

# PROFESSIONAL LEARNING SYSTEM

School District of  
Leon County

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## I. Professional Learning System Overview and Development

### A. Overview of the Professional Learning System

Prompt 1. Provide an overview of the district's professional learning system.

#### Mission

To deliver Professional Learning that is job-embedded, responsive to needs, respectful to experience, and impactful.

#### Vision

In alignment with the overall mission and vision of Leon County Schools, Academic Services aims to prepare and assist educators and leaders in preparing students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

#### Belief Statement and Theoretical Background

We believe High-Quality Professional Learning is:

**Job-Embedded:** To develop true "professional learning," training opportunities must be planned and organized to maximize "usage time" and coaching in implementation of the strategies learned. Consistent with adult learning theory and general theories of knowledge acquisition, the process of utilizing knowledge gained in training opportunities is an essential component in transferring the knowledge to an individual's schema and practice. This is true for students, teachers, and teacher leaders. Therefore, we believe that providing training opportunities which focus on utilization of strategies are an essential part of the professional learning process. To accomplish this, we utilize a system of processes for defining and documenting job-embedded training activities.

**Responsive to Needs:** High quality professional learning should address the immediate needs of the professional served. Therefore, careful advance planning of all professional learning programs is essential to the health of the professional learning system. Gauging responsiveness, usefulness, and need of training through continuous improvement processes is essential to upholding the belief that our team is here to serve teachers and leaders in their career journey and their service to our students.

**Respectful of Experience:** Research indicates the major issue reported in many training programs purchased in districts is a lack of understanding and application of knowledge to the context of participants. Additionally, many training opportunities are enacted as a "one size fits all" event with no opportunity for differentiation and extension of learning. We believe that this is best solved through providing teachers with high-quality support in choosing and planning their professional learning journey. A thorough and careful plan for continuous improvement at the level of an individual or a site ensures that opportunities for learning are adequately aligned to the knowledge and skill levels of practitioners.

**Evidence-Based:** Professional learning encourages the processes of inquiry and reflection on actions that lead to tangible results and change. To create the best outcomes for both educator learners and teacher learners, high-quality professional learning incorporates evidence-based adult learning models to lead to successful outcomes and to guide participants towards positive change.

**Impactful:** Professional Learning is a costly endeavor in both financial terms and in terms of time-management. Therefore, we believe it is critical that while professional learning is framed as a process of



continuous improvement for those all of those involved, there must also be a continuous improvement plan for initiatives and systems which govern professional learning. To this end, our team will engage in activities which will allow all stakeholders to provide feedback on our programs, review quantitative data to support continuous improvement of training programs, and will make the results of our continuous improvement and impact studies transparent to all stakeholders.

### **Structural Overview of Leon County Schools' Professional Learning System**

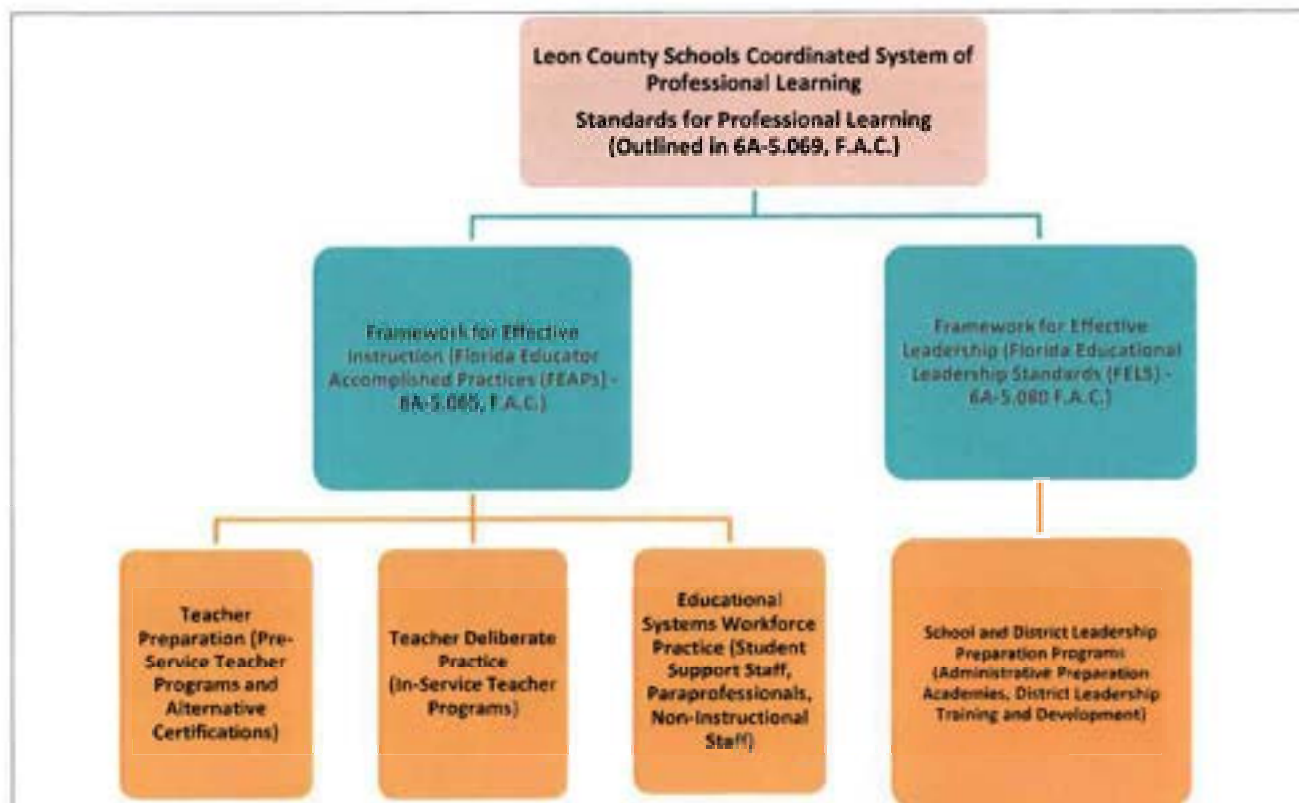
#### ***Part One: Law and Policy***

The LCS System of Professional Learning is authorized and governed, first and foremost, by Florida Statute 1012.98, the School and Community Professional Development act. In this statute, the purpose of a coordinated statewide system of professional development is outlined as increasing student achievement through the use and enhancement of effective instructional practices and rigorous and relevant curriculum.

Additionally, state board rules 6A-5.069 (School District Professional Development Systems) and 6A-5.071 (Professional Learning Catalog) outline the specific requirements for professional development data collection, governance, and evaluation that the Florida Department of Education (FLDOE) utilizes in its operationalization of 1012.98, f.s. Other relevant state-mandated program rules that are included in the construction of the Leon County Schools Coordinated System of Professional Learning include 1012.56(8), f.s. [Florida Educator Certification Requirements for Teacher In-Service]; 6a-5.066, F.A.C. [Approval of Teacher Preparation Programs]; 1012.575 f.s. [Alternative Preparation Programs for Certified Teachers to Add Additional Coverage]; 1012.986, f.s. [William Cecil Golden Professional Development Program for School Leaders]; 1012.562, f.s. [Public Accountability and State Approval of School Leader Preparation Programs]; 6A-5.081 F.A.C. [Approval of School Leadership Programs].

The local programs that comprise the Leon County System of Professional Learning are governed by rules which outline locally and nationally accepted standards for all areas of educational practice, including the Learning Forward National Standards for Professional Learning and the Florida-Adopted Standards for Professional Learning. These standards set the success metrics utilized for systemic continuous improvement within the Leon County System of Professional Learning. [Leon County Schools policy 3242](#) outlines the purposes and responsibilities of the coordinated system of professional learning. LCS policy instructs that the district is responsible for the annual production of the professional learning catalog, the collaboration with employees, local stakeholders, and the community to determine needs and plans for action related to professional learning. Additionally, policy instructs that the district shall be responsible for all program data and reporting of employee participation in professional learning in order to support the district's work in continuous school improvement.

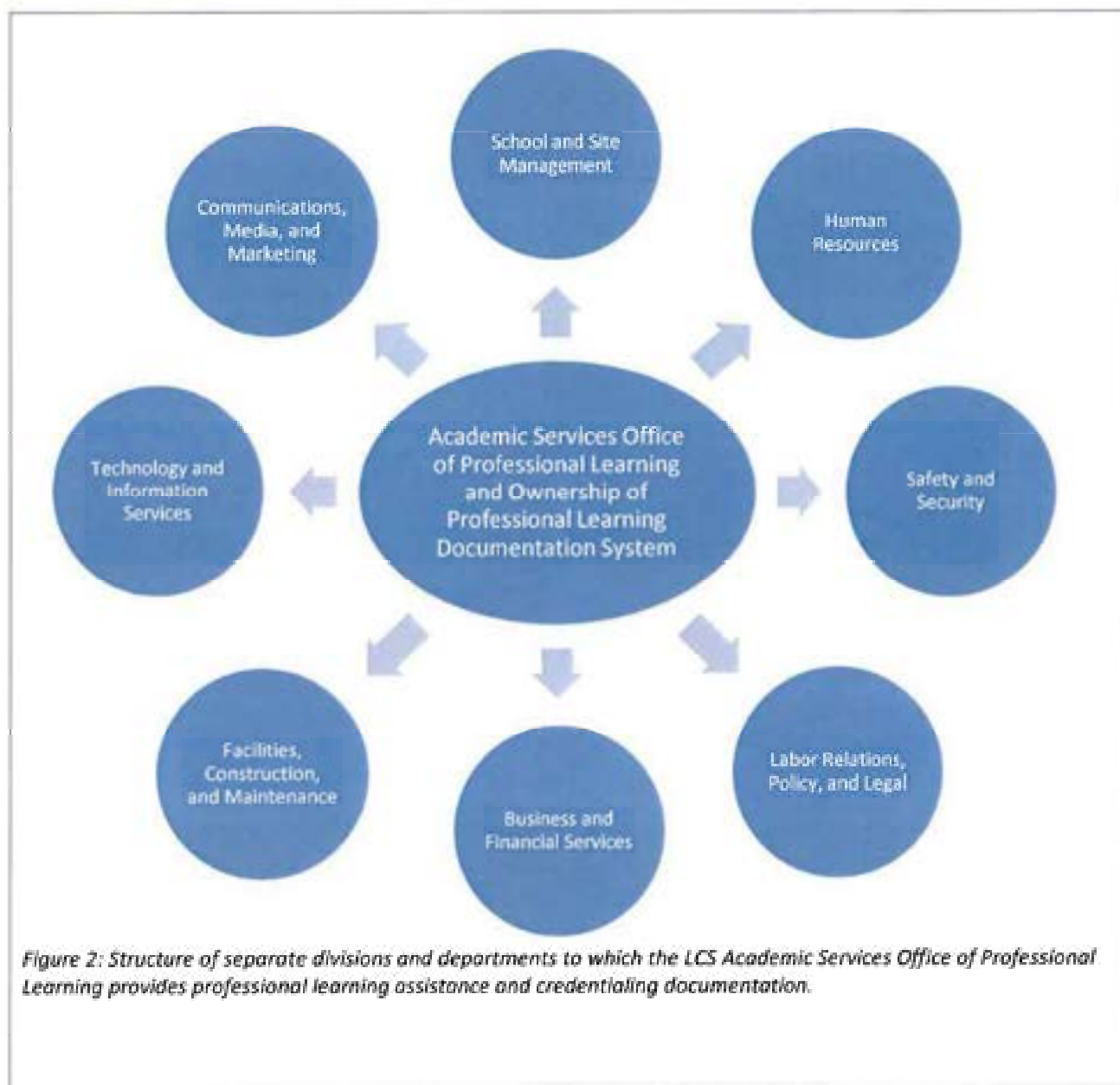
The figure below outlines the connection between the standards and alignment of evaluative frameworks for the LCS Coordinated System of Professional Learning. Alignment of professional learning program areas to standards allows for a well-round mechanism to capture the system's ability to effectiveness build capacity, deliver services matched to personalized needs, make responsible financial choices, and, ultimately, lead to continuously improving outcomes for the students of Leon County Schools.



*Figure 1: Leon County Schools Coordinated System of Professional Learning and Related Frameworks for Continuous Improvement by Professional Learning Program Area*

The structure of the Leon County Coordinated System of Professional Learning allows for all areas of management within the school system to participate in the professional learning, as we operate under the belief that all jobs within the LCS school system function under the umbrella purpose of providing services that contribute to positive student outcomes. In order to allow the system to be inclusive in this manner, the hub of the LCS CSPL resides in the Division of Academic Services' Office of Professional Learning. Personnel within this office serve as professional learning consultants, coordinators, facilitators, evaluators, and documentation experts for all other divisions and school sites within the district. An appointed liaison exists for each office within each division of the system that is charged to work with the Director and Coordinator of Professional Learning for the documentation of any professional development provided to employees at their site. At each school site a similar liaison exists to do the same. These school and site liaisons are currently called the site's Professional Learning Advocates (PLAs).

While each site has a process to communicate with the Office of Professional Learning to receive assistance in professional learning planning, facilitation, implementation, and evaluation, the Office of Professional Learning also has an online system for documenting professional learning, all of its processes, and the component data required for reporting to FLDOE and to the district's Program Manager for Certification for the purpose of teacher credentialing. The Powerschools online professional learning management system is the currently-implemented platform for this purpose. The definitions and guidelines for the component-level data maintained within the platform can be found in the LCS Professional Learning Catalog.



## B. Collaborative Partnerships and Consultation

### 1. Collaborative Partnerships List

Prompt 2. List the collaborative partnerships the district established during the development of the professional learning system.

Stakeholder Group	Position Title and Affiliation	Method of Engagement
Internal Professional Development Program Leadership	<ul style="list-style-type: none"> <li>Instructional Developers</li> <li>PL Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Formal &amp; Informal Meetings</li> <li>Data from PD opportunities and Coaching</li> </ul>



	<ul style="list-style-type: none"> <li>• Endorsement Course Facilitators</li> </ul>	
External Community Partnership Representatives	<ul style="list-style-type: none"> <li>• FSU</li> <li>• FDLRS</li> <li>• Flagler</li> <li>• TCC</li> <li>• FAMU</li> <li>• FIN</li> <li>• PAEC</li> <li>• LFFL</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated PD System Surveys</li> <li>• Formal Partnership Routine Meetings (Once per semester with IHEs as a group and outside providers as a group) and Meetings by Request as Needed</li> </ul>
Parents and Community	<ul style="list-style-type: none"> <li>• ESE DAC</li> <li>• TI DAC</li> <li>• General DAC</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting Minutes/Questions and Comments Posed from Meetings Directly to PL Staff (Listening Group Meetings for Specific Initiatives)</li> </ul>
School Leadership	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Assistant Principals of Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated PD System Surveys</li> <li>• Program-specific Focus Groups (As Needed)</li> <li>• Monthly Meetings</li> </ul>
Aspiring School Leaders	<ul style="list-style-type: none"> <li>• Level II</li> <li>• Aspiring Administrator Institute</li> <li>• Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated PD System Surveys</li> <li>• PD Implementation Surveys</li> <li>• Formative and Summative Professional Learning Tasks</li> </ul>
District Administrators and Department Leaders	<ul style="list-style-type: none"> <li>• LCS Leadership</li> <li>• Departmental Directors and Coordinators</li> <li>• Project Managers</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated PD System Surveys</li> <li>• PD Implementation Surveys</li> <li>• Program-specific Focus Groups (As Needed)</li> <li>• Formal &amp; Informal Meetings</li> </ul>
Teachers & Staff	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Union Representation</li> <li>• Instructional (non-classroom)</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated PD System Surveys</li> <li>• PD Implementation Surveys</li> <li>• Formative and Summative Professional Learning Tasks</li> <li>• Deliberate Practice Plan (DPP Data)</li> <li>• Climate Surveys</li> <li>• PD Implementation Surveys and Participation Data</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Student Advisory Council</li> <li>• K-12 Student enrolled in LCS</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated PD System Surveys</li> <li>• Climate Surveys</li> <li>• Student Achievement Data</li> </ul>
Local Business Community	<ul style="list-style-type: none"> <li>• LCS Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated PD System Surveys</li> <li>• Partnership</li> </ul>

## 2. Consultation Process

**Prompt 3:** Describe how the district consulted with a diverse group of stakeholders to develop the professional learning system.

The district has historically included a diverse group of stakeholders in the development and continuous improvement of the coordinated system of professional learning. The groups in the chart above (1. Collaborative Partnerships List) are regularly engaged via the methods outlined. These processes of engagement were utilized in the writing of the most current systems document, and these same groups will be consulted on its final versions and continued changes via the LCS Coordinated System of Professional Learning Advisory Board (PLAB). The PLAB meets three times per year (Fall/Winter, Spring, and Summer/Back-to-School) for the purpose of reviewing data related to professional learning, professional learning success metrics and updates on key initiatives, and to foster decision-making and collaboration between the stakeholders listed in the chart above, PLAs from district schools and sites, and other interested stakeholders.

Beyond the stakeholder groups represented on the PLAB, the district regularly consults with and presents information to the District Advisory Council (DAC), the Student District Advisory Council (SDAC), and at LCS School Board meetings. Local non-profit groups and organizations such as the Southern Shakespeare Company, the Florida Center for Reading Research (FCRR), public television (WFSU-PBS), the Tallahassee Science Society, and FSU-Teach STEM programs regularly provide input and services to support the district endeavors in professional learning.

Finally, partners at the state and national level such as the Florida Association of School Administrators (FASA), Florida Learning Forward, national Learning Forward, and the Florida Department of Education (FLDOE) assisted in clarifying the mechanisms and evidence-based best practices in high quality professional learning.



## II. Core Professional Learning System Components

### A. Professional Learning System Requirements

The following professional learning system requirements are established in section (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Development Act. By checking the appropriate box, the district provides assurance that its professional learning system meets each requirement. Districts should be prepared to provide evidence of these assurances upon request.

#### 1. Professional Learning System

- X Pursuant to s. 1012.98 (4)(b), F.S., the professional learning system was developed in consultation with teachers; teacher-educators of Florida College System institutions and state universities; business and community representatives; and local education foundations, consortia, and professional organizations.
- X Pursuant to s. 1012.98 (4)(b)2., F.S., the professional learning system is based on analyses of student achievement data, and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
- X Pursuant to s. 1012.98 (4)(b)2., F.S., in developing or refining the professional learning system, the district and its schools reviewed and will monitor the following:
  - School discipline data;
  - School climate data;
  - Parent satisfaction data;
  - Instructional personnel evaluation system data;
  - School and district administrator evaluation system data; and
  - Other performance indicators to identify school and student needs that can be met by improved professional performance.
- X Pursuant to s. 1012.98 (5), F.S., the school district may coordinate its professional learning programs, especially those for preparing and educating instructional personnel, with that of another district, educational consortium, or Florida College System institution or university.
- X Pursuant to s. 1012.98 (4)(b)7., F.S., the professional learning system provides for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of professional learning programs.
- X Pursuant to s. 1012.98 (4)(b)9., F.S., the professional learning system provides for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and expand effective ones.
- X Pursuant to s. 1012.98 (4)(b)9., F.S., in evaluating the professional learning system, the district will consider the impact of the professional learning programs and activities on the performance of participating educators and their students' achievement and behavior.

- X Pursuant to s. 1012.98 (4)(b)1., F.S., any substantial revisions to the system will be submitted to the department for review for continued approval.

## 2. Professional Learning Funding

- X Pursuant to s. 1012.98(5), F.S., the school district provides funding for the professional learning system as required by s. 1011.62, F.S., and the General Appropriations Act, and directs expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional personnel in enhancing rigor and relevance in the classroom.

## 3. Professional Learning Plans

- X Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning system provides that schools establish and maintain school-based professional learning plans and school improvement plans.
- X Pursuant to s. 1012.98(4)(b)5., F.S., the professional learning system provides that school principals may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plan.
- X Pursuant to s. 1012.98(4)(b)5., F.S., if school principals elect to establish individual professional learning plans, the plans must be related to specific performance data for the students to whom the teachers are assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the professional learning, and include an evaluation component that determines the effectiveness of the professional learning plan.

## 4. Professional Learning Catalog

- X Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning system includes a catalog of professional learning activities (formerly known as the master inservice plan) for all district employees from all funding sources, created in accordance with Rule 6A-5.071, Florida Administrative Code.
- X Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning catalog is annually updated by September 1 based on input from teachers and district and school instructional leaders, and uses the latest available student achievement data and research to enhance rigor and relevance in the classroom.
- X Pursuant to s. 1012.98 (4)(b)5., F.S., the school district annually submits verification of district school board approval of the professional learning catalog to the department by October 1.
- X Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning catalog is aligned to and supports school-based professional learning plans and school improvement plans.

**5. Professional Learning Programs and Activities**

- X Pursuant to s. 1012.98(3)(b), F.S., the professional learning system provides professional learning activities designed to assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and participate as active learners, and prepare students for success in college, career, and life.
- X Pursuant to s. 1012.98(4)(b)8., F.S., the professional learning system provides for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.
- X Pursuant to s. 1012.98(4)(b)3., F.S., the professional learning system provides professional learning activities coupled with the follow-up support appropriate to accomplish district-level and school-level improvement goals and standards.
- X Pursuant to s. 1003.42(3), F.S., the professional learning system is consistent with and fosters the following principles of individual freedom:
  - No person is inherently racist, sexist or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
  - No race is inherently superior to another race;
  - No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability or sex;
  - Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry;
  - A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex;
  - A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
  - These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.

**a. School Administrator**

- X Pursuant to s. 1012.98(4)(b)6., F.S., the professional learning system provides professional learning activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management.

**b. Instructional Personnel**

- X Pursuant to s. 1012.98(3)(c), F.S., the professional learning system provides continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.



- X Pursuant to s. 1012.98 (4)(b)3., F.S., the professional learning system provides professional learning for instructional personnel that focuses on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

#### **c. Non-District Instructional Personnel**

- X Pursuant to s. 1012.98(5), F.S., the school district makes inservice activities available to instructional personnel of private schools in the district and state certified teachers who are not employed by the district on a fee basis not to exceed the cost of the activity per all participants.

#### **d. Reading Instruction and Personnel**

- X Pursuant to s. 1012.98(4)(b)11., F.S., the professional learning system provides training to reading coaches, classroom teachers, and school administrators in effective methods of
  - Identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills;
  - Incorporating instructional techniques into the general education setting that are proven to improve reading performance for all students; and
  - Using predictive and other data to make instructional decisions based on individual student needs.
- X Pursuant to s. 1012.98(4)(b)11., F.S., the training outlined above must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.
- X Pursuant to s. 1012.98(4)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent inservice points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

#### **e. Middle Grades Instruction and Personnel**

- X Pursuant to s. 1012.98(4)(b)10., F.S., the professional learning system provides middle grades instructional personnel and school administrators with professional learning that emphasizes:
  - Interdisciplinary planning, collaboration, and instruction;

- Alignment of curriculum and instructional materials to the state academic standards; and
  - Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.
- X Pursuant to s. 1012.98 (3)(d), F.S., the professional learning system provides middle grades instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.
- X Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning catalog must include professional learning for middle grades instructional personnel and school administrators on the district's code of student conduct adopted pursuant to s. 1006.07, F.S.; integrated digital instruction; competency-based instruction; CAPE Digital Tool certificates; CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

#### **f. Professional Development Certification and Education Competency Programs**

- X Pursuant to s. 1012.98(4)(b)4., F.S., the professional learning system provides professional learning and support targeted to individual needs of new teachers participating in the professional development certification and education competency program under s. 1012.56(8)(a), F.S.
- X Pursuant to s. 1012.98(3)(e), F.S., the professional learning system provides professional learning to teacher mentors as part of the professional development certification and education competency program under s.1012.56(8)(a), F.S., that includes components on teacher development, peer coaching, time management, and other related topics as determined by the department.

#### **g. School Improvement Plans**

- X Pursuant to s. 1012.98(3)(a), F.S., the professional learning system provides professional learning activities designed to support and increase the success of instructional personnel through collaboratively developed school improvement plans that focus on the following:
- Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;
  - Increased opportunities to provide meaningful relationships between teachers and all students; and
  - Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, postsecondary educators engaged in pre-service training for new teachers, and the workforce community.

## B. Professional Learning Organizational Structure

### Prompt 4. Describe the organizational structure of professional learning in the district.

Within the Office of Professional Learning and Curriculum Services a team of coaches, program specialists, and coordinators oversee the data, decision-making, and program implementation of the LCS Coordinated System of Professional Learning. The Professional Learning and Curriculum Services team focuses on enhancing teacher practice in specific content areas related to curriculum and instruction as well as the specialized needs of various student subgroups in receiving curricular and instructional program supports.

The data collected by the Office of Professional Learning and Curriculum Services to assist in decision-making and program maintenance is outlined in the chart in Section B: Collaborative Partnerships and Consultation within this template. An annual report is given to the LCS school board and professional learning advisory board in the fall to outline the current priorities and correlated impact of professional learning within the District. The format for this report can be found in this document as Appendix A. Continued monitoring and advisement is provided to the Office of Professional Learning and Curriculum Services throughout the year by the Professional Learning Advisory Board (PLAB), which meets at least once per school term (fall/winter, spring, and summer/back-to-school?).

The objectives of PLAB convenings are to 1.) Provide reports and updates on core academic area professional learning support in curriculum and instruction, 2.) Discuss, collect feedback on, or workshop program and project changes or needs in the area of professional learning, and 3.) Analyze data for monitoring and continuous improvement of the professional learning system. The prescribed format of this general report can be found in Appendix B.

## C. Professional Learning Roles and Responsibilities

### 1. District-Based Roles

**Prompt 5. Identify district-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., director of professional learning and staff, instructional coaches, cabinet, superintendent, and school board) and briefly describe their roles related to professional learning.**

Several district-based positions hold the primary responsibility within LCS for planning providing, implementing and supporting, and evaluating professional learning. These positions and their roles and responsibilities are outlined below.

**Director of Professional Learning and Curriculum Services** – This individual is responsible for oversight of and guidance to the LCS SCPL. The Director position monitors key changes in statute and rule and assists in initiating the processes of changing to meet new legal requirements in professional learning. The Directors reports to the Assistant Superintendent and LCS School Board to discuss professional learning needs, strategies for improvement, and spending. The Director position is key to monitoring compliance and healthy operations with the system.



**Coordinator of Professional Learning and Curriculum Services**—This individual serves as the monitor and evaluator of the district's system of professional learning. Responsibilities of this role include management of key budgets related to professional learning, management of the online professional learning recording system, planning and conducting the PLAB meetings, receiving reports on professional learning activity for presentation to the director, the school board, the PLAB, the Superintendent and Assistant Superintendent upon request. The Coordinator also serves as the main point of communication to all site and school PLAs.

**Content Area Program Specialists (ELA, Math, Science, Endorsement, Interventions, Students with Disabilities)**—These individuals utilize professional learning data gathered from student performance, annual needs assessment, evaluative professional learning feedback, and qualitative data derived from instructional practice coaching and classroom walkthroughs to build content and service area programs of professional learning that complement the curriculum and instructional vision of Leon County Schools. Their activities are documented and reported to the coordinator of professional learning following the LCS CSPL processes for overall monitoring and evaluation of effectiveness.

## 2. School-Based Roles

**Prompt 6.** Identify the school-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., instructional personnel, instructional coaches, school leadership team, and school administrators) and briefly describe their roles related to professional learning.

At school sites, several individuals are charged with the responsibility of planning, providing, implementing and supporting, and evaluating professional learning.

**School Principal/School Administrative Team** – These individuals are responsible for identifying site-specific needs and priorities in professional learning and working with the district's professional learning team to provide learning opportunities to align to those needs. These individuals are also responsible for ensuring that all professional learning documentation and site-specific finances for professional learning are managed appropriately. School principals and administrative teams should also monitor and ensure the impact of professional learning in relation to the school improvement plan.

**Site-Based Professional Learning Advocate (PLA)** – These individuals are responsible for disseminating information to sites regarding district-level professional learning opportunities as well as for serving as the communication and documentation liaison between school sites and the district Coordinator for Professional Learning to ensure that all site professional learning opportunities are reported back to the district for the purpose of documentation, needs analysis, and evaluation of impact.

**Other Instructional Leaders** – As needed, other site-based instructional leaders may plan professional learning opportunities to meet with their priorities for school improvement and student performance targets. These individuals are responsible for communicating with PLAs regarding these events and providing all necessary documentation for them to be recorded.

## D. Professional Learning for Continual Growth

### 1. System of Professional Learning for Instructional Personnel

**Prompt 7.** Describe the district's system of professional learning programs and supports that enables instructional personnel to continually develop throughout their career and provides opportunities for meaningful teacher leadership.

#### **Professional Learning Programs for Early Career Educators**

##### **Beginning Teacher Professional Educator Competence (PEC) Program**

This program assists teachers who hold a Florida temporary teaching certificate to satisfy demonstration of the Florida Educator Accomplished Practices (FEAPs) as a requirement towards certification in addition to receiving introductory knowledge on teaching practices and supports. Participants are enrolled in this program and matched with a mentor. The mentor assists in coaching on the FEAPs and other practices as needed. The participant is also enrolled in several learning opportunities that provide knowledge of legal and liability practices in education, working with students with disabilities, ethics and professional conduct, and classroom management. Successful completion of this program includes the assembly, review, and submission of a portfolio from the beginning teacher and mentor that demonstrates the beginning teacher's competency. One-year completion rates and survey feedback are utilized as success metrics for this program.

##### **Beginning Teachers from Colleges of Education (COE) Program**

This program is similar to the PEC program, but is intended for teachers who are in their first year of teaching, but have already completed demonstration of the FEAPs and hold a Florida Professional Educator's certificate. In this program, some of the courses are offered as options rather than requirement. A mentor is assigned and the program portfolio and completion requirements are determined based upon the observations of the mentor and the site administrative team. Successful completion of this program includes the assembly, review, and submission of a portfolio from the beginning teacher and mentor that demonstrates the beginning teacher's competency. One-year completion rates and survey feedback are utilized as success metrics for this program.

#### **Professional Learning Programs for Leadership in Mentoring and General Instructional Coaching**

##### **Clinical Educator Training (CET)**

One prerequisite to entrance into the Beginning Teacher Mentorship Program is CET. LCS has created this course in conjunction with partners from local universities to give an overview of the basic practices in mentoring and coaching. Implementation success and further growth is measured in the number of individuals who then conduct a mentorship and/or participate in the LCS mentorship program.

##### **Beginning Teacher Mentorship Program**

One major area of focus of the Office of Professional Learning is the production of strong mentors for teachers within their first one to three years in the classroom. As a prerequisite, teachers entering this program must have been trained in the basics of Clinical Educator Training (CET). This program allows teachers with three or more years experience an opportunity to implement CET training alongside district support for mentors. Individuals in the mentorship program attend several meetings during

the course of their mentorship that serve as check-ins and skill builders or refreshers that match the timeframe they are in within their internship.

## **Professional Learning Programs for Leadership in Content Area Curriculum and Instruction**

### **Add-On Endorsement Programs (Reading, ESOL, Gifted, Athletic Coaching, and Autism Spectrum Disorder (ASD))**

The district offers several add-on endorsements through FLDOE program approval that are open to teachers to participate in to earn required credentials or to expand their skill set in working with particular educational topics or services. While the Gifted, Reading, ASD, and Athletic Coaching endorsement courses are offered in hybrid learning environments (online/in-person mix), the LCS ESOL add-on program is now able to be completed as a self-paced online course.

### **Literacy Coach Endorsement**

This opportunity is currently being offered through an FLDOE program offered in conjunction with our local education partner, the Florida Center for Reading Research (FCRR), and the opportunity to participate has been provided to several individuals strategically chosen from the LCS district. The purpose of this program is to assist individuals serving in coaching and instructional leadership capacities in professional growth in supporting other educators in literacy practices based on the science of reading. Further information about the Literacy Coach Endorsement in Florida is available [here](#).

### **Coaching Cohorts for Literacy and Math**

Each LCS school site has an appointed Literacy coach by law and an appointed math coach by LCS procedure. These individuals are required to attend monthly cohort professional learning opportunities that focus on best practices in coaching and literacy or math instruction as well as instruction and practice in analysis, interpretation, and action-planning in response to student data. At the conclusion of each cohort meeting coaches are given an implementation task for the meeting focus area to report on and provide data in response to at the next cohort meeting. Data from these reports, sometimes gathered from surveys that assist in identifying areas where assistance or further coaching may be needed, is used as evidence of the effectiveness and impact of this professional learning program and the success in its implementation.

### **Content-Area Standards and Curriculum Ambassadors**

This program invites individuals who have been identified by leadership at their site or the district to participate in professional learning in leadership skills meant to specifically assist in the dissemination of information and knowledge related to instructional use of Florida educational standards and LCS adopted curriculum. Individuals receive intensive training on their respective topic areas in the summer as well as completing and annual implementation of leadership skill template with their school admin team. Throughout the academic year, ambassadors attend check-in meetings tailored to professional learning related needs identified in the review of implementation plans and site visits from district content area specialists. Success in implementing plans and related student data metrics, in addition to participant feedback, are used to determine program impact.



## 2. System of Professional Learning for School Administrators

Prompt 8. Describe the *district's* system of professional learning programs and supports that enables school administrators to continually develop throughout their career and provides for the identification and preparation of aspiring school leaders.

### **Professional Learning Programs for School Leadership**

In addition to providing programs of professional learning for educators that allow them to grow in the areas of classroom instruction and curriculum throughout their career, LCS also provides several programs to assist in the identification and preparation of future school leaders as well as continued improvement for current school leadership.

#### **Aspiring Administrator Institute**

AAI is a program intended for teacher leaders who aspire to become school administrators. Professional learning incorporates aspects of training on the evaluation system, coaching, school improvement processes and data collection, relationships training. Learning from this program is implemented through project-based learning and simulated leadership exercises and experiences. Ideally, individuals who enter this program hold a master's degree in Educational Leadership or have at least 15 hours earned towards a master's degree in Educational Leadership. Impact for this program is gauged summatively through completion surveys to provide continuous improvement metrics.

#### **New Assistant Principal (AP) Cadre**

The New AP Cadre in LCS is a program intended for first-year APs as a mechanism for support, mentorship, and continued learning for leadership. Professional learning experiences deepen knowledge of the role of the assistant principal from all potential administrative areas of focus, including curriculum, intervention, discipline, attendance, facilities maintenance, scheduling, safety and security, and school finance. Learning from this program is implemented through district presentations and experiences in on-the-job training. Impact for this program is evaluated formatively through monthly Community of Practice Meetings and summatively by AP annual evaluations.

#### **Level II Florida School Principal Professional Learning Program**

The LCS Level II Program is the FLDOE approved program for current APs who wish to add the School Principal designation to their Florida Professional Educator's Certificate. Program experiences and requirements are regulated by the FLDOE program guidelines and the Florida Educational Leadership Standards (FELS).

#### **New Principal Cadre**

The New Principal Cadre in LCS is a program intended for first-year principals as a mechanism for support, mentorship, and continued learning for leadership. Professional learning experiences deepen knowledge of the role of the principal from all potential administrative areas of focus, including curriculum, intervention, discipline, attendance, facilities maintenance, scheduling, safety and security, and school finance. Learning from this program is implemented through district presentations and experiences in on-the-job training. Impact for this program is evaluated formatively through monthly Community of Practice Meetings and summatively by AP annual evaluations.

### III. Professional Learning Standards Implementation

The standards define Florida's core expectations for high-quality professional learning systems and opportunities, and form the foundation for the school district's professional learning system and catalog. Each of the subsections below, organized by domains and standards, includes a description of how the district is implementing each standard.

#### Domain 0: Foundation

##### Standard 0.1: Leadership

Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.

##### Standard Implementation

Prompt 9. Describe how the district implements the Leadership standard.

The LCS CSPL implements programs and practices that develop the capacity of educators and enable high quality educators to increase the capacity of others around them in several ways. Many of the programs for leaders in instruction and site leaders that were outlined previously in this document focus on growing leaders internally in the district. These programs include instructional coaching programs, aspiring administrator institutes, and new AP and principal training cadres. Instructional leadership programs are meant to prepare veteran teachers for future whole-school leadership or to assist in building the capacity of the already existing site leadership. One explicit focus in professional learning programs in LCS for leadership training is a clear definition of the roles and responsibilities with an understanding that leaders should advocate for professional learning and for continuous improvement in teacher practice that can eventually lead to student improvement.

Mentoring programs for beginning teachers and administrators provide a network of support for their respective groups of educators and assist in having educators network across sites and collaborate for problem solving. Further support is provided by the LCS Content Area Specialist team. This team provides professional learning experiences as well as coaching, specialized content and curriculum assistance, and has the flexibility to visit and work with educators in real time to support their varied needs at any point in their career.

## Domain 1: Needs Assessment and Planning

### Standard 1.1 Professional Learning Needs

Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.

#### Standard Implementation

Prompt 10. Describe how the district implements the Professional Learning Needs standard.

The Office of Professional Learning utilizes several metrics in determining professional learning needs. In preparation for each new academic year the Coordinator for Professional Learning collects data from

- Professional learning post-session surveys
- Coaching and professional learning implementation data
- Administrator walkthrough data
- Student course grades and common formative assessment grades
- Summative assessments
- Standardized Testing Data
- PLAB Community Stakeholder Professional Learning Needs Survey (Annul)
- Annual survey on professional learning needs open to all LCS educators
- Data available from local partners such as FDLRS, FIN, FCRR, and universities

Data sources are aggregated and analyzed for financial and action planning by monitoring of trends in the impact of professional learning on students and teachers alike. The aggregated data are presented to both the PLAB and school board.

### Standard 1.2: Professional Learning Resources

Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

#### Standard Implementation

Prompt 11. Describe how the district implements the Professional Learning Resources standard.

Leon County Schools understands the importance of making the most of the resources available to us in all areas. In the office of Professional Learning, funding resources are maximized in the internal funds available from general revenue, special revenue, and federal grants through the continued maintenance of negotiated stipends and rates for teacher pay during professional development and, when possible, utilizing in-house development of professional learning through Office of Professional Learning Staff rather than contracting with outside agencies for multiple years. Finally, in the name of using resources wisely and correctly, we have tried to cut down on the total number of different learning platforms and programs being used at our various different sites in favor of only utilizing ones that are complimentary to our adopted instructional materials.



This allows a maximization of money and time towards perfecting the use of one resource rather than utilizing many for ease but with only limited success.

Additionally, LCS utilizes local resources such as the Florida Diagnostic and Learning Resource Center (FDLRS), the Florida Inclusion Network (FIN), the Florida Center for Reading Research (FCRR), local colleges and universities, resources provided for free through the local public broadcasting company (WFSU), the National High Magnetic Field Laboratory, the local Gulf and Marine research center, and the Tallahassee Shakespeare Company to maximize resources in professional learning that can be provided at no direct cost to the district.

Monitoring the return on investment (ROI) in professional learning initiatives is an important part of the LCS CSPL process as well. Metrics used in determining the return on investment for a specific initiative include calculations of the number of teachers and students who could be impacted by the initiative, with a strong emphasis on reaching TI schools and specific student subgroups such as Students with Disabilities and English Language Learners (ELLs). Demographic metrics are also matched to data on participant satisfaction with the initiative, classroom grades and standardized assessment data from students in classrooms or schools participating in professional learning, and instructional practice change data collected in implementation coaching sessions. These data are aggregated and triangulated for analysis at PLAB reports during each meetings to provide routine updates on the financial health and resources for professional learning within the district.

**Prompt 12. List the technology platforms and programs the district uses to manage, provide, or support professional learning, and briefly describe how they are utilized (e.g., participant registration, inservice points tracking, and virtual collaboration).**

Platform or Program	Use(s)
Powerschools/Leon LEADS	Participant course registration, inservice point tracking
Canvas LMS	Learning Management System (LMS) providing Professional Learning Courses; Virtual Learning and Collaboration Space
MS Forms/MS Excel	Used to collect, track, and aggregate professional learning data for evaluation of impact (includes collection of coaching data and professional learning participation surveys). These items are anticipated to be moved to Leon LEADS in the 23-24 school year

Prompt 13. List the funding sources and amounts allocated for the district's professional learning resources, and calculate the percentage of the district's total operating expenses that is allocated for professional learning for each of the last three school years.

School Year	Primary Funding Sources	Amount Allocated for PL	Total District Operating Budget	% of Total Budget
	All Primary Sources			
22-23	General Fund	610,858	653,400,000	0.09%
22-23	Special Revenue	2,374,689	653,400,000	0.4%
22-23	Title I, Part A	550,000	653,400,000	0.08%
22-23	Title II	1,566,739	653,400,000	0.2%
22-23	ESSER III/ARP	447,000	653,400,000	0.06%
	All Primary Sources			
21-22	General Fund	470,380	564,000,000	0.08%
21-22	Special Revenue	1,427,491	564,000,000	0.2%
21-22	Title I, Part A	500,000	564,000,000	0.09%
21-22	Title II	1,444,106	564,000,000	0.2%
21-22	ESSER III ARP	1,000,000	564,000,000	0.2%
	All Primary Sources			
20-21	General Fund	1,611,715	334,700,000	0.5%
20-21	Special Revenue	1,229,249	334,700,000	0.4%
20-21	Title I, Part A	300,000	334,700,000	0.09%
20-21	Title II	1,501,345	334,700,000	0.4%

**Domain 2: Learning****Standard 2.1: Learning Outcomes**

Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

**Standard Implementation**

**Prompt 14.** Describe how the district implements the Learning Outcomes standard.

The LCS CSPL utilizes various methods to evaluate program outcomes including surveys, coaching, check-ins, knowledge tests. In order to increase consistency in practice and reliability in the outcome data gathered, the LCS CSPL has created a common language and procedure document (Appendix C) that defines different designs for professional learning opportunities. The way of work in designing professional learning in LCS begins by determining the best design that meets the purpose or problem of practice that has led to the data indicating need for professional learning.

After selecting the design that fits the professional learning purpose, those designing professional learning must next be aware of the types of artifacts that will be required for the purpose of documenting and evaluating professional learning. The Office of Professional Learning encourages designers of professional learning to create plans for professional learning that encourage short and long-term data on both implementation and impact. All documented professional learning events are followed by an experience and implementation planning survey after their learning at the time of conclusion, at a 30-day after conclusion mark, and a 90-day after conclusion mark to gather data on participant satisfaction. To capture data on the level of the quality of implementation, professional learning facilitators are encouraged to conduct coaching and observation sessions after the initial learning event to gather data on the increase in teacher skill or knowledge. Finally, summative student data for the year is gathered for the end of year analysis. Student data for the teachers involved in professional learning activities is then studied against outcomes to determine if there is any potential correlation between student and teacher learning outcomes. Conclusions gathered from this data study inform professional learning planning and spending for the future and is reported annually to PLAB by the Coordinator or Director of Professional Learning.



## Standard 2.2: Learning Designs

Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.

### Standard Implementation

**Prompt 15.** Describe how the district implements the Learning Designs standard.

As described above, the LCS CSPL process begins with data to suggest a problem of practice followed by the selection of an evidence-based design for professional learning. Appendix D identifies the types of professional learning LCS CSPL has identified as the most commonly used within the district or in evidence-based practices and provides a program of professional learning for those who need it or are interested to explore the different evidence-based professional learning designs. This professional learning opportunity is offered to administrative teams (particularly newer teams), site PLAs, district staff who offer professional learning, and to teams working on writing or evaluating school improvement plans.

While some designs within the system have a higher effect size, according to research, than others, the purpose and evaluation metrics encourage participants to combine low effect design activities with higher effect activities as follow-up to follow a true cycle of learning with structured practice and implementation. For example, a team of teacher may attend a workshop or conference on a particular disciplinary technique. If the team returns from the workshop and never utilizes or practices their new knowledge, then there will be a low effect size for improved student outcomes. However, if upon their return, the teachers use the knowledge received in the workshop to develop a Professional Learning Community around discipline data and classroom management techniques there is a greater likelihood for a significant effect size on student data as a result of the initial workshop attendance.

Having a standardized process for the design of professional learning that begins with needs data and a design that is evidence based and chosen as a best fit for the data are key elements to having the ability to successfully gauge outcomes and perform program evaluations.

## Domain 3: Implementing

### Standard 3.1: Implementation of Learning

Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.

#### Standard Implementation

**Prompt 16. Describe how the district implements the Implementation of Learning standard.**

The LCS CSPL utilizes several strategies to provide multiple implementation opportunities for professional learning. As previously-mentioned, the design of professional learning in LCS begins with needs data and the selection of an evidence-based professional learning design (Appendix C). The design of the professional learning then informs the next steps in planning for implementation, documentation, and evaluation of the inservice component. Methods of implementation recognized by the LCS CSPL include

- Modeling and examples through case studies
- Coaching visits (from district content area specialists or site-based instructional coaches)
- Administrative walkthroughs
- Submission of lesson plans or other learning-related products
- Presentation/Demonstration

After the design of the professional learning is chosen, designers must select the ways in which they will create meaningful implementation and practice as well as the most appropriate form of documentation to demonstrate ongoing support and actionable feedback. These items all become part of the documentation placed in the online platform for professional learning in order for inservice points to be awarded.

**Domain 4: Evaluating****Standard 4.1: Evaluation of Professional Learning**

Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.

**Standard Implementation**

**Prompt 17.** Describe how the district implements the Evaluation of Professional Learning standard.

The Coordinator and Director for Professional Learning are charged with monitoring and maintaining the process of evaluation of the LCS CSPL. The evaluation plan for the system consists of several timeframes and forums for communication and decisions making.

On a formative level, all individuals facilitating or coordinating professional learning throughout the district are charged with providing specific documentation elements that are used towards short-term evaluation of professional learning success. The documentation elements are outlined in previous sections, but can include participant products that gauge knowledge and skill, coaching and observation data, and must include participant experience/satisfaction surveys. When relevant or able to be obtained in a timely manner, student data is requested to accompany the results of individual initiatives as well. Student data should be anonymized. These data are analyzed upon their provision to the Coordinator of Professional Learning for feedback and programmatic input. When professional learning events are initiated at and occur at school sites, the school PLA is responsible for providing this information to the Coordinator of Professional Learning.

As another formative measure, individuals such as the content area developer team, who are charged with larger scale professional learning events, must present general reports on professional learning in their content areas at each PLAB meeting. Since these meetings happen less frequently, it is requested that the content area specialists make sure to present some formative measure of professional learning data for coordination with professional learning trends. This public review provides another formative measure and opportunity for multiple stakeholders to give input on the success or needed changes in the professional learning process.

Finally, data from all sources (event data, teacher formative outcome data, and student formative/summative outcome data) is summarized and included in the annual report of the PLAB. This report and its audience again provides measure (at a summative level) and opportunity for multiple stakeholders to give input on the success or needed changes in the professional learning process.



## PLST- 2022 Appendix A

### Format for Professional Learning Annual Reports

#### Professional Learning General Report (Provided at Spring Meeting by Coordinator of Director of Professional Learning)

#### *Professional Learning Advisory Board Report on Metrics for Programs to Enhance Effective Practice in Curriculum and Instruction (for FEAPs Programs)*

FEAP	Planning and Lesson Design	Learning Environment	Instructional Delivery	Assessment	Continuous Improvement	Professional and Ethical Conduct
Initiative Names	<i>Example: Collaborative Planning with the BIG-M.</i>	<i>Example: Youth Mental Health First Aid</i>	<i>Example: Incorporating Reading Intervention Groups in the Secondary Classroom</i>	<i>Example: Science Fair Game Frenzy</i>	<i>Example: Aspiring Administrators</i>	<i>Example: Media Specialist Training on Instructional Materials</i>
Number of Participating Individuals (across initiatives)						
Sites with Greatest Participation (across initiatives)						
PD Implementation Survey Findings (across initiatives)						
Correlating Teacher Practice Data (If Applicable/Available) (across initiatives)						
Correlating Student Outcome Data (If Applicable/Available)						
Dollars Expended Across Initiatives						

#### *Professional Learning Advisory Board Report on Metrics for Programs to Enhance Effective Practice in Curriculum and Instruction (for FELS Programs)*

FELS	Norms, Ethics, and Vision	School Safety	Student Learning and School Improvement	Learning Environment	Recruitment, Professional Learning, and Building Expertise	Engaging Parents and the Community
Initiative Names	<i>Example: Training on</i>	<i>Example: Active</i>	<i>Example: Collaborative</i>	<i>Example: Administrator</i>	<i>Example: Mentorship</i>	<i>Example: Training on</i>

	<i>Policy Regarding Hiring and Onboarding of Employees</i>	<i>Shooter Training</i>	<i>School Improvement Plan Data Analysis Meeting</i>	<i>learning walks to study successful implementations of Positive Behavior Supports</i>	<i>Programs for New APs and Principals</i>	<i>Effective Use of School Social Media</i>
<b>Number of Participating Individuals</b>						
<b>Sites with Greatest Participation</b>						
<b>PD Implementation Survey Findings</b>						
<b>Correlating Teacher Practice Data (If Applicable/Available)</b>						
<b>Correlating Student Outcome Data (If Applicable/Available)</b>						
<b>Dollars Expended Across Initiatives</b>						

## PLST- 2022 Appendix B

### Format for Professional Learning General Reports

**Professional Learning General Report (Provided for Each Meeting by Content Area Specialists)**

*Professional Learning Advisory Board Report on Metrics for Programs to Enhance Effective Practice in Curriculum and Instruction (for FEAPs Programs)*

FEAP	Planning and Lesson Design	Learning Environment	Instructional Delivery	Assessment	Continuous Improvement	Professional and Ethical Conduct
<b>Initiative Name</b>	<i>Example: Collaborative Planning with the BIG-M.</i>	<i>Example: Youth Mental Health First Aid</i>	<i>Example: Incorporating Reading Intervention Groups in the Secondary Classroom</i>	<i>Example: Science Fair Game Frenzy</i>	<i>Example: Aspiring Administrators</i>	<i>Example: Media Specialist Training on Instructional Materials</i>
<b>Number of Participating Individuals</b>						
<b>Sites with Greatest Participation</b>						
<b>PD Implementation Survey Findings</b>						
<b>Correlating Teacher Practice Data (If Applicable/Available)</b>						
<b>Correlating Student Outcome Data (If Applicable/Available)</b>						



**Professional Learning Advisory Board Report on Metrics for Programs to Enhance Effective Practice in Curriculum and Instruction (for FELS Programs)**

FELS	Norms, Ethics, and Vision	School Safety	Student Learning and School Improvement	Learning Environment	Recruitment, Professional Learning, and Building Expertise	Engaging Parents and the Community
<b>Initiative Name</b>	<i>Example: Training on Policy Regarding Hiring and Onboarding of Employees</i>	<i>Example: Active Shooter Training</i>	<i>Example: Collaborative School Improvement Plan Data Analysis Meeting</i>	<i>Example: Administrator learning walks to study successful implementations of Positive Behavior Supports</i>	<i>Example: Mentorship Programs for New APs and Principals</i>	<i>Example: Training on Effective Use of School Social Media</i>
<b>Number of Participating Individuals</b>						
<b>Sites with Greatest Participation</b>						
<b>PD Implementation Survey Findings</b>						
<b>Correlating Teacher Practice Data (If Applicable/Available)</b>						
<b>Correlating Student Outcome Data (If Applicable/Available)</b>						

## PLST- 2022 Appendix C

### LCS CSPL Professional Learning Designs

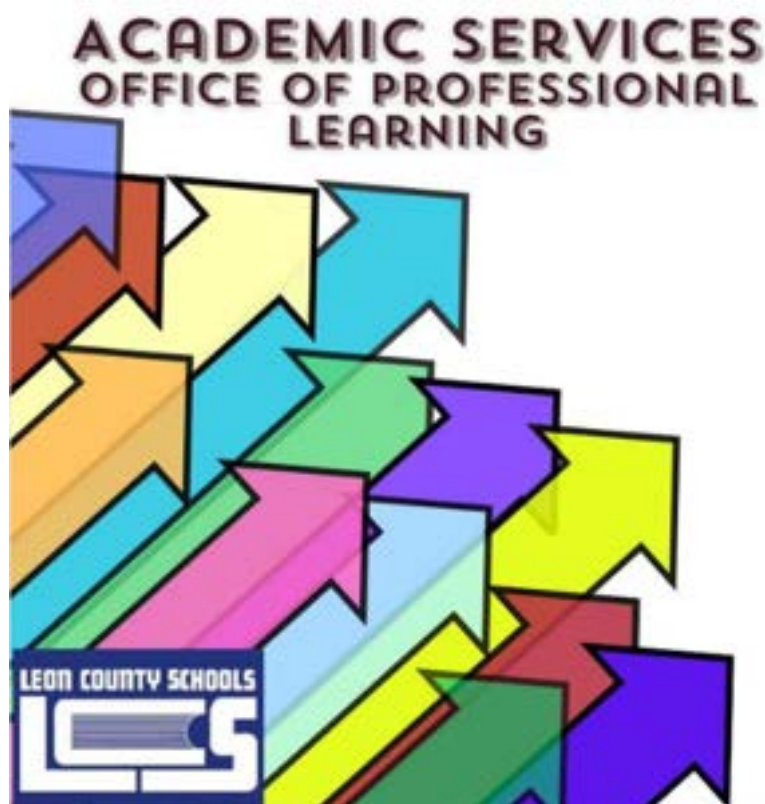
#### Professional Learning System – Common Language and Design Guidelines

Professional Learning Community (Collaborative Planning)	Community of Practice	Book Study	Instructional Rounds (Learning Walks)	Focus Group (Problem-Solving Protocol)	Single Workshop or Conference	Lesson Study	Structured Coaching and Planning (Collaborative Planning)
<i>Design Description/Definition</i>							
An ongoing process in which educators work together collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.	Participants share their personal routines or approaches within a specific field and share ideas for extension and have an opportunity to brainstorm and pose questions about practice	Participants conduct a structured study of a specific body of work within the educational field to apply to practice	Participants observe real-time instruction or practice to collect non-judgmental data and debrief or describe the findings in a structured manner to lead to better problem of practice descriptions and potential solutions	Participants provide data on their experiences with a specific phenomenon to a group of listeners or observers in a structured manner to lead to better problem of practice descriptions and potential solutions	Participants attend a session (or sessions) that provide information on strategies or ideas related to educational practice and receive a facilitated experience to assist in actively learning the practice.	Participants conduct a structured study of a specific body of work or method within the educational field to apply to practice, to pose questions and to receive feedback about practice.	Participants receive one-on-one or small group guidance in the implementation of a practice or theory and complete the experience with real-time lesson creation, coaching feedback, or protocols for action.
<i>Design Purpose</i>							
To create a cycle of collaborative planning among educators seeking to improve student outcomes through the strategic study of data	To highlight best practices from practitioners in a supportive atmosphere for potential use to address a problem of educational practice	To study content for the purpose of expanding practice and creating collective knowledge and understanding of an idea, strategy, or philosophy	To observe practice in a classroom and to practice both data-collection and coaching in a non-judgmental manner	To receive group feedback that qualitatively describes "lived" experience with a phenomenon in a way that allows for innovative paths towards change	To disseminate information in singular or brief sessions and provide simulated experiences in which knowledge mastery is demonstrated by participants	To collectively work as a group to actively study strategies for instruction and the different potential outcomes of using those strategies	To receive individualized and job-embedded development opportunities that assist in planning high quality instruction or executing high quality instruction

<i>Examples of Impact/Evaluation Data and Documentation</i>						
-Report of comparative student data over time on common formative assessments versus standardized metrics	-Reflections provided at the end of the learning program to identify useful practices and further learning needs.	-Reflections provided at the end of the learning program to identify useful practices and further learning needs.	-Aggregate (or individual records of) observation data collected by participants during rounds/walks	-Individual or group reflections on/ Summaries of initiative findings	-Participant experience surveys (post-event)	-Reports of student data resulting from participants' lessons
-Observation data collected over time across multiple coaching sessions	-Coaching feedback records	-Participant experience surveys (post-event)	-Individual or group reflections on/ Summaries of initiative findings	-Participant experience surveys (post-event)	-Participant experience surveys (post-event)	-Participant experience surveys (post-event)
-Samples of individual lesson plans OR action plans from participants at three stages within the learning opportunity (beginning, middle, and end)	-Participant "temperature checks" through surveys administered at the beginning, middle, and end of the learning cycle	-Participant "temperature checks" through surveys administered at the beginning, middle, and end of the learning cycle	-Participant experience surveys (post-event)	-Participant experience surveys (post-event)	-Participant experience surveys (post-event)	-Participant experience surveys (post-event)
-Participant "temperature checks" through surveys administered at the beginning, middle, and end of the learning cycle			-Change data associated with the identified problem of practice			



# Leon County Schools Professional Learning Catalog of Components and Procedures



**2023-2024**

## Section One: Inservice Credit Processes and Certification Guidelines

### Obtaining Approval:

- Group Activities must be prior approved by the Staff Development Department in order to be eligible for inservice credit. A Group Activity Prior Approval Form must be completed and submitted to Staff Development before the implementation of the activity. Staff Development will send the credit reporting packets with instructions, to the training contact.
- Individual Inservice Activities are reported to Staff Development on an Individual Inservice Credit Report Form. Points will be awarded based on training contact hours and completion of all sections of the reporting form.
- Educational Travel, Program Visitation and Independent Studies must be prior approved for inservice credit by the Staff Development Office. The Leon County Schools Prior Approval for College Courses and Individual Studies form is available for this purpose.
- College Courses of one, two semester hours may be converted to inservice points with the prior approval of the Staff Development Department by submitting the Leon County Schools Prior Approval for College Courses and Individual Studies form.

### Criteria for Inservice Credit

Group and inservice activities must address the Florida Staff Development Protocol Standards which include follow-up, a transfer of what was learned into practice, and an evaluation of impact on student learning. (Basic technology skills, CPR, CPI, and TACT training are exceptions).

### Points Guidelines

- An inservice point is equivalent to one clock hour of training.
- A minimum of ten hours in any approved staff development activity or series of related activities must be completed for credit to be awarded. The only exceptions to this are:
  - Inservice activities related to School Improvement Plans,
  - Inservice activities completed as a district, state, or federal requirement,
  - Inservice activities related to School Board Priorities and/or Individual Development Plans.

In these cases the minimum is three hours.

- All required documentation for the individual activities of: educational travel, conference attendance, non district sponsored workshops, and college courses (only those being

converted to inservice points) must be submitted to the Staff Development Office for credit. The following limitations will apply:

- Twenty points for each semester hour, 13 1/3 for each quarter hour, will be awarded for approved college credit courses, with a maximum of sixty points.
  - Up to six points for each day of approved visitation will be awarded with a maximum of 18 points.
  - Ten points will be awarded for each full week of approved educational travel, with a maximum of 20 points. Credit for travel may only be awarded once during a validity period.
  - A maximum of thirty points can be awarded for participation in activities or components related to teacher trainer, materials selection, and council experience.
- Inservice points may be combined with college credit for certificate renewal (60 points plus 3 semester hours).
    - A teacher may earn no more than 60 inservice points during a five year validity period through independent study. A substantive report equal to the credit hours requested will be a requirement for credit to be awarded.

## Resources

- Stipends and reimbursements will be made only after completing the approved objectives for the activity.
1. Subject/special area and school funds can only be spent for inservice activities approved by the school/group staff development committee and the principal/supervisor. The state approved areas are: subject content, teaching methods, technology, Sunshine State Standards, assessment, data analysis, classroom management, school safety, or family involvement.

## Add On Certification Programs

- Teacher certification programs may be completed through participation in the appropriate district-sponsored activities and the demonstration of the competencies described in the respective components.
- Athletic Coaching add-on program components which were designed for non certificated individuals to obtain state Coaching Endorsement may not be used to renew professional teaching certificates.

## Credit Transfer Procedures

- Credit may be transferred to or from any Florida school district or agency that has an approved Master Inservice Plan.



- Credit must be earned during the validity period of the individual's certificate.
- The appropriate Department of Education form, with the required signatures, must be used to make the transfer.

#### Florida Educator Certification Renewal Requirements

### General Information

If you are employed by a public school district in Florida, request a district application form for certificate renewal from your district office and submit the completed application to your employing school district.

- Renewal requirements must be completed during the last validity period of the Professional Certificate and prior to expiration of the Professional Certificate. It is the responsibility of each applicant to obtain current information regarding renewal requirements from the employing school district, nonpublic school, or Bureau of Educator Certification.
- The application form and appropriate fee must be submitted during the last year of the validity period of the certificate and prior to the expiration of the Professional Certificate. However, the renewal application may be submitted after expiration of the Professional Certificate if the following criteria are met:
  - Appropriate renewal requirements are completed prior to expiration of the Professional Certificate, and
    - Renewal application form, application fee, and \$30.00 late fee are submitted to the Bureau of Educator Certification prior to July 1 of the year following expiration of the certificate.
- Six (6) semester hours of college credit or equivalent must be earned during each renewal period to renew your certificate. See information below for retaining all subjects on your certificate.
- College level credits used for certificate renewal must be completed at an accredited college or university or a non-accredited college or university that has been approved by the Florida Department of Education. Florida residents may view our list of [accredited colleges and universities](#).
- Professional certificates may be renewed via successful participation in approved inservice education programs and by earning at least 120 appropriate inservice points during the five year validity period.
- A grade of at least "C" must be earned in each college course used for renewal. A grade of "pass" or "satisfactory" is an acceptable grade.

- In the event a subject is deleted from the certificate at the request of the certificate holder or due to noncompletion of renewal requirements, all requirements which are in effect when an application is submitted to add the subject to the certificate again must be completed.

### **College Credit Equivalency**

- Sixty (60) inservice points in an approved Florida master inservice program are equivalent to three (3) semester hours of college credit.
- A passing numerical score on the Florida subject area test specific to the coverage to be renewed is equivalent to three (3) semester hours of college credit for renewal purposes.
- A valid certificate issued by the National Board of Professional Teaching Standards will renew the Florida certificate only in the subject(s) shown on the national certificate.
- Teaching a college level course at an acceptable institution may be accepted the same as credit earned for that course.

### **Retention of Subjects**

Six (6) semester hours of college credit or equivalent must be earned during each renewal period to renew your certificate. See information below for retaining all subjects on your certificate.

#### **Retaining One Subject Coverage**

At least three (3) semester hours or equivalent must meet the criteria in the section entitled "Appropriate Categories for Renewal."

#### **Retaining Two Subject Coverages**

All six (6) semester hours or equivalent must meet the criteria in the section entitled "Appropriate Categories for Renewal" to retain each subject.

#### **Retaining More than Two Subject Coverages**

You may use two consecutive validity periods to renew all coverages as follows:

- **First Renewal Period**

At least three (3) semester hours or equivalent must meet the criteria in the section entitled "Appropriate Categories for Renewal" in at least one subject area on your certificate. This will retain all subjects for the next validity period.

- **Second Renewal Period**

Three (3) semester hours or equivalent must be earned for each additional subject you want to retain on your certificate. The credit must meet the criteria in the section entitled "Appropriate Categories for Renewal." A minimum of six (6) semester hours or equivalent is required to renew the certificate. If you have more than four subjects you want to retain, you must complete more than six (6) semester hours or equivalent during the second validity period

**Note: A subject which has not been renewed during two successive validity periods will be deleted from the certificate.**

### **Appropriate Categories for Renewal**

The following topics are appropriate for renewing your Professional Certificate.

- Content specific to the subject area(s)
- Methods or education strategies specific to the subject area(s)
- Methods of teaching reading and literacy skills acquisition
  - Computer literacy, computer applications, and computer education
  - Exceptional student education
  - ESOL (English for Speakers of Other Languages)
  - Drug abuse, child abuse and neglect, or student dropout prevention
  - Training related to the goals of the Florida K-20 System, such as:
    - **Content** - English, economics, mathematics, science, social sciences, foreign languages, humanities, global economy, technology, ecology, first aid, health, or safety
    - **Classroom Strategies** - Cooperative learning, problem-solving skills, critical-thinking skills, classroom management, child development, collaboration techniques for working with families, social services, child guidance and counseling, teaching reading, or educational assessments, etc.
    - **School Administration Accountability** - Instructional design, leadership skills, school and community relations, school finance, school facilities, school law, or school organization
    - **Vocational and Adult Education Accountability** - Adult learning, principles of adult or vocational education, vocational education for students with special needs, or vocational guidance



## Section Two: Explanation of Leon County Schools Professional Learning Catalog Component Numbering System

### Data Elements Required for FLDOE Reporting

*(Data Element Coding Guides on Following Pages of this Catalog)*

Professional Development:  
[Component Number](#)  
[Credits, Primary Purpose](#)  
[Evaluation Method Staff](#)  
[Evaluation Method Student](#)  
[Implementation Method](#)  
[Learning Method](#)  
[Participation Hours](#)

### Recognized Endorsement Programs

- Reading\*\*\*
- ESOL \*\*\*
- Gifted\*\*\*
- Autism Spectrum Disorder
- Civics Seal of Excellence
- Literacy Coach Endorsement

*\*\*\*Indicates a program for which LCS has received add-on approval from FLDOE and for which the district can provide in-house professional learning services to result in credentialing.*

### Micro-Credentials

- Elementary Literacy Micro-Credential
- Emergent Literacy Micro-Credential

### Periodically Credentialed Courses for Instructional Personnel (Non-Academic Outcome Training)

- Must receive a new component number EACH TIME COURSE INFO IS UPDATED. With a new component number, credit can be provided multiple times.

### Master Inservice Component Number Design Specifications

- Third SET component number placement, positions 5, 6, 7 are LCS Determined
- Sets one and two of component numbers, positions 1, 2, 3, and 4, are predetermined by FLDOE (coding key on following pages)

### Placement #1 – Indicates Evidence-Based PL Model

- 1 – Traditional Workshop or Conference
- 2 – Book or Program Study
- 3—Professional Learning Community/Collaborative Planning
- 4— Instructional Rounds/Learning Walks/Lesson Study
- 5—Online Self-Paced or Independent Study
- 6—Community of Practice
- 7—Focus Group/Problem-Solving Group and Action-Planning

- 8—Non-Instructional Personnel Only
- 9—Non-Academic Training, Credited Once per Five Years Unless Updated

**Placements #2-3 – Indicates sequential order of training in same function and focus area.**

- **First component number placement (FLDOE Determined)**
  - 03- Technology (General Use of an Application or Tool, Non-Academic Oriented)
  - 06- School Safety/Learning Environment (Non-Academic)
  - 08- General Support (Non-Academic)
- **Second component number placement (FLDOE Determined)**

**INSTRUCTION:** Components which focus on activities which deal directly with the teaching of pupils or with pupil-teacher interaction.

**BASIC PROGRAMS:** Basic programs include those instructional programs in grades PK-12 which are not part of the district or agency program in Exceptional Student Education, English Language Learners, Career and Technical Education or Adult/Community Education.

- 000 Art
- 002 Career Education
- 003 Computer Science/Technology Education
- 004 World Languages
- 005 Health/Nutrition
- 006 Humanities
- 007 Integrated Curriculum
- 008 Language Arts
- 009 Mathematics
- 010 Music
- 011 Physical Education
- 012 Prekindergarten
- 013 Reading
- 014 Safety/Driver Education
- 015 Science
- 016 Social Studies
- 017 Writing

**EXCEPTIONAL STUDENT EDUCATION PROGRAMS:** Exceptional student Education programs include programs for students with disabilities and students identified as gifted. Component activities are designed to increase the competencies of the participants in generating improved learning environments and improved student outcomes for exceptional students.

- 100 Instructional Strategies \*\*\*
- 101 Classroom Management \*\*\*
- 102 Assessment \*\*\*
- 103 Procedural/Legal Requirements
- 104 Working With Aides, Volunteers, Mentors
- 105 Curriculum \*\*\*

**CAREER AND TECHNICAL EDUCATION PROGRAMS:** Career and Technical education programs are those instruction programs which are provided in order to enable persons to develop an occupational proficiency or to expose them to the world of work.

- 200 Agribusiness and Natural Resource Education
- 201 Business Technology Education
- 202 Diversified Education
- 203 Family and Consumer Sciences
- 204 Health Science Education
- 205 Industrial Education
- 206 Marketing Education
- 207 Middle School Exploratory Career and Technical Education Wheel
- 208 Public Service Occupations Education
- 209 Technology Education
- 210 Career and Technical Education Instructional Support Services
- 211 Career and Technical Education, Unclassified

**ADULT/COMMUNITY EDUCATION PROGRAMS:** Adult education programs include adult basic and high school programs for adult students, which provide instruction in the basic skills of reading, writing or arithmetic in grades 1-8 or which provide instruction at the high school level or which prepare the student to take the GED Tests. Adult education programs also include community service, noncredit courses of an educational nature.

- 300 Adult Basic Education (ABE)
- 301 Adult Education, Unclassified
- 302 Adult English for Speakers of Other Languages (ESOL)
- 303 Adult General Education for Adults with Disabilities
- 304 Citizenship
- 305 General Education – Promotion (Adult High School)
- 306 General Education Development (GED) Preparatory
- 307 Career and Technical Education Preparatory Instruction
- 308 Workspace Readiness Skills

**STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES:** Components which do not focus on any one basic program, but increase the competencies of the participants in generating improved learning environments. They include instructional support services (media, volunteers, multicultural education, organizational supports), student support services (social, counseling, psychological and health), and intervention and prevention programs.

- 400 Academic Interventions
- 401 Assessment/Student Appraisal
- 402 Attendance
- 403 Behavioral Interventions (e.g., crisis, abuse, social skills)
- 404 Classroom Management and Organization/Learning Environments
- 405 Dropout Retrieval
- 406 Human Relations/Communication Skills
- 407 Instructional Media Services
- 408 Instructional Strategies
- 409 Instructional Support Services, Unclassified



- 410 Laws, Rules, Policies, Procedures
- 411 Learning Styles, Student Differences
- 412 Multicultural Education
- 413 Parent involvement, Parent Support
- 414 Physical and Mental Health Issues
- 415 Problem-Solving Teams
- 416 Professional Standards and Ethics
- 417 Program Administration, Evaluation, Accountability
- 418 Scholarships, Financial Aid, Education Transitions
- 419 Section 504/Americans with Disabilities Act
- 420 Service Coordination, Collaboration, Integration
- 421 Student Motivation
- 422 Students Records
- 423 Supplemental Academic Instruction
- 424 Working With Volunteers, Aides and Mentors

**GENERAL SUPPORT:** Components which focus on activities or services connected with establishing policy and the management of the school system or of individual schools or with the provision of facilities and services to staff. Central services include the activities of planning, research, evaluation, statistical analysis and data processing.

- 500 Board of Education
- 501 Central Services – Planning/Program Evaluation/Continuous Improvement
- 502 District-Level Management
- 503 Diversity/Ethics
- 504 Fiscal Services
- 505 Food Services
- 506 General Support Services, Unclassified
- 507 Leadership Skills/Communication/Critical Thinking
- 508 Management Information Services
- 509 Office/Clerical Services
- 510 Plant Operation and Maintenance
- 511 Safety/Security
- 512 School Improvement
- 513 School-Level Management
- 514 Service on Advisory or Instructional Materials Councils
- 515 Transportation Services

**COMMUNITY SERVICES:** Components which focus on activities which do not relate directly to the education of pupils in the school system but pertain to services provided to the community such as recreation and day care programs, civic activities or library services.

- 600 Community Services, Unclassified
- 601 Lay Advisory Councils
- 602 Parent Education

**ENGLISH LANGUAGE LEARNERS:** Professional development activities related to the teaching and learning of English Language Learners (ELL).

- 700 Instructional strategies for ELL students
- 701 Understanding and implementation of assessment of ELL students
- 702 Understanding and implementation of English language proficiency (ELP) standards and academic content standards for ELL students
- 703 Alignment of the curriculum in language instruction educational programs to ELP standards
- 704 Subject matter knowledge for teachers
- 705 Other
- **Third component number placement (LCS Determined)**

**Placement #1 – Indicates Evidence-Based PL Model**

- 1 – Traditional Workshop or Conference
- 2 – Book or Program Study
- 3—Professional Learning Community/Collaborative Planning
- 4— Instructional Rounds/Learning Walks/Lesson Study
- 5—Online Self-Paced or Independent Study
- 6—Community of Practice
- 7—Focus Group/Problem-Solving Group and Action-Planning
- 8—Non-Instructional Personnel Only
- 9—Non-Academic Training, Credited Once per Five Years Unless Updated

**Placements #2-3 – Indicates sequential order of training in same function and focus area.**

### **Section Three: 2023-2024 Recorded Components for Professional Learning**

**Components for General Professional Learning Event Classification**

Full Component	Function Description	Component Description	Bankable Component? Y/N
6403904	Threat Management Florida Model Training	Professional Learning opportunities listed within this component provide workshop-style training on Comprehensive School Threat Assessment Guidelines (CSTAG) from a trainer approved to train on the Florida model. Pursuant to Section (s.) 1006.07(7), Florida Statutes (F.S.), districts must adopt threat assessment policies that address the following: -The coordination of resources and assessment of and intervention with individuals whose behavior may pose a threat to the safety of staff or students, pursuant to s. 1006.07(7). F.S.; -The identification of mental health services available in the district, as required by s. 1012.584(4), F.S., and the procedure for referrals to those mental health services; and - The procedures for behavioral threat assessments using the standardized behavioral threat assessment instrument developed by the Office of Safe Schools pursuant to s. 1001.212(12), F.S. The Office of Safe Schools adopted the evidence-based threat assessment model established by Dr. Dewey Cornell and the University of Virginia, known as the “Comprehensive School Threat Assessment Guidelines (CSTAG) Threat Assessment and Response Protocol.” Dr. Cornell’s model is viewed nationally as the most thorough and comprehensive model for performing threat assessments in schools. The CSTAG instrument is required to be used by all school-based threat assessment teams. s. 1006.07(7)(a), F.S. Beginning with the 2022-23 school year, threat assessment teams at each school must be fully staffed, as required by Rule 6A-1.0018(10)(e), F.A.C., and all team members must complete CSTAG training before the start of the school year. Those appointed to threat assessment teams after the start of the school year must complete CSTAG training within ninety (90) days of appointment.	N
6403903	Student Bullying Prevention, Investigations, and HOPE Scholarship	Training in this component provides workshop style professional learning to assist educators in preventing, reporting, investigating, and addressing student bullying while carrying out legal processes related to Florida’s Hope Scholarship. The Hope Scholarship is for students in grades kindergarten through 12 who are enrolled in a Florida public school and have been bullied, harassed, assaulted, threatened and or other violent acts to transfer to another public school or enroll in an approved private school. The Hope Scholarship is a state-sponsored program that offers students in public K-12 schools an option to transfer to another public school or a private school, subject to the availability of space.	N
6403901	YMHFA	This component of training addresses policy-based requirements for professional learning in the area of Youth Mental Health First Aid via workshop-style professional learning. Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. NOTE: This component is associated with course information as outlined in statute and local policy as of August 1, 2023.	N
6043900	Student Services in Mental Health	This component contains elements of professional learning presented via a workshop model that are intended to improve student outcomes related to mental health or to improve systems and structures of student services related to mental health using evidence-based methods and strategies. This component is not meant to include statutorily-required professional learning instances for services in the area of student or staff mental health.	N
6403902	Suicide Prevention and Awareness (JASON Foundation)	The Jason Foundation, Inc. (JFI) is dedicated to the prevention of the “Silent Epidemic” of youth suicide through educational and awareness programs that equip young people, educators/youth workers and parents with the tools and resources to help identify and assist at-risk youth. The Jason Foundation, Inc. series of online Staff Development Training Modules provide information on the awareness and prevention of youth suicide. These training modules are suitable for teachers, coaches, other school personnel, youth workers, first responders, foster parents and any adult who works with or interacts with young people or wants to learn more about youth suicide. This series of programs introduces the scope and magnitude of the problem of youth suicide, the signs of concern, risk factors, how to recognize young people who may be struggling, how to approach the student and help an at-risk youth find resources for assistance. At the conclusion of each training module, an opportunity to print a certificate of completion is provided.	N
1011600	K-12 Physical Education Districtwide Community of Practice	This component will provide professional learning by purposely allowing education practitioners in the area of physical education to exchange ideas, best practices, or curricular and instructional techniques centered around problems of practice unique to their discipline.	N
1016600	Civics Districtwide Community of Practice	This component will provide professional learning by purposely allowing education practitioners in the area of Civics and civic literacy to exchange ideas, best practices, or curricular and instructional techniques centered around problems of practice unique to their discipline.	N
1002100	Xello Curriculum Professional Learning	The Xello online curricular tool provides students (K-12) with skill-building and life planning tools to aid in their college and career readiness as approved by FLDOE. Trainings in this component are meant to support the implementation and successful use of the online tool.	N
1012100	Prekindergarten Curricular and Instructional Program Support	Trainings in this component are workshop-style events intended to support the Leon County curricular and instructional approach to the Prekindergarten program. This component will provide educators with a variety of skills and knowledge on resources provided to deliver instruction and curriculum as well as supporting researched and evidence-based models of instruction for prekindergarten aged students.	N
1003100	ICT Fundamentals Digital Tool Literacy Curriculum	This component provides educators with workshop-style professional learning to support the implementation and use of the ICT curriculum. ICT education includes instructional modules addressing Information on digital tools for Technology, Communication Technology, and Media Technoloft (ICT) and is proven to impact student outcomes in college and career readiness.	N
7507101	Secondary Mathematics Instructional Coaching and Leadership	This component containg professional learning for Secondary Math Coaches, department chairs, or other instructional leaders. Training focuses on developing skills and strategies to effectively develop other educators, provide effective and meaningful feedback to others, and analyze and act on data via evidence-based methods.	N
1009101	Secondary Mathematics Adopted Curriculum Training (2023 Adoption)	Training in this component will focus on best practices in instructing utilizing content adopted in the district and aligned the Florida’s new Benchmarks for Excellent Student Thinking (BEST) for mathematics in grades 6-12.	N
2015100	Secondary Science General Curriculum and Instructional Support	Training in this component will focus on instruction and planning in the content area of science. Included topics are analyzing data for science instruction, best practices for teaching all learners, and uses of curriculum for the science classroom.	N



7507102	Secondary Science Instructional Coaching and Leadership	This component containing professional learning for Secondary Science Coaches, department chairs, or other instructional leaders. Training focuses on developing skills and strategies to effectively develop other educators, provide effective and meaningful feedback to others, and analyze and act on data via evidence-based methods.	N
1009102	Elementary Mathematics Adopted Curriculum Training (2023 Adoption)	Training in this component will focus on best practices in instructing utilizing content adopted in the district and aligned the Florida's new Benchmarks for Excellent Student Thinking (BEST) for mathematics in grades K-5.	N
1009100	Elementary Math Curricular Content and the Florida Standards	This component contains elements of professional learning that focus on materials and instruction aligned to Florida standards and adopted curriculum for the district. Training will explore high quality mathematical curricular resources and standards-aligned classroom activities.	N
7507103	Elementary Math Instructional Coaching and Leadership	This component containing professional learning for Elementary Math Coaches, department chairs, or other instructional leaders. Training focuses on developing skills and strategies to effectively develop other educators, provide effective and meaningful feedback to others, and analyze and act on data via evidence-based methods.	N
7507104	Elementary Science Instructional Coaching and Leadership	This component containing professional learning for Elementary Science Coaches, department chairs, or other instructional leaders. Training focuses on developing skills and strategies to effectively develop other educators, provide effective and meaningful feedback to others, and analyze and act on data via evidence-based methods.	N
1008100	Elementary ELA/Literacy Curricular Content and the Florida Standards	This component contains elements of professional learning that focus on materials and instruction aligned to Florida standards and adopted curriculum for the district. Training will explore high quality mathematical curricular resources and standards-aligned classroom activities. This component is specific to ELA and literacy elementary coursework.	N
7507105	Elementary ELA/Literacy Instructional Coaching and Leadership	This component containing professional learning for Elementary Literacy Coaches, department chairs, or other instructional leaders. Training focuses on developing skills and strategies to effectively develop other educators, provide effective and meaningful feedback to others, and analyze and act on data via evidence-based methods.	N
7507107	Curricular and Instructional Coaching	This component provides and introductory to moderate level of professional learning to support the development of effective coaching strategies and dispositions. Professional learning in this component may also involve the act of collaboratively planning or conducting data analysis for the sake of improving coaching practice.	N
2008200	Secondary ELA Curriculum and Instructional Support Book Studies	This component contains elements of professional learning for Secondary Literacy instructors and support staff that focus on instructional methodology and support related to Florida standards, district-adopted curriculum, and instructional strategies for the ELA classroom. The prescribed format of all trainings within this component is in the format of a high-quality, evidence-based book study design.	N
7507106	Secondary ELA/Literacy Instructional Coaching and Leadership	This component containing professional learning for Secondary Literacy Coaches, department chairs, or other instructional leaders. Training focuses on developing skills and strategies to effectively develop other educators, provide effective and meaningful feedback to others, and analyze and act on data via evidence-based methods.	N
5404100	Conscious Teaching Classroom Management Techniques	Training in this component will utilize proactive, relationship building positive behavior supports to assist educators in developing skills for maintaining a well managed classroom. Methods encouraged will focus heavily on the specific crafting and teaching of classroom routines and procedures as well as managing behavior through the cultivation of positive relationships. Methods featured in this course are heavily informed from the works in Rick Smith and Grace Dearborn's Conscious Teaching publications and supports.	N
8414900	Diabetes Education	This component of training provides educators and educational site staff with the knowledge needed to provide care for students living with diabetes. The goal of training in this component is to create a safe and healthy learning environment by assisting students with diabetes self-care and management in the school setting.	N
7519100	Leadership Practices in Professional Learning	This component of workshop-style training provides educators and educational leaders with information on evidence-based formats for professional learning and the knowledge to implement and monitor successful professional learning in their site teams. Courses within this component may include information on Florida-specific professional learning requirements, research on professional learning, or practice and guidance coaching on professional learning implementation. All courses in this component will be lead through a focus on one domain of the Florida and National Standards for Professional Learning.	N
2008300	Secondary ELA Curriculum and Instruction PLC or Collaborative Planning	This component contains elements of professional learning for Secondary Literacy instructors and support staff that focus on instructional methodology and support related to Florida standards, district-adopted curriculum, and instructional strategies for the ELA classroom. The prescribed format of all trainings within this component is in the format of a high-quality, evidence-based collaborative planning meeting or DuFour-style PLC.	N
7008300	Secondary ELA Curriculum and Instruction PLC or Collaborative Planning for Instructional Leaders	This component contains elements of professional learning for Secondary ELA leaders and staff that focus on instructional methodology and support related to Florida standards, district-adopted curriculum, and instructional strategies for the ELA classroom. The prescribed format of all trainings within this component is in the format of a high-quality, evidence-based collaborative planning meeting or DuFour-style PLC.	N
5404600	Classroom Management Techniques Community of Practice	This professional learning component shall contain activities that provide support in classroom management through the Community of Practice professional learning format, in which effective practices for targeted problems are showcased for colleagues and discussed for possible adaptation or reproduction and dissemination in other participants' classrooms to determine the value of the effective practices in different environments or with different populations.	N
1013002	Reading in the Content Area (Content Area Literacy)	Teachers across all content areas will read research on a particular literacy practice. Teachers will then share their learning from the reading, problems of practice posed by the reading or classroom experiences, and brainstorm ideas for effective instructional implementation of the given practice.	Y
8409100	Paraprofessional Training and Instructional Support	Training in this component provides supports for employees fulfilling the role of school paraprofessional and will focus on continuous improvement through collective problem-solving, study of appropriate instructional support strategies, providing paraprofessional personnel with key skills and knowledge related to curriculum and instruction, and student behavioral management and support.	N

8504100	Financial Services and HR Functions	Training in this component provides support for individuals providing district-wide services in financial processes for human resources. Topics covered include standard processes and procedures for accomplishing key tasks related to bookkeeping and HR, financial processes for onboarding and continuously serving employees, and updates on systems and applications related to financial functions in LCS HR.	N
7420100	Title I School Management and Leadership	Training in this component focuses on leadership and planning for services specific to TI schools and effective uses of TI grant funding for improving student outcomes.	N
2000100	Fine Arts Curriculum and Instructional Support	Training in this component will focus on instruction and planning in the fine arts. Included topics are analyzing data for instruction, best practices for teaching all learners, and uses of curriculum for the arts classroom.	N
2011100	K-12 Physical Education General Curriculum and Instructional Support	Training in this component will focus on instruction and planning in the content area of physical education. Included topics are analyzing data for physical education instruction, best practices for teaching all learners, and uses of curriculum for the physical education classroom.	N
2016100	Secondary Social Studies General Curriculum and Instructional Support	Training in this component will focus on instruction and planning in the content area of social studies. Included topics are analyzing data for social studies instruction, best practices for teaching all learners, and uses of curriculum for the social studies classroom.	N
2009100	Secondary Math General Curriculum and Instructional Support	Training in this component will focus on instruction and planning in the content area of math. Included topics are analyzing data for mathematics instruction, best practices for teaching all learners, and uses of curriculum for the social studies classroom.	N
2008100	Secondary ELA General Curriculum and Instructional Support	Training in this component will focus on instruction and planning in the content area of ELA. Included topics are analyzing data for ELA instruction, best practices for teaching all learners, and uses of curriculum for the ELA classroom.	N
1009300	Elementary Math Collaborative Planning	Training in this component focuses on collaborative planning for instruction in elementary math. Participants will use evidence-based collaborative strategies for planning curriculum and instruction to improve student outcomes.	N
2010600	Music Instruction Community of Practice	Training in this component focuses on curriculum updates, sharing of best practices based on themes such as Rhythm, Choral, Performance Preparation, ESE and Orff training, and other practices in music education.	N
7507600	Elementary Science Instructional Coaching and Leadership Community of Practice	This component contains professional learning for Elementary Science Coaches, department chairs, or other instructional leaders. Training focuses on developing skills and strategies to effectively develop other educators, provide effective and meaningful feedback to others, and analyze and act on data via evidence-based methods. For these trainings, the showcase of strategy or participant-led community of practice model will be utilized.	N
7506100	Institute for Small and Rural Districts (ISRD) Administrator Training	This component contains training from ISRD to support best practices in management and leadership of schools for the purpose of increasing positive student outcomes.	N
2013500	Leon County Essential Background Knowledge for Teaching Foundational Reading Skills	This component is an online training consisting of eight modules all designed to provide the essential background knowledge necessary to effectively implement the evidence-based instruction incorporated into UFLI Foundations. We begin with an overview of research on reader development and principles of effective reading instruction and intervention for all students including students with characteristics of dyslexia. We then take a closer look at the key foundational reading skills UFLI Foundations addresses: phonemic awareness, alphabet knowledge, decoding, encoding, and oral reading fluency.	Y
2013100	UFLI Foundations Initial School Implementation Workshop	This component of training includes school-based instructional leaders providing workshop-style information to their site colleagues for initial learning and implementation on the UFLI (University of Florida Lastinger Learning Institute) literacy initiative. Participants in this training will gain vital introductory information to assist in the program's implementation at their site.	Y
2013101	New Worlds Reading Initiative Professional Development	The New Worlds Reading Initiative Teacher Professional Development, created in partnership with the Florida Department of Education and the UF Lastinger Center for Learning, is a professional development opportunity for K-5 classroom teachers in Florida's public and charter schools. Participants will connect New Worlds Reading book delivery to classroom instruction, gain knowledge on the science of reading, learn how to use children's literature to teach the B.E.S.T. Standards, and improve student literacy outcomes.	Y
8510100	OSHA Training Session	The purpose of these series of training sessions is to provide hands-on training to the custodial staff in an effort to improve their way of work. Upon completion of each session, each individual will receive a OSHA certificate certifying their proficiency in the respective area they were trained in.	N
8409600	Guidance and Counseling Community of Practice	Counselors will gain knowledge concerning the various statutory requirements, state board policies and district procedures impacting student progression through graduation and student transition to post-secondary education. School counselors will be knowledgeable concerning community resources, admissions requirements, scholarship opportunities, career exploration tools, labor market trends, career, etc. Their knowledge will translate into consistent implementation	N
6511900	School Environmental Safety Incident Reporting (SESIR)	This component contains training on all processes related to the SESIR system, registration, and its reporting as well as support opportunities for school personnel in managing SESIR processes. School Environmental Safety Incident Reporting grew out of the public's concern that children be safe in the school environment. The SESIR system was initiated to enable schools to track incidents and analyze patterns of violent, criminal or disruptive activity. The intent is for there to be complete and objective data from which to design interventions to improve the learning environment. SESIR operates at the school, district and state levels. School-level data are sent to the district in a standardized format and in turn, the district sends data to the Department of Education (DOE) where it is compiled into an annual report. This report presents the frequency of the SESIR incidents by district and for the state as a whole. Additionally, the disciplinary actions associated with the incidents are reported.	N
7513600	School Principal Community of Practice and Management Updates	The School Environmental Safety Incident Reporting System collects data on 26 incidents of crime, violence, and Training in this component will focus on providing individuals who are current sitting site principals or who support site principals with a variety of professional learning opportunities that focus on specific examples of implementing best practices in school management and leadership, and will also provide an opportunity for sitting principals to receive training on local, state, and national policy and examples of incorporating practices that follow policies and policy updates into their individual school site systems.	N

7513601	Assistant Principal Community of Practice and Management Update Meetings	Training in this component will focus on providing individuals who currently sit in or support those working in the role of site assistant principal with a variety of professional learning opportunities that focus on specific examples of implementing best practices in school management and leadership through delegated tasks, and will also provide an opportunity for these individuals to receive training on local, state, and national policy and examples of incorporating practices that follow policies and policy updates into their individual school site systems. A focus on performing management duties in support of a site principals and in preparation for one day potentially fulfilling the role of site principal will be emphasized to assist in building a leadership pathway through high-quality professional learning experiences.	N
2016300	Secondary Social Studies Collaborative Planning or PLC	This component contains elements of professional learning for Secondary Social Studies instructors and support staff that focus on instructional methodology and support related to Florida standards, district-adopted curriculum, and instructional strategies for the social studies classroom. The prescribed format of all trainings within this component is in the format of a high-quality, evidence-based collaborative planning meeting or DuFour-style PLC.	
1009301	Secondary Math Collaborative Planning or PLC	Training in this component focuses on collaborative planning for instruction in secondary math. Participants will use evidence-based collaborative strategies for planning curriculum and instruction to improve student outcomes.	N
2015300	Secondary Science Collaborative Planning or PLC	This component contains elements of professional learning for Secondary Science instructors and support staff that focus on instructional methodology and support related to Florida standards, district-adopted curriculum, and instructional strategies for the secondary science classroom. The prescribed format of all trainings within this component is in the format of a high-quality, evidence-based collaborative planning meeting or DuFour-style PLC.	N
2015301	Elementary Science Collaborative Planning or PLC	This component contains elements of professional learning for Elementary Science instructors and support staff that focus on instructional methodology and support related to Florida standards, district-adopted curriculum, and instructional strategies for the elementary science classroom. The prescribed format of all trainings within this component is in the format of a high-quality, evidence-based collaborative planning meeting or DuFour-style PLC.	N
2016301	Elementary Social Studies Collaborative Planning or PLC	This component contains elements of professional learning for Elementary Social Studies instructors and support staff that focus on instructional methodology and support related to Florida standards, district-adopted curriculum, and instructional strategies for the social studies classroom. The prescribed format of all trainings within this component is in the format of a high-quality, evidence-based collaborative planning meeting or DuFour-style PLC.	N
6403100	Positive Behavior Interventions and Supports (PBIS) District Training	Training in this component focuses on building robust and effective PBIS practices at school sites. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.	N
6414100	Trauma Resilience Level One Certification from Florida State University	Florida State University offers an online curriculum for a <b>Professional Certification in Trauma and Resilience: Level One</b> . The curriculum was developed by the Clearinghouse on Trauma & Resilience within the Institute for Family Violence Studies in the College of Social Work. The curriculum enables professionals to develop the knowledge and skills they need to understand the impact of adult and child trauma, along with the keys to resilience. Participants will learn crucial information to improve service delivery to clients, students, human services recipients, patients, and other members of the public. This self-paced curriculum includes 20 hours of course content and ten chapters of research-based readings, case scenarios, multi-media materials, assignments, and quizzes.	N
6403905	Act on Facts - Making Educators Partners in Suicide Prevention	ACT on FACTS is an updated version of the school-based suicide awareness program "Making Educators Partners in Suicide Prevention". Like its predecessor, ACT on FACTS is a two-hour online interactive training program, designed in a series of modules. It addresses the critical but limited responsibilities of educators in the process of identification and referral of potentially suicidal youth. It focuses on the practical realities and challenges inherent in the school setting through a variety of training formats that include lecture, question and answer with content experts, interactive exercises and role plays. In addition to its other content, the program highlights four categories of youth who may be at elevated risk for suicide: youth involved in bullying, LGBTQ youth, gifted youth, and students being reintegrated back into school after a suicide attempt. The training includes optional content that addresses suicide in elementary and middle schools. There is also an additional module that includes the stories of individual survivors of suicide loss as well as a high school that experienced an episode of contagion. The focus in telling these stories is to highlight the importance of emphasizing resilience and protective factors after a loss event.	N
7517100	Florida Collaborative Leadership for All Students' Success (FL-CLASS)	The Florida Collaborative Leadership for All Students' Success (FL-CLASS) Program is a new professional learning opportunity that builds upon the successes of previous leadership academies and incorporates learning for educational leaders across the continuum – assistant principals, principals and district-based instructional leaders. The FL-CLASS Program will support Florida's educational leaders by:	N
8407500	FLDOE Required Media Specialist Training	In compliance with HB1467 requirements all media specialists will view the FDOE created video training and answer several questions regarded specific content	N
7407500	Media and Library Services Best Practices in Collection Development	Media Specialists and or school leaders serving media will learn current best practices in collection development, policies, budgets, and management.	N
7407100	Leadership in High Quality Media Services Workshop or Conference	Training provided in this component will use a workshop or conference style format to build skill in leadership practices among those who are already in leadership roles on their campus or who aspire to serve their campus as a leader in media services.	N
7407400	Leadership in High Quality Media Services Learning Walks	Training provided in this component will use instructional rounds as a job-embedded method of professional learning to build skill in leadership practices by observing the role of the media specialist in "real-time" and studying the various site-based configurations of the media specialist role. The target audience for this professional learning includes those who are already in leadership roles on their campus or who aspire to serve their campus as a leader in media services.	N
2407100	New and Early Career Media Specialist Support	Training in this component will provide workshop or conference style event support for media specialist who are new, new to the field of media specialists, or who are in early or developing stages of fulfilling the role of media specialist. Topics covered will include basic or introductory information on the role, tools, purposes, and best practices in instructional media and school media programs.	N

7009600	Secondary Core Math Resource Lead Teacher Community of Practice	Training in this component will focus on developing teachers who are strong in the use of the core instructional material online for secondary math courses. Participants will learn how to utilize the programs for best instructional practice and will assist in the training and development of other teachers at their sites in high-quality use of the program for improving student outcomes.	N
1105100	Unique Curriculum Implementation	Training in this component will focus on the successful implementation of the Unique curriculum. Unique Learning System is a one-of-kind solution designed specifically to help students with special learning needs master their state's extended standards. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools, and evidence-based instructional support. Students from pre-K through transition have the advantage of consistent, high-quality instruction, a motivating interactive learning environment, engaging symbol support, and a path to independence.	N
6414101	Trauma and Resilience Awareness and Related Training Florida State University	Florida State University now offers a Certification on Trauma and Resilience Series that provides a comprehensive foundation of knowledge of the effect of trauma and the elements of resilience. This series of courses will prepare professionals to provide culturally competent, trauma-informed services, and build resilience in themselves and the people they serve. Courses in this component are not the same as the Level One and Level Two certifications, but are meant to enrich and support knowledge in the areas of trauma awareness and resilience.	N
3423100	Technological Tools for Supplemental Academic Instructional Techniques	Training in this component will support educators and educational services professionals in utilizing technology tools that are not part of the core instructional processes and tools adopted by the district, but that serve as supplemental academic resources. Professional learning will focus on basic tool function and usage and progress to objectives regarding leveraging the technological tool to improve academic outcomes for students.	N
2408100	College Board Advanced Placement Summer Institutes	AP Summer Institutes offer the most thorough professional learning available for AP educators. Attendees engage in 30 or more hours of content-rich training designed to strengthen how they teach their AP courses. You'll leave your AP Summer Institute experience with ready-to-use strategies and pedagogical tools shared by an experienced educator within the AP community. At your Summer Institute, you will: Explore each section of the course and exam description, including the unit guides, while making connections to the course curricular requirements Begin to develop a course plan by unit and topic that incorporates the full scope of your AP course into your school's academic calendar Examine formative and summative assessment items to identify content and skill pairings that are the targets of these assessments and create lesson plans to reinforce content and skill connections Practice applying the scoring guidelines from the most recent AP Exam to samples of student work Identify student strengths and weaknesses using data available through AP Classroom and Instructional Planning Reports Explore ready-to-use strategies, instructional materials, and pedagogical tools pertinent to the content and skills required for success in your AP course	N
2100100	Bureau of Exceptional Education and Student Services (BEES) PLA Bankable Coursework	Professional learning in this component if verified through certificates submitted by participants to verify completion. The courses in this component come from the FLDOE BESE online portal for Professional Development Alternatives (PDA) and cover instructional strategy and methodology for students with disability.	N
2100101	Bureau of Exceptional Education and Student Services (BEES) PLA Coursework (Non-Bankable)	Professional learning in this component if verified through certificates submitted by participants to verify completion. The courses in this component come from the FLDOE BEES online portal for Professional Learning Alternatives (PLA) and cover instructional strategy and methodology that can be utilized with any student group or that covers legal and procedural requirements for working with students with disabilities. These course credits are NOT bankable.	N
2100102	Bureau of Exceptional Education and Student Services (BEES) PLA Coursework for Reading and SWD Strategies	Professional learning in this component if verified through certificates submitted by participants to verify completion. The courses in this component come from the FLDOE BEES online portal for Professional Learning Alternatives (PLA) and cover instructional strategy and methodology for teaching students with disabilities in the area of reading. These course credits have been reviewed and determined as approval for SWD and reading bankable points.	N
2408101	College Board Advanced Placement (AP) Reading Sessions	Gain an in-depth understanding of the AP Exam and connect with over 20,000 high school and higher education colleagues. In this job-embedded professional learning event, educators will read and review actual student essays after being trained in the AP scoring format for their subject area.	N
1205100	Industrial Education Vocational and Technical Content Area Professional Learning	Training in this component provides professional learning content and subject matter knowledge to career and technical education teachers in areas that fall under the category of industrial education. This includes welding, automotive, HAC, and other industrial and technical workforce areas.	N





### Specialized Program Components for Credentialing Purposes

Full Component	Function Description	Component Description	Bankable Component? Y/N
5101202	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.	Y
3100203	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience is a course to teach participants to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.	Y
1016230	Civics Seal of Excellence	The Florida Department of Education designed and developed the content of this first-of-its-kind teacher training program, which aligns with Florida's revised civics and government academic standards.	N
1013201	Competency 1: Foundations of Reading Instruction	Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.	Y
1013202	Competency 2: Application of Research-Based Instructional Practices	Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.	Y
1013203	Competency 3: Foundations of Assessment	Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.	Y
1013204	Competency 4: Foundations and Applications of Differentiated Instruction	Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.	Y
1013205	Competency 5: Demonstration of Accomplishment	Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.	Y
1106202	Curriculum and Instructional Strategies for Teaching Gifted Students	Curriculum and Instructional Strategies for Teaching Gifted Students provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.	N
2106204	Education of Special Populations of Gifted Students	Education of Special Populations of Gifted Students course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.	N
2013231	Elementary Literacy Micro-Credential	Created in partnership with the Florida Department of Education and the Division of Early Learning, the UF Lastinger Center for Learning's Elementary Literacy Micro-Credential prepares instructional personnel to meet the needs of each individual student. Successful completion of the micro-credential will result in the ability to: -apply evidence-based literacy practices, -accurately identify students who have literacy difficulties, -engage in effective progress monitoring, and -provide targeted instruction and intensive intervention in reading.	Y
2013230	Emergent Literacy Micro-Credential	Created in partnership with the Florida Department of Education and the Division of Early Learning, the UF Lastinger Center for Learning's Emergent Literacy Micro-Credential prepares early learning instructional personnel and childcare providers to meet the needs of each individual child. Successful completion of the micro-credential will result in the ability to: -apply evidence-based literacy practices, -accurately identify children who may have literacy difficulties, -engage in effective progress monitoring and intentional emergent literacy instruction, and -support student outcomes for school readiness.	Y

2702202	ESOL Applied Linguistics	Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.	Y
2704201	ESOL Cross-Cultural Communication	Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.	Y
2703204	ESOL Curriculum and Materials Development	Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Teachers are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.	Y
2700203	ESOL Methods of Teaching English to Speakers of Other Languages	Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ESOL students' access to the core curriculum by teaching language through academic content.	Y
2701205	ESOL Testing and Evaluation	Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.	Y
2106205	Gifted: Theory and Development of Creativity	Theory and Development of Creativity is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.	N
2106203	Guidance and Counseling for Gifted Students	Guidance and Counseling?for the Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of?the theory,?research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.? Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.	N
8409220	Literacy Coach Endorsement - FCRR	The purpose of this course is to prepare individuals to carry out the role of a literacy coach as defined by the Florida Department of Education Literacy Coach Definition, Domains and Standards. The course consists of 5 modules (15 sessions, for a total of 120 hours) and provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, collaboratively participating in activities related to the literacy coach standards, and developing culminating projects for each module to demonstrate their growing knowledge and abilities. Upon successful completion, participants will meet requirements for the Florida Department of Education Literacy Coach Endorsement. More information about the program can be found at: <a href="https://www.fldoe.org/core/fileparse.php/7539/urlt/FLLitCoachEndorseBroch.pdf">https://www.fldoe.org/core/fileparse.php/7539/urlt/FLLitCoachEndorseBroch.pdf</a> .	N
8409230	Literacy Coach Endorsement - UFLI	The purpose of this online course is to prepare individuals to carry out the role of a literacy coach as defined by the Florida Department of Education Literacy Coach Definition, Domains and Standards. This is a comprehensive online program consisting of 5 modules (for a total of 120 hours) and created to equip literacy coaches with the skills, expertise, and resources they need to collaborate with educators to increase the effectiveness of literacy instruction, and thereby improve literacy outcomes for all students. Coaches will improve their knowledge and skills asynchronously (choosing when to incorporate this course content into their busy schedules) by engaging in readings, discussion forums, reflection assignments, self-evaluations, analyzing exemplar videos, and collaboratively participating in relevant, job-embedded performance tasks related to the literacy coach standards. A trained facilitator will provide participants with feedback for growth on assignments. Culminating projects include video submissions to demonstrate knowledge and abilities. All participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching. Upon successful completion, participants will meet requirements for the Florida Department of Education Literacy Coach Endorsement. More information about the program can be found at: <a href="https://www.fldoe.org/core/fileparse.php/7539/urlt/FLLitCoachEndorseBroch.pdf">https://www.fldoe.org/core/fileparse.php/7539/urlt/FLLitCoachEndorseBroch.pdf</a> .	N
2106201	Nature and Needs of Students Who Are Gifted	Nature and Needs of Students Who Are Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. 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.	N

2103201	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience is a brief description of content or general objectives. Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.	N
2100013	Reading Instruction for Students with Disabilities	Participants will gain skills required to teach reading to students with disabilities.	Y
2013232	Secondary Literacy Micro-Credential	Created in partnership with the Florida Department of Education and the Division of Early Learning, the UF Lastinger Center for Learning's Secondary Literacy Micro-Credential prepares instructional personnel to meet the needs of each individual student. Successful completion of the micro-credential will result in the ability to: -apply evidence-based literacy practices, -accurately identify students who have literacy difficulties, -engage in effective progress monitoring, and -provide targeted instruction and intensive intervention in reading.	Y