001 SCHOOL LAW

POINTS 60

To increase the knowledge and skills of school personnel in school law as it pertains to their job rights and responsibilities.

8413007 SECTION 504 PLANS

POINTS 10

The participant will learn the Federal regulations and mandates as well as State and District policies and procedures pertaining to Section 504 Plans. Participants will gain a better understanding of the Section 504 of the Rehabilitation Act of 1973 and its impact on application and accommodations for eligible students. Upon successful completion, participants will be able to implement and facilitate Section 504 Plans for eligible students.

8400001 MULTI-TIERED SYSTEM OF SUPPORTS

POINTS 60

Participants will understand and identify the components and principles of the Multi-Tiered System of Supports (MTSS) framework. Participants will also understand the role and importance of the problem-solving team in MTSS and the relationship between the MTSS process and student achievement. Participants will be provided support and resources to implement and facilitate effective problem solving practices for both academic and behavioral student success.

8413004 COUNSELOR INSERVICE: CHILDREN/FAMILIES/PARENTING

POINTS 60 SEMINARS

The purpose of this component is to provide participants with practical information on issues related to children, families, and parenting. Upon successful completion of the component participants will be able to extend their strategies in working with students and parents on family issues.

8413005 HOME/SCHOOL CONNECTION

POINTS 30

The primary function of this course is to help school staff understand how they can assist parents to better support their children as learners. Strategies include helping classroom teachers develop learning partnerships with parents by assigning more productive and inclusive homework, explaining classroom work and grading systems, correcting student work and providing timely feedback to students and parents.

PHYSICAL AND MENTAL HEALTH ISSUES

6414001 SUBSTANCE ABUSE: PREVENTION INSTRUCTION POINTS 20

To update knowledge and understanding of methods in substance abuse prevention (alcohol, drugs, and tobacco) appropriate for instructional levels. Upon successful completion of this professional learning, the participants will have the knowledge to instruct in substance abuse prevention programs at the various instructional levels.

6414003 CHILD ABUSE AND NEGLECT DETECTION/PREVENTIONS POINTS 24

To provide training opportunities for all personnel in the area of child abuse and neglect detection and prevention.

6414004 WORKING WITH SUBSTANCE-EXPOSED STUDENTS POINTS 24

To provide educators with increased knowledge and skills in working with substance-exposed students.

GENERAL SUPPORT:

CENTRAL SERVICES

8501001 EDUCATIONAL CONFERENCES POINTS 60

This component will cover educational conferences that will assist personnel in gaining additional content knowledge in order to increase the level of performance in their area(s) of certification. To assist personnel with gaining additional content knowledge for improving their potential for successful performance in area(s) of certification and/or job responsibilities. To assist certified personnel with training needs for meeting minimum essential competencies.

8501003 COUNTY PROFESSIONAL LEARNING EXCHANGE POINTS 60

To provide the opportunity for Escambia County employees to receive training in other counties throughout the state of Florida under those counties Master Inservice Plan approved components.

8501004 COLLEGE CREDIT POINTS 120

(Inservice points: 13 1/3 points per quarter hour and 20 points per semester hour.)

To gain a greater understanding of content knowledge specific to certification subject coverage and/or teaching methods and techniques which are specific to the subject coverage.

DISTRICT-LEVEL MANAGEMENT

8502001 TEXTBOOK ORIENTATION - COMMITTEE POINTS 30

To provide participants with the content knowledge and input regarding the State Standards in order for them to critique various publishers' textbooks.

8502002 EDUCATIONAL COMMITTEE PARTICIPATION POINTS 30

Given the opportunity to serve on a national, state, regional, or district committee, the successful participant will enhance his/her ability to comprehend rules, regulations, and/or guidelines related to the focus of committee efforts.

8502003 EMPLOYEE SAFETY, SECURITY, AND EMERGENCY MANAGEMENT POINTS 10 TRAINING

To inform employees of all aspects of safety, security, and emergency management issues pertinent to their job classification.

8502004 INDIVIDUAL JOB REQUIREMENTS POINTS 20

Educational Support Personnel will be able to demonstrate greater proficiency and new techniques related to their job requirements.

DIVERSITY/ETHICS

8503001 FRAMEWORK FOR UNDERSTANDING POVERTY POINTS 60

Participants will learn to recognize and analyze the eight resources of a student; understand language registers, discourse patterns, story structure, and their effects on communication among teachers, parents and students; discover examples of hidden rules among people in poverty, middle class, and wealth; identify discipline interventions that are effective; realize the importance of creating relationships; determine ways to better mediate learning and analyze cognitive structures; and analyze instruction for improving student achievement.

8503002 DIVERSITY IN THE EDUCATIONAL WORKPLACE POINTS 10

Participants will learn to understand the importance of protecting the individual rights of students, parents, employees, and community members in the educational workplace with regard to race, religion, age, gender, disabilities, and other protected characteristics.

GENERAL SUPPORT SERVICES, UNCLASSIFIED

8506002 CLINICAL EDUCATOR TRAINING TRAIN THE TRAINER POINTS 30

The purpose of this course is to train participants to effectively present Clinical Educator Training. The participants will learn adult learning theory and apply it to the successful training of the Clinical Educator modules.

8506005 CLINICAL EDUCATOR TRAINING POINTS 30

This training program provides modules that develop clinical skills for the following: identification of performance standards, diagnosis of professional performance, diagnosis of student performance, feedback on performance, preparation and implementation of professional development plans and reflection.

8506006 TRAINING OF AIDES/VOLUNTEERS/PARAPROFESSIONALS POINTS 10

To provide training for aides/volunteers/paraprofessionals in order to maximize their usefulness and their positive feelings of self-worth.

8506007 MENTORING BEGINNING TEACHERS POINTS 60

The participants will learn effective strategies for mentoring a beginning teacher to include fostering a relationship that is built on trust, communication and conferencing skills, providing information and resources, observing and modeling classroom instruction. Teachers working with beginning teachers should be teaching a similar subject or grade level.

8506008 ACTION RESEARCH: PROCESS, FACILITATION & POINTS 60 IMPLEMENTATION

Action research is a model of professional development where educators study student learning related to their own teaching, a process which allows them to learn about their own instructional practices and to continue to improve student learning. Through action research, teachers make instructional decisions by collecting data, analyzing, and understanding the results.

8506009 MODELS OF EXCELLENCE POINTS 60

The participants will build an understanding of the principles of excellence which includes 1) developing five pillars and organizational values, goals and results, 2) measuring important strategies, 3) building a culture, 4) developing leaders, 5) employee satisfaction, 6) accountability, 7) aligning behaviors, 8) communication, and 9) recognize and reward success. This course is designed around the School District of Escambia County's developed pillars and organizational values, goals and results.

LEADERSHIP SKILLS/COMMUNICATION/CRITICAL THINKING

7507001 DEVELOPING SUPERVISING PRINCIPAL SKILLS POINTS 30

The purpose of this component is to provide training in developmental conferencing for principals who are supervising interns, assistant principals, and/or interim principals. Upon successful completion of the component participants will be able to demonstrate increased competencies in their skills in coaching others to higher effectiveness.

7507002 EXTRAORDINARY CUSTOMER RELATIONS POINTS 20

The purpose of this component is to teach participants to create positive experiences for customers, provide caring and professional service, and avoid unproductive customer interaction.

7507003 FACILITATING EFFECTIVE TEAMS POINTS 30

The purpose of this component is to provide participants with knowledge and skills to achieve quality results by leading through increased teacher/staff participation and building quality discussions that are supported by students, teachers, staff, community, and administration.

7507004 PRINCIPAL CANDIDATE TRAINING PROGRAM POINTS 60

The purpose of this component is to orient and train candidates for the principalship in functions and tasks of the principalship in Escambia County. Further, competencies identified by the Florida Council of Educational Management shall be introduced and exercises shall be provided to assist in the candidate acquisition of these components. Upon successful completion of this program participants will process the knowledge and management skills to become an effective school leader.

7507006 TRAINING IN TARGETED SELECTION POINTS 18

The purpose of this component is to provide training in a practical, systematic, and legally defensible approach to conducting more effective selection interviews and making better quality hiring decisions.

7507008 UPDATING/EXPANDING SKILLS AND KNOWLEDGE FOR POINTS 60 EMPLOYEES

The employee will gain further understanding of the skills and knowledge needed to be effective in their current position. This component applies to all operational meetings when updates and changes to existing statute and policy are introduced and when Learning Communities are vested in student/employee performance.

7507009 UPDATING/EXPANDING SKILLS AND KNOWLEDGE FOR POINTS 60 ADMINISTRATORS

The administrator will gain further understanding of the skills and knowledge needed to be effective in their current position. This component applies to all operational meetings when

updates and changes to existing statute and policy are introduced and when Learning Communities are vested in student/employee/administrator performance.

**7507011 TIME AND PROJECT MANAGEMENT
POINTS 7**

Participants will have an understanding of the time management process, identification of time wasters, strategies to overcome them, and an understanding of project management and delegation.

**7507012 LEADERSHIP: ADMINISTRATOR/EVALUATOR TRAINING
POINTS 60**

The purpose of this component is to provide training for all administrators responsible for the evaluation of personnel. Upon successful completion of the component, participants will be able to carry out the evaluation process following all applicable laws, rules, policies, and procedures.

**7507013 LEADERSHIP: ANNUAL ADMINISTRATIVE PROFESSIONAL
POINTS 50 LEARNING**

The purpose of this component is to provide an opportunity for school and county level administrators to update their knowledge and skills. Participants will be able to implement effective management strategies in their administrative capacity.

**7507016 CLASSROOM WALK-THROUGH (CWT)
POINTS 12**

Classroom Walk-Through (CWT) is an effort to provide site-based administrators with an effective structure to guide classroom visits and follow-up reflection. The purpose is to provide coaching and opportunities for reflective thinking by the teacher and administrator. Follow-up reflection provides a process for communication between the instructional leader and the teacher. Principals and other instructional leaders will learn how to use the CWT process to increase the focus on student achievement. The process is centered on helping students meet academic expectations.

**7507017 CLASSROOM WALK-THROUGH/TRAIN THE TRAINER
POINTS 8**

The purpose of this training is to train trainers in Classroom Walk-Through. Classroom Walk-Through (CWT) is an effort to provide site-based administrators with an effective structure to guide classroom visits and follow-up reflection. The purpose is to provide coaching and opportunities for reflective thinking by the teacher and administrator. Follow-up reflection provides a process for communication between the instructional leader and the teacher. Principals and other instructional leaders will learn how to use the CWT process to increase the focus on student achievement. The process is centered on helping students meet academic expectations.

7507018 STRATEGIC PLANNING FOR SCHOOL LEADERS
POINTS 18

Participants will learn the master scheduling process for school leaders and demonstrate the basic understanding of the issues related to master scheduling; e.g. certification, highly qualified teachers, credits, budgets, staffing grids, etc.

7507019 DIVERSITY
POINTS 30

The purpose of this component is to provide future administrators with the knowledge and skills needed to collect and analyze data and information pertinent to the educational environment, promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources, build and sustain positive relationships with families and caregivers, and build and sustain productive relationships with community partners.

7507020 ETHICAL LEADERSHIP
POINTS 30

The purpose of this component is to provide future administrators with the knowledge and skills needed to ensure a system of accountability for every student's academic and social success, model principles of self awareness, reflective practice, transparency, and ethical behavior, and safeguard the values of democracy, equity, and diversity.

7507021 EDUCATIONAL LEADERSHIP COACHING SEMINAR
POINTS 20

Participants will learn skills in preparation for re-application for the Escambia County School District Principal Preparation Program.

8507001 LEADERSHIP DEVELOPMENT FOR TEACHERS
POINTS 45

To provide learning experiences for teachers who are given leadership responsibilities in curriculum, instruction and quasi-management at the school/district levels. This could also include any train-the-trainer inservice that leads to the participant training others both at the school and district levels.

8507003 SUBMISSION OF NATIONAL BOARD PORTFOLIO
POINTS 60

An applicant who has submitted a portfolio but has not earned National Board Certification may be awarded points upon verification.

8507004 DISTRICT TRAINER LEARNING COMMUNITY
POINTS 30

Participants work together to improve practice and solve curriculum training issues in a professional learning community environment.

8507005 CONTINUOUS IMPROVEMENT MODEL FOR LEADERS
POINTS 60

The participants will learn the Continuous Improvement Model for Leaders. The training focuses on the roles of the central office personnel, principals and teachers in the effective schools research, TQM, data analysis and the FOCUS process. (FOCUS: F=formulate a plan; O=optimize time; C=concentrate and collaborate on standards; U=utilize assessment data; S=sustain learning.)

OFFICE/CLERICAL SERVICES

8509001 USE OF COMPUTERS FOR OFFICE PERSONNEL
POINTS 10

To increase the knowledge and understanding in the use of computers for office personnel.

PLANT OPERATION AND MAINTENANCE

8510001 CUSTODIAL/MAINTENANCE TRAINING
POINTS 15

School and district-wide custodial and maintenance staff will be able to adequately address facility cleaning, repair, and maintenance needs.

SCHOOL IMPROVEMENT

8512001 SCHOOL IMPROVEMENT: SCHOOL - BASED INSERVICE
POINTS 30

The purpose of this component is to provide the opportunity for schools to hold a variety of planned school improvement inservice activities, in conjunction with the standards set forth in the School Improvement Plan for their faculties/staffs throughout the course of a year.

8512002 STATE STANDARDS
POINTS 30

The purpose of this component is to provide educators with increased knowledge and skills in working with the State Standards.

8512003 EIGHT STEPS TO CONTINUOUS IMPROVEMENT
POINTS 60

The goal of Eight Steps to Continuous Improvement is that student assessment results show no significant difference in performance between any student group. The training focuses on the roles of the central office personnel, principals and teachers in the effective schools research, TQM, data analysis and the FOCUS process. (FOCUS: F=formulate a plan; O=optimize time; C=concentrate and collaborate on standards; U=utilize assessment data; S=sustain learning.)

TRANSPORTATION SERVICES

8515001 BUS DRIVERS TRAINING

POINTS 24

Bus drivers will be able to operate their buses safely and in accordance with district and state policies and procedures.

8515002 BUS DRIVERS TRAINING FOR INSTRUCTIONAL PERSONNEL

POINTS 40

Instructional personnel will be able to operate either mini-buses or other assigned district buses in accordance with district and state policies and procedures.

COMMUNITY SERVICES:

COMMUNITY SERVICES

8600001 PERIODIC REVIEW OF CURRENT COMMUNITY AGENCIES

POINTS 40

To assist school personnel with information about community agencies. Because agencies often have personnel changes, changes in location and phone numbers, policy changes from local, state, and federal governments, it is vital school social workers keep updated on changes in a timely manner to better serve our students, families and schools.