

SECTION



INTRODUCTION

STATE REQUIREMENTS

DISTRICT POLICY

**LEON COUNTY TEACHER EDUCATION
MASTER INSERVICE PLAN
2004-2022**

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INTRODUCTION

Staff Development is an essential part of Leon County's Program of Human Resource Development. In-service training and other professional development activities are a systematic means for improving the knowledge, skills, and competencies of all district personnel.

The staff development objectives and activities included in this plan are a key component to successful School Improvement. The Leon County Strategic Plan emphasizes the priority of professional teachers and staff to school and student success. In addition, each school's improvement plan includes staff development objectives directly related to its improvement goals and objectives.

The Master In-service Plan is based upon results of the School Improvement Planning Process. This process includes a comprehensive analysis of the district Strategic Plan goals and strategies, student outcome data, state determined priorities, perceived needs of individual teachers and staff, as well as school progress toward previously established goals and objectives.

Annual priorities are recommended to the School Board based on the identified needs. These priorities determine the focus for recommended funding and proposed types of in-service activities. These activities are included in components which may lead to certificate renewal, career advancement or other personal and professional growth or rewards.

STATE REQUIREMENTS

The legislature has mandated that each district develop a comprehensive program of staff development. There are several major legal requirements that relate to in-service training:

1. Section s.1001.42, F.S. states "The School Board shall develop a comprehensive program of staff development. Such a program shall include all services provided under the direction of the board and shall make adequate provision for the proper funding of such program."
2. School System F.S. 1996
s.1012.98, F.S. School Community Professional Development Act.
(1) The Department of Education, public community colleges and universities, public school districts, and public schools in this state shall collaborate to establish a coordinated system of professional development. The purpose of the professional development system is to enable the school community to succeed in school improvement as described in s.1000.03, F.S.

Both Florida Statutes and State Board of Education Administrative Rules form the legal basis for the District Staff Development Program. These rules cover such things as in-service program approval, Master In-service Plans, utilization of resources and Professional Education Competence. The following is a synopsis of those statutes and rules.

FLORIDA STATUTES

s.1012.56, F.S. EDUCATOR CERTIFICATION REQUIREMENTS

Provides requirements, regulations and provisions for initial certification and the documentation of Professional Education Competence.

s.1012.585, F.S. PROCESS FOR RENEWAL OF CERTIFICATE

Provides direction for professional certificate renewal. Includes certification procedures via inservice training.

s.1012.98, F.S. SCHOOL COMMUNITY PROFESSIONAL DEVELOPMENT ACT

Directs that s.1012.98, F.S. shall be known and may be cited as the "School Community Professional Development Act. See Pages 4-6

s.1012.51, F.S. PURPOSES, INTENT

It is the intent and purpose of the Legislature that the practice of teaching in the public school system and its related services, including administering and supervisory services, shall be designated professional services. Teaching is hereby declared to be a profession in Florida, with similar rights, responsibilities, and privileges accorded other legally recognized professions.

s.1011.62, F.S. INSERVICE EDUCATION PERSONNEL TRAINING EXPENDITURES

A percentage of the base student allocation per full-time equivalent student or other funds shall be expended for educational training programs as determined by the district school board as provided in s.1012.98, F.S.

s.1012.98, F.S. **School Community Professional Development Act.--**

(1) The Department of Education, public postsecondary educational institutions, public school districts, and public schools in this state shall collaborate to establish a coordinated system of professional development. The purpose of the professional development system is to enable the school community to meet state and local student achievement standards and the state education goals and to succeed in school improvement as described in s.1000.03 F.S.

(2) The school community includes students and parents, administrative personnel, managers, instructional personnel, support personnel, members of district school boards, members of school advisory councils, business partners, and personnel that provide health and social services to students.

(3) The activities designed to implement this section must:

(a) Increase the success of educators in guiding student learning and development so as to implement state and local educational standards, goals, and initiatives.

(b) Assist the school community in providing stimulating, scientifically research-based educational activities that encourage and motivate students to achieve at the highest levels and to become active learners.

(c) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

(4) The Department of Education, school districts, schools, community colleges, and state universities share the responsibilities described in this section. These responsibilities include the following:

(a) The department shall develop and disseminate to the school community model professional development methods and programs that have demonstrated success in meeting identified student needs. The Commissioner of Education shall use data on student achievement to identify student needs. The methods of dissemination must include a statewide performance support system, a database of exemplary professional development activities, a listing of available professional development resources, training programs, and technical assistance.

(b) Each school district shall develop a professional development system. The system shall be developed in consultation with teachers and representatives of community college and university faculty, community agencies, and other interested citizen groups to establish policy and procedures to guide the operation of the district professional development program. The professional development system must:

1. Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.

2. Require the use of student achievement data; school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with follow-up support that are appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards, assessment and data analysis, classroom management, parent involvement, and school safety.

4. Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1 using criteria for continued approval as specified by rules of the State Board of Education. Written verification that the inservice plan meets all requirements of this section must be submitted annually to the commissioner by October 1.

5. Require each school principal to establish and maintain an individual professional development plan for each instructional employee assigned to the school. The individual professional development plan must:

a. Be related to specific performance data for the students to whom the teacher is assigned.

b. Define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity.

c. Include an evaluation component that determines the effectiveness of the professional development plan.

6. Include inservice activities for school administrative personnel that address updated skills necessary for effective school management and instructional leadership.

7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.

8. Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.

9. Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

(c) Each community college and state university shall assist the department, school districts, and schools in the design, delivery, and evaluation of professional development activities. This assistance must include active participation in state and local activities required by the professional development system.

(5) Each district school board shall provide funding for the professional development system as required by s.1011.62, F.S. and the General Appropriations Act, and shall direct expenditures from other funding sources to strengthen the system and make it uniform and coherent. A school district may coordinate its professional development program with that of another district, with an educational consortium, or with a community college or university, especially in preparing and educating personnel. Each district school board shall make available inservice

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

(6) An organization of private schools which has no fewer than 10 member schools in this state, which publishes and files with the Department of Education copies of its standards, and the member schools of which comply with the provisions of part II of chapter 1003, relating to compulsory school attendance, may also develop a professional development system that includes a master plan for inservice activities. The system and inservice plan must be submitted to the commissioner for approval pursuant to rules of the State Board of Education.

(7) The Department of Education shall design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicate progress or lack of progress of all students. If the review of the data indicates progress, the department shall identify the best practices that contributed to the progress. If the review of the data indicates a lack of progress, the department shall investigate the causes of the lack of progress, provide technical assistance, and require the school district to employ a different approach to professional development. The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. This report must include the results of the department's investigation and of any intervention provided.

(8) The State Board of Education may adopt rules pursuant to s. 120.536, F.S. (1) and s. 120.54, F.S. to administer this section.

(9) This section does not limit or discourage a district school board from contracting with independent entities for professional development services and inservice education if the district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met.

(10) For teachers, managers, and administrative personnel who have been evaluated as less than satisfactory, a district school board shall require participation in specific professional development programs as part of the improvement prescription.

History.--s. 789, ch. 2002-387; s. 10, ch. 2003-118; s. 47, ch. 2003-391.

2.28 School/Community Professional Development -Leon County School Board Policy

(1) Professional Development is an essential element of Leon County's program of Human Resource Development. Responsibility for this program lies with the Staff Development Department and includes: the assessment of inservice training needs; the provision for resources to meet inservice needs; the evaluation of activities implemented to meet those needs; and the assessment of impact upon programs and students.

(2) The Leon County Schools Training and Education Center is established as a collaborative effort between the Leon County teachers and staff, Leon County School Board, Florida State University, Florida A & M University and the community. The community, as defined by the School Community Professional Development Act, s. 1012.98, F.S., includes administrative personnel, managers, instructional personnel members of district school boards, members of school advisory councils, parents, business partners, and personnel that provide health and social services to children. The primary goal is to increase the competencies and improve the attitudes needed by all members of the school community to support student learning in Leon County Schools.

(3) The Board will appoint the members of the Leon County Training and Education Center Advisory Council, adopt policy and approve a budget.

(4) Each school shall develop annually a staff development plan which will help meet objectives of the school improvement plan developed by the School Advisory Council and based on a local needs assessment. All inservice expenditures shall be consistent with the Board approved Master Plan for inservice and Finance Department procedures.

(5) The Leon County Leadership Development Program is established as a collaborative effort between Leon County School Board, Florida State University and Florida A & M University to provide preservice and inservice training for administrators. The Superintendent will appoint the members of the Leon County Leadership Development Program Advisory Council. The Board will adopt policy and approve a budget.

(6) The Leon County Professional Education Competence Program will be implemented in accordance with state certification statute and rule. This program will be modified to include an Induction Program for all teachers with less than one full year of classroom teaching experience.

(7) Teachers who are hired with less than one full year of classroom teaching experience shall be required to complete the appropriate District Induction or Professional Education Competence Program within one year from the date of initial employment in order to be eligible for reappointment.

(8) The Leon County Support Personnel Development Center (SPDC) is established to provide inservice training for noninstructional staff and volunteers to develop skills and knowledge needed to perform assigned duties or duties to be assigned. The Superintendent will appoint the members of the Leon County Support Personnel Development Center Advisory Council. The Board will adopt policy and approve a budget.

(9) All Staff Development Department activities implemented through the Training and Education Center, Professional Education Competence Program Leadership Development Program, and Support Personnel Development Center must be part of the Leon County master plan for inservice in accordance with s.1012.98, F.S. For the purposes of this Plan, the Self-

Study Committee will be the Training and Education Center Advisory Council.

(10) The Leon County Staff Development Department will accept or send inservice credit for any staff for which credit was earned during their certificate validity period, utilizing the appropriate forms with required signatures, from or to any Florida school district or agency that has an approved Master Inservice Plan.

Statutory authority s.1001.41, F.S.

Law implemented s.1012.98, F.S. s1012.985, F.S. and s.1012.56, F.S.

Substantially amended: June 25, 1984; March 9, 1993

Policy Revised June 10, 1997; October 14, 2003

Purposes and Components of the Professional Development System Evaluation Protocol

The purposes of the new Professional Development System Evaluation Protocol are to:

1. Ensure the highest quality district, school, and faculty Professional Development Systems in Florida to support instructional programs throughout the state.
2. Provide the Commissioner of Education, Secretary of Education, and Legislature with information each year on the quality of the district Professional Development Systems.
3. Provide Florida school districts with the methods and protocols needed to conduct ongoing assessments of the quality of professional development in their schools.

Components of the new Professional Development System Evaluation Protocol include:

- + Design methods by which the state and district school boards may evaluate and improve the professional development system.
- + An annual assessment of data that indicates progress or lack of progress of all students.
- + Methods for the department to use to identify the best practices occurring if the review of the data indicates progress.
- + Methods for the department to use to investigate the causes of lack of progress if the review of the data indicates a lack of progress, and methods for providing technical assistance and requiring the school district to employ a different approach to professional development.
- + Formats and timeframes for the department to report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. The report formats will include the results of the department's investigation and of any intervention provided.

Overview of the System

The new Professional Development System Evaluation Protocol is based on a set of standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. These standards have been generated from the statements in Florida's laws as well as the professional development standards generated by the **National Staff Development Council (NSDC)** entitled **Standards for Staff Development**. (See Appendix A)

The new Professional Development System Evaluation Protocol is designed for use by:

- + The Department through site visits to districts to form state-wide conclusions on the quality of professional development in the state.
- + District staff through site visits to schools to form district-wide conclusions on the quality of professional development in the district.
- + School staff and School Advisory Councils as a self-check on the quality of professional development in the school.

The standards forming the basis of Florida's new Professional Development System Evaluation Protocol incorporate the NSDC standards within a framework reflecting the requirements of Florida law related to professional development.

The standards form the basis for a checklist used by reviewers to judge the quality of the professional development system at each level. Sampling of districts and schools is employed to reduce the cost and time needed to form state-level and district-level conclusions.

The standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

Levels		Strands
1.0	Faculty Level	● Planning
2.0	School Level	● Delivery
3.0	District Level	● Follow-up
		● Evaluation

Figure 1 presents a schematic displaying the three levels and four strands. Note that the Florida Department of Education, Bureau of Educator Recruitment and Professional Development provides support and assistance for professional development activities and services in Florida's public school districts.

LEON COUNTY SCHOOLS

INSERVICE CREDIT/RESOURCES GUIDELINES

Obtaining Approval:

1. 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.
2. 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.
3. 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.
4. 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

1. An inservice point is equivalent to one clock hour of training.
2. 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:
 - a. Inservice activities related to School Improvement Plans,
 - b. Inservice activities completed as a district, state, or federal requirement,
 - c. Inservice activities related to School Board Priorities and/or Individual Development Plans.

In these cases the minimum is three hours.

3. 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:

- a. 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.
 - b. Up to six points for each day of approved visitation will be awarded with a maximum of 18 points.
 - c. 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.
 - d. A maximum of thirty points can be awarded for participation in activities or components related to teacher trainer, materials selection, and council experience.
4. Inservice points may be combined with college credit for certificate renewal (60 points plus 3 semester hours).
 5. 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

1. Stipends and reimbursements will be made only after completing the approved objectives for the activity.
2. 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

1. 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.
2. 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

1. Credit may be transferred to or from any Florida school district or agency that has an approved Master Inservice Plan.
2. Credit must be earned during the validity period of the individual's certificate.
3. 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:
 - o **Content** - English, economics, mathematics, science, social sciences, foreign languages, humanities, global economy, technology, ecology, first aid, health, or safety
 - o **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.
 - o **School Administration Accountability** - Instructional design, leadership skills, school and community relations, school finance, school facilities, school law, or school organization
 - o **Vocational and Adult Education Accountability** - Adult learning, principles of adult or vocational education, vocational education for students with special needs, or vocational guidance

LEON COUNTY STAFF DEVELOPMENT DEPARTMENT AND TRAINING AND EDUCATION CENTER

COMPREHENSIVE PLAN

MISSION STATEMENT

The mission of Leon County Schools' Office of Professional Learning is to improve student achievement by providing support and resources that engage all educators in continuous professional growth.

We believe

- *all students and educators can learn and improve.*
- *quality instruction is vital for all learners.*
- *quality and relevant professional development is vital for the improvement of instruction.*
- *creating an atmosphere of continuous growth requires collaborative, planning, implementation, and reflection.*

STATUS/SIGNIFICANCE

The Staff Development Department collaborates with district and school sites for planning professional development. Additional responsibilities include record keeping as well as acting as the facilitating agency for inservice resources and university pre-service programs.

The final accounting of the success of any staff development program or activity is the impact that it has upon the students in the Leon District classrooms. Because of the many variables involved, staff development can never claim to be the sole cause of improvement in student performance. However, research and past experience have shown that it can be a significant factor in student growth. It is the responsibility of all district personnel to assist in the education of all students in all programs, helping them to maximize their potential in all areas.

GOAL

The underlying goal of the Staff Development Program in Leon County is to implement programs and provide support, which enhances the professional development of teachers, staff and community as they strive to improve and demonstrate the skills, values and knowledge needed to assist students in meeting high operational standards and outcomes.

LEON COUNTY SCHOOLS TRAINING AND EDUCATION CENTER

Advisory Council

The Training and Education Center Advisory Council in Leon County consists of a teacher representative from each school. In addition, there is representation from the Leon Classroom Teachers' Association, Vocational Education, Exceptional Student Education, Student Services, Administration, Support Personnel Development Center, and collaboration with Florida State University, Florida A&M University, Tallahassee Community College and the community.

As stated in the Leon County Teacher's contract, teacher representatives are elected by the faculty at their site. The TEC chair at the district level shall rotate among the elementary, middle, high school and other sites. Should there be a lack of interest at any level for their rotation year, the rotation would move to the next level.

According to the guidelines established by the council, a TEC school representative will serve a two year term with a maximum of three (3) consecutive terms.

Roles and Responsibilities

Roles and responsibilities of a TEC representative:

- Help to coordinate on-going in-service
- Assist the bookkeeper in tracking the budget allotted for the school
- Assist teachers with the guidelines and requirements for submitting requests for resources and/or credit.
- Receive and disseminate to school personnel: in-service, recertification, grant and any other pertinent information.
- Assist with the annual Staff Development Needs Assessment which results from the School Improvement Planning Process.
- Attend monthly Advisory Council meetings.
- Organize a school advisory committee to assist in formulating guidelines and decision making.

Facilitating Committee:

The purpose of the Facilitating Committee is to set the agenda for each Advisory Council and to make appropriate recommendations to the Advisory Council for action.

A Facilitating Committee shall be established from members of the Advisory Council. It will consist of seven (7) members: 1) TEC coordinator; 2) Staff Development Director; 3) Professional Development Systems Project Coordinator, 4) Advisory Council Chair; 5) Advisory Council Chair-elect; 6) Advisory Council Past-chair; 7) the Teacher Organization representative; 8) Teacher Representative elected by the Advisory Council (when needed to facilitate a broader representation on this committee, this person shall be from a level not represented).

All Facilitating Committee recommendations shall be approved by consensus of the committee.

TEC Budget Recommendations

The TEC Advisory Council serves as a Self-Study Committee for recommending annual priorities and a budget to the School Board. These recommendations are a result of careful analysis of the data from the needs assessment and School Improvement Planning process.

Program Implementation

(a) Inservice Training Components

Master Plan components may be submitted to the Advisory Council by any district group or individual responsible for planning and/or providing professional development workshops. Non-district groups and individuals may also submit components by first contacting the Staff Development Office. All components require Council and School Board approval before inclusion in the Master Plan and before implementation.

(b) Inservice Activities

All inservice activities must come under the objectives of a master plan component. Activities may be planned by schools, curriculum and program coordinators, or selected on an individual basis.

SUPPORT PERSONNEL DEVELOPMENT CENTER

Policies, guidelines, procedures and components for noninstructional staff development can be found in Section III of this Master Inservice Plan.

LEON COUNTY SCHOOLS
SCHOOL IMPROVEMENT PLANNING PROCESS FOR NEEDS ASSESSMENTS
FOR IDENTIFICATION OF INSERVICE NEEDS OF CERTIFIED PERSONNEL
SUMMARY

Area: District Program Evaluations/Priorities

Survey Method: Analyze student data as it relates to the accountability outcomes of goals and possible strategies of the K-20 Evaluation Performance Accountability system and the Leon County Strategic Plan.

Use of Data: Data analyzed through the School Improvement Process is submitted to Staff Development.

Area: Performance Evaluations

Survey Method: Principals review the results of the annual Leon County Teacher Performance Feedback Process and student data to determine areas for Individual Professional Development Plans.

Use of Data: Principals establish professional development areas with teachers as part of the evaluation process and give input into School Improvement Planning.

Area: Perceived Needs of Instructional Personnel

Survey Method: School Improvement Teams or Staff Development Committees utilize a needs assessment process which focuses on student performance data.

Use of Data: Surveys and student data are analyzed and incorporated into the school improvement planning process and submitted to the Office of School Improvement.

Area: State Determined Priorities

Survey Method: Department of Education and Staff Development Office communication/guidelines.

Use of Data: Mandates are reviewed and disseminated by the TEC Advisory Council to school personnel.

Area: School Focused Inservice Programs

Survey Method: School Improvement Plans are an annual statutory requirement. A Staff Development Plan is part of the School Improvement Planning process. Inservice objectives and strategies are developed around school improvement goals and objectives which require training in order to be achieved.

Use of Data: The data is used in planning school based and district-wide workshops.

Area: A self-assessment by instructional personnel of their subject matter knowledge and professional skills based on student performance data.

Survey Method: The Leon County Individual Professional Development Planning process is utilized.

Use of Data: Teacher responses are analyzed and the School's Staff Development Plan then reflects the identified areas of focus.

Area: Student Output Data

Survey Method: The Information Services Department compiles student test data and reports performance data to the district and schools across all areas and grade levels. This information is published in an annual county Data Book.

Use of Data: School Improvement Teams include student performance data in the School Improvement planning and needs assessment process.

STAFF DEVELOPMENT LONG-RANGE OBJECTIVES

REQUIRED OUTCOMES

1. A collaborative working relationship among universities, community colleges, and district instructional and non-instructional personnel will be continued in the areas of preservice and inservice professional training.
2. Inservice programs will be designed based upon assessed, curricular, student and program needs. Priorities will be established each year. These priorities will reflect district-wide needs, the goals and strategies of the District Strategic Plan and the K-20 Education Performance Accountability System.
3. Inservice programs will be designed to meet instructional, non-instructional, and legislative requirements as identified in 1012.98 F.S.
 1. Subject Content
 2. Teaching Methods
 3. Technology
 4. Sunshine State Standards
 5. Assessment and Data Analysis
 6. Classroom Management
 7. School Safety
4. Formative and summative evaluations of staff development activities, and programs will be completed annually.
5. Computer records will be kept on inservice participation program expenditures and outcomes for reporting to policy makers and the Department of Education.

System Outcomes

6. Inservice and preservice activities in the district are coordinated through a network established by the staff development office.
 7. Alternative delivery systems will be designed to maximize training effectiveness and participant outcomes.
-

The underlying goal of the Staff Development Program in Leon County is to implement programs and provide support which enhances the professional development of teachers and staff as they strive to improve and demonstrate the skills, values and knowledge needed to assist students in meeting the high operational standards and outcomes

SHORT RANGE OBJECTIVES

STRATEGIES

EVALUATION PLAN

1.1 School and university staff will continue their involvement in Staff Development programs.

1.2 Training will be provided to teachers to assist them in defining and implementing their roles and responsibilities in pre-service teacher education.

1.3 Field-based pre-service programs will be coordinated by TEC.

1.4 Intern placement distribution will be reported annually.

2.1 Staff development needs for personnel will be assessed.

1.1.1 Each school will have a staff development committee and a TEC rep to address the assessment of needs.

1.1.2 University faculty will be involved on TEC and LOP councils, as resources for training, and to provide technical assistance to schools and the district.

1.2.1 At least two staff development activities will be offered during the year at the knowledge and skill level.

1.3.1 All intern applications will be reviewed by the TEC office before and after assignment to insure that district guidelines have been followed.

1.4.1 Placement information will be compiled by school.

2.1.1 Schools, Instructional and noninstructional areas, etc., will assess the needs related to their goals/objectives and present situation.

2.1.2 Generic skills needs will be assessed by supervisor observation and related to professional growth plans.

2.1.3 Student outcome data will be analyzed to determine curricular and training needs.

2.1.4 District priorities will be analyzed for staff development implications.

1.1.1 A list of TEC representatives will be compiled and they will be asked to identify their committee members each year.

1.1.2 An analysis of university involvement will be made in July for the preceding year through an attendance record of meetings.

1.2.1 Two training activities designed and implemented by June 30.

1.3.1 A record will be kept of all teachers who are eligible for, or have had an intern and interns placed in the current year.

1.4.1 A report of data collected will be made by June 30 as part of the Strategic Plan.

2.1.1 Noninstructional needs will be analyzed by June. Instructional needs will be reported by October 1st.

2.1.2 Teacher PDP's will be completed by October 1st.

2.1.3 Data book training will be provided for school administrators and teacher leaders.

2.1.4 District Strategic Plan objectives and strategies will be addressed in the Master Plan for inservice.

2.2	Staff development plans will be written annually by schools as a part of the School Improvement Process.	2.2.1 Staff Development plans including identification of objectives, components and strategies will be developed annually by each school.	2.2.1 A copy of each schools plan will be maintained in the office of the Executive Directors and the Office of School Improvement.
2.3	Inservice activities based on perceived needs, and identified needs will be designed and implemented.	2.3.1 Needs assessment data will be reviewed by Staff Development and prioritized by the TEC, LDP or SPDC Advisory Council. 2.3.2 School based and district-wide activities will be planned and implemented. 2.3.1 School and district programs will be prior approved and reported in accordance with State Staff Development Standards. 2.3.2 Records of school and district activities will be maintained in the Staff Development Office.	

3.1	Inservice and preservice activities based on instructional and legislative requirements will be designed and implemented by Leon County School personnel.	3.1.1 Activities will be designed and implemented in mandated areas.	3.1.1 Workshop objectives, agendas, attendance rosters and records of participant evaluation will be maintained in component files.
4.1	Staff Development programs will be evaluated by the participants.	4.1.1 A standardized evaluation form will be utilized to evaluate the activity's relationship to stated objectives, appropriateness of content, relevance to participants' needs and practical utility.	4.1.1 A summary of participants' evaluation will be maintained in the component files.
4.2	Participants will be assessed relative to intended outcomes and application in other settings.	4.2.1 Individual verification of demonstration of appropriate objectives in the workshop setting and/or in the classroom or work site will be required for the awarding of Inservice credit.	4.2.1 Individual credit report forms will require the verification of the demonstration of the knowledge, implementation of the skills and impact on student learning.
4.3	The Staff Development program will be evaluated.	4.3.1 The Staff Development Office will review data on program implementation and impact and report to TEC, and SPDC Advisory Councils.	4.3.1 Agenda item for each group's meeting.
		4.3.2 The attainment of program objectives as well as the meeting of district, and state and professional requirements will be assessed annually.	4.3.2 An annual report will be submitted to DOE.
5.1	Automated records of Inservice will be maintained.	5.1.1 A list of Staff Development activities participated in and the cumulative total points will be on each employee's Inservice history.	5.1.1 An annual report will be transmitted to DOE. Individual schools will have access to teacher Inservice histories.
5.2	Workshop evaluation data will be summarized by computer.	5.2.2 Computer scoring and analysis will be done for all participant ratings submitted.	5.2.2 A summary of evaluation results will be maintained in the component files.
6.1	A budget and Master Plan for Inservice will be approved by the TEC Advisory Council as the self-study committee and the School Board.	6.1.1 At the first Advisory Council Meeting, a budget and Master Plan update will be submitted to the Council. Following approval by the council, the documents will be submitted to the School Board and Superintendent.	6.1.1 School Board Approval

6.2	All Staff Development group activities will be reviewed by the Staff Development office prior to the beginning of the activity	6.2.1 A request for group approval will be submitted by the contact person working with each activity for which TEC credit is requested.	6.2.1 A Group prior approval form will be on file for each activity planned by schools or programs for which credit is to be awarded.
		6.2.2 Individual credit for conferences and workshops does not require prior approval.	6.2.2 A Completed individual credit report form will be on file for the activity for which credit is awarded.
		6.23 College courses do not require prior approval.	
			6.2.3 A transcript will be on file
6.3	Communication linkages will be established and maintained with all Divisions of the School district.	6.3.1 Staff Development personnel will assist in the Coordination of inservice offered in all the instructional and non-instructional areas.	6.3.1 Schedules will reflect the coordination of activities
6.4	Staff development will disseminate professional development opportunities.	6.4.1 Staff development will publish and disseminate confirmation to schools and district offices.	
6.5	The results of assessment, planning, evaluation and other important information will be reported and disseminated to appropriate personnel	6.5.1 Reports will be completed according to needs or guidelines	6.4.1 Monthly publication

7.1	A performance based approach to staff development Will be maintained.	7.1.1	Components in the master plan will reflect evaluation of objective attainment of knowledge, implementation of the skills and impact on student learning.	7.1.1	Review of all Master Plan Components.
7.3	Staff Development activities will be planned for school and district service days.	7.3.1	Approval for use of inservice days will be coordinated by the TEC office.	7.3.1	Activities identified in School Improvement Plans.
7.4	A format will be developed and utilized to assist in standardizing workshop designs, when appropriate.	7.4.1	A form will be utilized that includes reference to Master Plan objectives, description of presentation, participation, evaluation/application and follow-up activities.	7.4.1	A completed form will be required from all contacts and/or consultants planning workshops.
		7.4.2	Prior approval will be conditional on all elements being identified if they are appropriate.	7.4.2	All requests for approval forms include required elements as appropriate.
7.5	Teacher trainers will be trained and utilized as staff development consultants.	7.5.1	In-house trainers will be utilized whenever possible following teacher contract and district procedures.	7.5.1	Increase in the number of teacher trainers used over the previous year.
7.6	Media, materials and trainer resources will be developed and catalogued.	7.6.1	A resource file for consultants and materials will be established.	7.6.1	Resource file available to program planners.

INSERVICE NEEDS -TEC BUDGET RECOMMENDATION
LEON COUNTY SCHOOLS TRAINING AND EDUCATION CENTER
COMMITTEE SELF-STUDY

The Leon County Schools Training and Education Center Advisory Council and the Facilitating Committee serve as the Master Plan Self-Study Committee.

The committee reviews needs assessment data for instructional, noninstructional and administrative staff from the following sources.

1. Staff Development Plan objectives and strategies resulting from the School Improvement Planning process.
2. Analysis of subject/special area and instructional objectives and needs.
3. State determined priority areas.
4. Analysis of Staff Development funds available through grants, enhancements and program sources other than TEC.

The priority staff development activities will be training which supports and enhances the annual strategies for achieving the goals of the K-20 Evaluation Performance Accountability System, as well as the School Improvement Inservice Objectives from the School Improvement Plans.

District training planned by the Staff Development Office and financed by District TEC funds will focus on needs as evidenced through an analysis of the School Improvement Plans.

A change in the Proviso Language in the state 2003-04 budget requires that 50% of the categorical funds for teacher training be spent on scientifically based researched reading methods instruction. The state professional development funds are to be allocated to programs that demonstrate impact on student learning gains in reading.

There will be continued emphasis on utilization of our own district human resources, teachers and other district personnel, to plan and deliver training.

**2017-2018 STAFF DEVELOPMENT
TRAINING AND EDUCATION CENTER PROPOSED BUDGET**

SUMMARY

On September 1, 2004, using the process described in the Self-Study Committee Report, the TEC Advisory Council proposed a budget for 2004-2005 which includes:

Total funds available, based on Finance projection.	\$439,751.00
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A change in the proviso language in the state 2003-004 budget requires that a portion of the categorical funds for teacher training is to be spent on scientifically based researched reading methods instruction. To clarify, a portion of the state professional development funds are to be allocated to programs that demonstrate impact on student learning gains in reading.

\$200,733.80

Allocations to support schools in making staff development decisions for the purpose of supporting training related to the school=s professional development needs, primarily those resulting from school improvement objectives.

per WFTC \$3.68	Total:	\$134,280.13
Charter Schools	Total:	\$ 3,941.00

Training for the noninstructional groups (including food services, maintenance, clerical, bus drivers, etc.) coordinated by the Support Personnel Development Center.

Total: \$ 52,811.00

Training for Psychologists, and Social Workers.

Total: \$ 5,629.00

Program training needs for teachers will be aligned to meet the requirements of No Child Left Behind. Focused training will be provided in the areas designated by the state: subject content, teaching methods, technology, Sunshine State Standards, assessment, data analysis, classroom management, school safety and family involvement.

Total: \$ 46,297.07

The Leon County Training and Education Center continues to support the basics of School Improvement and Accountability in Florida. To further support the concept of school based management, the Training and Education Center Advisory Council will continue with the placement of school TEC funds in school cost centers.

SECTION

II

INSERVICE TEACHER EDUCATION

PLAN LEADING TO CERTIFICATION

(TEACHER AND ADMINISTRATOR COMPONENTS)

EXPLANATION OF COMPONENTS

Inservice points for the extension of certificates will be awarded only for the achievement of objectives described in a component in the Master Plan utilizing the appropriate evaluation criteria. All activities are open to all district personnel, parents/guardians, school volunteers and other educational personnel on a space available basis.

Parks of the components may be described as follows:

COMPONENT NUMBER - The component number is an abbreviated descriptor of the area the component addresses and the number of the component within that area. READ-2 is the second component in reading, for example.

TITLE - The title briefly describes the focus of the component.

COMPONENT IDENTIFIER - This number is unique to the component and will be used by DOE and district management information systems.

NUMBER OF POINTS - The minimum and maximum number of points that can be earned are listed for each component. The number of points awarded will at no time exceed the number of hours spent in acquiring the skill. However, it may be less than the actual number of hours spent if the time was more than a "typical" participant would need.

GENERAL OBJECTIVE - The short range competencies to be achieved in order to reach the general objectives are described here. All specific objectives do not have to be demonstrated to receive points, but points will only be awarded for the demonstration of one or more objectives.

DESCRIPTION - The description lists the kinds of activities that may be offered. Specific activities are arranged by the individual, group or school in coordination with the Staff Development Office, and resources allocated accordingly. Individual, small group and large group activities may be appropriate for any objective. Dates and meeting places for different activities will be advertised in the Staff Development Calendar.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORK EVALUATION - The participants and consultant(s) will assess the workshop activities across a number of dimensions utilizing the Leon County Staff Development Form.

PERSON RESPONSIBLE FOR EVALUATION - This person is suggested as the appropriate evaluator. Individual activities may require a different person. However, someone other than the participant must verify the demonstration of competencies and report the successful and unsuccessful participants, the objectives addressed and the number and category of points to be awarded.

CONTACT PERSON - The contact person is the person most likely to be of help in setting up activities to address objectives in the component.

Budgets for groups, schools and areas are described in the budget section. Allocations for activities are to be made utilizing regular TEC procedures. Forms to be utilized for requesting resources, requesting credit and for certain components such as travel and conferences are available in the Staff Development Office.

COMPONENT NUMBER: ADMN-1

TITLE: SCHOOL BASED MANAGEMENT

COMPONENT IDENTIFIER: 7-513-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

The participants will be able to manage facilities, resources and personnel to achieve maximum school effectiveness.

SPECIFIC OBJECTIVES:

School administrators will:

1. Describe state and district fiscal and administrative policies and procedures appropriate to the school setting.
2. Describe systematic methods of plan and/or resource management and procedural changes for maximum or more economical use of his/her facility and/or resources.
3. Describe a process or criteria for the selection, scheduling, use and evaluation of instructional and non-instructional personnel.
4. Involve staff and parents in administrative, fiscal, and programmatic decision-making.
5. Describe strategies to increase school and community communication.
6. Implement the appropriate sections of the teacher contract.

DESCRIPTION:

Workshops, conferences and mini-sessions to include individual and group activities will be offered throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant and/or peers

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ADMN-2

TITLE: CURRICULUM AND THE SCHOOL ADMINISTRATOR

COMPONENT IDENTIFIER: 7-513-002

NUMBER OF POINTS: 1 -120

GENERAL OBJECTIVE:

District and school administrators and curriculum persons will be able to monitor and improve the instructional programs in the schools.

SPECIFIC OBJECTIVES:

District and school administrators and curriculum persons will be able to monitor and improve the instructional programs in the schools.

1. Demonstrate knowledge of instructional programs being implemented throughout the district at each level.
2. Locate specific grade level standards for a subject area.
3. Identify current state-adopted instructional materials.
4. Describe a criteria for the selection of materials to support an instructional program.
5. Identify strategies for working with teachers for program or curriculum implementation or improvement.
6. Identify key elements of the Pupil Progression Plan.
7. Describe roles and responsibilities for implementing and monitoring the Pupil Progression Plan.

DESCRIPTION:

Workshops will be held pre-school and throughout the year to include individual, group and district-wide activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant, Supervisor and/or peers

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ADMN-3

TITLE: SCHOOL IMPROVEMENT PLANNING

COMPONENT IDENTIFIER: 7-513-003

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

District and school personnel will be able to develop and implement an improvement plan for their area or school.

SPECIFIC OBJECTIVES:

Administrative and instructional personnel will be able to:

1. Identify goal statements and objectives for the district, division, department and/or school.
2. Identify and apply appropriate effective school criteria.
3. Collect and utilize parent, teacher, student and program data to assess program needs.
4. Utilize appropriate problem-solving techniques.
5. Select or design improvement strategies for implementation and evaluation.
6. Identify action plans and resources needed for program improvement strategies.
7. Design and implement an evaluation plan and communicate results to community.

DESCRIPTION:

Workshops and mini-sessions will be scheduled throughout the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ADMN-4

TITLE: ADMINISTRATIVE LEADERSHIP TRAINING

COMPONENT IDENTIFIER: 7-506-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

District and/or school personnel will be able to demonstrate skills necessary for professional advancement and/or increased responsibilities.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe the responsibilities and expectancies associated with a given role in the school system.
2. Describe the technical knowledge, and/or competencies required for the given role.
3. Demonstrate the skills or competencies required for a given role.
4. Utilize problem-solving skills for school improvement.
5. Develop a self-improvement plan for skill, knowledge and competency acquisition.
6. Implement time, stress and/or resource management strategies.

DESCRIPTION:

Individual, small group, district-wide and university activities and conferences will be offered, including Assessment Center and internships, over a multi-year period.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant and/or trainer

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ADMN-5

TITLE: MANAGEMENT INFORMATION SYSTEM

COMPONENT IDENTIFIER: 7-501-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

School and district personnel will be able to describe the components of the district Management Information System.

SPECIFIC OBJECTIVES:

School and district personnel will:

1. Describe the purposes and scope of the district Management Information System.
2. List the methods available for transmitting input data from a variety of sources, including fiscal, student, program, personnel, facility and community.
3. Describe the uses of output report information for accountability and decision making.

DESCRIPTION:

Workshops will be held pre-school and throughout the year with individual, small group and large group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ADMN-6

TITLE: EFFECTIVE MANAGEMENT SKILLS

COMPONENT IDENTIFIER: 7-506-002

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to demonstrate the effective leadership behaviors identified as the Florida Principal Competencies.

SPECIFIC OBJECTIVES:

Each participant will demonstrate:

1. PROACTIVE ORIENTATION initiates action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.
2. DECISIVENESS makes or shares decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.
3. COMMITMENT TO VISION AND MISSION acts in accordance with the shared vision, mission and values of the school.
4. INTERPERSONAL SENSITIVITY discovers, understands, verbalize accurately and responds empathetically to the perspectives, thoughts, ideas and feelings of others.
5. INFORMATION SEARCH AND ANALYSIS gathers and analyzes data from multiple sources before arriving at an understanding of an event or problem.
6. CONCEPT FORMATION sees patterns and relationships and forms concepts, hypotheses and ideas :from the information.
7. CONCEPTUAL FLEXIBILITY uses alternative or multiple concepts or perspectives when solving a problem or making a decision.
8. MANAGING INTERACTION gets others to work together effectively through the use of group process and facilitator skills.
9. IMPACT/PERSUASIVENESS influences and has an effect upon the school stakeholders by a variety of means-persuasive argument, setting an example or using expertise.
10. CONCERN FOR THE SCHOOL'S REPUTATION cares about the impressions created by self, the students, the faculty, the staff, and parents, and how these are communicated both inside and outside the school.
11. TACTICAL ADAPTABILITY adapts one's interaction and behavior to fit the situation.
12. ACHIEVEMENT ORIENTATION does things better than before by setting goals that encourage self and others to reach higher standards.

13. MANAGEMENT CONTROL establishes systematic processes to receive and provide feedback about the progress of work being done.
14. DEVELOPMENTAL ORIENTATION holds high and positive expectations for the growth and development of all stakeholders through modeling self-development, coaching and providing learning opportunities.
15. ORGANIZATIONAL ABILITY knows how to design, plan and organize activities to achieve goals.
16. DELEGATION entrusts jobs to be done, beyond routine assignments, to others, giving them authority and responsibility for accomplishment.
17. SELF PRESENTATION clearly presents one's ideas to others in an open, informative and non-evaluative manner.
18. WRITTEN COMMUNICATION writes clearly and concisely using good grammar.
19. ORGANIZATIONAL SENSITIVITY is awareness of the effects of one's behavior and decisions on all stakeholders both inside and outside the organization.

DESCRIPTION:

District workshops and individualized modules will be available throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant or Workshop Leader

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ADMN-7

TITLE: EFFECTIVE SCHOOL RESEARCH

COMPONENT IDENTIFIER: 7-513-004

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

District and/or school personnel will be able to demonstrate skills necessary for professional advancement and/or increased responsibilities.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Demonstrate instructional leadership activities that support school improvement.
2. Identify specific teacher and administrator activities which communicate high expectations.
3. Identify specific teacher and administrator activities that support a focus on instruction.
4. Demonstrate specific behaviors that support a positive school climate.
5. Identify specific activities that enhance school/community communications.
6. Demonstrate strategies to monitor students' progress.

DESCRIPTION:

Individual, small group, district-wide and university activities and conferences will be offered, including Assessment Center and internships, over a multi-year period.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant and/or trainer

CONTACT PERSON:

Staff Development Director

COMPONENT NUMBER: ADMN-8

TITLE: SCHOOL IMPROVEMENT LEADERSHIP TRAINING

COMPONENT IDENTIFIER: 7-513-005

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Through this training teachers, administrators, noninstructional staff and teachers develop and enhance expertise in school improvement theories, approaches and techniques. As a result of the training, participants will use their expertise to facilitate district and school efforts to establish and implement school-level improvement planning.

SPECIFIC OBJECTIVES:

After participating in this inservice staff development, individuals will be able to:

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

DESCRIPTION:

Participants may attend School Board, District, or State workshops and conferences.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant or principal

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ADMN-9

TITLE: ADMINISTRATION AND SUPERVISION OF DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR YOUNG CHILDREN

COMPONENT IDENTIFIER: 7-513-006

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

This component is designed to develop in the participant knowledge and skills necessary for administration of the developmentally appropriate program for pre-kindergarten.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Demonstrate knowledge of child development to include physical, social, emotional and cognitive development and language acquisition.
2. Describe developmentally appropriate programs, including child-initiated, teacher supported play, classroom organization, and the effective utilization of equipment, materials and supplies to accommodate all physical, cultural and developmental needs and differences.
3. Produce an appropriate schedule that provides for a balance of active movement, rest, and quiet activities, and a balance of child and adult initiated activities.
4. Implement appropriate methods of teacher/child and child/child interaction to facilitate the development of positive behavior, discipline, self-esteem and independence for all children.
5. Utilize early childhood evaluation techniques for: developmental assessments of individual children's development and learning, teacher performance evaluations, and assessment of the classroom environment.
6. Recognize indicators of child abuse and procedures for reporting and following up cases.
7. Describe methods of assessing the needs of families and determining the effects of environmental influences on the family.
8. Utilize appropriate techniques for establishing and maintaining effective relationships with each child's family.
9. Describe effective strategies for networking with community resources to obtain appropriate services for families.
10. Demonstrate knowledge of federal, state and local rules and regulations including health, safety, and nutrition, which govern pre-kindergarten programs.

DESCRIPTION:

Participants will engage in the following activities as they relate to the specific objectives:

1. Attend district and regional symposiums and workshops.
2. Use audio-visual materials with follow-up discussions.
3. Complete recommended professional reading in the field of Early Childhood Education.
4. Participate in regional, state, and national Early Childhood Conferences.
5. Attend interagency council meetings.
6. Visit and record observations at developmentally appropriate prekindergarten sites, such as those designated Exemplary by the Commissioner of Education and those receiving accreditation by the National Association for the Education of Young Children.
7. Document the development and implementation of a developmentally appropriate pre-kindergarten program as defined and documented in the NAEYC accreditation process or as defined in the NAEYC publication, Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8. Documentation would include a portfolio of journals, observations, schedules, self evaluation, etc.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultants/Area Leaders

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER ADMN-10

TITLE: POLICIES/PROCEDURES IN SECTION 504 OF REHABILITATIVE ACT
1973 AND ADA AS IMPLEMENTED IN LEON COUNTY SCHOOLS

COMPONENT IDENTIFIER: 7-513-007

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Teachers, administrators and support services personnel will be able to identify, refer, assess and recommend appropriate intervention programs for disabled students under 504 and ADA. Additionally, they will be able to respond more appropriately to issues from staff, parents and visitors in the areas of employment, facilities, communication and transportation as they evolve.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe district, state and federal policies and procedures related to identification and placement of disabled students.
2. Describe characteristics of students who might be eligible for services.
3. Describe appropriate procedures and documentation for intervention strategies prior to or as part of the referral and evaluation process.
4. Describe the responsibilities of all the personnel involved in the referral and evaluation of disabled students, including the role and function of child study teams, parents, and the student.
5. Describe appropriate screening and diagnostic instruments and procedures for use with students who may be disabled.
6. Demonstrate proficiency on instruments and techniques appropriate for specific roles within the identification and planning process.
7. Select and prescribe appropriate instructional strategies and materials to meet or support the needs of disabled students in the classrooms.
8. Describe and apply the relevant employment provisions of ADA as required throughout the application, employment, retention or dismissal process.
9. Describe the needs of people with disabilities regarding access to school facilities and participation in school sponsored activities.

DESCRIPTION:

Individual, group, school and district activities and conferences will be utilized throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Staff Development Office

COMPONENT NUMBER: ADMN-11

TITLE: SAC-SITE COMMITTEE REPRESENTATION

COMPONENT IDENTIFIER: 7-513-008

NUMBER OF POINTS: 1-60

GENERAL OBJECTIVE:

District and school personnel will serve on the School Advisory Committee, the School Improvement Team, or a subcommittee. Participants will plan and work to enhance the site based decision making effort at the school.

SPECIFIC OBJECTIVES:

Administrative and instructional personnel will be able to:

1. Contribute to maximize the effectiveness of the committee in making decisions for the site.
2. Identify areas of need at the school site that would benefit from the visions and knowledge of a working subcommittee.
3. Gather and analyze data in order to develop a School Improvement Plan that meets the needs of students and staff.
4. Meet the school/district personnel to focus on current methodology and strategies to enhance the school improvement process.
5. Identify resources for implementing strategies.

DESCRIPTION:

Meetings will be scheduled throughout the year to implement committee requirements and responsibilities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Committee Chair

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ADMN-12

TITLE: National Incident Management System

COMPONENT IDENTIFIER: 6-511-003

NUMBER OF POINTS: 1 - 60

GENERAL OBJECTIVE:

District and school personnel will be knowledgeable of the National Incident Management System designed to enable government and other organizations to work together during domestic incidences.

SPECIFIC OBJECTIVES:

1. Describe the key concepts and principles underlying NIMS.
2. Identify the benefits of using ICS as the national incident management model.
3. Describe when it is appropriate to institute an Area Command.
4. Describe when it is appropriate to institute a Multi-agency Coordination System.
5. Describe the benefits of using a Joint Information System (JIS) for public information.
6. Identify the ways in which NIMS affects preparedness.
7. Describe how NIMS affects how resources are managed.
8. Describe the advantages of common communication and information management systems.
9. Explain how NIMS influences technology and technology systems.
10. Describe the purpose of the NIMS Integration Center.

DESCRIPTION:

Workshops will be scheduled periodically to remain in compliance with this federal requirement.

PARTICIPANT EVALUATION:

In keeping with the requirements of the Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through a pre-designed test. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Director of School Safety and Security

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ADMIN-13

TITLE: RESPONSE TO INTERVENTION

COMPONENT IDENTIFIER: 741700!09

NUMBER OF POINTS: 1-120

General Objective:

Participants will understand that Problem Solving and Response to Intervention address the new rules and procedures for identifying students in need of assistance and for special education eligibility for certain programs for students with disabilities and they will be able to follow the steps for implementing an effective school based model.

Specific Objectives:

- (1.) Participants will understand why the use of the discrepancy model is no longer acceptable in determining the existence of a learning disability and why change is necessary.
- (2.) Participants will be able to describe the role of the IDEA 2004 in bringing RTI to the school districts.
- (3.) Participants will be knowledgeable of Florida's RTI Problem Solving Model.
- (4.) Participants will be able to describe the six critical components to Implementing an RTI model
- (5.) Participants be able to demonstrate understanding of a Three-Tier System for all students.
- (6.) Participants will be able to implement a three-tier system for both instruction and for behavior
- (7.) Participants will be able to describe the components of an effective Intervention Team
- (8.) Participants will understand the purposes and strengths of data-driven decision making and progress monitoring in the RTI process.
- (9.) Participants will understand the importance of developing quality interventions delivered with fidelity in the general education environment and the important role administrators play in monitoring the implementation of the interventions.

DESCRIPTION:

Face to face and on line opportunities will be offered throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

Workshop Evaluation: Leon County Staff Development Evaluation Form

Person Responsible for Evaluation: Consultant or Program Coordinator

Contact Person: Program Coordinator or Staff Development Director

COMPONENT NUMBER: ADUL-1

TITLE: ADULT EDUCATION PROGRAM REVIEW

COMPONENT IDENTIFIER: 2-301-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Adult Education teachers will be able to describe programs, methods and materials for instructing adult learners.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe state and national programs for working with adult learners.
2. Describe strategies for identifying and recruiting adults with educational needs.
3. Identify the student competencies required to meet state and district standards.
4. Describe strategies for diagnosing specific learner needs.
5. Describe methods for working with adult learners based on needs, learning modalities, and learning rates.
6. Select and/or design materials appropriate for meeting adult learner needs.

DESCRIPTION:

Conferences, workshops and mini-sessions will be held throughout the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant and/or Adult Education Coordinator

CONTACT PERSON: Adult Education Coordinator

COMPONENT NUMBER: ARTS-1

TITLE: ART

COMPONENT IDENTIFIER: 1-000-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Art teachers will be able to utilize a variety of art media and activities in their classrooms.

SPECIFIC OBJECTIVES:

District art teachers will:

1. Be able to develop, produce, and implement self-motivating student art activities including aesthetics, appreciation, career and leisure awareness.
2. Develop proficiency in using drawing, water colors and other fine arts techniques in their instructional program.
3. Develop proficiency to utilize silk screening, basketry, stained glass, photography and other craft areas in their instructional program.
4. Develop and implement strategies for meeting individual, and particularly, special student needs.
5. Describe new programs, practices and materials in Art Education.
6. Develop proficiency in technology and Art Media

DESCRIPTION:

Workshops, conferences, mini-sessions and sharings will be held throughout the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ARTS-2

TITLE: PERFORMING ARTS

COMPONENT IDENTIFIER: 1-006-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Teachers will be able to use a variety of strategies and activities with their students in the areas of the performing arts.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe strategies for teaching oral interpretation, rhetoric, drama and dance.
2. Describe self-motivating activities for appreciation of the performing arts.
3. Select and implement performing art activities for meeting individual student needs.
4. Develop proficiency in speech, drama or dance techniques.
5. Describe new programs and practices in the performing arts.

DESCRIPTION:

Individual, group, school and district workshops, conference, mini-sessions and activities will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ARTS-3
TITLE: INTEGRATED ART
COMPONENT IDENTIFIER: 1-000-002
NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

The purpose of this component, is to enable teachers to utilize a variety of art media and activities for the integration of art into the curriculum. Upon completion of the component participants will be able to implement: self-motivating student art activities, strategies for integrating art into the subject areas, and the use of computer graphics into instructional programs.

SPECIFIC OBJECTIVES:

District teachers will:

1. Be able to develop, produce and implement self-motivating student art activities including aesthetics, appreciation, art history, criticism and career awareness.
2. Develop proficiency in using drawing, watercolors and other fine arts techniques in their instructional program.
3. Develop proficiency to utilize silk screening, basketry, stained glass, photography and other craft areas into their instructional program.
4. Develop and implement strategies for meeting individual, and particularly, special student needs.
5. Develop proficiency in using Discipline Based Art Education (DBAE) into their instructional program.
6. Develop and implement strategies for integrating Discipline Based Art Education (DBAE) into their instructional program.
7. Develop proficiency in the use of computer graphics software.
8. Develop and implement strategies for integrating computer graphics into their instructional program.
9. Develop and implement strategies for creating resources using technology for example: Power Point, Excel, Publisher)

DESCRIPTION:

Workshops, conferences, mini-sessions and sharings will be held throughout the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: CMPT-1

TITLE: MANAGEMENT COMPUTER APPLICATIONS

COMPONENT IDENTIFIER: 3-508-001

NUMBER OF POINTS: 1 -120

GENERAL OBJECTIVE:

School and district personnel will be given the opportunity to use computer applications where appropriate for more effective teaching and classroom management.

SPECIFIC OBJECTIVES:

School and district personnel will:

1. Describe the potential management application of computers for their areas of responsibility.
2. Explain computer terms, concepts, safety and appropriate hardware/software care.
3. Explain various machine commands and keyboard functions.
4. Load and run a given instructional program.
5. Use a computer utility program to create classroom learning materials.
6. Demonstrate the use of a word processing program.
7. Demonstrate the use of a spreadsheet program.
8. Use appropriate selection and purchasing procedures for computer software.
9. Understand copyright laws regarding the use and duplication of software.

DESCRIPTION:

Workshops and conferences will be scheduled throughout the year as well as opportunities provided for individual and small group technical assistance.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Executive Director of Information Services

COMPONENT CMPT-2

NUMBER: TITLE: MANAGEMENT AND ADMINISTRATIVE USES OF TECHNOLOGY

COMPONENT IDENTIFIER: 3-508-002

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

School and district personnel will be able to use computer applications where appropriate for more effective teaching, classroom management and administration.

SPECIFIC OBJECTIVES:

School and district personnel will be given the opportunity to participate in experiential workshops so that they will be able to:

1. Use a database program.
2. Use a spreadsheet for appropriate tasks.
3. Evaluate and select appropriate computer software as they relate to concepts, subject area, and grade levels.
4. Use desktop publishing to create documents.
5. Use a grade program to record grades electronically.
6. Interpret and use computer data displays or printouts.

DESCRIPTION:

Workshops will be held throughout the year as well as opportunities provided for individual and small group technical assistance.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant

CONTACT PERSON: Instructional Technology Program Specialist

COMPONENT NUMBER: CMPT-3
TITLE: INSTRUCTIONAL USES OF TECHNOLOGY
COMPONENT IDENTIFIER: 2-003-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

School and district personnel will be able to use a variety of telecommunications technology and access various electronic information resources for more effective teaching, increased student research opportunities, and improved classroom management.

SPECIFIC OBJECTIVES:

1. Understand the terms and concepts relating to telecommunications including, but not limited to: modems, baud rate, bulletin boards, networks, echomail, sysop, search engines, etc.
2. Access and use a mail system for the purpose of doing personal research relating to subjects taught and to communicate with others outside the district including experts in their field.
3. Access and use the district e-mail system for the purpose of more effective communication with others within the district.
4. Relate telecommunications to a variety of academic subject areas.
5. Understand and access various sources of electronic information which may include, but not be limited to: Library Users_Information Services (LUIS), Florida Education Information Exchange System (FEDIX), WWW, and various search engines.
6. Develop lesson plans which integrate computer-assisted instruction with the academic program using one or more of the following: a single stand alone computer, a mini-lab classroom center, or a full lab of networked and/or non-networked computers.
7. Develop lesson plans to assist students in the development of problem solving and critical thinking skills through the use of at least one of the following:
 - networking/telecommunications
 - computers (word processing, database, spreadsheet)
 - laser disc player
 - CD-Rom
 - Desk top publishing
 - multimedia production tools.
8. Successfully navigate and customize a lesson utilizing interactive multimedia.
9. Understand copyright laws regarding the use and duplication of software

DESCRIPTION:

Workshops will be held throughout the year with opportunities provided for individual and small group hands-on activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Instructional Technology Program Specialist

COMPONENT NUMBER CMPT-4

TITLE: ADVANCED INSTRUCTIONAL COMPUTER APPLICATION:
HYPERMEDIA

COMPONENT IDENTIFIER: 3-003-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

School and district personnel will be able to use hypermedia for more effective teaching and assist students with hypermedia production.

SPECIFIC OBJECTIVES:

School and district personnel will be given the opportunity to participate in experiential workshops so that they will be able to:

1. Understand terms and concepts relating to hypermedia including, but not limited to: stacks, buttons, and cards.
2. Explain how hypermedia can be used to enhance cooperative learning techniques and construct a learning environment that supports the development of cognitive and affective skills.
3. Navigate through a prepared hypermedia stack in order to experience how student learning can be self-guided.
4. Understand the elements of authoring using hypermedia including, but not limited to: creating new cards, creating new buttons and linking them to appropriate cards, using drawing tools, creating text boxes, and entering text.
5. Construct a simple lesson on any subject using hypermedia authoring that includes one or more of the following elements: fade, barndoor, reverse barndoor, dissolve or simple animation.
6. Describe various independent projects that could be completed by students using hypermedia which serve to integrate subject areas effectively.
7. Describe and differentiate between various hypermedia such as HyperCard, Linkway, and TutorTech.
8. Describe how hypermedia can be used with video laserdiscs in the creation of an interactive lesson.
9. Experience the use of a hypermedia stack with a videolaser disc in an interactive lesson.
10. Identify effective teaching and instructional practices to implement with hypermedia and begin planning for the implementation of these practices within their schools including, but not limited to: staff development, selection and acquisition of hardware and software, and lesson design.

DESCRIPTION:

Workshops will be held throughout the year as well as opportunities provided for individual and small group hands-on activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant

CONTACT PERSON: Instructional Technology Program Specialist

COMPONENT NUMBER COMM-1
TITLE: INTERPERSONAL/GROUP COMMUNICATION
COMPONENT 8-507-001
IDENTIFIER: NUMBER OF 1 - 120
POINTS: GENERAL
OBJECTIVE:

District and school personnel will be able to interact more positively with others in their classrooms, schools or job setting.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe the relationship between positive interpersonal communication and individual and group growth, task accomplishment and motivation.
2. Identify the factors that affect interpersonal communication with adults and/or children.
3. Demonstrate the important elements of public speaking, to include voice quality and control, posture and eye contact.
4. Identify the characteristics of a task-oriented group.
5. Describe the effects of different leadership styles upon the school, faculty/staff and/or students.
6. Describe the characteristics of the teacher/principal/administrator as "counselor" in the school setting.
7. Identify barriers to effective conflict management and appropriate strategies toward conflict resolution.
8. Change behaviors and record its effect upon others in interpersonal or group interactions.

DESCRIPTION:

School, district and university workshops and conferences will be scheduled with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Principal/Supervisor

CONTACT PERSON: Staff Development Director

COMPONENT COMM-2
NUMBER: TITLE: TEAM BUILDING
COMPONENT 8-415-001
IDENTIFIER: NUMBER OF 1 - 120
POINTS: GENERAL
OBJECTIVE:

Faculty and staff will be able to team within their schools, between schools and/or between offices to plan, implement and/or evaluate programs.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Identify the factors that facilitate or hinder intra-school/interschool and/or interoffice teaming.
2. Describe strategies for team building, team goal setting and norming, team conflict management, team decision making, and team evaluation of processes and results.
3. Design a schedule for planning, sharing, observing and decision-making for articulation between teams, schools or offices.
4. Implement a diffusion/dissemination system among and between teams to include a variety of media.

DESCRIPTION:

School and group workshops and mini-sessions will be held during the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant and/or Principal/Supervisor

CONTACT PERSON: Staff Development Director

COMPONENT COMM-3
NUMBER: TITLE: SCHOOL/COMMUNITY COMMUNICATION
COMPONENT IDENTIFIER: 8-507-002
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Teachers and administrators will be able to communicate pupil progress, problems, and program developments to parents and community.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe strategies to increase parent involvement in their child's instructional program.
2. Describe pupil progress, problems and program developments in a positive manner with terms understandable to parents.
3. Disseminate program and procedural information to parents and community through a variety of media.
4. Obtain feedback from parents and community regarding the effectiveness of communication about student and school success, problems and programs.

DESCRIPTION:

School and group workshops, conferences and mini-sessions will be held throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Principal/Supervisor

CONTACT PERSON: Staff Development Director

COMPONENT CURR-1
NUMBER: TITLE: PROGRAM REVIEW
COMPONENT IDENTIFIER: 8-417-001
NUMBER OF POINTS: 1 - 30
GENERAL OBJECTIVE:

School and district personnel will be able to apply accreditation and program standards for self-study and review.

SPECIFIC OBJECTIVES:

School and district personnel will be able to:

1. Describe the accreditation or program review standards that are applicable to their area, program and/or school.
2. Describe the present situation in their area, program or school relative to those standards.
3. Identify the discrepancies and convergence between standards and actual practices in the area, program or schools.
4. List strategies and timelines for meeting appropriate standards in the area, program or school.

DESCRIPTION:

Faculty and group study sessions will be held as needed. Credit is available for learning skills appropriate to program review, not for the time spent in completing a self-study.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Principal or person with curriculum responsibility

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: CURR-2

TITLE: INTEGRATED CURRICULUM IN THE ELEMENTARY SCHOOLS

COMPONENT IDENTIFIER: 1-007-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Elementary teachers will be able to relate Language Arts, Social Studies, Math, Science and other content for integrated skills teaching or in a unit approach.

SPECIFIC OBJECTIVES:

School and district personnel will be able to:

1. Identify ways in which different content areas may be used to reinforce and complement each other.
2. Plan a unit of instruction which includes outcomes and activities from at least two or more content areas.
3. Teach specific skills in different content areas.

DESCRIPTION:

Individual, group, school and district activities will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or person with curriculum responsibility

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: CURR-3
TITLE: INTEGRATED CURRICULUM IN THE SECONDARY SCHOOLS
COMPONENT 1-007-002
IDENTIFIER: NUMBER OF 1 - 120
POINTS: GENERAL
OBJECTIVE:

Secondary teachers will be able to relate content other than their own special area for integrated skills teaching or in a unit approach.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Identify ways in which different content areas may be used to reinforce and complement each other.
2. Plan a unit of instruction which includes outcomes and activities from at least two different content areas.
3. Teach specific skills in different content areas.

DESCRIPTION:

Individual, group, school and district activities will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or person with curriculum responsibility
CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: DVEL-1

TITLE: EARLY CHILDHOOD/DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR YOUNG CHILDREN

COMPONENT IDENTIFIER: 2-012-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

The purpose of this component is to prepare Early Childhood teachers with the knowledge and skills necessary to implement a developmentally appropriate program for early childhood classes (PreK - grade 3).

SPECIFIC OBJECTIVES:

Each participant will describe or demonstrate knowledge of:

1. Child development to include physical, social, emotional, cognitive, and aesthetic development and language acquisition.
2. Developmentally appropriate programs, including child-initiated, teacher supported play, classroom organization, and the effective utilization of equipment, materials and supplies to accommodate all physical, cultural and developmental needs and differences.
3. An appropriate daily routine that provides for a balance of outside/inside time, quiet/active play, large/small muscle activity, individual/small group/large group time, child-initiated/staff-initiated activities and rest.
4. Appropriate methods of teacher/child and child/child interaction to facilitate the development of positive behavior, discipline, self-esteem and independence for all children.
5. Early childhood evaluation techniques for on-going developmental assessment of each child's development and learning and assessment of the classroom environment.
6. Appropriate techniques for establishing and maintaining an effective relationship with each child's family.
7. Effective strategies for networking with community resources to obtain appropriate services for families.
8. Federal, state and local rules and regulations which govern early childhood programs, including health,

DESCRIPTION:

Individual, group, school, district-wide, regional and national activities and workshops will be scheduled throughout the year.

Participants will utilize audio-visual materials with follow-up discussions.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant/Trainer

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: DVEL-2 (PreK)

TITLE: CHILD DEVELOPMENT

COMPONENT IDENTIFIER: 2-012-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to identify and meet individual developmental needs for early childhood students.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe district and state policies related to early childhood education.
2. Describe district procedures for referral and placement.
3. Administer, interpret and utilize a variety of early childhood screening and assessment instruments and procedures including observational techniques.
4. Demonstrate diagnostic-prescriptive clinical teaching strategies.
5. Apply learning theory concepts to an individualized instructional program.
6. Describe the relationship between developmental and sequential learning patterns and a PreK curriculum.
7. Adapt, design and/or implement a PreK curriculum and program to meet individual learner needs in a diagnostic-prescriptive setting utilizing an IEP if appropriate.
8. Appropriately match materials to learners based on assessed strengths or weaknesses.
9. Record and reevaluate student placement and progress and classroom instruction.
10. Describe strategies, materials or techniques appropriate for parents or support personnel working with a child.

DESCRIPTION:

Individual, group, school and district-wide activities and workshops will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant or Trainer

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: ESOL-4

TITLE: CROSS-CULTURAL COMMUNICATION/ESE
ESOL STRATEGIES

SCHOOL/SPONSOR: DISTRICT

COMPONENT IDENTIFIER: 2-001-001

NUMBER OF POINTS: 1 - 18

GENERAL OBJECTIVE:

This course is designed to assist student services and ESE personnel including school psychologists, speech/language pathologists, occupational and physical therapists, school social workers, teachers of the hearing and visually impaired, guidance counselors, hospital/homebound teachers, etc. in developing an awareness of issues related to the education of Limited English Proficient (LEP) students in K-12 public schools and to their specific roles as educators.

SPECIFIC OBJECTIVES:

1. Identify features of major methodologies and approaches to teaching LEP students.
2. Distinguish between Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency as it applies to curriculum for LEP students.
3. Demonstrate the ability to plan cross-cultural activities that will sensitize students and/or faculty to a diversity of cultures.
4. Identify specific culturally different school behaviors of target groups and their influence on student behavior and development.
5. Demonstrate the ability to enable students to acknowledge the existence of cultural differences and to make the necessary adjustments to function successfully in their new culture and within a multicultural setting.
6. Demonstrate an understanding of appropriate referrals of LEP students for possible Exceptional Education placement.
7. Demonstrate an understanding of issues involved in assessing students who are limited English proficient.
8. Demonstrate an understanding of supreme court decisions as well as state and federal statutes that address equal educational access issues for LEP students.
9. Identify and demonstrate an understanding of the major components of the ESOL Consent Decree that have a direct affect on student services and ESE personnel, i.e, the LEP committee, home school communications, equal access to categorical and other programs, programmatic assessment, etc.
10. Identify strategies for involving parents of LEP students in their schools.
11. Identify effective resources for home school communications, involvement of parents of LEP students, multicultural educational programs, etc.
12. Demonstrate an understanding of the process of identifying students as Limited English Proficient.
13. Identify steps for preventing inappropriate referrals for evaluation and placement of LEP students in Exceptional Student Education.
14. Demonstrate an understanding of the role of collaboration in building effective programs for LEP students.

DESCRIPTION:

Participants will engage in presentations, discussions, video viewing, and other activities to help them master the identified competencies.

PARTICIPANT EVALUATION:

For the award of inservice credit each participant shall demonstrate increased competency on at least eighty (80) percent of the specific objectives as determined by pre-test and post-test or other valid measures.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE**FOR EVALUATION:**

Facilitator and/or curriculum specialist

CONTRACT PERSON

ESOL Coordinator

COMPONENT NUMBER: ESOL-5
TITLE: ESOL AND CROSSCULTURAL
COMMUNICATION STRATEGIES
SCHOOL/SPONSOR: DISTRICT

COMPONENT IDENTIFIER: 2-001-002

NUMBER OF POINTS: 18/60

GENERAL OBJECTIVE:

This course is designed for educators who teach limited English proficient students (LEP) students. Participants in the course will develop an understanding of the major cultures represented by LEP students in Florida public schools, in order to develop better communications among all groups. The course will also concentrate on effective ESOL strategies in the Language Arts and basic subject areas of science, social studies, math, computer literacy and all other courses available to students in public schools. Participants will gain an understanding of equal educational issues/rights related to the education of language minority students. The course is interactive and involves teachers in utilizing the strategies and techniques taught in the course while learning the content of the course.

SPECIFIC OBJECTIVES:

Participants will be able to do some or all of the following depending on whether they take the 18 or the 60 hour course:

- 1.. Develop an awareness of the acculturation process, including stages of acculturation and behaviors that might occur in the various stages.
2. Describe significant (cultural) characteristics of the major culture groups represented by the LEP population in Florida.
3. Identify culture specific non-verbal communications such as gestures, facial expressions, and eye contact that may lead to misinterpretation in cross-cultural interactions.
4. Demonstrate the ability to identify cultural variations in the classroom and their influence on student behavior and attitudes.
5. Demonstrate the ability to maximize student potential by using recent findings of educational/psychological research affecting student learning, which may also be culturally related.
6. Identify strategies for facilitating cross-cultural communication and articulation among the administration, parents of LEP students, and the community
7. Distinguish between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) and implications on the classroom.
8. Compare and contrast ESOL Program Delivery models.
9. Identify content specific vocabulary and culture specific features of content curricula.
10. Demonstrate the ability to evaluate and select appropriate instructional materials for ESOL in elementary, middle and high schools.
11. Demonstrate the ability to identify cultural and linguistic bias in assessment materials and in content area materials, determining its impact on the target groups.
12. Apply essential ESOL strategies for developing listening, speaking, reading and writing skills.
13. Identify major methodologies and current trends in ESOL teaching.
14. Identify features of natural/communicative approaches to teaching ESOL.
15. Identify and compare the stages of first and second language acquisition.
16. Develop applications of the major ESOL methodologies and approaches in relation to the various needs of LEP students.

17. Design and/or modify a lesson or unit to demonstrate appropriate modifications for LEP students.
18. Evaluate available instructional materials in terms of student needs, including grade level, language proficiency level, and cultural background.
19. Adapt content area tests to ESOL levels which are appropriate to LEP students.
20. Demonstrate the ability to use cross-cultural awareness in designing teacher-made tests.
21. Demonstrate an understanding of supreme court decisions as well as state and federal statutes that address equal educational access issues for language minority students.
22. Demonstrate an understanding of the process for classifying students as limited English proficient.
23. Identify strategies for involving parents of LEP students in the schools.
24. Distinguish between norm-referenced and criterion referenced tests.
25. Demonstrate an understanding of appropriate referrals of language minority students for possible Exceptional Student Education placement.
26. Identify the members and functions of the LEP Committee.
27. Distinguish between surface and deep culture and implications of both on the classroom.
28. Demonstrate an understanding of the role the student's first language and home culture play in a LEP students education at home and in the classroom.
29. Identify aspects of a good multicultural education program.
30. Develop an awareness of the issues involved with grading LEP students.

DESCRIPTION:

Participants will engage in presentations, discussions, video viewing, and other activities to help them master the identified competencies.

PARTICIPANT EVALUATION:

For the award of inservice points, each participant shall demonstrate increased competency on at least 80% of the specific objectives as determined by the post test and 80% of the objectives of out-of class assignments, if applicable.

WORKSHOP EVALUATION:

Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE**FOR EVALUATION:**

Facilitators

CONTRACT PERSON:

ESOL Coordinator

COMPONENT NUMBER: ESOL-6
TITLE: ESOL FOR ADMINISTRATORS
COMPONENT IDENTIFIER: 7-001-001
NUMBER OF POINTS: 1-12
GENERAL OBJECTIVE:

This program is designed to enable participants to increase their knowledge of the role and responsibilities of administrators in Florida regarding limited English proficient (LEP) students.

SPECIFIC OBJECTIVES:

Given involvement in the program, the participant will: .

1. Demonstrate knowledge of the background of the 1990 ESOL Agreement, including knowledge of related legislation and litigation (e.g., Bilingual Education Act, Lau v. Nichols).
2. Demonstrate knowledge of the functions of the LEP committee and the administrator's role as a participant in the LEP Committee.
3. Demonstrate knowledge and sensitivity to multicultural and diverse student populations; create a positive and supportive environment to accommodate the diverse cultural backgrounds of students.
4. Demonstrate familiarity with alternative assessment instruments for LEP students.
5. Demonstrate knowledge of criteria to evaluate and select appropriate ESOL programs, curricula and materials, for the district/school; identify USDOE OBEMLA programs appropriate for your district/school; demonstrate knowledge of how to apply for funding.
6. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses, basic subject area courses, and support areas.
7. Demonstrate cultural sensitivity to multicultural/diversity issues affecting school programs and curricula.
8. Become familiar with differing interpersonal and communication strategies that encourage positive relationships with LEP students and their families and that encourage involvement of families of LEP students in their schools.
9. Demonstrate knowledge of the demographics of Florida's LEP population and demonstrate ability to improve the district's capacity to meet the educational needs of LEP students.
10. Recognize the need to provide services for LEP students and for relevant training, i.e., demographic reasons, legal reasons, and pedagogical reasons.

DESCRIPTION:

Presentations, large and small group discussions, assignments and specific activities.

PARTICIPANT EVALUATION:

Knowledge: Written Assignments 1, 2, 3, 4, 8, 9, 10
Skills: Observed demonstration in Workshop or on job 5, 6, 7

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** ESOL Coordinator

CONTACT PERSON: ESOL Coordinator

COMPONENT NUMBER: EVAL-1
TITLE: ANALYZING DATA TO IMPROVE
INSTRUCTION AND PERFORMANCE
COMPONENT IDENTIFIER: 4-401-001
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Train school personnel to analyze data effectively at the student, class, and school levels in order to improve student performance, instruction, and overall school achievement.

SPECIFIC OBJECTIVES:

Each participant will be able to update and share their knowledge and skills:

1. Interpret individual student achievement correctly using national percentile ranks, scale scores, raw scores, various standard scores, normal curve equivalent scores.
2. To contrast criterion-referenced, norm-referenced, growth-referenced, and ability-referenced assessments and to identify appropriate uses in class instruction and school improvement.
3. Develop, administer, identify appropriate samples, and correctly interpret data from information and attitude surveys for instruction and school improvement.
4. Develop and use graphics to plan improvement in individual student achievement, instruction, and the school including histograms, scatter plots, check lists, benchmark/objectives tracking forms, and value-added techniques.
5. Compute and use basic descriptive statistics to plan improvement in individual student achievement, instruction and overall school improvement by analyzing growth and cohort comparisons.
6. Prepare data reports for effectively communicating achievement and other relevant information to students, parents, administrators, colleagues, and other stakeholders.

DESCRIPTION:

Various approaches including, but not limited to: conferences, workshops, course work, hands-on projects, visits, consultations, videos, and ITV will be offered throughout the year in this area.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant or Certified or Practicing Evaluators

CONTACT PERSON: Director, Program Monitoring and Evaluation Services

COMPONENT EVAL-2
NUMBER: TITLE: DATACOUNTS.NET
COMPONENT IDENTIFIER: 4-401-002
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Teachers will be able to monitor student achievement of benchmarks and communicate academic status to parents and produce documentation on core benchmark achievement for cumulative folders, as well as use in promotion, retention and placement for cause decision making.

SPECIFIC OBJECTIVES:

Each participant will be able to utilize and share their knowledge and skills:

1. Describe and discuss all aspects of the DataCounts.Net website for recording, monitoring and reporting student achievement of benchmarks.
2. Use reports to identify instructional needs and link to resources to plan instruction.
3. Identify and utilize reporting features to communicate with parents and administrators.
4. Utilize reporting system to identify areas of weakness and/or strengths for the purpose of developing an Individual Professional Development Plan.
5. Describe and discuss state classroom assessments and become familiar with on-line resources.
6. Complete 1 of 3 DataCounts training modules: Data Analysis, Assessments or Grading Best Practices.

DESCRIPTION:

Various approaches including, but not limited to: workshops, hands-on projects, visitations, consultations and self study will be offered throughout the year in this area. The course will offer practical, hands-on experience with monitoring, recording and reporting student achievement of benchmarks. It will include producing reports for individual students and entire classes for planning instruction and communication with all stakeholders. In addition, this course will provide documentation for developing Individual Professional Development Plans and for making decisions regarding promotion, retention and placement for cause.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE FOR EVALUATION: Consultant or Project Manager
CONTACT PERSON: Director, Program Monitoring and Evaluation Services

COMPONENT NUMBER: EVAL-3
TITLE: ACTION RESEARCH AND EVALUATION
COMPONENT IDENTIFIER: 4-401-003
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Empower school personnel to conduct Action Research and Evaluation for classroom and school improvement.

SPECIFIC OBJECTIVES:

Each participant will be able to update and share their knowledge and skills:

1. Describe and discuss Action Research Framework and evaluation models appropriate to evaluate school-based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss presentation and reporting methods.

DESCRIPTION:

Various approaches including, but not limited to: conferences, workshops, course work, hands-on projects, visitations, consultations and videos will be offered throughout the year in this area. The course will include practical, hands-on examples that have applicability for developing individual professional development plan and for conducting Action Research Projects and evaluating grants.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant or Evaluation Specialist

CONTACT PERSON: Director, Program Monitoring and Evaluation Services

<u>COMPONENT NUMBER:</u>	GNRC-1
<u>TITLE:</u>	FLORIDA PROFESSIONAL EDUCATION COMPETENCIES
<u>COMPONENT</u>	8-416-001
<u>IDENTIFIER: NUMBER OF</u>	1 - 120
<u>POINTS: GENERAL</u>	
<u>OBJECTIVE:</u>	

The purpose of this component is to provide new teachers with information and skill practice on the twenty state required competencies. Upon completion, teachers will be able to demonstrate the Florida Professional Education Competencies.

SPECIFIC COMPETENCIES: Each participant will be able to:

1. Write in a logical and understandable style with appropriate grammar and sentence structure.
2. Read, comprehend, and interpret professional and other written material.
3. Comprehend and work with fundamental mathematical concepts including algebra.
4. Recognize signs of student's difficulty with the reading process and apply appropriate measures to improve student's reading performance.
5. Recognize signs of severe emotional distress in students and apply techniques of crisis intervention with an emphasis on suicide prevention and positive emotional development.
6. Recognize signs of alcohol and drug abuse in students and know how to appropriately work with such students and seek assistance designed to prevent future abuse.
7. Recognize the physical and behavioral indicators of child abuse and neglect, know rights and responsibilities regarding reporting, know how to care for a child's needs after a report is made, and know recognition, intervention, and prevention strategies pertaining to child abuse in a classroom setting in a nonthreatening, positive manner.
8. Comprehend patterns of physical, social, and academic development in students, including exceptional students in a regular classroom, and counsel these students concerning their needs in these areas.
9. Recognize and be aware of the instructional needs of exceptional students.
10. Comprehend patterns of normal development in students and employ appropriate intervention strategies for disorders of development.
11. Identify and comprehend the codes and standards of professional ethics, performance, and practices adopted pursuant to s. 231.546 (2) (b), the grounds for disciplinary action provided by s. 231.28, and the procedures for resolving complaints filed pursuant to this chapter, including appeal processes.
12. Recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.
13. Use and integrate appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.
14. Use assessment and other strategies to assist the continuous development of the learner.
15. Use teaching and learning strategies that include considering each student's culture, learning styles, special needs, and socioeconomic background.

16. Demonstrate knowledge and understanding of the subject matter that is aligned with the subject knowledge and skills specified in the Sunshine State Standards and student performance standards approved by the state board.
17. Recognize the early signs of truancy in students and identify effective interventions to avoid or resolve nonattendance behavior.
18. Demonstrate knowledge and skill in managing student behavior inside and outside the classroom. Such knowledge and skill must include techniques for preventing and effectively responding to incidents of disruptive or violent behavior.
19. Demonstrate knowledge of and skill in developing and administering appropriate classroom assessment instruments designed to measure student learning gains.
20. Demonstrate the ability to maintain a positive collaborative relationship with students' families to increase student achievement.

DESCRIPTION:

Individual, group, school and district training activities will be offered throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

PARTICIPANT EVALUATION:

Knowledge:	Florida State Teacher Exams Competencies: 1-3
Skills:	Observed demonstration in workshop, classroom or on the job Competencies: 4-20
Products:	Reports, plans or other created material Competencies: 4-20

WORKSHOP EVALUATION:

Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Principal or support team members

CONTACT PERSON:

Staff Development Director

COMPONENT NUMBER: GNRC-2

TITLE: EFFECTIVE TEACHING SKILLS

COMPONENT NUMBER: 2-408-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

The purpose of this component is to provide training for teachers and administrators in the areas of content development, use of time, lesson management, questioning techniques and behavior management. Participants will be able to demonstrate the effective teaching behaviors in the Leon County Schools Teacher Assessment Process Area 1.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Analyze content, including relating content to student needs and plan for effective instruction through appropriate materials, activities and evaluation strategies.
2. Manage lessons effectively through efficient use of time, review of subject matter and use of verbal enthusiasm, task oriented challenge.
3. Demonstrate lesson management by describing purpose for activities, indicating changes in topics or activities, lecturing on subject matter, questioning for practice and comprehension check, providing independent, choral and unison practice and ignoring irrelevancies and interruptions.
4. Demonstrate concept treatment by providing definition, examples, and non-examples; distinguishing related concepts; applying principle, rule, and cause-effect; emphasizing important points; and developing value judgement criteria.
5. Demonstrate effective communication with students through the use of questioning techniques, appropriate response to student talk and directing student work and activities.
6. Demonstrate behavior management through making and practicing rules, monitoring student behavior, directing student work and use of appropriate praise.
7. Demonstrate appropriate evaluation of instructional objectives, objective grading, test utilization and test preparation and administration.

DESCRIPTION:

School and district workshops and individualized modules will be available through-out the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant or Workshop Leader

CONTACT PERSON: TEC Coordinator

COMPONENT NUMBER: GRNT-1
TITLE: GRANT WRITING FOR NOVICES
COMPONENT IDENTIFIER: 8-506-002
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Participants in this workshop will learn the basics about writing and submitting a grant and upon completion will be able to identify the steps they would need to take to write a grant. (No prerequisites or prior experience required.)

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Define terms related to grant writing.
2. Identify resources to assist in preparing a grant proposal.
3. Identify different types of agencies which make grant awards.
4. Identify common components of a proposal.
5. Describe the process of developing and submitting a grant proposal.

DESCRIPTION:

Workshops, mini-sessions, and conferences will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOPS EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Trainer

CONTACT PERSON: Coordinator of Grant Writing Services

COMPONENT GRNT-2

NUMBER: TITLE: IMPROVING YOUR GRANT WRITING SKILLS (Intermediate)

COMPONENT IDENTIFIER: 8-506-003

NUMBER OF POINTS: 1-120

GENERAL OBJECTIVE:

Participants in this workshop will review the basics about writing and submitting a grant, learn ways to strengthen their proposals and upon completion will be able to develop a preliminary proposal and project plan describing a project they would like to implement. (It is recommended that participants have completed Grant Writing for Novices or had experiences through which similar learning has occurred.)

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Conceptualize and describe a project so that funders see it as something they want to fund.
2. Identify the key components of a project plan that clearly communicate the details of implementing the program.
3. Identify ways to strengthen a proposal.
4. Identify strategies for writing a winning proposal.
5. Develop a preliminary proposal and project plan.

DESCRIPTION:

Workshops, mini-sessions, and conferences will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOREVALUATION:** Trainer

CONTACT PERSON: Coordinator of Grant Writing Services

COMPONENT NUMBER: GRNT-3

TITLE: ADVANCED GRANT WRITING

COMPONENT IDENTIFIER: 8-506-004

NUMBER OF POINTS: 1-120

GENERAL OBJECTIVES:

Participants in this workshop will review the basics about writing and submitting a grant, review ways to strengthen their proposals, and upon completion will be able to develop a complete grant proposal to a funding agency they identify. (It is recommended that participants have completed Grant Writing for Novices and Intermediates or had experiences through which similar learning has occurred.)

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Identify and use strategies for writing winning grants.
2. Identify and write measurable objectives.
3. Develop detailed project management plans and budgets.
4. Identify potential funding sources for specific grant ideas.
5. Develop a complete grant proposal.

DESCRIPTION:

Workshops, mini-sessions, and conferences will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Trainer

CONTACT PERSON: Coordinator of Grant Writing Services

COMPONENT NUMBER: HLTH-1
TITLE: COMPREHENSIVE HEALTH EDUCATION
COMPONENT IDENTIFIER: 1-005-001
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Teachers and other district personnel will be able to assess student health knowledge and behaviors and implement instructional activities related to personal health care, sex education and Sexually Transmitted Diseases (STD's), including HIV/AIDS and Bloodborne Pathogen education.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe causative and related factors for problems in personal health, hygiene, sex and family life, and/or STD's HIV/ AIDS and Bloodborne Pathogen education.
2. Assess student health knowledge and behaviors related to personal health, sex, and/or STD's, HIV/AIDS and Bloodborne Pathogen education.
3. Implement health education activities for improving personal health and hygiene, and knowledge of appropriate sex and STD's, HIV/AIDS, and Bloodborne Pathogen information.
4. Utilize appropriate instructional materials for specific classroom outcomes.
5. Counsel and refer students who have health problems utilizing approved district and state procedures.

DESCRIPTION:

Individual, group, school and district workshops, conferences and activities may be utilized.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Health Coordinator
CONTACT PERSON: Health Services Coordinator or Health Educator Coordinator

COMPONENT NUMBER: HLTH-2

TITLE: SAFETY EDUCATION

COMPONENT IDENTIFIER: 1-014-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Teachers will be able to teach Safety Education as a subject or integrate it into the existing curriculum where appropriate.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Discuss human factors and environmental hazards which might contribute to accidents.
2. Describe learner characteristics and students' sensory patterns that are especially important in Safety Education.
3. Identify key elements in complex situations, dealing with hazardous materials or equipment, predict risk involvement, and execute safe decisions.
4. Describe procedures for guiding students through experiences of risk assessment and decision making.
5. Identify students who may be susceptible to involvement in repeated accidents.
6. Use specific hazard awareness and accident prevention materials.
7. Describe procedures for emergency evacuation procedures under varying circumstances (bus, pedestrian, etc.).
8. Identify national, state and local safety agencies and personnel for resource purposes.
9. Describe the procedures for a uniform accident reporting system and how the feedback can be used for Safety Education in the school plan and classrooms.
10. Provide leadership and supervision for co-curricular safety activities such as safety patrols, bicycle clubs, hiking clubs (not necessarily a direct function of every teacher, but a support function of all teachers).
11. Demonstrate skills and knowledge of safety procedures in and around the water (LGT certification must be obtained).

DESCRIPTION:

School and district-wide workshops and conferences with group and individual activities will be held throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Health Services Coordinator or Health Educator Coordinator

COMPONENT NUMBER: HLTH-3

TITLE: FIRST AID

COMPONENT IDENTIFIER: 6-511-001

NUMBER OF POINTS: 1 - 18

GENERAL OBJECTIVE:

Health and/or Physical Education teachers and district personnel will become knowledgeable of basic first aid skills and emergency procedures.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe District policies with regard to emergency procedures, first aid stations, and first aid supplies.
2. Describe legal liability in regard to first aid and safety in the classroom, school clinic, on the playground, on field trips, interscholastic sports, etc.
3. Demonstrate basic first aid skills which can be used in the classroom, on the playground and during interscholastic sports, etc.
4. Demonstrate advanced first aid skills for administering emergency care in case of severe injury.

DESCRIPTION:

Participants may attend an overview session covering basic first aid information, the Standard Advanced American Red Cross courses, and district activities related to policies and procedures. Red Cross certificates will be issued only to those participants meeting all Red Cross course requirements verified by a certified Red Cross instructor.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant

CONTACT PERSON: Health Services Coordinator or Health Educator Coordinator

COMPONENT HLTH-4

NUMBER: TITLE: CARDIOPULMONARY RESUSCITATION (CPR)

COMPONENT 6-511-002

IDENTIFIER: NUMBER OF 1 - 12

POINTS: GENERAL

OBJECTIVE:

Health and/or Physical Education teachers and district personnel will become certified to administer CPR properly.

SPECIFIC OBJECTIVES:

Participant will be able to:

1. Perform CPR protocol for victims of respiratory and/or cardiac arrest.
2. Design and implement instruction in CPR for high school students.

DESCRIPTION:

A workshop with individual practice will be supervised by a certified CPR instructor.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTACT PERSON: Health Services Coordinator or Health Educator Coordinator

COMPONENT NUMBER: HLTH-5
TITLE: NUTRITION EDUCATION
COMPONENT IDENTIFIER: 1-005-002
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Teachers and other district personnel will be able to provide nutrition information and experiences for their students.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe the characteristics and functions of individual nutrients.
2. Identify factors in the psychological and social development of food habits.
3. Identify nutrition needs during various developmental periods and for total health.
4. Implement nutrition education activities in the classroom with appropriate materials and/or the school lunch program as resources.

DESCRIPTION:

Individual, group, school and district activities and conferences will be scheduled.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Health Services Coordinator or
District Food Services Nutritionist

COMPONENT NUMBER: HLTH-6

TITLE: CHILD ABUSE AND NEGLECT PREVENTION

COMPONENT IDENTIFIER: 6-403-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Teachers and district personnel will be able to identify, assess, and prescribe instruction for child abuse and neglect prevention.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Identify the signs of abuse and/or neglect.
2. Describe district and state procedures for reporting and documenting suspected cases of abuse and neglect.
3. Identify district, local and state resources for monitoring and/or intervention in abuse and neglect cases.
4. Demonstrate effective interpersonal skills in working with children, families, and social service agencies.
5. Assess the instructional needs of students in the area of child abuse and neglect prevention.

DESCRIPTION:

Individual, groups, school and district workshops, conferences and activities may be utilized.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant and/or Health Coordinator

CONTACT PERSON: Student Services Coordinator

COMPONENT NUMBER: HLTH-7

TITLE: TOBACCO, ALCOHOL AND OTHER DRUG PREVENTION EDUCATION

COMPONENT IDENTIFIER: 1-005-003

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Teachers, administrators, and other district personnel will be able to identify, assess, and prescribe instruction for substance and alcohol abuse prevention.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe causative and related factors of tobacco, alcohol and substance abuse based on current theory, knowledge and practice.
2. Describe district procedures for identification, documentation and referral of individuals.
3. Describe the legal issues impacting tobacco, alcohol and other drug use prevention instruction, referral, confidentiality, etc.
4. Implement appropriate activities for the prevention of alcohol and substance abuse including peer counseling, decision making, and positive self-concept.
5. Utilize appropriate instructional materials for specific classroom outcomes.
6. Identify local and regional resources for individual and family referral.
7. Counsel and refer students with tobacco, alcohol and other drug abuse-related problems.
8. Identify violence among students as it relates to alcohol tobacco and other drug use.

DESCRIPTION:

Individual, group, school, and district workshops, conference, and activities may be utilized.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant

CONTACT PERSON: Health Coordinator

COMPONENT NUMBER: LANG-1

TITLE: LANGUAGE ARTS INSTRUCTION (K-12)

COMPONENT IDENTIFIER: 1-008-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to individualize language arts instruction through improving their skills in diagnosing, implementing and designing instructional strategies in reading, listening, speaking and writing to meet student needs.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Diagnose reading, spelling, grammar, and language mechanics and other needs in students' written compositions.
2. Diagnose oral language needs in students' verbal and auditory communications.
3. Diagnose handwriting needs at appropriate developmental stages.
4. Design developmental and/or remedial instructional strategies and student experiences to meet individual needs in the appropriate language arts area.
5. Select and/or design materials appropriate for each instructional strategy.
6. Implement at least one strategy to correct a language arts deficiency in the classroom.
7. Record student skill achievement in writing for planning instruction and for reporting.

DESCRIPTION:

Alternative approaches not limited to the following: Performance based assessment, process writing and holistic scoring, District, DOE, and university workshops. Individual, group, school, and district conferences and workshops will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOPEVALUATION: Leon County Staff Development Evaluation Form

**PERSONRESPONSIBLE
FOREVALUATION:** Consultant/Curriculum Improvement Resource Developer

CONTACT PERSON: StaffDevelopment Director/Curriculum Improvement Resource Developer

COMPONENT NUMBER: LANG-2
TITLE: FOREIGN CULTURE/FOREIGN LANGUAGE
SCHOOL/SPONSOR: DISTRICT
COMPONENT IDENTIFIER: 1-004-001
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

The purpose of this component is to enable foreign language teachers to design, promote, and implement a quality foreign language instruction program.

Upon successful completion of the component participants will be able to increase student awareness and success through the delivery of integrated approaches, use of appropriate instructional materials and strategies.

SPECIFIC OBJECTIVES:

Foreign Language teachers will be able to:

1. Identify strategies to increase student awareness of the educational social and practical value of foreign language instruction.
2. Describe the elements of a successful foreign language program or sequence of instruction based on local, state or national developments and research.
3. Design and implement performance-based assessment techniques and instruments.
4. Design a multicultural and integrated approach to foreign culture/foreign language instruction.
5. Select and/or design appropriate materials for a sequence of instruction.
6. Implement foreign language courses in elementary and middle schools.
7. Identify resources familiar with other languages, cultures, and global issues for in-service or use of foreign language and/or social studies classrooms.

DESCRIPTION:

Workshops, mini-sessions and conferences will be scheduled throughout the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE FOR EVALUATION: Consultant
CONTACT PERSON: Curriculum Improvement Resource Developer

COMPONENT NUMBER: LANG-3
TITLE: INDIVIDUALIZATION FOR ENGLISH FOR SPEAKERS
OF OTHER LANGUAGES (ESOL)
SCHOOL/SPONSOR: DISTRICT
COMPONENT IDENTIFIER: 2-001-011
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

ESOL teachers will be able to individualize their instructional program to meet the needs of their students with an understanding of the students' backgrounds and values.

SPECIFIC OBJECTIVES:

ESOL Program staff will be able to:

1. Diagnose and assess the abilities and reading/language needs of the children they serve in English as a Second Language.
2. Design and implement an individualized program based on assessed needs and current methodologies which will lead to linguistic assimilation/mainstreaming as well as maintain grade level equivalency.
3. Select and/or design appropriate materials for individualized programs.
4. Describe cultural norms and values which may contribute to specific behaviors of non-English speaking students.
5. Identify/describe linguistic characteristics of other languages which may contribute to specific problems for the students learning English as a second language.
6. Describe the elements of a successful English as a Second Language Program or sequence of instruction, demonstrating an awareness of current state or national legislation, trends and developments.
7. Identify and implement effective parent involvement strategies which will contribute to increase the academic success and self-esteem of the limited English speaking student.

DESCRIPTION: Workshops, mini-sessions and conferences will be held during the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE FOR EVALUATION: Consultant
CONTACT PERSON: Curriculum Improvement Resource Developer

COMPONENT NUMBER: LANG-4

TITLE: LANGUAGE ARTS FOR ELEMENTARY TEACHERS

COMPONENT IDENTIFIER: 1-008-002

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to use strategies and materials for teaching Humanities in literature and presentation forms.

SPECIFIC OBJECTIVES:

Each participant will:

1. Describe strategies for teaching student writing skills.
2. Describe an effective strategy for critiquing student written work.
3. Describe instructional strategies appropriate for teaching American, British, and World Literature in prose and poetry forms.
4. Describe instructional strategies for teaching student appreciation, knowledge and critical abilities for non-print media literature instruction.
5. Describe instructional strategies for teaching language arts presentation skills to include drama, debate and oral interpretation.
6. Select instructional materials appropriate for strategies related to written presentation and performance skill development.
7. Demonstrate ability in all holistic scoring techniques used in assessment of written material.

DESCRIPTION:

Individual, group, school and district conferences and workshops will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. :participants will be awarded credit following program completion as verified through the credit reporting mstrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant/Curriculum Improvement Resource Developer

CONTACT PERSON: Staff Development Director/Curriculum Improvement Resource Developer

COMPONENT NUMBER: LANG-5
TITLE: EXPOSITORY AND CREATIVE WRITING
COMPONENT IDENTIFIER: 1-017-001
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Secondary teachers will improve their writing skills and knowledge through instruction covering topics in expository and creative writing.

SPECIFIC OBJECTIVES:

Given the opportunity to participate, each teacher participant will be able to:

1. Identify types of expository and creative writing.
2. Demonstrate writing skills, including outlining, researching, generating sentences and paragraphs, editing and evaluating.
3. Demonstrate various techniques of writing related to audience, style, points of view, content, theme and other key elements.
4. Evaluate peers' writing utilizing holistic and skill-based methods.
5. Summarize the latest brain research and how it affects the writing/learning process.
6. Analyze, critique and evaluate works of some of the most prominent authorities on writing.
7. Demonstrate response group techniques with peers.
8. Describe successful writing techniques through their own practice in institute activities.

DESCRIPTION:

Individual, group, school and district activities and conferences will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant/Curriculum Improvement Resource Developer

CONTACT PERSON: Staff Development Director/Curriculum Improvement Resource Developer

COMPONENT NUMBER: MATH-1
TITLE: INDIVIDUALIZED MATHEMATICS
SCHOOL/SPONSOR: DISTRICT
COMPONENT IDENTIFIER: 1-009-001
NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to individualize mathematics instruction to meet student needs.

SPECIFIC OBJECTIVES:

The participant will be able to:

1. Diagnose student mathematic concept and skill acquisition utilizing a variety of standardized, informal, and teacher -made instruments.
2. Design alternative instructional strategies for meeting individual concept development and skill needs, including the use of calculators or computers where appropriate.
3. Select and/or design materials appropriate for individualized instructional strategies.
4. Prescribe an instructional program in math for a group of students in the classroom.

DESCRIPTION:

Individual, group, school and district activities and conferences will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant and/or person with curriculum responsibility

CONTACT PERSON: Math Coordinator

COMPONENT NUMBER: MATH-2

TITLE: MATH IN THE CONTENT AREA

COMPONENT IDENTIFIER: 1-009-002

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVES:

The participants will be able to:

1. Assess a group of students' math skills and concept acquisition.
2. Identify areas of their curriculum which require or relate to math skills and/or concepts.
3. Describe strategies for teaching math skills in a particular subject area.
4. Select and/or design materials for each strategy.
5. Implement at least one strategy to teach a math skill within a content area.

DESCRIPTION:

School, district and university workshops and conferences will be held throughout the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant and/or Math Coordinator

CONTACT PERSON: Math Coordinator

COMPONENT NUMBER: MATH-3

TITLE: APPLIED MATH INSTRUCTION

COMPONENT IDENTIFIER: 1-009-003

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to design and implement instruction relating mathematics to real world problems.

SPECIFIC OBJECTIVES:

Each participant will be able to:

- 1 Describe math skills that relate to everyday situations.
2. Describe instructional strategies which integrate these skills into the regular curriculum.
3. Select and/or design materials appropriate to the instructional strategies and related to actual materials students will use in the real world.
4. Implement the instructional strategies in the classroom.

DESCRIPTION:

School, district, DOE and university workshops will be scheduled through the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting.

Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Math Coordinator

COMPONENT NUMBER: MATH-4

TITLE: MATH

COMPONENT IDENTIFIER: 1-009-004

NUMBER OF POINTS: 1-120

GENERAL OBJECTIVES:

The program is designed to enhance the content knowledge and teaching skills K-12 teachers in the area of math. Participants will be able to deliver math instruction which incorporates the Sunshine State Standards.

SPECIFIC OBJECTIVES:

1. Increase content knowledge in the area of math.
2. Use manipulatives in the delivery of math instruction.
3. Use cooperative learning for effective math instruction.
4. Incorporate problem solving strategies in lesson design.
5. Increase knowledge of effective strategies for teaching math.
6. Incorporate effective assessment strategies in lesson design.

DESCRIPTION:

Individual, group, school and district based workshops will be scheduled during the school year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Math Coordinator

COMPONENT NUMBER: MATH/SCIE-1

TITLE: MATH AND SCIENCE

COMPONENT IDENTIFIER: 1-007-003

NUMBER OF POINTS: 1-120

GENERAL OBJECTIVES:

This program is designed to enhance the content knowledge and teaching skills K-12 teachers in the area of integrated math and science instruction. Participants will be able to deliver instruction which integrates the two subject areas.

SPECIFIC OBJECTIVES:

Each teacher will be able to:

1. Increase content knowledge in the areas of math and science.
2. Integrate the areas of math and science in lesson design.
3. Use critical thinking, problem solving, and cooperative learning strategies in math and science instruction.
4. Use "hands-on/minds-on" activities in the delivery of math/science instruction.

DESCRIPTION:

School and district based workshops will be scheduled during the year. Individual, small and large group training will be conducted on a variety of topics and programs.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Math or Science Coordinator

COMPONENT NUMBER: MDIA-1

TITLE: TECHNIQUES IN THE UTILIZATION OF
INSTRUCTIONAL MEDIA SYSTEMS

COMPONENT IDENTIFIER: 3-407-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

The purpose of this component is to introduce and/or train teachers, media specialists, and administrators to a wide variety of instructional media formats and systems used in the course of instruction or research. Upon completion of the component, participants will either be able to articulate an awareness level of the systems presented or demonstrate basic level utilization/operation techniques of the systems presented or demonstrate mastery level utilization/operation techniques of the systems presented.

Examples of the types of media systems shall include but not be limited to audio visual equipment (projection and audio devices), instructional television equipment (camcorders, VCRs, editing systems, etc.) computer equipment (student workstations, networks, CD-ROM, CDI, laser disc, modems, remote data bases, etc.) and any associated software.

SPECIFIC OBJECTIVES:

Participants will be able to:

Awareness Level:

1. Identify the specified types of media presented in the workshop and list relevant components and their relationship to the operation of each system.
2. Articulate the purpose and role of specified types of media presented in the workshop and describe the benefits to be derived from their use and/or the advantage of using one system over another.

Basic Level:

3. Demonstrate the proper set-up and assembly of related components of specific types of media.
4. Demonstrate the operation and use of basic level features of specific types of media.

Mastery Level:

5. Demonstrate the operation and use of higher level features of specific types of media
6. Instruct others (students, teachers, administrators) in the operation and use of specific types of media.

DESCRIPTION:

Workshops will be presented to individuals and/or groups throughout the school year. Each workshop will specify the types of media systems to be covered and the level of instruction (awareness, basic, or mastery.) Workshops will consist of lecture and demonstrations with hands on activities that will allow participants to try techniques being taught. Each workshop will be accompanied with a written pre and post test and written post workshop activities to reinforce workshop objectives. Participants will receive written instructions for the required documentation for these post workshop activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION:

Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant and/or qualified media specialist

CONTACT PERSON:

Director of Educational Media

COMPONENT NUMBER: MDIA-2

TITLE: TECHNIQUES IN THE UTILIZATION OF MEDIA
MANAGEMENT SYSTEMS
AND PROGRAM SERVICES

COMPONENT IDENTIFIER: 3-407-002

NUMBER OF POINTS: 1 - 12

GENERAL OBJECTIVE:

The purpose of this component is to introduce and/or train media specialists and administrators to a wide variety of media management systems and program services used in the operation of media centers and the dissemination of information resources. Upon completion of the component, participants will either be able to articulate an awareness level of the systems and services presented or demonstrate basic level utilization/operation techniques of the systems and services presented or demonstrate mastery level utilization/operation techniques of the systems and services presented.

Examples of the types of media systems and services shall include, but not be limited to, integrated media management systems, online card catalogs, managing computer networks, interlibrary loan and resource sharing systems, central distributive resource systems, data bases both local and remote, issues of access to information resource, integration of technology, etc.

SPECIFIC OBJECTIVES:

1. Awareness Level: Participants will be able to articulate the purpose and role of specified types of management systems and program services presented in the workshop and describe the benefits to be derived from their use and/or the advantage of using one system or service over another.
2. Participants will be able to list the impacting factors of acquisition, implementation, and administration of specified types of management systems and program services presented in the workshop.
3. Basic Level: Participants will be able to articulate and list steps for the acquisition, implementation and/or administration of specified types of management systems or program services presented in the workshop.
4. Participants will be able to demonstrate the proper set-up and assembly of related hardware components for the specified types of management systems or program services presented in the workshop.
5. Participants will be able to demonstrate the operation and use of basic level features of the specified types of management systems or program services presented in the workshop.
6. Mastery Level: Participants will be able to demonstrate the operation and use of higher level features of the specified types of management systems or program services presented in the workshop.
7. Participants will be able to instruct others (students, teachers, administrators) in the operation and use of the specified types of management systems or program services presented in the workshop.

DESCRIPTION:

Workshops will be presented to individuals and/or groups throughout the school year. Each workshop will specify the types of management systems or program services to be covered and the level of instruction (awareness, basic, or mastery.) Workshops will consist of lecture and demonstrations with hands on activities that will allow participants to try techniques being taught. Each workshop will be accompanied with a written pre and post test and written post workshop activities to reinforce workshop objectives. Participants will receive written instructions for the required documentation for these post workshop activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon District Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant and/or qualified media specialist.

CONTACT PERSON: Director of Educational Media

COMPONENT NUMBER: MDIA-3

TITLE: EVALUATING AND SELECTING INSTRUCTIONAL RESOURCES

COMPONENT IDENTIFIER: 8-514-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

The purpose of this component is to introduce and/or train media specialists, administrators and teachers in the techniques for evaluating and selecting instructional materials. Upon completion of the component, participants will be able to demonstrate a variety of techniques which can be used for the evaluation of instructional resources (new and existing) and to make decisions on their relevance to the curriculum and appropriateness for use in instructional activities with students.

Examples of the types of instructional media resources that participants may be trained to evaluate include all print, non-print, projected, and electronic forms.

SPECIFIC OBJECTIVES:

Participants will be able to:

Awareness Level:

1. Articulate the purpose of periodic evaluations of instructional resources and the role of specific individuals (teacher, media specialist, administrator, parent, and student) in the evaluation and selection process.

Basic Level:

2. Articulate and list steps in the evaluation and selection process for both new and existing collections of media resources.
3. Identify specific criteria which should be considered in evaluating and selecting instructional resources and then apply that criteria to the process.
4. Identify and demonstrate the use of specific selection tools which can be used in the evaluation and selection process.
5. Articulate and list the basic and enhancement resource needs for the specific curriculum area in which materials are being evaluated and/or selected.

Mastery Level:

6. Instruct others (students, teachers, administrators, and media specialists) in the procedures and evaluation/selection techniques presented in the workshop.

DESCRIPTION:

Workshops will be presented to individuals and/or groups throughout the school year. Each workshop will specify the types of evaluation and selection techniques and instructional materials to be covered and the level of instruction (awareness, basic, or mastery.) Workshops will consist of lecture and demonstrations with hands on activities that will allow participants to try techniques being taught. Each workshop will be accompanied with a written pre and post test and written post workshop activities to reinforce workshop objectives. Participants will also receive written instructions for the required documentation for these post workshop activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant and/or qualified media specialist

CONTACT PERSON:

Director of Educational Media

COMPONENT NUMBER: MDLS-1

TITLE: MIDDLE GRADES TRAINING

COMPONENT IDENTIFIER: 2-408-002

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVES:

Participants will be able to demonstrate competency in implementing a program to meet the individual needs of middle school children and demonstrate updated knowledge in their subject areas.

SPECIFIC OBJECTIVES:

Middle school teachers will be able to:

1. Describe the various stages and characteristics of physical, intellectual, and social-emotional growth and development of children ages ten through fourteen.
2. Describe the curriculum and instructional needs of middle school age children as related to their developmental characteristics as well as multi-cultural influences.
3. Describe the rationale and characteristics of the middle school.
4. Describe the Leon County district middle school philosophy and individual school philosophy for middle schools.
5. Select and implement at least two different instructional methods and techniques appropriate for each middle school student. The work should include but not be limited to: direct teaching, interdisciplinary instruction, individualization, programmed instruction, team teaching, group dynamics, learning centers, independent study.
6. Select and utilize classroom organization techniques appropriate for children ages ten through fourteen.
7. Select and utilize behavioral management and counseling techniques appropriate for children ages ten through fourteen.
8. Select and implement instructional strategies which develop critical/creative thinking in students in middle grades.
9. Develop creative learning materials for the middle grades.
10. Demonstrate ability to plan and evaluate programs in the middle grades.
11. Describe at least three new practices/concepts as currently described in the literature in the subject area in which they desire middle school certification.
12. Describe current materials being used by other schools and/or districts to teach the subject area in which they wish middle school certification.

DESCRIPTION:

Alternative approaches (not limited to the following):

Conferences, district/school sponsored workshops, university courses, middle school modules (according to guidelines) and group and/or individual work.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION:

Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant and/or person(s) with curriculum responsibility.

CONTACT PERSON:

Staff Development Director

COMPONENT NUMBER: MGMT-1

TITLE: CLASSROOM MANAGEMENT

COMPONENT IDENTIFIER: 5-404-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to organize and manage individual and group activities in ways which motivate students and increase on task behavior and learning.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe procedures for grouping to meet student skill needs.
2. Describe alternative physical arrangements in a classroom setting for specific instructional activities.
3. Describe procedures to manage individual and group instructional activities.
4. Identify factors that increase on task behavior.
5. Utilize volunteers and tutors to meet individual instructional needs.

DESCRIPTION:

School, district and non-district workshops will be held. Large and small group as well as individual activities will be implemented.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or person with curriculum responsibility

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: MGMT-2

TITLE: BEHAVIOR MANAGEMENT

COMPONENT IDENTIFIER: 5-403-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to select and implement a specific approach to classroom management, which is most effective for the students.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Describe at least two theories or approaches to behavior management.
2. List the advantages and disadvantages of each approach.
3. Describe the techniques or strategies derived from one of the approaches.
4. Select and implement the techniques or strategies in the classroom.
5. Select and implement various appropriate interventions in response to misbehavior.

DESCRIPTION:

Alternative approaches (not limited to the following): Assertive Discipline, Effective Education, Behavior Modification, Glasser's Reality Therapy, Project OUNCE, Adlerian. Individual, group, school and district activities, as well as conferences and university workshops will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant, principal and/or person with curriculum responsibility

CONTACT PERSON: Staff Development Director and/or Guidance Coordinator

COMPONENT NUMBER:

MGMT-3

TITLE:

DEVELOPING MOTIVATION/SELF-CONCEPT

SCHOOL/SPONSOR:

DISTRICT/SCHOOLS

COMPONENT IDENTIFIER:

2-421-001

NUMBER OF POINTS:

1 - 120

GENERAL OBJECTIVE:

Participants will be able to design and implement activities to promote positive student motivation and self-concept, utilizing a variety of strategies including those related to individual learning strategies.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe various learning styles and their relationship to student motivation.
2. Describe teaching strategies appropriate to different learning styles.
3. Identify different approaches to help students develop their own values.
4. Identify factors which affect the development of positive student self-concepts.
5. Describe techniques students can use to manage conflict.
6. Implement strategies to improve student self-concept and motivation.

DESCRIPTION:

School, district and university workshops and conferences will be held with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION:

Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant, Guidance person, and/or assistant principal

CONTACT PERSON:

Staff Development Director and/or Student Services Director

COMPONENT NUMBER: MGMT-4

TITLE: LEARNING/INTEREST CENTERS

COMPONENT IDENTIFIER: 2-411-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to establish and manage quality interest centers appropriate for their classrooms.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Describe alternative designs and arrangements of interest centers.
2. List the components necessary for a good center.
3. Describe at least two management techniques for use with a classroom with interest centers.
4. Create at least one interest center for use in the classroom.

DESCRIPTION:

School, district and non-district workshops will be offered with individual, group or school activities throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant and/or person with curriculum responsibility

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: MGMT-5

TITLE: DROPOUT PREVENTION

COMPONENT IDENTIFIER: 8-405-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will increase their skills and knowledge in a variety of topics related to content, concepts and procedures of dropout prevention programs.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Articulate trends and issues in dropout prevention in the State of Florida as well as Leon County.
2. Define characteristics of the adolescent and the "at-risk" student.
3. Become knowledgeable in the placement procedures for alternative education programs, including parental and student rights, eligibility criteria and state guidelines.
4. Differentiate among instructional strategies which embrace the philosophy of dropout prevention programs.
5. Become knowledgeable about the concepts and skills of creative problem solving and critical thinking.
6. Identify methods to deal with various types of behaviors exhibited by disinterested, disruptive and unsuccessful students.
7. Identify Control Theory as the underlying explanation for behavioral motivation.
8. Design teaching strategies which focus on the process of cooperative learning or learning teams.
9. Design self-concept development techniques and strategies.
10. Define the role of the alternative education teacher as counselor, advisor, advocate and instructor.
11. Discuss the major characteristics of a facilitative relationship.
12. Define effective communication.
13. Design techniques and strategies to facilitate effective communication.
14. Identify factors which aid in developing social skills.
15. Differentiate between right and left brain learning activities.

16. Identify learning styles.
17. Establish alternative strategies to use with students with varying learning styles.
18. Discuss the problems of teacher/student learning style preferences.
19. Understand the concept of classroom management and its relationship to instructional strategies and student behavior.
20. Understand the concept of individualized instruction.
21. Identify considerations in designing, selecting and using appropriate instructional materials.
22. Develop strategies for improving students' ability to read content materials.
23. Identify and develop strategies for incorporating writing into the various curriculum areas.
24. Identify and refer to, as appropriate, various services and agencies as needed for alternative education students.
25. Share successful techniques from personal experience with other participants.

DESCRIPTION:

Activities will be planned and implemented to provide content training in order to accomplish the specific objectives outlined above. Individual, small, and large group activities as well as conference participation will be utilized.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant

CONTACT PERSON:

Staff Development Director/Coordinator Dropout Prevention

COMPONENT NUMBER: MGMT-6
TITLE: REASONABLE FORCE
SCHOOL/SPONSOR: DISTRICT
COMPONENT IDENTIFIER: 6-403-002
NUMBER OF POINTS: 1-120
GENERAL OBJECTIVE:

Teachers, administrators and support personnel will be knowledgeable of the statute, rules and policies concerning Reasonable Force and will be prepared to use appropriate professional conduct as necessary to maintain a safe and orderly environment.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Demonstrate knowledge of the State Statute requirement and School Board Policy regarding reasonable force.
2. Describe the conditions in which reasonable force may be necessary.
3. Demonstrate knowledge of appropriate reasonable force strategies.
4. Determine what constitutes "reasonableness" in a given situation.
5. Utilize verbal interventions as an alternative to force.
6. Demonstrate the knowledge and skills necessary for personal safety.

DESCRIPTION:

School and district workshops will be available throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Training and Education Center (TEC)
Evaluation form or other appropriate form.

PERSON RESPONSIBLE FOR EVALUATION: Reasonable Force Trainers

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: MGMT-7
TITLE: ATTENDANCE AND TRUANCY INTERVENTION
COMPONENT IDENTIFIER: 8-402-001
NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

School Attendance Specialists will be able to assist school personnel, students and families in crises and implement appropriate intervention strategies and techniques, utilizing appropriate community and State Agencies as resources.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Demonstrate a knowledge of demographic and geographic school zones.
2. Evaluate and interpret State Law and local educational policies and procedures which affect school attendance, home education and driver's license.
3. Plan and utilize strategies and techniques appropriate for improving attendance.
4. Demonstrate skills which will assist schools, students and families to meet needs as they relate to school attendance.
5. Demonstrate skills which will assist state agencies in filling depositions, documenting absences and testifying at court hearings.

DESCRIPTION:

Conferences, workshops, individual and group interactions.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant and/or Coordinator for Intervention Services

CONTACT PERSON: Coordinator for Intervention Services

COMPONENT NUMBER: MNRT-1

TITLE: INCREASING MINORITY ACHIEVEMENT AND
MULTICULTURAL AWARENESS

COMPONENT IDENTIFIER: 2-412-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Teachers, administrators and non-instructional personnel will increase their awareness of our common goals in a cultural diverse society by fostering understanding, appreciation, and respect for people of different gender, and other ethnic, socio-economic, language and cultural backgrounds. Upon successful completion of the component all participants will be able to identify, develop and implement strategies to increase multicultural awareness and minority student success.

SPECIFIC OBJECTIVES:

Each participant will be able to:

- 1 Identify the elements of an effective classroom program which supports the success of minority students.
2. Utilize small group activities and other means to promote self-acceptance, mutual acceptance, interpersonal and intercultural understanding among all students.
3. Help culturally and linguistically different students develop a strong sense of identity through the use of history, current events, biographies and other classroom activities relating to various ethnic groups.
4. Recognize gender bias in instructional programs, materials, and extra-curricular activities, and develop strategies to minimize their effect.
5. Identify and/or prepare activities in which the minority child may achieve success, including creative/critical thinking skills in all content areas; study skills and communication skills.
6. Design instructional programs based on students' strengths, characteristics, learning and living styles.
7. Communicate high expectations and sincere caring for all students in the classroom and other school settings.
8. Identify strategies to recognize and reinforce student effort and achievement.
9. Provide opportunities for student responsibility and decision making skills.
10. Communicate with and involve parents in classroom and/or school programs.

DESCRIPTION:

Workshops, small group, school focused and conference activities will be offered throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION:

Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant and/or Staff Development Director

CONTRACT PERSON:

Staff Development Director

COMPONENT NUMBER: MUSC-1

TITLE: MUSIC EDUCATION

COMPONENT IDENTIFIER: 1-010-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

District music teachers will be able to provide effective instruction to their vocal and instrumental instructional program.

SPECIFIC OBJECTIVES:

Music teachers will be able to:

1. Describe current concepts, strategies and materials for individualized and group music instruction.
2. Implement new and validated strategies for individualized and group vocal and instrumental music instruction.
3. Describe the concepts, theories, and practices correlating music and basic skills objectives.

DESCRIPTION:

Conferences, workshops and mini-sessions will be held throughout the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant and/or Authorized Evaluator

CONTACT PERSON:

<u>COMPONENT NUMBER:</u>	NBPL - 1
<u>TITLE:</u>	National Board Portfolio Learning
<u>COMPONENT IDENTIFIER:</u>	8-416-002
<u>NUMBER OF POINTS:</u>	1 - 60
<u>TARGET GROUP:</u>	Teacher candidates for National Board Certification
<u>GENERAL OBJECTIVE:</u>	

Teachers will evaluate and practice reflective teaching through activities leading to completion of the portfolio for National Board Certification.

SPECIFIC OBJECTIVES:

Upon successful completion of the National Board portfolio, the candidate will be able to:

1. Develop comprehensive teaching units which follow specific guidelines for individual portfolio entries.
2. Produce videotapes of selected lessons which provide effective evidence of instruction that meets portfolio requirements.
3. Assign and gather student work samples that verify student learning to a standard desired by the teachers.
4. Summarize the standards for a particular subject area in the National Board schemata.
5. Describe clearly the content and purpose for student work samples in written commentaries that meet National Board standards.
6. Write contextual information that clearly describes the learning environment of a given classroom.
7. Write interpretive summaries for selected entries that demonstrate reflection and a plan for continuous improvement of teaching.
8. Summarize portfolio contents clearly and concisely, enabling a colleague to understand content and purpose of portfolio entries.
9. Communicate verbally and in written form the benefits of the National Board certification process for an individual teacher.
10. Develop a plan for professional growth based on learning experiences during portfolio preparation.
11. Reflect on strengths and developmental needs as a teacher, based on portfolio experiences.
12. Share successful teaching techniques in a collegial setting.
13. Demonstrate knowledge of the National Board portfolio process in small groups.

14. Identify learning acquired in the National Board portfolio process.

DESCRIPTION OF ACTIVITIES:

National Board candidates will complete the required portfolio and reflect on their personal and professional growth by completion of the *Inservice Request for Completion of National Board Portfolio* form.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

**PERSON RESPONSIBLE
FOR EVALUATION:**

Staff Development Director

CONTACT PERSON:

Staff Development Director

COMPONENT NUMBER: NTOR-1

TITLE: NEW TEACHER ORIENTATION

COMPONENT IDENTIFIER: 8-506-005

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

New teachers will be able to describe district and state policies and procedures related to their area of responsibility and the Professional Education Competence Program requirements.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Describe state district and school policies and procedures which affect his/her position.
2. Identify his/her responsibilities under the teacher contract.
3. List the aspects of the instructional and/or curricular requirements for his/her position.
4. Identify the specific requirements for the Professional Education Competence Program.

DESCRIPTION:

Workshops and mini-sessions will be held at the beginning of each semester.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Personnel Director and/or Principal

CONTACT PERSON: Personnel Director - Staff Development Director

COMPONENT NUMBER: PHYS-1

TITLE: INDIVIDUALIZED PHYSICAL EDUCATION

COMPONENT IDENTIFIER: 1-011-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to individualize their instructional program to meet the needs of their physical education students.

SPECIFIC OBJECTIVES:

Physical Education teachers will be able to:

1. List physical and socio-cultural factors that influence developmental trends in the psychomotor domain.
2. Describe the role of physical activity in the cognitive affective and psychomotor development of children.
3. Design and implement a systematic and sequential instructional program to fit individual student needs.
4. Describe the use and care of materials equipment, and aids appropriate to selected instructional techniques and strategies.
5. Select assessment strategies for measuring student skills knowledge and attitudes for individualizing instruction and evaluation of student progress.
6. Organize classes on a coed basis and design appropriate co-educational instruction.

DESCRIPTION:

Conferences, workshops and mini-sessions will be held throughout the year with individual, group and district-wide activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

Inkeeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Physical Education Coordinator

CONTACT PERSON: Physical Education Coordinator

COMPONENT NUMBER: PHYS-2

TITLE: MOVEMENT EDUCATION

COMPONENT IDENTIFIER: 1-011-002

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to integrate movement education into their curricula.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Describe the skills and techniques used by effective physical education teachers.
2. Describe the content of an effective and successful physical education program for children.
3. Describe the benefits of physical activity to the total development of children.
4. Select and/or develop materials and activities for use with his/her students.
5. Implement at least one strategy in the classroom

DESCRIPTION:

School, district, DOE and university conferences and workshops will be offered with individual, group or school activities throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant and/or person with curriculum responsibility.

CONTACT PERSON: TEC Director and/or Physical Education Coordinator

COMPONENT NUMBER:

READ-1

TITLE:

READING INSTRUCTION (K-12)

COMPONENT IDENTIFIER:

1-013-001

NUMBER OF POINTS:

1 - 120

GENERAL OBJECTIVE:

Participants will be able to individualize reading instruction to meet individual student needs.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Assess student pre-reading or reading skills, comprehension levels and reading needs utilizing standardized, informal and performance based instruments.
2. Compare various approaches to reading instruction, such as phonetic, linguistic, language experience and individualized.
3. Implement an instructional reading program for students.
4. Design alternative instructional strategies for meeting individual student reading readiness and reading needs.
5. Select and/or design materials appropriate for each instructional strategy.
6. Utilize effective grouping and management strategies for reading instruction.
7. Record student skill acquisition for reporting and future planning.
8. Describe strategies to increase motivation for reading to learn and enjoy.
9. Select strategies for remediation of secondary students.
10. Utilize monitoring and evaluation skills to determine efficacy of programs, skills, and strategies used to enhance student achievement in reading, e.g. action research.

DESCRIPTION:

University workshops, conferences, individual, group, school, and district activities will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION:

Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant/Curriculum Improvement Resource Developer

CONTACT PERSON:Staff Development Director/Curriculum Improvement
Resource Developer

COMPONENT NUMBER: READ-2

TITLE: READING IN THE CONTENT AREA (K-12)

COMPONENT IDENTIFIER: 1-013-002

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to integrate reading instruction into the content of the subjects they teach.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Assess student reading skills, study skills, comprehension levels and vocabulary utilizing standardized, informal and alternative measures.
2. Identify the approximate readability level of their subject matter textbooks and reading materials.
3. Select, adjust or prepare reading materials for appropriate readability levels.
4. Describe strategies for teaching vocabulary and concepts in the content area.
5. Describe strategies to teach survey, selection and use of specific reading rates and skills.
6. Teach strategies for using various parts of the textbook.
7. Teach strategies for interpreting graphs, charts and illustrations.
8. Teach strategies for use of references and media resources.
9. Utilize classroom management procedures and grouping strategies based on reading skills.
10. Describe strategies for motivating students to read for learning and recreation.
11. Describe strategies for helping or referring students with specific reading difficulties.
12. Utilize monitoring and evaluation skills (e.g. action research) to determine efficacy of reading strategies.

DESCRIPTION:

Alternative approaches (not limited to the following): District, DOE, and university workshops and conferences. Individual, group, school and district activities will be scheduled through the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION:

Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE**FOR EVALUATION:**

Consultant/Curriculum Improvement Resource Developer

CONTACT PERSON:

Staff Development Director/Curriculum Improvement Resource Developer

COMPONENT NUMBER: READ-3
TITLE: READING FOR TARGETED STUDENTS
COMPONENT IDENTIFIER: 2-013-001
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Participants will be able to design and implement instruction relating reading to real world problems.

SPECIAL OBJECTIVES:

Each participant will be able to:

1. Identify reading or pre-reading skill outcomes that are appropriate for targeted students.
2. Assess student reading and study skill levels for selected skill outcomes.
3. Describe alternative approaches for teaching specific reading and pre-reading skills to targeted students.
4. Select and/or design appropriate materials for utilizing a specific approach.
5. Implement and evaluate selected strategies to teach pre-reading or reading skills to targeted students.
6. Utilize effective grouping and management strategies for reading instruction.
7. Record student skill achievement in reading for planning instruction and reporting.
8. Utilize monitoring and evaluation skills (e.g. action research) to determine efficacy of skills strategies, etc. for targeted students.

DESCRIPTION:

Individual, group and district-wide activities will be scheduled for special education, vocational and other educators who work with specific groups of special students.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant/Curriculum Improvement Resource Developer

CONTACT PERSON:

Staff Development Director/Curriculum Improvement
Resource Developer

COMPONENT NUMBER: SCIE-1
TITLE: SCIENCE
COMPONENT 1-015-001
IDENTIFIER: NUMBER OF 1 - 120
POINTS: GENERAL
OBJECTIVE:

Teachers will be able to implement a variety of science activities in their classrooms.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Identify new trends and methods in science education.
2. Increase content knowledge in the area of science.
3. Use hands on/minds on strategies in the delivery of science instruction.
4. Incorporate critical thinking, problem solving and science process strategies into lesson design.
5. Use cooperative learning as a method for effective science instruction.
6. Select and/or design hands on/minds on lessons to use in science instruction.
7. Design/use alternative assessment strategies for determining student progress in science.

DESCRIPTION:

District, DOE, and university workshops and conferences. Individual, group, school and district activities will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP Leon County Staff Development Evaluation Form
EVALUATION:
PERSON RESPONSIBLE Consultant and/or person with curriculum responsibility
FOR EVALUATION: Staff Development Director and/or Science Coordinator
CONTACT PERSON:

COMPONENT SCIE-2
NUMBER: TITLE: SCIENCE, TECHNOLOGY AND SOCIETY
COMPONENT IDENTIFIER: 2-015-001
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Teachers will be able to integrate environmental issues into their instruction.

SPECIFIC OBJECTIVES:

Each teacher will:

1. Demonstrate knowledge of ecological concepts, theories, facts, and assumptions.
2. Describe the implications and practicality of interactions between science, technology, and society and the environment.
3. Use hands on/minds on strategies and simulations in the delivery of environmental science instruction.
4. Incorporate critical thinking, problem solving and science process strategies into lesson design.

DESCRIPTION:

District, DOE, and university workshops and conferences. Individual, group, school and district activities will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or person with curriculum responsibility
CONTACT PERSON: Staff Development Director and/or Science Coordinator

COMPONENT NUMBER: SOST-1

TITLE: ELEMENTARY SOCIAL STUDIES (K-5)

COMPONENT IDENTIFIER: 1-016-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

To provide participants with implementation strategies resources, and background support for elementary students in their classrooms.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Determine the specific needs the teacher (user) has in implementing an elementary social studies curriculum component(s) in a school.
2. Draw from a bank of current/updated social studies techniques or strategies that would best meet the needs of their students.
3. Operationalize the social studies curriculum as a part of a unified learning program based upon grade level expectations and to prepare students for middle/high school, and for responsible citizenship.
4. Draw from a bank of current social studies related FCAT and Florida Writes questions in providing student practice in FCAT and Florida Writes as part of Social Studies instruction.

DESCRIPTION:

Activities would include (but not be limited to) any of the following: conferences, demonstrated professional activities, in-service training, workshops, etc.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Social Studies Curriculum Improvement Resource Developer

CONTACT PERSON: Social Studies Curriculum Improvement Resource Developer

COMPONENT NUMBER: SOST-2

TITLE: SECONDARY SOCIAL STUDIES (6-12)

COMPONENT IDENTIFIER: 1-016-002

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

To provide participants with implementation strategies, resources, and background support for secondary (middle/high) students in their classrooms.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Determine the specific needs the teacher (user) has in implementing a middle/high school social studies curriculum component(s) in a school.
2. Draw from a bank of current/updated social studies techniques or strategies that would best meet the needs of their students.
3. Operationalize the Social Studies curriculum as a part of a unified learning program based upon grade level expectations and to prepare students for High School and active, responsible, participatory citizenship.
4. Demonstrate how current societal controversies/topics/problems can be utilized in a secondary classroom to foster an understanding of contemporary society/culture, civic participation, and values which will prepare students in becoming functional adult citizens.
5. Draw from a bank of current social studies related FCAT and Florida Writes questions in providing student practice in FCAT and Florida Writes as part of Social Studies instruction.

DESCRIPTION:

Activities would include (but not be limited to) any of the following: conferences, demonstrated professional activities, in-service training, workshops, etc.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant and/or Social Studies Curriculum Developer

COMPONENT NUMBER: SOST-3

TITLE: LAW RELATED EDUCATION

COMPONENT IDENTIFIER: 1-016-003

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

To provide participants with the information, resources and skills necessary to identify law related issues and resources, and to integrate them effectively into the existing curriculum.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Describe the basic functions, purpose, nature or impact of law.
2. Demonstrate effective law related education classroom strategies for infusion in elementary or secondary curriculum.
3. Develop and maintain community contacts for the purpose of developing law related activities, materials or programs.
4. Identify local, state and national law related resources.
5. Identify current law related issues and develop effective procedures to teach them.
6. Compare the components of the juvenile justice system with the adult criminal justice system.
7. Describe the basic parameters of civil and criminal law.

DESCRIPTION:

Conferences, workshops, in-services, individual activities and on-going programs.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant/Program of Social Studies Curriculum Developer

COMPONENT NUMBER: SOST-4

TITLE: CAREER EDUCATION

COMPONENT IDENTIFIER: 2-002-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to incorporate career education objectives into their curriculum.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Describe career education objectives and related materials.
2. Develop a plan for incorporating career education objectives into the existing curriculum with appropriate strategies and materials.
3. Select and/or design strategies and materials for teaching career education concepts in the classroom.

DESCRIPTION:

Conferences, workshops and mini-sessions with individual group, school and district-wide activities will be held throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant and/or Career Education Curriculum Developer

CONTACT PERSON: Career Education Curriculum Developer

COMPONENT NUMBER: SPED-1

TITLE: OVERVIEW OF EXCEPTIONAL STUDENT EDUCATION

COMPONENT IDENTIFIER: 2-103-001

NUMBER OF POINTS: 1-120

GENERAL OBJECTIVE:

Participants will be able to identify characteristics and describe information related to the basics of educating exceptional students, including those with disabilities and those who are gifted.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Describe district, state, and federal policies and procedures related to identification and service delivery of students with exceptionalities.
2. Review the eligibility requirements for various exceptionalities, as stated in federal statutes.
3. Describe the appropriate procedures and documentation for intervention strategies prior to or as part of the referral process.
4. Describe the responsibilities of personnel involved in the referral of students with exceptionalities including the role and function of the intervention process.
5. Describe screening and diagnostic instruments and procedures for use with students who may have exceptionalities.
6. Describe federal laws that are important in the education of students with exceptionalities.
7. Identify the elements of an individualized educational plan or gifted educational plan.

DESCRIPTION:

Individual, group, school, and district activities and conferences will be offered.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant

CONTACT PERSON: Exceptional Student Education Staff,
FDLRS/Miccosukee Staff, or Staff Development Office

COMPONENT NUMBER: SPED-2

TITLE: TECHNOLOGY TOOLS FOR EXCEPTIONAL STUDENTS

COMPONENT IDENTIFIER: 2-100-001

NUMBER OF 1-120

GENERAL OBJECTIVE:

Participants will be able to use computer applications for more effective teaching and classroom management.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Load and run a variety of instructional software programs.
2. Create classroom learning materials using a variety of computer applications.
3. Examine and expand upon existing lesson plans for the inclusion of accommodations and technology.
4. Create new lesson plans that include a variety of accommodations and technology tools.
5. Successfully navigate and customize a lesson utilizing interactive multimedia.
6. Utilize software programs for the purpose of monitoring student progress.
7. Utilize the Internet for a variety of instructional purposes - e-mail, research, chat rooms, etc.
8. Have a knowledge of policies and procedures related to computer security, internet access, copyright laws and confidentiality.

DESCRIPTION:

Individual, group, school, and district activities and conferences will be offered.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant and/or qualified technology specialist

CONTACT PERSON: Exceptional Student Education Staff,
FDLRS/Miccosukee Staff, or Staff Development Office

COMPONENT NUMBER: SPED-3

TITLE: COMMUNICATION SKILLS IN
EXCEPTIONAL STUDENT EDUCATION

COMPONENT IDENTIFIER: 2-100-002

NUMBER OF POINTS: 1 -120

GENERAL OBJECTIVE:

Participants will be aware of various communication strategies and techniques for exceptional students.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Communicate effectively with the exceptional student using one or more of the following methods:
 - A. Sign Language Systems such as American Sign Language, Signed English, etc.
 - B. Augmentative Systems such as communication boards, technology-assisted communication devices, etc.
 - C. Cued Speech
 - D. Other non-verbal communication systems
2. Describe alternative non-verbal communication methods and populations who may require them.
3. Develop overlays, programs, or related materials for augmentative communication systems.
4. Describe ways of integrating alternative communication methods for students with exceptionalities into the home and school environment.
5. Demonstrate skills in receptive and expressive non-verbal language cues.
6. Communicate effectively with students who have communication disorders of fluency, articulation, voice, and/or language impairments.

DESCRIPTION:

Individual, group, school and district activities and conferences will be offered throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Exceptional Student Education Staff,
FDLRS/Miccosukee Staff, or Staff Development Office

COMPONENT NUMBER: SPED-4

TITLE: CURRICULUM FOR EXCEPTIONAL STUDENTS

COMPONENT IDENTIFIER: 1-105-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be aware of the various curriculum models appropriate for use in the instruction of exceptional students including those with disabilities and those who are gifted.

SPECIFIC OBJECTIVES:

Participants will be able to:

- 1, Demonstrate how to analyze IEP or EP goals and write specific objectives for their students.
2. Understand the benchmarks for the Sunshine State Standards as well as the Sunshine State Standards for Special Diploma Students and their implications for selecting and implementing curriculum.
3. Determine how to select the appropriate curriculum for students with exceptionalities.
4. Describe and identify the modifications allowed by Florida State law and/or IDEA.
5. Demonstrate how the use of specific technology tools can reinforce instruction and provide universal access to the general curriculum.

DESCRIPTION:

Workshops, visitations, conferences, small group and individual activities will be offered throughout the year for appropriate personnel in this area.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Exceptional Student Education Staff
FDLRS/Miccosukee or Staff Development Office

COMPONENT NUMBER: SPED-5

TITLE: CLASSROOM ORGANIZATION AND BEHAVIOR
MANAGEMENT FOR EXCEPTIONAL STUDENTS

COMPONENT IDENTIFIER: 5-101-001

NUMBER OF POINTS: 1 -120

GENERAL OBJECTIVE:

Participants will be aware of appropriate models, techniques, and strategies for effective behavior management and classroom organization.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Describe and use appropriate district, state, and federal discipline policies.
2. Describe and use appropriate classroom organization strategies, such as establishing routines and procedures, and using effective classroom arrangement options.
3. Describe and use appropriate behavior management strategies and techniques, including the effective use of rules and consequences, non-verbal and verbal interventions, ways to gain and maintain attention, ways to motivate reluctant learners, and other preventative strategies.
4. Describe and use crisis management techniques such as conflict resolution, Crisis Prevention Institute (CPI), and Targeted Aggression Control Techniques (TACT) trainings.
5. Describe and use components of Positive Behavior Support and the process for conducting Functional Behavioral Assessment and writing Behavior Intervention Plans.
6. Describe various levels of behavioral interventions available at the school level, including school-wide strategies, classroom interventions, and developing individual behavior plans.
7. Use technology tools to enhance/assist in data collection to monitor student behavior.

DESCRIPTION:

Inservices, small group activities, classroom observations, and opportunities to attend conferences may be offered.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTACT PERSON: Exceptional Student Education Staff, FDLRS
Miccosukee or Staff Development Office

COMPONENT NUMBER: SPED-6

TITLE: INSTRUCTION FOR EXCEPTIONAL STUDENTS

COMPONENT IDENTIFIER: 2-100-003

NUMBER OF POINTS: 1-120

GENERAL OBJECTIVE:

Participants will be aware of the instructional approaches and models available for use in the instruction of exceptional students including those with disabilities and those who are gifted.

SPECIFIC OBJECTIVES;

Participants will be able to:

1. Demonstrate how appropriate data should be used to determine IEP or EP goals and how specific instructional objectives should be written for students.
2. Understand the benchmarks for the Sunshine State Standards as well as the Sunshine State Standards for Special Diploma Students and their implications for developing instruction.
3. Determine how to select the appropriate instructional approaches for students with exceptionalities.
4. Describe and identify the accommodations allowed by Florida State law and/or IDEA to make sure that students have access to the general curriculum.
5. Describe the unique features of instructional approaches such as BALANCE, The Strategic Instruction Model, Phonemic Awareness, and other models designated by the Florida Department of Education as effective research based models.
6. Be aware of instructional approaches that are conducive to students' learning styles and preferences which may include information on Multiple Intelligences, Brain - Compatible Instruction, and Differentiated Instruction.
7. Demonstrate how the use of specific technology tools can reinforce instruction and provide universal access to the general curriculum.

DESCRIPTION:

Workshops, visitations, conferences, small group, and individual activities will be offered throughout the year for appropriate personnel in this area.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION:

Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant

CONTACT PERSON:Exceptional Student Education Staff,
FDLRS/Miccosukee Staff, or Staff Development Office

COMPONENT NUMBER: SPED-7

TITLE: ASSESSMENT FOR EXCEPTIONAL STUDENTS

COMPONENT IDENTIFIER: 4-100-001

NUMBER OF POINTS: 1 -120

GENERAL OBJECTIVE:

Participants will be familiar with assessment techniques and instruments appropriate for use with students with exceptionalities.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Match the curricular needs of students to the appropriate system(s) of assessments (i.e. Sunshine State Standards or Sunshine State Standards for Special Diploma Students).
2. Be familiar with appropriate procedures for measuring progress in the Sunshine State Standards and/or the Sunshine State Standards for Special Diploma.
3. Identify and use appropriate test accommodations with exceptional students.
4. Identify and use a variety of alternate assessment tools including PASS-D, portfolios, and observations.
5. Use methods of ongoing monitoring of progress such as Curriculum-Based Measurement and Precision Teaching.
6. Identify appropriate technology tools that can assist in managing paperwork and reporting of student progress.

DESCRIPTION:

Inservice workshops, small group and individual activities, and opportunities to attend conferences may be offered.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Exceptional Student Education Staff
FDLRS/Miccosukee Staff, or Staff Development Office

COMPONENT NUMBER: SPED-8

TITLE: COLLABORATIVE PLANNING AND TEACHING

COMPONENT IDENTIFIER: 2-100-004

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to demonstrate competencies needed to implement various teaming, co-teaching, and other models found to be effective in the instruction of exceptional students, including gifted students in various classroom settings.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Identify the skills needed to team/collaborate effectively. These skills may include:
 - a. working toward common goals
 - b. using effective interpersonal skills
 - c. being able to understand and perform a variety of roles depending on the team
 - d. trusting and respecting each team member's expertise
 - e. supporting and helping the team
2. Identify the students' individual strengths and weaknesses and how to determine goals for the students.
3. Develop alternative teaching strategies, implement accommodations, or make modifications, as needed by each student.
4. Develop specific plans for implementing models such as FUSE, Cooperative Consultation and others.
5. Understand the roles colleagues can take in collaborative planning and teaching to include: mentors, coaches, paraprofessionals, pre-service college students and volunteers.

DESCRIPTION:

Individual, group, school, and district activities and conferences as appropriate.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTACT PERSON: Exceptional Student Education Staff,
FDLRS/Miccosukee Staff or Staff Development Office

COMPONENT NUMBER: SPED-9
TITLE: SOCIAL SKILLS
COMPONENT 2-101-001
IDENTIFIER: NUMBER OF 1-120
POINTS: GENERAL
OBJECTIVE:

Participants will gain knowledge and skills in implementing social skills training for students, both at the individual classroom_level and on a school-wide basis.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Present a rationale for the need for social skills training.
2. Conduct a needs assessment of student behavior problems.
3. Identify "replacement behaviors" for each problem behavior.
4. Identify and teach the five basic steps of social skills training used in the Project Achieve Model.
5. Identify and model the four teaching processes used in social skills training: modeling, role play, performance feedback, and transfer of training.
6. Implement strategies and procedures to generalize the training from the classroom to other school, home, and community settings.
7. Link the social skills training program to existing discipline programs in the school.
8. Link the social skills training to components of the IEP and/or Behavioral Intervention Plans.

DESCRIPTION:

Participation in workshops with follow-up coaching activities as appropriate.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTACT PERSON: Exceptional Student Education Staff,
FDLRS/Miccosukee Staff, or Staff Development Office

COMPONENT NUMBER: SPED-10

TITLE: PARENT SERVICES

COMPONENT IDENTIFIER: 8-104-001

NUMBER OF POINTS: 1-120

GENERAL OBJECTIVE:

Participants will be familiar with parent services, and how to work collaboratively with family members in the educational process.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Develop and/or describe strategies to enhance communication skills between school and home.
2. Demonstrate and/or describe strategies that encourage parental participation and involvement in the educational process of their children.
3. Demonstrate and/or describe knowledge of available information, community resources, and support for families of children with disabilities.
4. Demonstrate and/or describe an understanding of IDEA, IEP's, EP's, and/or Family Support Plans, and ways in which parents/guardians, and the student are encouraged to participate in the educational decision making process.
5. Demonstrate and/or describe knowledge of parental rights and responsibilities as they apply to the education of students with disabilities.
6. Demonstrate and/or describe effective conferencing skills, and how to work effectively in teams and solve problems effectively.
7. Describe or demonstrate family-friendly strategies to include in your school setting.
8. Demonstrate and/or describe strategies for family members to use in the home that will assist their children in obtaining their educational objectives.

DESCRIPTION:

Individual, group, school, community, and district/statewide activities and conferences will be utilized throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Exceptional Student Education Staff,
FDLRS/Miccosukee Staff, or Staff Development Office

COMPONENT NUMBER: SPED-11
TITLE: SPECIALIZED CURRICULUM
COMPONENT IDENTIFIER: 2-105-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will develop knowledge of special curriculum and service delivery options for students with exceptionalities, both those with disabilities and those who are gifted.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Identify various curriculum or service delivery models that are especially effective in meeting the needs of students with exceptionalities which include, but are not limited to: LITE (Leon Intensive Training for Employment); CBI (Community Based Instruction), LCCE (Life Centered Career Education), and others designed for special populations.
2. Identify the key components of the model selected.
3. Describe the purpose of the model and the student population that would be best suited to the implementation of the model.
4. Describe necessary assessment and evaluation procedures needed for the model.
5. Identify the issues associated with scheduling students using the selected model.
6. Identify resources and materials needed for implementing the model.
7. Identify technology tools that can assist in implementation or monitoring of students.

DESCRIPTION:

District and state activities and conferences.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant

CONTACT PERSON: Exceptional Student Education Staff,
FDLRS/Miccosukee Staff, or Staff Development Office

COMPONENT NUMBER: SPED-12

TITLE: TRANSITION PLANNING FOR POST SECONDARY OUTCOMES

COMPONENT IDENTIFIER: 2-100-005

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will be able to describe the process of planning for post school outcomes for students with exceptionalities.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Identify local, state, and federal resources to assist in the transition of students from school to community, including other agencies.
2. Describe current local, state, and federal regulations that apply to the transition process for students with exceptionalities.
3. Describe instructional resources for teaching self-advocacy skills.
4. Demonstrate knowledge of the components, data sources, and other information needed to develop and write a plan for transition.
5. Review the Pupil Progression Plan and Diploma Options for the district and describe how these impact students with exceptionalities.
6. Identify technology tools that can assist in the process of transition including those that can assist in reduction of paperwork needed.

DESCRIPTION:

Individual, group, school, and district activities, workshops, and conferences as appropriate.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTACT PERSON: Exceptional Student Education Staff,
FDLRS/Miccosukee Staff, or Staff Development Office

COMPONENT NUMBER: SPED-13

TITLE: ASSISTIVE TECHNOLOGY IN EXCEPTIONAL EDUCATION

COMPONENT IDENTIFIER: 3-100-001

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Participants will have the skills needed to support the integration of assistive technology devices and services into the educational plan of students with special needs.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Define assistive technology and related terms.
2. Identify, describe, and discuss the use of assistive technologies in the life skill areas of education, training, vocation, communication, independent living, recreation, mobility, and therapy/rehabilitation.
3. Identify local, state and federal resources available in the area of assistive technology devices and services.
4. Understand the role of the LATS (Local Assistive Technology Specialist) in evaluating and selecting assistive technology devices and services for students with special needs.
5. Be aware of the process and procedure for determining a student's need for assistive technology devices and services.
6. Define Universal Design and Learning and why it should be integrated into the curriculum.
7. Demonstrate knowledge of the hardware and software components of a Universal Access Station.
8. Identify other technology tools (low and high tech) available to reinforce student learning.

DESCRIPTION:

Individual, group, school and district activities and conferences as appropriate.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Consultant

CONTACT PERSON: Exceptional Student Education Staff, Staff Development
Office, or FDLRS/Miccosukee Staff

COMPONENT: STSK-1
TITLE: STUDY SKILLS INSTRUCTION
COMPONENT 2-411-002
IDENTIFIER: NUMBER OF 1 - 120
POINTS: GENERAL
OBJECTIVE:

Participants will be able to design and implement instruction to improve student study skills.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe strategies to improve listening and memory skills.
2. Explain ways to use textbooks and study guides effectively.
3. Instruct students how to learn regular and specialized vocabulary, symbols, graphs, charts and models.
4. Describe strategies for managing time and organizing for study.
5. Teach note-taking, underlining, outlining, summarizing and mapping skills.
6. Describe how to use resources for research including electronic information sources.
7. Instruct students in strategies for reporting and proofreading.
8. Describe strategies to improve test-taking efficiency and effectiveness.

DESCRIPTION:

School, district, DOE and university workshops will be scheduled through the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTACT PERSON: TEC Coordinator

COMPONENT NUMBER: STSV-1
TITLE: SCHOOL GUIDANCE AND COUNSELING
COMPONENT 8-409-001
IDENTIFIER: NUMBER OF 1 - 120
POINTS: GENERAL
OBJECTIVE:

School guidance counselors will be able to individualize their guidance programs to meet student needs.

SPECIFIC OBJECTIVES:

School guidance counselors will be able to:

1. Describe alternative strategies for involving parents in school guidance programs and activities.
2. Describe the role, scope, and sequence of the school guidance program in relation to the students they serve.
3. Assist students in making career decisions with information about opportunities and requisite aptitudes and skills.
4. Assist teachers in implementing school guidance programs and activities in the classroom.
5. Design and implement individualized, preventive school guidance programs which are consistent with applicable policies, rules, and regulations.
6. Describe and utilize a variety of counseling and crisis intervention strategies appropriate for use in the schools.
7. Increase understanding and ability to apply ethical, legal, and legislative issues related to school guidance and counseling services delivery.

DESCRIPTION:

Conferences, workshops, and mini-sessions, self-study, peer interaction, and other appropriate activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Training and Education Center (TEC) evaluation form or other appropriate form.
PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Student Services Director and/or Coordinator.
CONTACT PERSON: Student Services Director and/or Coordinator.

COMPONENT NUMBER: STSV-2
TITLE: SCHOOL PSYCHOLOGY
COMPONENT IDENTIFIER: 8-420-001
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

School psychologists will increase their knowledge and skills in assessment, counseling, consultation, interventions, and technology.

SPECIFIC OBJECTIVES:

School psychologists will be able to:

1. Systematically observe medical, neurological, developmental and other aspects of student behavior.
2. Select, administer, and interpret psycho-education assessment instruments for students in regular and exceptional student education programs.
3. Specify, discuss, and employ techniques for intervening with children with academic needs and behavior problems.
4. Select and employ counseling, intervention, and other services for students referred due to behavior and emotional issues.
5. Use consultation skills in working with teachers and parents of referred students.
6. Utilize appropriate technology in the provision of school psychological services.
7. Increase understanding and ability to apply ethical, legal, and legislative issues related to school psychological services delivery.

DESCRIPTION:

Conferences, workshops, mini-sessions, self-study, peer interaction, and other appropriate activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Training and Education Center (TEC) Evaluation form or other appropriate form.
PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Student Services Director and/or Coordinator
CONTACT PERSON: Student Services Director and/or Coordinator.

COMPONENT NUMBER: STSV-3
TITLE: SCHOOL SOCIAL WORK
COMPONENT IDENTIFIER: 8-420-002
NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

School social workers will increase their knowledge and skills in assessment, counseling, consultation, interventions, and technology.

SPECIFIC OBJECTIVES:

School social workers will be able to:

1. Systematically observe medical, neurological, developmental, and other aspects of student behavior.
2. Select, administer, and interpret a variety of scales and measures related to social maturity, adaptive behavior, and behavioral functioning for students in regular and exceptional student education programs.
3. Plan and implement effective interventions using a variety of methods and techniques.
4. Provide assistance to students, parents, and families for meeting physical and economic needs through appropriate interventions and cooperation with and referral to community agencies and services.
5. Identify dysfunctional personal and family interactions and systems, and related problems and needs.
6. Utilize appropriate technology in the provision of school social work services.
7. Increase understanding and ability to apply ethical, legal, and legislative issues related to school social work services delivery.
8. Relate administrative and systems issues to concerns that effect students' and families' full participation in the educational process.
9. Provide supervision to social work interns and other social services personnel who may assist with referrals.
10. Utilize volunteers and mentors in an effective and professional manner to maximize social services for students and their families.
11. Recognize and explain how curriculum and testing concerns may impact students and their success in the classroom.
12. Assist students and their families with transition to the next level of education, work, or career.
13. Promote healthy living as a way to maximize the educational success of students.
14. Foster attitudes, philosophies, strategies, and behaviors which promote tolerance and discourage violence.

DESCRIPTION:

Conferences, workshops, mini-sessions, self-study, peer interaction, and other appropriate activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Training and Education Center (TEC) evaluation form or other appropriate form

PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Student Services Director and/or Coordinator

CONTACT PERSON: Student Services Director and/or Coordinator

COMPONENT NUMBER: STSV-4
TITLE: OCCUPATIONAL SPECIALIST
COMPONENT IDENTIFIER: 8-409-002
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Occupational specialists will increase their knowledge and skills in the competencies related to their position.

SPECIFIC OBJECTIVES:

Occupational specialists will be able to:

1. Describe the basic elements of the secondary school curriculum
2. Identify policies, procedures, and laws related to employment of young people.
3. Identify career education concepts and objectives.
4. Plan and evaluate the effectiveness of integrated school career education programs and activities.
5. Integrate academic and vocational skills into the curriculum through activity centers, units of instruction, and/or programs of career guidance.
6. Use a variety of media to communicate to school, business and industry, community and parent organizations, the activities of occupational specialists.
7. Use local business, industry, and other community personnel as resources in educational programs.
8. Identify and be familiar with the activities of the professional associations related to career education.
9. Demonstrate a variety of individual and group counseling techniques.
10. Assess the attitudes, aptitudes, and interests of students related to self- and career awareness.
11. Develop, implement, and evaluate the effectiveness of a process for placement, employment, and training of graduates and early school leavers.
12. Identify technical competencies and basic skills requirements for entry into, and required standards of performance in, occupations.
13. Describe strategies for teaching decision-making and employability planning skills to students.

DESCRIPTION:

Conferences, workshops, mini-sessions, self-study, peer interaction, and other appropriate activities.:

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Training and Education Center (TEC) evaluation form or other appropriate form.

**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant and/or Student Services Director and/or Coordinator

CONTACT PERSON:

Student Services Director and/or Coordinator

COMPONENT NUMBER: STSV-5
TITLE: SUICIDE PREVENTION AND CRISIS INTERVENTION
COMPONENT IDENTIFIER: 6-403-003
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Teachers, administrators, and other staff members will increase their knowledge and skills related to the identification of the interventions for students who may be contemplating suicide and to classroom crisis prevention and intervention.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Identify the factors that relate to the incidence of suicide.
2. List the physical and behavioral indicators of a student who may be experiencing crises or contemplating suicide.
3. Describe strategies for counseling or other crisis interventions with students who may be contemplating suicide.
4. Identify the appropriate community resources and ways to access those resources for referral of students--or family members of students--who may be contemplating suicide.
5. Describe and implement classroom activities that might help reduce the incidence of student suicide.
6. Describe school and district procedures regarding the reporting of suspected suicidal tendencies.
7. Describe factors associated with the physical arrangement of classrooms and with the structuring of classroom activities that can help prevent crises in the classroom.
8. Describe factors associated with teacher behavior and style that can help prevent crises in the classroom.
9. Describe and use appropriate crisis classroom interventions.

DESCRIPTION:

Conferences, workshops, mini-sessions, self-study, peer interaction, and other appropriate activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Training and Education Center (TEC) evaluation form or other appropriate form.

PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Student Services Director and/or Coordinator

CONTACT PERSON: Student Services Director and/or Coordinator

COMPONENT NUMBER: SUPV-1
TITLE: SUPERVISORY SKILLS
COMPONENT IDENTIFIER: 7-507-001
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

District and school personnel will be able to supervise and conference with a subordinate, trainee or intern.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Interview a prospective employee or trainee and identify their skills, experiences and values.
2. Describe the Professional Education Competencies and related sub skills.
3. Describe the characteristics of a pre-observation conference.
4. Conduct systematic observations utilizing a variety of techniques.
5. Analyze observational data for personal or professional improvement.
6. Describe the characteristics of a post-observation conference including strategies for giving non-evaluative feedback.
7. Identify specific alternatives to assist in professional or personal improvement.
8. Describe the Teacher Performance Feedback processes including those used with annual contract teachers (Parts A & B), accomplished teachers, and resource teachers (Professional).
9. Demonstrate the effective use of the Individual Professional Development Plan.

DESCRIPTION:

Individual, group and district activities will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant and/or group leader

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: SUPV-2
TITLE: CLINICAL EDUCATION
COMPONENT IDENTIFIER: 8-406-001
NUMBER OF POINTS: 18-60
GENERAL OBJECTIVE:

Participants will possess the skills needed to supervise interns and/or to give feedback to teachers who are new to the profession, new to the district, in need of assistance or those who are learning to implement new programs, or use new teaching strategies and/or processes.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Use a variety of informal and alternative classroom teaching data collection methods with developing professionals in a variety of settings.
2. Demonstrate a systematic approach for selecting appropriate instructional and classroom management data collection methods.
3. Demonstrate appropriate strategies for analysis of data collected.
4. Demonstrate basic effective interpersonal communication skills and systematic conference procedures for use in clinical supervision coaching cycles.
5. Recognize factors for consideration when preparing professional development plans for teachers and for developing teachers.
6. Follow a decision making process for professional development plan implementation and monitoring.
7. Use student data in the development of teacher professional development plans.

DESCRIPTION:

District and university workshops will be held throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Form or D.O.E. Program evaluation form.

PERSON RESPONSIBLE
FOR EVALUATION: Trainers

CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: TADV-1
TITLE: TEACHERS AS ADVISORS
COMPONENT 8-405-002
IDENTIFIER: NUMBER OF 1 - 120
POINTS:

GENERAL OBJECTIVE:

Teachers will be able to implement a Teachers As Advisors Program with their students.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe the program to be implemented.
2. Demonstrate Interpersonal Communication Skills.
3. Interpret pupil progression, course sequencing, and graduation requirements.
4. Identify warning signs and needs for referral to outside agencies.
5. Describe information available from the Center for Career Development Services.
6. Plan and manage Teachers As Advisors class meetings.
7. Describe strategies for parent involvement.

DESCRIPTION:

Summer Institute and workshops throughout the school year will be offered with group and individual activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTRACT PERSON: Staff Development Director

COMPONENT TCTR-1
NUMBER: TITLE: TEACHER TRAINING DEVELOPMENT
COMPONENT IDENTIFIER: 8-409-003
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Experienced teachers will be able to utilize adult learning theory to design training for other teachers.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Utilize adult learning theory in the design of workshops for teachers.
2. Design workshops to effectively educate teachers in experiential methods designed to increase student acquisition of cognitive and effective skills.
3. Demonstrate the training skills necessary to successfully implement experiential designs to increase students acquisition of skills.
4. Conduct training sessions for Leon County teachers to improve instruction related to student acquisition of cognitive and affective skills.

DESCRIPTION:

This program will include a series of intensive workshops conferences and a review of research, design and evaluation literature individually or in groups.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE FOR EVALUATION: Consultant
CONTACT PERSON: Staff Development Director

COMPONENT NUMBER: TECH-1
TITLE: TECH PREP TRAINING
COMPONENT IDENTIFIER: 3-211-001
NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVES:

Participants will have knowledge of the contents and concepts of Tech Prep Education. TECH PREP is a program that provides seamless articulation in an integrated academic/job preparation program between secondary and post-secondary education. It is an application of Blueprint 2000, Goal 2.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe the content of Tech Prep Education that is specifically related to classroom instruction.
2. Explain the basic concepts of Tech Prep Education.
3. Demonstrate an understanding of the learning hierarchy for the content, concepts, and skills of Tech Prep Education.
4. Identify major problems and/or priorities associated with the teaching of Tech Prep Education.
5. Demonstrate expertise in those skills which are fundamental to the understanding of Tech Prep Education.
6. Demonstrate content and instructional strategies which are appropriate for the teaching of Tech Prep Education.
7. Demonstrate proficiency in the application of skills that relate to Tech Prep Education.
8. Demonstrate the use of instructional technology in the area of Tech Prep Education.
9. Develop instructional units utilizing instructional skills which are unique to the learning of Tech Prep Education.
10. Describe knowledge of the latest theory and pedagogical developments for learning and instruction of Tech Prep Education.

DESCRIPTION:

Lectures, individual, school, group and district activities, workshops, conferences, and school visitations will be offered throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Form

PERSON RESPONSIBLE FOR EVALUATION: Consultant and/or Assigned Vocational Administrator

CONTACT PERSON: Staff Development Director or Assigned Vocational Administrator

COMPONENT NUMBER: TECR-1
TITLE: STAFF DEVELOPMENT PROGRAM
COMPONENT 8-513-001
IDENTIFIER: NUMBER OF 1 - 120
POINTS: GENERAL
OBJECTIVE:

Participants will be able to describe the Staff Development program and procedures.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe the general approaches of the Staff Development Center Program.
2. Describe the procedures for implementing a staff development activity.
3. Identify the roles and responsibilities of Staff Development staff, LPD, SPDC, and TEC representatives and contacts.
4. Identify the appropriate forms to be used for various activities.
5. Contribute to district or state teacher education committees or work groups.
6. Plan School based Staff Development objectives and strategies which enhance the implementation of the School Improvement Plan.

DESCRIPTION:

School and group workshops and mini-sessions will be held throughout the year. design and

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: TEC Coordinator and/or Staff Development Director

CONTACT PERSON: Staff Development Director

COMPONENT

TEST-I

NUMBER: TITLE:TESTING, ADMINISTRATION,
INTERPRETING AND USING TEST DATA**COMPONENT**

4-401-004

IDENTIFIER: NUMBER OF

1 - 120

POINTS: GENERAL**OBJECTIVE:**

Participants will be able to interpret and utilize a variety of test results for program planning and evaluation.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Interpret individual and group diagnostic, criteria-based, and normative scores for local, state and national tests.
2. Report appropriate test information to parents and administrators.
3. Utilize test data to design instruction to meet individual learner needs.
4. Utilize test data to evaluate program effectiveness.
5. Administer district and state assessments utilizing proper procedures.

DESCRIPTION:

School, district, DOE, university workshops and conferences will be scheduled throughout the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

**WORKSHOP
EVALUATION:**

Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:**Principal's Designee/Administrator for Student Assessment,
Teaching and Learning**CONTACT PERSON:**Administrator for Staff Development and/or Student Assessment,
Teaching and Learning

COMPONENT NUMBER: TEST-2
TITLE: PERFORMANCE ASSESSMENT
COMPONENT 4-401-005
IDENTIFIER: NUMBER OF 1-120
POINTS: GENERAL
OBJECTIVE:

Participants will be able to understand, implement, and utilize a variety of performance assessment strategies to improve teaching and student learning.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe various types of performance assessments, including the respective strengths and weaknesses.
2. Describe strategies which support alignment of curriculum, instruction and assessment.
3. Evaluate skills/knowledge/processes/activities/products by traditional and nontraditional assessment methods.
4. Utilize performance assessment methods to measure and report student progress on instructional outcomes (benchmarks). This may include: selection, evaluation, implementation, or development of traditional and/or nontraditional forms of assessment.
5. Describe the roles of formal and informal performance assessment strategies (preliminary, diagnostic, formative and summative).
6. Utilize performance assessments to prepare students for the Sunshine State Standards, and the Florida Comprehensive Assessment Test (FCAT)..:

DESCRIPTION:

Traditional and nontraditional approaches to assessment at all levels. Workshops and conferences offered by the district, DOE and universities. Individual, group, school and district activities will be scheduled throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE FOR EVALUATION: Student Assessment Teaching and Learning and Principal's Designee
CONTACT PERSON: Administrator for Student Assessment, Teaching and Learning

COMPONENT TEST-3
NUMBER: TITLE: WRITES UPON REQUEST ASSESSMENT
COMPONENT 4-401-006
IDENTIFIER: NUMBER OF 1 - 120
POINTS: GENERAL
OBJECTIVE:

Participants will be able to implement strategies for Writes Upon Request Assessment.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Describe holistic and analytic scoring as it applies to writing.
2. Describe the various components of the Writes Upon Request Assessment Program: "demand writing"; writing to prompts and the various types of writing prompts-narrative, expository and persuasive.
3. Describe and utilize instructional/assessment strategies which utilize the Writes Upon Request results to improve student writing as well as prepare students for the Writes Upon Request and FCAT Writing Assessments.
4. Utilize the Writes Upon Request inservice materials to holistically score and report on generated student products.

DESCRIPTION:

School, district, DOE and university workshops and conferences will be scheduled throughout the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOREVALUATION: Student Assessment (Teaching and Learning) and Principal's Designee

CONTACT PERSON: Director of Student Assessment, Teaching and Learning

COMPONENT NUMBER: THSK-1
TITLE: THINKING SKILLS INSTRUCTION
COMPONENT IDENTIFIER: 8-408-001
NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVES:

The purpose of this component is to introduce teachers and administrators to brain physiology, metacognition, critical and creative skills and classroom coordinations which support the use of thinking skills. Upon successful completion participants will be able to design and implement instruction to improve student thinking skills.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Teach About Physiology/Brain Functioning To Include:
 - 1.1 Describing what happens physically when the brain processes sensory input
 - 1.2 Illustrating (video, charts, drawing, models, etc.) what happens when the brain processes input and information.
 - 1.3 Relating processes to familiar content (something students are thinking about now.)
 - 1.4 Generating examples of what facilitates this process or what might interfere with the process.
2. Teach For Metacognition To Include:
 - 2.1 Orienting student to analyze the thinking/learning process.
 - 2.2 Assigning tasks with familiar content or subject.
 - 2.3 Monitoring what student(s) are doing.
 - 2.4 Asking students to generalize what happened related to their thinking process.
 - 2.5 Providing feedback on the thinking process and making other generalizations/options available.
 - 2.6 Summarizing the steps that took place in the thinking process.
3. Teach Critical Or Creative Skills Or Models To Include:
 - 3.1 Introducing skill or model steps.
 - 3.2 Explaining when to use which skill or model.
 - 3.3 Demonstrating how to use with familiar content.
 - 3.4 Providing student practice with familiar content.
 - 3.5 Providing student practice with different content.
 - 3.6 Summarizing/reflecting on "how and when".
 - 3.7 Providing for transfer to new or other content areas.
4. Create classroom Conditions To Support Use Of Thinking Skills To Include:
 - 4.1 Structuring the physical environment (room arrangements, chairs, etc.) to support good thinking.
 - 4.2 Structuring the social environment (groupings, roles, responsibilities, etc.) to encourage risk taking and reflective thinking.
 - 4.3 Specifying expected content and process outcomes.
 - 4.4 Identifying or developing specific student activities for critical or creative thinking.
 - 4.5 Implementing student activities and monitoring processes and results.
 - 4.6 Analyzing actual outcomes or results with students.

DESCRIPTION:

School, district, DOE and university workshops will be scheduled through the year with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE
FOR EVALUATION: Consultant
CONTACT PERSON: TEC Coordinator

<u>COMPONENT</u>	VOCA-1
<u>NUMBER: TITLE:</u>	VOCATIONAL EDUCATION AND THE ACADEMIC SKILLS
<u>COMPONENT IDENTIFIER:</u>	8-211-001
<u>NUMBER OF POINTS:</u>	1 - 120
<u>GENERAL OBJECTIVE:</u>	

The participants will be able to integrate Vocational Technical education and basic academic skill instruction.

SPECIFIC OBJECTIVES:

The participants will be able to:

1. Demonstrate an understanding of the relationship between industrial-technical developments, needs of the region, and the post-secondary instructional program.
2. Implement instructional strategies for academic skills needed by Vocational/Technical students, as outlined in curriculum frameworks.
3. Describe and demonstrate techniques or instructional strategies that facilitate a transfer of learning from Vocational Preparatory Instruction and other basic skill instruction to the vocational-technical program area.
4. Implement at least one new instructional strategy in the classroom.

DESCRIPTION:

School, district, DOE and university workshops and conferences will be offered with individual, group or school activities throughout the year.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

<u>WORKSHOP EVALUATION:</u>	Leon County Staff Development Evaluation Form
<u>PERSON RESPONSIBLE FOR EVALUATION:</u>	Principal/Assistant Principal or Assigned Supervisor
<u>CONTACT PERSON:</u>	Staff Development Director or Assigned Vocational Administrator

COMPONENT NUMBER: VOCA-2
TITLE: VOCATIONAL EDUCATION INSTRUCTIONAL PLANNING
COMPONENT 2-211-001
IDENTIFIER: NUMBER OF 1 - 120
POINTS: GENERAL

OBJECTIVE:

Vocational Education teachers will be able to plan effective instruction in their area of specialization.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Identify the basic principles of vocational education.
2. Define specific program goals and objectives utilizing curriculum frameworks and other resource documents.
3. Relate federal, state, regional and local requirements to vocational education and area of specialization.
4. Update programs to meet new business/industry requirements and standards.
5. Diagnose student needs and interests.
6. Develop and sequence performance objectives.
7. Develop a unit plan for instruction integrating classroom, laboratory and clinical experiences.
8. Write lesson plans.
9. Develop appropriate assessment strategies for instruction.
10. Utilize technology applications in planning for instruction, implementation and assessment.

DESCRIPTION:

Conferences, workshops and mini-sessions will be held throughout the year with individual, group, school and district-wide activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Principal, Assistant Principal or Assigned Supervisor

CONTACT PERSON: Assigned Vocational Administrator

<u>COMPONENT</u>	VOCA-3
<u>NUMBER: TITLE:</u>	VOCATIONAL INSTRUCTIONAL MANAGEMENT
<u>COMPONENT</u>	8-211-002
<u>IDENTIFIER: NUMBER OF</u>	1 - 120
<u>POINTS: GENERAL</u>	
<u>OBJECTIVE:</u>	

Vocational teachers will be able to manage instruction in their area of specialization.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Assist students in selecting learning outcomes.
2. Demonstrate a variety of teaching strategies, including demonstration, projects, individual study, manipulative lessons and others.
3. Select appropriate teaching and grouping methods for specific student objectives.
4. Select appropriate instructional materials and techniques, including multimedia materials.
5. Utilize oral questioning techniques.
6. Develop strategies for student exposure to realistic work experiences (field trips, resource speakers, etc).
7. Use community and school resources in the program.
8. Maintain a safety and security system for equipment and supplies.
9. Apply technology to maintain a student record keeping system.
10. Apply technology to organize reports and other data/records used by the instructor.

DESCRIPTION:

Conferences, workshops and mini-sessions will be offered with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

<u>WORKSHOP EVALUATION:</u>	Leon County Staff Development Evaluation Form
<u>PERSON RESPONSIBLE FOR EVALUATION:</u>	Principal, Assistant Principal or Assigned Supervisor
<u>CONTACT PERSON:</u>	Assigned Vocational Administrator

COMPONENT NUMBER: VOCA-4

TITLE: VOCATIONAL INSTRUCTIONAL EVALUATION AND GUIDANCE

COMPONENT IDENTIFIER: 8-211-003

NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Vocational teachers will be able to evaluate student performance and assist students in career decisions.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Develop a plan for assessing student progress.
2. Establish criteria for student performance and design or select student assessment items.
3. Utilize standardized tests when appropriate.
4. Determine follow-up activities based on student assessment.
5. Evaluate instructional effectiveness using student performance data and make program revisions as needed.
6. Provide information to students on educational and career opportunities.
7. Assist students in determining their suitability for the profession/trade.
8. Conduct student conferences utilizing student records and data for counseling with students.

DESCRIPTION:

Conferences, workshops and mini-sessions will be offered with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Principal, Assistant Principal or Assigned Supervisor

CONTACT PERSON: Assigned Vocational Administrator

COMPONENT NUMBER: VOCA-5
TITLE: VOCATIONAL PROFESSIONAL RELATIONS
COMPONENT IDENTIFIER: 8-211-004
NUMBER OF POINTS: 1 - 120
GENERAL OBJECTIVE:

Vocational teachers will be able to develop and maintain a relationship with schools, community and professional groups in their areas of specialization.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Establish an advisory committee/council.
2. Identify related regulatory agencies, professional and community groups related to area of specialization.
3. Develop media or materials for information and public relations.
4. Assist in a student recruitment program.
5. Describe the nature of vocational offerings in the schools.
6. Describe the requirements for maintaining professional credentials.
7. Establish positive interpersonal relationships with students and co-workers.
8. Maintain and complete records, budgets and reports.

DESCRIPTION:

Conferences, workshops and mini-sessions will be offered with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form
PERSON RESPONSIBLE FOR EVALUATION: Principal, Assistant Principal or Assigned Supervisor
CONTACT PERSON: Assigned Vocational Administrator

COMPONENT NUMBER: VOCA-6
TITLE: VOCATIONAL STUDENT EXPERIENCES
COMPONENT IDENTIFIER: 8-211-005
NUMBER OF POINTS: 1 - 120

GENERAL OBJECTIVE:

Vocational teachers will be able to provide a variety of field experiences for their students, including the development of training plans appropriate to the activity.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Establish or follow guidelines for clinical/observational experiences, including externships and cooperative education experiences.
2. Develop and maintain local and regional resources for training experiences.
3. Select and assign clinical settings appropriate for students and programs. Assist training coordinator with the selection and assignment of these functions.
4. Assist in supervising and evaluating student training activities; supervise training as appropriate.
5. Develop training plans for all work-based activities, to include specific instructional objectives.
6. Identify professional associations and student organizations in their area of specialization.
7. Utilize student and/or professional organization activities to support instruction where appropriate.
8. Prepare students for leadership roles in student and/or professional organizations.

DESCRIPTION:

Conferences, workshops and mini-sessions will be offered with individual and group activities.

PARTICIPANT ASSESSMENT FOR INSERVICE CREDIT:

In keeping with the requirements of The Professional Development System Evaluation Protocol, competency demonstration for knowledge and/or skills will be done through projects, products, tests, classroom demonstrations, portfolios or other assessments specific to the training. The assessment process will be based on coordinated activities to insure use and transfer into the classroom or work setting. Participants will be awarded credit following program completion as verified through the credit reporting instrument.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Principal, Assistant Principal or Assigned Supervisor

CONTACT PERSON: Assigned Vocational Administrator

SECTION

III

INSERVICE EDUCATIONAL PLAN COMPONENTS

NOT LEADING TO CERTIFICATION

(NON-INSTRUCTIONAL COMPONENTS)

OVERVIEW

SECTION III

NEEDS ASSESSMENT

Non-Instructional staff needs were assessed at the school and special area level as well as by department heads. The self-study committee report reflects the results of the assessment.

OBJECTIVES AND MANAGEMENT STRATEGIES

The non-instructional in-service program objectives are included in the Staff Development Comprehensive Plan. All the program objectives relate to this section of the Master Plan and management strategies are also described in detail. The program is administered by the Staff Development Department working with the Support Personnel Development Center.

EVALUATION AND DATA COLLECTION

The specific strategies for data collection and program evaluation are described in the Comprehensive Plan. Participant evaluation strategies are described in each component.

Components

Components which do not offer credit for re-certification are included in the following section.

COMPONENT NUMBER: AUXP-1

TITLE: AIDES AND SCHOOL VOLUNTEERS

COMPONENT IDENTIFIER: 8-506-001

NUMBER OF POINTS: 1 - 60

GENERAL OBJECTIVE:

Aides, paraprofessionals, and volunteers will develop knowledge and skills needed to contribute to the instructional program of the school.

SPECIFIC OBJECTIVES:

Aides and School Volunteers will be able to:

1. Describe their roles and responsibilities.
2. Identify district policies and school policies.
3. Demonstrate the use of computer software for classroom use.
4. Demonstrate the proper use of AV equipment.
5. Describe characteristics for various age groups and classifications of students, including special students.
6. Describe communication skills and techniques for classroom management to use in working with students.
7. Develop and/or use a variety of learning materials and activities.
8. Demonstrate skills needed to react to medical emergencies.

DESCRIPTION:

Conferences, workshops, and other inservice activities will be held during the year.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessment
	Objectives: 1, 2, 5, 6
Skills:	Observed demonstration in workshop classroom or on the job
	Objectives 3, 4, 7, 8
	Products: Reports, plans, or other created material
	Objective: 7

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE FOR EVALUATION: Supervisor Support Personnel Development Center/
Volunteer Coordinator

CONTACT PERSON: Supervisor Support Personnel Development Center/
Volunteer Coordinator

COMPONENT NUMBER: AUXP-2

TITLE: DEVELOPMENTALLY-APPROPRIATE PRACTICES
FOR YOUNG CHILDREN

COMPONENT IDENTIFIER: 2-506-002

NUMBER OF POINTS: 1 - 10

GENERAL OBJECTIVE:

Instructional aides and paraprofessionals will develop the knowledge and skills necessary for assisting in the implementating of a developmentally appropriate, anti-bias program for pre-kindergarten children.

SPECIFIC OBJECTIVES:

Participants will:

1. Develop an understanding of active learning and how to provide these opportunities for young children.
2. Recognize a developmentally appropriate environment which includes well-defined, appropriate labeled interest areas in the classroom.
3. Develop a daily schedule that provides for a balance of quiet and active child and adult initiated activities.
4. Identify the essential experiences for optimum language, social, emotional, cognitive, and physical development in young children.
5. Develop the ability to provide many varied opportunities for children to hear and use language.
6. Demonstrate how to facilitate children's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement.
7. Identify the characteristics of stress in children's behavior and the effective methods of dealing with these characteristics.
8. Develop techniques of facilitating the development of self-esteem and creativity in children.
9. Develop techniques for facilitating the development of self-control in children by treating children with dignity and using appropriate discipline techniques.
10. Identify strategies and develop the ability to encourage independence in children as skills are acquired.
11. Develop techniques for establishing and maintaining effective relationships with each child's family and encourage family involvement in the pre-kindergarten program.

DESCRIPTION:

This component is designed to develop in paraprofessionals and aides the knowledge and skills necessary for assisting in the implementation of an early childhood program for pre-kindergarten children.

Participants will attend small and large group workshop sessions; participate in discussions and planning sessions; complete follow-up assignments and/or group tasks; use audio-visual materials; prepare and present appropriate materials to other participants; and generate strategies that can be used in a pre-kindergarten classroom.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessment
	Objectives 1, 4, 7, 10
Skills:	Observed demonstration in workshop, classroom or on the job
	Objectives: 2, 3, 5, 6, 8, 9, 11

**PERSON RESPONSIBLE
FOR EVALUATION:**

Workshop consultant/Supervisor

CONTACT PERSON:

Supervisor Support Personnel Development Center

COMPONENT NUMBER: AUXP-3
TITLE: EARLY CHILDHOOD PRACTICES FOR YOUNG CHILDREN
COMPONENT IDENTIFIER: 2-506-001
NUMBER OF POINTS: 1 - 20
GENERAL OBJECTIVE:

Instructional aides and paraprofessionals will develop the knowledge and skills necessary for assisting in an early childhood program for pre-kindergarten children.

SPECIFIC OBJECTIVES:

Participants will:

1. Develop an understanding of the state statutes and rules and local policies which govern child care.
2. Demonstrate an ability to plan, establish, and maintain a healthy, safe, and clean environment.
3. Demonstrate knowledge of the nutritional needs of young children.
4. Exhibit knowledge of the definition, extent, causes, and effects of child abuse and neglect.
5. Demonstrate an understanding of the role and responsibility of child care workers for reporting and preventing child abuse and neglect.
6. Become aware of materials and strategies for the prevention of child sexual abuse.
7. Exhibit knowledge of the principles of child growth and development for pre-kindergarten children.
8. Demonstrate knowledge and use of learning activities which are appropriate for pre-kindergarten children.

DESCRIPTION:

This component is designed to develop in paraprofessionals and aides the knowledge and skills necessary for assisting in the implementation of an early childhood program for pre-kindergarten children.

Participants will attend small and large group workshop sessions; participate in discussions and planning sessions; complete follow-up assignments and/or group tasks; use audio-visual materials; prepare and present appropriate materials to other participants; and generate strategies that can be used in a pre-kindergarten classroom.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessment Objectives: 1, 3, 4, 5, 6, 7
Skills:	Observed demonstration in workshop, classroom or on the job Objectives: 2, 8

**PERSON RESPONSIBLE
FOR EVALUATION:**

Workshop Consultant/Supervisor

CONTACT PERSON:

Supervisor Support Personnel Development Center

COMPONENT

MNRT-2

NUMBER: TITLE:EFFECTIVE INTERPERSONAL RELATIONSHIP AND
MULTICULTURAL AWARENESS**COMPONENT**

8-503-001

IDENTIFIER: NUMBER OF

1 - 60

POINTS:**GENERAL OBJECTIVE:**

Non-instructional personnel will increase their awareness of our common goals in a culturally diverse society by fostering understanding, appreciation and respect for people of different gender, and other ethnic, socio-economic, language and cultural backgrounds. Upon successful completion of the component all participants will be able to use positive and effective communication and other effective interpersonal skills in the work place.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Identify the elements of an effective work environment which supports the success of all employees.
2. Utilize small group activities and other means to promote self-acceptance, mutual acceptance, interpersonal and intercultural understanding among all employees.
3. Help culturally and linguistically different employees develop a strong sense of identity through the use of activities relating to various ethnic groups.
4. Identify effective interpersonal communication skills.
5. Identify, reinforce, and utilize individual strengths in the work place.
6. Communicate high expectations and sincere caring for all employees in the work setting.
7. Identify strategies to recognize and reinforce employees' efforts and achievements.
8. Provide opportunities for employee responsibility and development of decision making skills.
9. Communicate with and involve other departments and individuals.
10. Recognize and eliminate gender bias in the work place.

DESCRIPTION:

Workshops, small group, site focused and conference activities will be offered throughout the year.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessment Objectives: 1,4, 5, 7
Skills:	Observed demonstration in workshop, classroom or on the job Objectives: 2, 3, 6, 8, 9, 10

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form**PERSON RESPONSIBLE
FOR EVALUATION:**

Consultant and/or Staff Development Director

CONTACT PERSON:

Staff Development Director

COMPONENT NUMBER: NONI-1

TITLE: BUS DRIVER TRAINING

COMPONENT IDENTIFIER: 8-515-001

NUMBER OF POINTS: 1-60

GENERAL OBJECTIVE:

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

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe state and district transportation policies and procedures.
2. Maintain order and discipline on the bus.
3. Promote a safe environment on the bus.
4. Supervise the safe loading/unloading of students.
5. Demonstrate safe driving skills.
6. Demonstrate positive communication skills with parents, students, and school personnel.

DESCRIPTION:

District and DOE conferences and workshops will be held at preschool and throughout the year, including behind the wheel instruction.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessment
	Objective: 1
<u>Skills:</u>	Observed demonstration in workshop or on the job
	Objectives: 2 - 6

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant and/or Transportation Director

CONTACT PERSON: Transportation Director

COMPONENT NUMBER: NONI-2

TITLE: COMPUTER APPLICATIONS FOR SUPPORT PERSONNEL

COMPONENT IDENTIFIER: 3-506-001

NUMBER OF POINTS: 1 - 60

GENERAL OBJECTIVE:

Support personnel will be able to use computers on the job.

SPECIFIC OBJECTIVES:

Support personnel will:

1. Demonstrate the use of computer software including, word processing, spreadsheet, data base, and/or desktop publishing.
2. Modify a prepared program for a specific application.
3. Create and field test a computer program for a specific application.

DESCRIPTION:

Observed demonstration in workshop, classroom, or on the job
Objectives 1-3.

Products: Reports, plans, or other created material
Objectives 2,3.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant and/or Supervisor Support Personnel Development
Center

CONTACT PERSON: Supervisor Support Personnel Development Center

COMPONENT NUMBER: NONI-3

TITLE: FINANCIAL AND PAYROLL ACCOUNTING

COMPONENT IDENTIFIER: 8-504-001

NUMBER OF POINTS: 1 - 60

GENERAL OBJECTIVE:

Personnel with budgetary responsibilities will be able to maintain records and make financial expenditures properly.

SPECIFIC OBJECTIVES:

Personnel with financial or payroll responsibilities will be able to:

1. Describe the requirements of the Computer Financial Program to include budgetary sources, encumbrances/expenditures procedures, coding, amendment procedures, and printout interpretation for both finance and payroll data.
2. Describe district, state, and federal requirements for school and project financial accounting.
3. Describe the procedures for handling internal accounts.
4. Describe the procedure for reporting FTE.

DESCRIPTION:

Conferences, workshops, and inservice activities will be offered throughout the year.

PARTICIPANT EVALUATION:

Knowledge: Pre and post-test or other written assessment
Objectives: 1 - 4

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant and/or Chief Financial Officer

CONTACT PERSON: Chief Financial Officer

COMPONENT NUMBER: NONI-4

TITLE: OFFICE PERSONNEL

COMPONENT IDENTIFIER: 8-509-001

NUMBER OF POINTS: 1 - 60

GENERAL OBJECTIVE:

Office personnel will carry out their responsibilities in a professional manner.

SPECIFIC OBJECTIVES:

Office personnel will:

1. Demonstrate office skills, particularly with regard to telephones and office machines.
2. Describe Business English problem areas and strategies for improving them.
3. Describe at least three factors that lead to positive communication between staff and administration.
4. Describe at least three techniques for dealing with conflict situations.
5. Correctly complete student and district reports and forms using the automated student information system.
6. Demonstrate the proper use of TERMS for financial reports and human resource reports.
7. Demonstrate the skill to react to medical emergencies.
8. Meet the requirements of the Professional Standards Certification Program.
9. Demonstrate the use of computer software problems for use on the job.
10. Demonstrate proper use of forms for reporting injuries, scheduling schools busses for field trips, completing workorders, and other forms used to request services from other departments.

DESCRIPTION:

Conferences, workshops, and mini-sessions will be offered throughout the year with individual, group, and district activities.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessment
	Objectives 2-4, 8
	Observed demonstration in workshop or on the job
	Objectives: 1,5-7,9-10

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant

CONTACT PERSON: Supervisor Support Personnel Development Center

COMPONENT NUMBER: NONI-5
TITLE: FOOD SERVICES
COMPONENT IDENTIFIER: 8-505-001
NUMBER OF POINTS: 1 - 60
GENERAL OBJECTIVE:

School and district-wide food service workers will be able to implement appropriate principles and practices of food service management; plan and service nutritional meals; and demonstrate health and safety procedures.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Describe the nutritional requirements of the Breakfast and Lunch Meal Patterns for menu planning
2. Describe the Dietary Guidelines and ways they can be implemented into the school lunch program.
3. Describe the nutritional requirements for various age groups of children.
4. Use the cafeteria as a laboratory for nutrition education
5. Describe appropriate procedures for food procurement, storage, preparation, and service.
6. Describe strategies for improving sanitation and safety in the kitchen and serving areas.
7. Demonstrate proper and correct use of cash registers/scanner systems.
8. Demonstrate proper accounting, management of resources, and reporting procedures.
9. Demonstrate proper use and implementation of computer software systems for food service.
10. Develop a marketing plan specific to the group(s) served to encourage participation.
11. Interact with all customers in a positive manner.
12. Implement positive and successful ways to supervise Food Service Staff.
13. Demonstrate skills to deal with emergencies.

DESCRIPTION:

Individual, group, and district-wide inservice will be scheduled throughout the year.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessment Objectives: 1,2,3,5,6,
Skills:	Observed demonstration in workshop or on the job Objectives: 4,7,8,9,11,12,13
Products:	Reports, plans, or other created material Objective: 10

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant and/or Food Service Director

CONTACT PERSON: Food Service Director

COMPONENT NUMBER: NONI-6

TITLE: EMERGENCY PROCEDURES

COMPONENT IDENTIFIER: 8-511-001

NUMBER OF POINTS: 1 - 60

GENERAL OBJECTIVE:

Support personnel will become knowledgeable of basic first aid, CPR, and emergency procedures.

SPECIFIC OBJECTIVES:

Support personnel will be able to:

1. Describe District policies with regard to emergency procedures.
2. Demonstrate first aid skills which may be used at school sites.
3. Demonstrate advanced first aid skills for administering emergency care in case of severe injury.
4. Describe procedures for dealing with bloodborne pathogens.
5. Describe procedures for emergency evacuation.

DESCRIPTION:

Individual, group, and district-wide inservice will be scheduled throughout the year.

Knowledge:	Pre and post-test inservice will be scheduled through the year
	Objectives: 1,4,5
	Observed demonstration in workshop or on the job
	Objectives: 2, 3.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Supervisor Support Personnel Development Center

CONTACT PERSON: Supervisor Support Personnel Development Center

COMPONENT NUMBER: NONI-7

TITLE: MAINTENANCE TRAINING

COMPONENT IDENTIFIER: 8-510-001

NUMBER OF POINTS: 1 - 60

GENERAL OBJECTIVE:

Non-instructional maintenance personnel will be able to competently complete their responsibilities in a professional manner.

SPECIFIC OBJECTIVES:

Non-instructional maintenance personnel will:

1. Provide cost effective delivery for meeting preventative corrective emergency, and special service needs to Leon County Schools and District facilities.
2. Develop and implement manual and computerized systems of scheduling, monitoring, and reporting to work in order to give Leon County Schools accurate and timely information for both physical and fiscal planning and analysis.
3. Ensure the proper and timely maintenance of equipment, minimizing needed repairs, enhancing equipment operation, and prolonging equipment life.
4. Develop innovative strategies to reduce energy costs and fuel consumption throughout the district.
5. Meet the requirements for professional standards and maintain the proper certification programs for State, Local and Federal rules and regulations as needed for specific job descriptions.

DESCRIPTION:

Conferences, workshops, quality improvement teams, in-house training and mini-sessions will be offered throughout the year with individual, group and district activities.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessment Objectives: 1,5
Skills:	Observed demonstration in workshops or on the job Objectives: 1, 2, 3, 4, 5

WORKSHOP EVALUATION: Staff Development Workshop Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** Supervisor or Maintenance Director

CONTACT PERSON: Maintenance Director

COMPONENT NUMBER: NONI-8

TITLE: BUS ATTENDANTS

COMPONENT IDENTIFIER: 8-515-002

NUMBER OF POINTS: 1-60

GENERAL OBJECTIVE:

Bus attendants will be able to contribute to the safe transportation of students to and from school.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Demonstrate attentiveness to the students.
2. Establish positive communication with driver, student, parent, and school personnel.
3. Identify student exceptionalities.
4. Properly use adaptive equipment.
5. Maintain order and discipline on the bus.
6. Promote a safe environment on the bus.

DESCRIPTION:

District and DOE conferences and workshops will be held at preschool and throughout the year.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessment Objective: 3
Skills:	Observed demonstration in workshop or on the job Objectives: 1,2,4-6.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION; Consultant and/or Transportation Director

CONTACT PERSON: Transportation Director

COMPONENT NUMBER: NONI-9

TITLE: BUS MECHANICS AND ASSISTANTS

COMPONENT IDENTIFIER: 8-515-003

NUMBER OF POINTS: 1 - 60

GENERAL OBJECTIVE:

Mechanics and assistants will be able to maintain the bus fleet in a safe and timely manner.

SPECIFIC OBJECTIVES:

Mechanics and assistants will be able to:

1. Perform quality bus inspections and repairs at all service levels.
2. Promote a safe and clean working environment.
3. Demonstrate utilization of appropriate management reports.
4. Correctly complete repair orders giving detailed description of work performed.
5. Positively communicate with drivers and other employees.

DESCRIPTION:

District, DOE, and Manufacturers conferences and workshops will be held at preschool and throughout the year.

PARTICIPANT EVALUATION:

Skills: Observed demonstration in workshop or on the job
Objectives 1 - 5.

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant and/or Transportation Director

CONTACT PERSON: Transportation Director

COMPONENT NUMBER: NONI-10

TITLE: SUPPORT PERSONNEL SUPERVISORY SKILLS

COMPONENT IDENTIFIER: 8-502-001

NUMBER OF POINTS: 1 - 60

GENERAL OBJECTIVE:

Support personnel supervisors will be able to supervise and conference with employees.

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Interview a prospective employee or trainee and identify the skills, experiences, and values they have that would be an asset to the school system.
2. Describe procedures for referring an employee to the Employee Assistance Program.
3. Describe the Management Cycle.
4. Demonstrate positive communication skills in delegating, resolving conflicts, negotiating, praising, and reprimanding.
5. Describe the process of evaluating and assisting in professional and personal improvement.

DESCRIPTION:

Conferences, workshops, and other inservice activities will be scheduled throughout the year.

PARTICIPANT EVALUATION:

Knowledge: Pre and post-test or other written assessment
Objectives: 2,3,4

Skills: Observed demonstration in workshops, classroom, or on the job
Objectives: 1,4

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE

FOR EVALUATION: Consultant and/or Supervisor Support Personnel Development Center

CONTACT PERSON: Supervisor Support Personnel Development Center

COMPONENT NUMBER: NONI-11

TITLE: CUSTODIAL TRAINING

COMPONENT IDENTIFIER: 8-510-002

NUMBER OF POINTS: 1-60

GENERAL OBJECTIVE:

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

SPECIFIC OBJECTIVES:

Each participant will be able to:

1. Demonstrate cleaning methods for a variety of surfaces.
2. Demonstrate the appropriate use of tools and materials.
3. Complete assigned tasks within appropriate time frame.
4. Complete all required requisition and report forms.
5. Describe on-the-job safety procedures.

DESCRIPTION:

Individual, group and district-wide workshops and activities will be scheduled throughout the year.

PARTICIPANT EVALUATION:

Knowledge: Pre and post-test or other written assessment

Objective: 5

Skills: Observed demonstration in workshop, classroom or on the job
Objectives: 1-4

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

**PERSON RESPONSIBLE
FOR EVALUATION:** School Plant Safety and Sanitation Coordinator

CONTACT PERSON: School Plant Safety and Sanitation Coordinator

COMPONENT NUMBER: SUBT-1
TITLE: SUBSTITUTE TEACHER TRAINING
COMPONENT IDENTIFIER: 8-506-006
NUMBER OF POINTS: 1 - 60
GENERAL OBJECTIVE:

Substitute teachers will be able to manage a classroom, direct learning activities, and respond to emergencies.

SPECIFIC OBJECTIVES:

Substitute Teachers will be able to:

1. Describe the role of the substitute teacher.
2. Describe emergency procedures and safety requirements.
3. Identify educational liability laws, local and state policies, and district regulations and procedures.
4. Describe principles of learning and effective learning to include planning, organization instruction, managing student behavior, and presenting instruction.
5. Operate and use audio-visual equipment and instructional materials.

DESCRIPTION:

Group and district-wide inservice will be scheduled throughout the year.

PARTICIPANT EVALUATION:

Knowledge:	Pre and post-test or other written assessments Objectives 1,2,3.
Skills:	Observed demonstration in workshop, classroom or on the job Objectives: 4,5

WORKSHOP EVALUATION: Leon County Staff Development Evaluation Form

PERSON RESPONSIBLE
FOR EVALUATION: Consultant

CONTACT PERSON: Supervisor of Support Personnel Development Center

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2004-2022

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- Competency 2-Application of Research-Based Practices (Previously Component #1013004), Current Component Number: 1-013-202
- Competency 3- Assessment (Previously Component #1013005), Current Component Number: 1-013-203
- Comp 4- Differentiation (Previously Component #1013008), Current Component Number: 1-013-204
- Comp 5- Practicum (Previously Component #1013009), Current Component Number: 1-013-205

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- Nature and Needs of Gifted Students- (Previously Component #2106006),Current Component Number: 2-106-201
- Guidance and Counseling of Students Who Are Gifted- (Previously Component #2106007), Current Component Number: 2-106-203
- Curriculum and Instructional Strategies for Teaching Gifted- (Previously Component #1106002), Current Component Number: 1-106-202
- Theory and Development of Creativity- (Previously Component #2106008), Current Component Number: 2-106-205
- Educating Special Populations of Gifted Students- (Previously Component #2106009), Current Component Number: 2-106-204

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- Cross Cultural Communication Strategies- (Previously Component #2704001), Current Component Number: 2-704-201
- Testing and Evaluation- (Previously Component #2701001), Current Component Number: 2-701-205
- Applied Linguistics-(Previously Component #2702001), Current Component Number: 2-702-202
- Curriculum and Materials- (Previously Component #2703001), Current Component Number: 2-703-204
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