



Professional Learning Catalog

School District of
Sumter County

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I. Professional Learning Catalog Overview

A. Overview of Professional Learning Catalog

Please provide a brief description of the district’s catalog. Include the district’s process for selecting components, collaborations with stakeholders (teachers; teacher-educators; business and community representatives; and local education foundations, consortia and professional organizations) and goals for professional learning.

This professional learning catalog outlines each of our professional learning components. Components are selected based on our district strategic plan, district and school goals and School Improvement Plans, and on Professional Learning needs as outlined in our PL needs assessment. These components and the catalog are collaborated on by the PL department and all stakeholders represented through our Professional Learning Council (teachers, non-instructional employees, administrators, union representatives, post-secondary institutions, etc.). Our goals for professional learning are to improve teacher performance and recruit and retain highly qualified professionals.

B. Middle Grades Instructional Personnel and School Administrator Training

Please provide a brief description of the training middle grade instructional personnel and school administrators receive on the district’s code of student conduct.

The Senior Director of Curriculum and Instruction reviews the code of student conduct and our discipline matrix with school based administrators at the July Principal’s meeting every year. In addition, DOE conducts SESIR training for this group of individuals on that day. School administrators review the code of conduct with their instructional staff during pre-planning meetings.

C. Integrated Digital Instruction and Competency-based Instruction

Please briefly describe the training on integrated digital instruction and competency-based instruction provided by the district. In this description, be sure to include information on the Florida Career and Professional Education Act (CAPE), CAPE Digital Tool certificates and CAPE industry certification.

Sumter Career and Technical Education instructors are offered a variety of professional learning opportunities reflective of the curriculum for each career pathway. Middle school teachers are provided virtual training through CIW/ICT Certification Partners, Certiport, and Knowledge Pillars regarding the curriculum content related to digital tool certificates. Middle school and secondary teachers are also provided training to prepare students for industry certifications through iCEV, Certiport, ToonBoom, National Health Care Association, Knowledge Pillars and other platforms. Additional virtual training is also offered to instructors for the Information Technology career clusters through Project Lead the Way. In person professional learning is offered to all CTE teachers, through Uncharted Learning, Florida Association of Career and Technical Education (FACTE), AVID Summer Institute, and district CTE professional learning communities.

D. Classroom Management

Please provide a brief description of the training provided by the district on classroom management, student behavior and interactions.

During New Teacher Induction, all newly hired teachers receive a half day of professional learning on classroom management. PBIS initiatives at all schools have been revamped starting with administrator trainings summer of 2023 and moving to teacher trainings in 23-24. The plan is to continue to support classroom management, student behavior and interactions through our PBIS systems.

E. Extended Learning Opportunities

Please provide a brief description of the training provided by the district on extended learning opportunities for students.

When extended learning opportunities are provided for students, teachers are provided with professional learning appropriate to the extended learning opportunity prior to the event. In addition, one of our schools hosts the 21st Century Masterminds program and provide training to specific teachers working with that program. The last of the three days of Learning Focused Solutions trainings teachers receive is on scaffolding and accelerating students. AVID provides training for teachers on creating family atmospheres for our academic middle students and providing them with learning experiences and opportunities beyond the traditional classroom.

F. Instructional Leadership

Please provide a brief description of the training provided by the district on instructional leadership.

Each year the district hosts 2-3 training days for administrators (one in January and one or two in June). Topics at these training days vary by district and school needs. Every one of our instructional employees goes through three days of training in Learning Focused Solutions. All administrators are trained in the Charlotte Danielson model for teacher growth and effectiveness. In addition, school leaders often attend leadership communities of practice with our teams of teachers who attend AVID Summer Institute each year. We offer Clinical Educator for our teacher leaders on campus and we have our Level I and II leadership programs for both sitting and aspiring administrators.

II. Professional Learning Catalog Requirements

Professional Learning Catalog Requirements

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

1. Principles of Individual Freedom

- ✓ Professional learning activities must be consistent with and foster the following principles of individual freedom set forth in s. 1003.42(3), F.S.:
 - No person is inherently racist, sexist or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
 - No race is inherently superior to another race;
 - No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability or sex;
 - Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry;
 - A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex;
 - A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
 - These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.

2. Professional Learning Criteria

- ✓ Pursuant to s. 1012.98(3)(a)-(j), F.S., Professional learning activities linked to student learning and professional growth for instructional and administrative staff must meet the following criteria:
 - For instructional personnel, utilize materials aligned to the state's academic standards.
 - For school administrators, utilize materials aligned to the state's educational leadership standards.
 - Have clear, defined, and measurable outcomes for both individual inservice activities and multiple day sessions.
 - Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.
 - Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.

- Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- Create opportunities for collaboration.
- Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on instructional personnel and school administrator needs.
- Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.
- Provide sustained duration with follow up for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

3. Instructional Personnel and Instructional Strategies

- ✓ Pursuant to s. 1012.98(5)(b)11., F.S., training on instructional strategies to reading coaches, classroom teachers and school administrators must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
- ✓ Pursuant to s. 1012.98(10), F.S., Contracted training for teaching foundational skills is be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but must not be used to teach word reading.
- ✓ Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent inservice points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

4. Third Party Entity Contracting Criteria

- ✓ Pursuant to s. 1012.98(10), F.S., if the school district board contracts with independent entities for professional learning services or inservice education, the school board assures the following:
 - 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;
 - The independent entity has at least 3 years of experience providing professional learning with demonstrative success in instructional or school administrator growth;

- The school district will verify, prior to contracting, that the independent entity's activities linked student growth or professional growth meet the criteria set forth in s. 1012.98(3)(a)-(j), F.S., and set forth in section 2 of this form; and
- Training by the independent entity on foundational skills utilizes the science of reading and does not employ the three-cueing strategy.

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Adult Education content

Component Number: 1-300-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with opportunities to obtain or advance knowledge, and competencies to enhance the quality of adult education and adult preparatory program in Florida by enabling persons to earn a high school diploma and/or improve basic academic skills. Upon completion of one or more of the professional development activities delivered in accordance with the delivery methods, participants will:

1. Identify the characteristics of an adult learner.
2. Recognize the teaching and learning styles that are effective with adult learners.
3. Develop lesson plans that incorporate higher-order thinking and problem- solving skills appropriate to adult learners.
4. Practice using real-life materials and creative simulations to make the learning relevant to participants’ prior experiences and background knowledge.
5. Integrate technology into the classroom.
6. Increase content and context knowledge in selected areas in order to create a curriculum that meets the specific needs of each adult learner enrolled in one or more of the following programs:
 - Adult Basic Education (ABE)
 - Adult ESOL or Adult ESL
 - Adult general education
 - Adult high school credit program
 - Basic literacy; beginning literacy
 - Family literacy; functional literacy
 - Continuing workforce education
 - GED preparation
 - Non-credit/lifelong learning courses of an educational nature

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

- Component Evaluation Criteria - Detail component effectiveness on:
- a. Address the specific objectives;
 - b. Component efficacy of increasing educator knowledge and skill;
 - c. Component efficacy of changing educator dispositions or practice in educational settings and
 - d. Component efficacy of improving student outcomes

Components

Please duplicate this page for each offering in the professional learning catalog.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A2, A3, B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Advanced Educational Leadership (Principals' Meetings)

Component Number: 7-507-005

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to expand and maintain a high level of knowledge, skill, and competency needed to provide instructional leadership and support for a variety of stakeholders in the educational community. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate skill in analyzing common student data elements and using these elements to inform curricular and instructional decisions.
2. Demonstrate skill in utilizing observational and other types of data to monitor and improve instructional practice.
3. Demonstrate competency in engaging stakeholder participation.
4. Demonstrate proficiency in leading the work of a professional learning community.
5. Demonstrate skill in the use of the inquiry process as a problem-solution model for instructional improvement.
6. Demonstrate proficient understanding of legal issues that occur in the educational community (including, but not limited to: employee hiring practices, evaluation, and termination, professional responsibilities of staff, responsibilities of school leaders, etc.).
7. Demonstrate an understanding of methods to engage teacher-leaders in making decisions that affect the educational community (team building).
8. Demonstrate competency in leading efforts to build or enhance a culture of collaboration and collegiality at the school and district levels.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County

Components

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Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school of the professional learning, multiple methods may be used such as changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains), and/or deliberate practice or data growth targets, and/or district or school level processes for progress monitoring and/or changes in instructional leadership or faculty development practices. Changes in observed educator proficiency in implementing Florida’s Educational Leadership Standards. Changes in student services/support practices, other changes in practices supporting effective implementation of job responsibilities, fidelity of implementation of professional learning, changes in observed educator proficiency in implementing state standards or initiatives, and changes in observed practice such as collegial learning process, problem solving process, data analysis, and sharing practices may also be used to gauge staff impact. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant artifacts; and iii) quality of communications/feedback demonstrated by participants. In addition, results of national, state or district-developed/standardized student performance measures used to track improvement in student achievement. Results of school/teacher constructed growth measures, portfolios and/or observation of student performance may be used to evaluate student academic growth and/or progress toward behavioral goals. Other data such as school environment, parental or student satisfaction, climate, and/or safety survey, and/or audit information may be used to gauge impact of adherence to the list of objectives.

d. District and school leaders will use impact data based on classroom assessments, progress-monitoring assessments/tools, products, standardized exams and/or surveys as appropriate to gauge students’ progress toward achieving academic proficiency, meeting behavioral goals, maintaining students’ well- being, and/or personnel evaluation data and review results, with appropriate others. District coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward meeting academic/behavioral/school climate/safety goals, identify trends and progress in meeting student, classroom, school, or district goals, and as the basis for determining professional learning needs.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student – A,B,C,D,F,G,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Assessment and Data Analysis/Test Administration

Component Number: 4-805-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner. Additionally, teacher and staff learn about test administration. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Prepare and use reports of students’ assessment results.
2. Diagnose students’ readiness to learn and their individual learning needs and plans appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and recognizes patterns in data of student assessment results to determine students’ performance strengths and needs.
5. Assess individual and group performance data to better design instruction that meets students’ current curriculum and content needs.
6. Review assessment data about individual students to determine their entry- level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
7. Communicate group and individual student progress knowledgeably and responsibly based upon appropriate data to the student, parents, and colleagues using terms that students and parents understand.
8. Participate in PLCs, data chats and other review sessions as needed for grade level, school level or district wide data analysis.
9. Recognize key testing terminology.
10. Identify appropriate conditions for test administration to students.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
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- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all s stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Book Study

Component Number: 2-516-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide teachers and staff the opportunity to come together to discuss children’s literature, young adult literature, and/or professional books. Teachers use the exchange of ideas and experiences to create richly literate classrooms and foster the development of lifelong readers. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Share quality literature.
2. Learn from the ideas and experiences of others.
3. Reflect upon personal experience.
4. Become exposed to a wider range of literature and authors.
5. Model strategies for guiding students on their journey to becoming life-long readers.

Learning (Delivery) Methods: A,B,C,D,F,G
Implementation Methods: M,N,O,P,Q,R

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

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b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work through a reading log and portfolio of

Components

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teaching ideas; and iii) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Career and Technical Education

Component Number: 1-002-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with updated knowledge and skills in the specified Technical and Career Education areas in order to improve student achievement. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge of the philosophy of Technical and Career Education which includes its history, significant legislation, and State and local policies and procedures.
2. Demonstrate knowledge of the organization, operation and maintenance of Technical and Career Education, student organizations and program advisory committee.
3. Demonstrate knowledge of employment opportunities or further educational opportunities for students and the impact of this training on the economic development of the community.
4. Update knowledge and skills, trends, issues and research about specific Technical and Career Education areas in order to develop a quality program.
5. Determine the sequence of concepts, prerequisite knowledge, skills and appropriate time frame to be included in the curriculum and/or units of instruction.
6. Develop lesson plans and field and career shadowing experiences based on program standards, curriculum frameworks, student performance standards, employer occupational requirements, student needs, student abilities, and student interests.
7. Identify and set criteria to be used in selecting text, software, and instructional materials.
8. Demonstrate teaching techniques which include introducing and summarizing lessons, demonstrating occupational skills, teaching concepts and principles, using oral questioning techniques, using the cooperative learning strategies, and directing student laboratory experience.
9. Identify special needs of students and implement teaching and counseling strategies to promote their learning.
10. Determine the techniques and skills necessary for effective classroom management.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

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- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Classroom Management/Learning Environment

Component Number: 5-404-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

<p>The purpose of this component is to provide teachers and staff with the knowledge, skills and background necessary to manage the classroom. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:</p> <ol style="list-style-type: none">1. Identify proactive strategies to build and maintain effective classroom management.2. Identify characteristics of effective classroom rules and procedures.3. Identify characteristics of an effective classroom environment.4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.6. Integrate effective classroom management techniques into his/her teaching style.7. Identify strategies to implement both control and caring within classroom management.8. Determine the correlation between effective classroom management and student achievement.9. Utilize reflective practice through descriptive and analytical journal writing.10. Implement effective research-based classroom management strategies within the learning environment. <p>Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J Implementation Methods: M,N,O,P,Q,R,S.T</p>

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

<p>a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and</p>

Components

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used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, the multiple options will be utilized. Evaluation methods may include changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains), changes in instructional leadership or faculty development practices, changes in student services/support practices, changes in practices supporting effective implementation of job responsibilities/requirements, changes in observed educator proficiency in implementing targeted state standards or initiatives, such as FEAPs practices may be used. In addition, student and parent climate/learning environment surveys may be used to gauge impact of adherence to the list of objectives. Quality of professional learning is also addressed by the following: student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning or behavioral growth.

d. District and site-based administrators will evaluate/monitor reported violations and student achievement/behavioral measures. District and site-based administrators and members of school improvement teams may use parent/student school climate/environment survey data. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Clinical Educator

Component Number: 8-406-002

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to develop the participants' knowledge, skills and attitudes necessary to function as an effective mentor teacher or other support team member and demonstrate skills of observation and conferencing within the context of a clinical supervision model. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge and skill in the clinical supervision process as it applies to the role of a support member.
2. Acquire knowledge, skills, and attitudes in effective pre-observation conference techniques.
3. Acquire skills in systematic observation of teacher behaviors.
4. Demonstrate knowledge and skills in the formal and informal selection, design and use of
5. observation tools and systems.
6. Demonstrate skill in analysis of data on teacher performance to identify areas of strength,
7. weakness and need for continued development.
8. Demonstrate skill in planning and conducting post-observation conferences.
9. Demonstrate the use and value of reflection in self-assessment in teacher training and professional development.
10. Demonstrate Growth Mindset.

Learning (Delivery) Methods: A,B,C,D,F,G

Implementation Methods: M,N,O,P,Q,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

Components

Please duplicate this page for each offering in the professional learning catalog.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,F,G Student - A,B,C,D,Z
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Coaching Endorsement- Athletic Coaching Theory

Component Number: 1-011-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to acquire additional knowledge, methods, and skill application that will improve coaching effectiveness. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify legal aspects of athletic coaching.
2. Describe tort liability in athletics related to:
 - a. Adequate care
 - b. Proper supervision
3. Identify the constitutional rights of student athletes:
 - a. Identify ethnic or other discrimination
 - b. Identify appropriate disciplinary techniques
 - c. Identify decision-making strategy in eliminating athlete(s) from the team
4. Identify minimum necessary athletic insurance coverage(s).
5. Identify appropriate state/local policy and procedure regulations governing athletic participation.
6. Describe contractual law as applied to athletic coaching.
7. Identify appropriate coach/athlete interpersonal relations.
8. Identify legal precedents and actions in athletic coaching related to:
 - a. Sexual misconduct
 - b. Sexual harassment
 - c. Assault/battery
9. Identify aspects of human growth and development related to athletics.
10. Identify the characteristics of student athletes related to:
 - a. Normative differences in chronological age
 - b. Maturational differences
 - c. Readiness to learn, train, and compete
11. Distinguish the experiences appropriate for student athletes at various stages of growth development.
12. Select individualized, age appropriate, non-injurious training methods for student athletes.
13. Identify stages of psycho-social development related to athletics.
14. Describe the psychological aspects of athletic coaching:
 - a. Identify instructional and humanistic coaching skills which assist student athletes to develop appropriate self-perceptions

Components

Please duplicate this page for each offering in the professional learning catalog.

- b. Identify instructional and humanistic coaching skills which enhance appropriate and constructive peer interactions.
- c. Demonstrate ability to recognize and take appropriate action relative to problems among student athletes:
 - i. Deficit academic performance
 - ii. Inappropriate behaviors/appropriate corrective measures
 - iii. Inability to get along with others
 - iv. Inappropriate behavior occurring outside the athlete context
 - v. Substance abuse
 - vi. Depression
 - vii. Burnout
 - viii. Child abuse
 - ix. Suicidal tendencies
- 15. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete including:
 - a. Awareness of performance enhancement techniques
 - b. Visualization
 - c. Stress reduction/relaxation
 - d. Attention focus
 - i. Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations.
 - ii. Determine personal physical/emotional status of well-being as an athletic coach.
 - iii. Describe skills for effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the public at large.
 - iv. Identify available/suitable professional resources for athletic counseling.
- 16. Identify key elements related to athletics from the biophysical foundations.
- 17. Demonstrate current knowledge of normal human anatomical features and abnormal deviations
- 18. Identify key biomechanical principles appropriate to athletic coaching including:
 - a. Demonstrate understanding of physics principles which form the basis of skills acquisition
 - b. Demonstrate knowledge of biomechanical concepts as applied in athletic coaching
- 19. Demonstrate understanding of exercise physiology as it relates to athletic coaching:
 - a. The ability to implement appropriate sport training program(s)
 - b. Appropriate environmental conditions and their effects on training and learning (temperature, humidity, lighting, etc.)
- 20. Demonstrate understanding of body composition factors related to athletic performance potential:
 - a. Body weight as it affects performance
 - b. Body fat percentage related to conditioning

Components

Please duplicate this page for each offering in the professional learning catalog.

- 21. Identify factors in sports management.
- 22. Identify theoretical principles and strategies for successful athletic coaching.
- 23. Describe managerial skills in use of equipment, facilities, and the deployment of personnel.
- 24. Demonstrate budget control skills.
- 25. Demonstrate knowledge of evaluation techniques for:
 - a. Personnel
 - b. Program
- 26. Demonstrate ethical behaviors and decision-making in personal relations with others.
- 27. Demonstrate selected instructional techniques.
- 28. Describe sound instructional strategies in athletic coaching related to:
 - a. Physiology of program (goals and objectives)
 - b. Initial pre-assessment
 - c. Instructional approaches including:
 - i. Planning content
 - ii. Developing procedures
 - iii. Using of instructional resources
 - d. Coaching the activity
 - e. Reevaluating students and program effectiveness
 - f. Obtaining and using feedback
 - g. Redesigning program as appropriate

Learning (Delivery) Methods: A,B,C,D,F,G Implementation Methods: M,N,O,P,Q,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition, participants' electronic portfolio responses will be reviewed for accuracy by a qualified instructor and approved when the response is satisfactory. Feedback will be provided as well as coaching to correct responses or deeper understanding of content as necessary. Participants will be required to respond with a minimum of 80% accuracy to comprehension checks. Changes in instructional or

Components

Please duplicate this page for each offering in the professional learning catalog.

learning environment practices, other changes that support effective implementation of job responsibilities, and changes in observed coach/educator proficiency in implementing targeted state standards or initiatives or FEAPS practices will be observed by the athletic director, school administrators or other designated personnel. In addition, survey data related to the athletic program may be gathered from students, parents, or community stakeholders. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant artifacts; and iii) quality of communications/feedback demonstrated by participants. In addition, Observation of student performance, and/or other performance assessments may be used to track improvement in student achievement, physical fitness, and or demonstration of athletic skills.

d. Athletic director and athletic coaches will use data to monitor impact of learning implementation. Data may include teacher evaluation data, reports from monitoring of safety and maintenance of facilities and playing areas, injury reports, communications, records detailing budget management, anecdotal data related to sports, or survey data from stakeholders. School district leadership including risk management personnel may also use data to gauge impact of learning and identify additional professional learning or to make decisions about athletic program.

Evaluation Methods: Staff - A,B,C,D,F,G Student – A,B,C,D,Z
FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Coaching Endorsement- Care and Prevention of Athletic Injuries

Component Number: 1-011-002

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to acquire additional knowledge and skills in care and prevention of athletic injury whereas the participant will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate thorough knowledge of athletic nutrition and ability to advise athletes concerning nutrition.
2. Identify skills needed to recognize athletic injuries.
3. Display abilities in selection of appropriate athletic injury treatment modalities.
4. Identify appropriate first aid emergency planning and care procedures
 - a. Cardiopulmonary resuscitation (CPR) and related activities
 - b. Unconscious athlete treatment and care
 - c. Care of suspected head, neck and spine injured athletes
 - d. Consideration of other life threatening circumstances
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques
6. Demonstrate an understanding of athletic injury counseling methodology.
7. Show evidence of knowledge of and application for playing conditions and for athletic facilities in order to facilitate injury prevention and enhance athletic performance
 - a. Selection of appropriate athletic uniforms
 - b. Protective equipment
 - c. Sanitary maintenance of the foregoing
8. Identify accepted methods for conduct of inservice training.
9. Identify major characteristics of illegal substance use problems to include the effects and dangers of drug use including performance enhancing drugs; recommend/refer identified athletes appropriately.
10. Demonstrate knowledge of appropriate health-related policies and procedures
 - a. Procedures for obtaining parental medical consent
 - b. Establish policy/guidelines regarding health of athletes
 - c. Referral procedures
 - d. Arranging for medical examination
 - e. Knowledge of role importance of athletic trainer
 - f. Arranging for on-call physician
11. Maintain currency in the field.

Components

Please duplicate this page for each offering in the professional learning catalog.

- 12. Exhibit a basic understanding of anatomy and physiology as related to sports medicine.
- 13. State the importance of knowledge of sports medicine as a lifelong activity.

Learning (Delivery) Methods: A,B,C,D,F,G Implementation Methods: M,N,O,P,Q,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition, participants’ electronic portfolio responses will be reviewed for accuracy by a qualified instructor and approved when the response is satisfactory. Feedback will be provided as well as coaching to correct responses or deeper understanding of content as necessary. Participants will be required to respond with a minimum of 80% accuracy to comprehension checks. Changes in instructional or learning environment practices, other changes that support effective implementation of job responsibilities, and changes in observed coach/educator proficiency in implementing targeted state standards or initiatives or FEAPS practices will be observed by the athletic director, school administrators or other designated personnel. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant artifacts; and iii) quality of communications/feedback demonstrated by participants. In addition, observation of student performance, and/or other performance assessments may be used to track improvement in student achievement, physical fitness, and or demonstration of athletic skills.

d. Athletic director and athletic coaches will use data to monitor impact of learning implementation. Data may include teacher evaluation data, reports from monitoring of safety and maintenance of facilities and playing areas, injury reports, records of injury management, anecdotal data related to sports and nutritional counseling. School district leadership including risk management personnel may also use data to gauge impact of learning and identify additional professional learning or to make decisions about athletic program.

Evaluation Methods: Staff - A,B,C,D,F,G Student – A,B,C,D,Z FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Coaching Endorsement- Theory & Practice of Coaching a Specific Sport

Component Number: 1-011-003

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify the importance of a selected interscholastic sport as a lifelong activity.
2. State the importance of a selected interscholastic sport as a part of our culture.
3. Identify the rules and terminology used in a selected interscholastic sport.
4. Identify the strategies of team and/or individual play in a selected interscholastic sport.
5. Identify the strategies of individual position play in a selected interscholastic sport.
6. Exhibit knowledge of safety practices necessary to participate in a selected interscholastic sport.
7. State the physical fitness value derived from participation in selected interscholastic sport.
8. Identify the skills necessary to participate in selected interscholastic sports.
9. State the social skills derived from participation in selected interscholastic sports.
10. Identify positive sportsmanship techniques in participating in selected interscholastic sports.
11. Identify new methods and techniques for more effective coaching in selected interscholastic sports.
12. Identify innovative methods of organizing and administering selected interscholastic sports.
13. Identify national, state, and local policy revisions that will affect the administering of a selected interscholastic sport.
14. Exhibit a basic understanding and knowledge of sports medicine as it pertains to selected interscholastic sports.
15. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.

Learning (Delivery) Methods: A,B,C,D,F,G
Implementation Methods: M,N,O,P,Q,R,S

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

<p>a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.</p> <p>b. & c. To evaluate the quality of knowledge and skill acquisition, participants’ electronic portfolio responses will be reviewed for accuracy by a qualified instructor and approved when the response is satisfactory. Feedback will be provided as well as coaching to correct responses or deeper understanding of content as necessary. Participants will be required to respond with a minimum of 80% accuracy to comprehension checks. Changes in instructional or learning environment practices, other changes that support effective implementation of job responsibilities, and changes in observed coach/educator proficiency in implementing targeted state standards or initiatives or FEAPS practices will be observed by the athletic director, school administrators or other designated personnel. Survey data related to the specific interscholastic athletic program may be gathered from students, parents or community stakeholders. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant artifacts; and iii) quality of communications/feedback demonstrated by participants. In addition, observation of student performance, and/or other performance assessments may be used to track improvement in student achievement, physical fitness, and or demonstration of athletic skills.</p> <p>d. Athletic director and athletic coaches will use data to monitor impact of learning implementation. Data may include teacher evaluation data, reports from monitoring of safety and maintenance of selected sport facilities and playing area, injury reports, communications, anecdotal data related to selected sports or survey data from stakeholders. School district leadership including risk management personnel may also use data to gauge impact of learning and identify additional professional learning or to make decisions about athletic program.</p>	
Evaluation Methods: Staff - A,B,C,D,F,G FEAP: A1, A3	Student – A,B,C,D,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Compliance (Principles of Professional Conduct/CPI)

Component Number: 6-411-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide teachers and staff with the knowledge, skills, and dispositions necessary to effectively maintain a safe and orderly school environment as well as provide educators and staff with the knowledge required to adhere to the ethical principles detailed in, Principles of Professional Conduct for the Education Profession in Florida. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional, and local perspective.
2. Demonstrate familiarity with the signs of trouble, abuse, and unrest in students.
3. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats, or other types of information that may pose a threat to the overall safety of the school, personnel, or students.
4. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the proper personnel or agencies within the community.
5. Demonstrate knowledge of the risk of infection from bloodborne pathogens and precautions to prevent exposure.
6. Demonstrate knowledge of following emergency procedures (CERT, etc.).
7. Demonstrate knowledge of the Florida Standards regarding referral services and reporting laws
8. Identify causes of adolescent suicide.
9. Demonstrate knowledge of trends in demographics of suicide victims, high-risk categories, and diagnostic signs.
10. Name guidelines for dealing with suicidal death and its effect on family members and friends.
11. Identify moral, legal, and ethical obligations for individual and/or organizational interventions.
12. Develop an intervention plan to deal with potential suicidal tendencies.
13. Identify appropriate mental health services and the referral process for students and families.
14. Identify warning signs of bullying, prevention strategies, and how to appropriately respond to victims, bullies, and bystanders (those who observe bullying).
15. Identify warning signs of cyberbullying, prevention strategies, and how to appropriately respond to victims, bullies, and those who observe bullying.

Components

Please duplicate this page for each offering in the professional learning catalog.

16. Demonstrate knowledge and awareness of child abuse (including child sexual abuse) and neglect: how to diagnose, make referrals, how and when to report, and how to implement prevention strategies.
17. Demonstrate understanding of what may constitute student-to-student sexual harassment and how to recognize, report, and respond to allegations of unwelcomed sexual behavior.
18. Demonstrate understanding of technology safety and security issues.
19. Demonstrate knowledge of general hazards that affect school employees and students on a routine basis, including hazards associated with chemicals.
20. Demonstrate knowledge of and appropriate responses to seizures.
21. Maintain confidentiality of personally identifiable information obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
22. Become knowledgeable of the educator's obligation to the public.
23. Become knowledgeable of the educator's obligation to the profession.
24. Become knowledgeable of all mandatory reporting requirements.
25. Demonstrate de-escalation strategies and protective measures when appropriate.
26. Describe the roles of the Office of Professional Practices Services and Florida's Education Practices Commission.

Learning (Delivery) Methods: A,B,C,F

Implementation Methods: P,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, multiple options will be utilized. Evaluation methods may include changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader

Components

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evaluation system indicators, components, and/or domains), changes in instructional leadership or faculty development practices, changes in student services/support practices, changes in practices supporting effective implementation of job responsibilities/requirements, changes in observed educator proficiency in implementing targeted state standards or initiatives, such as FEAPs practices may be used. In addition, student and parent climate/learning environment surveys may be used to gauge impact of adherence to the list of objectives. Quality of professional learning is also addressed by the following: student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning or behavioral growth.

d. District and site-based administrators will evaluate/monitor reported violations and student achievement/behavioral measures. District and site-based administrators and members of school improvement teams may use parent/student school climate/environment survey data. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,F Student - A,B,C,D,F
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Continuous Improvement

Component Number: 9-501-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to develop strategies for each school site that will assist the school with closing achievement gaps and transform their schools to continuous learning communities. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify strategies based on effective school research.
2. Develop academic focused lessons and mini lessons.
3. Disaggregate data for the school and develop goals and objectives based on school data.
4. Create instructional timelines.
5. Align curriculum and instruction to the Florida Standards.
6. Enhance school culture and climate
7. Increase meaningful parent and community involvement

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed

Components

Please duplicate this page for each offering in the professional learning catalog.

by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: CPR, First Aid and AED training

Component Number: 6-511-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the knowledge and basic procedures in first aid life-saving techniques, cardiopulmonary resuscitation, or automated external defibrillator usage. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Recognize the symptoms of common emergencies requiring basic first aid treatment.
2. Demonstrate skills and techniques in basic first aid treatment.
3. Identify hazards in the home and workplace, as well as identifying and using specific appropriate self-protective procedures and personal protective equipment.
4. Identify cardiac risk factors and describe how to reduce them.
5. Recognize the signs and symptoms of respiratory arrest and cardiac arrest.
6. Demonstrate skills and competencies in administering cardiopulmonary resuscitation as per the level of course taken.
7. Demonstrate skills and competencies in using an automated external defibrillator as per the level of course taken.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

Components

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b. & c. To evaluate the quality of knowledge and skill acquisition as well as operational implementation of the professional learning, nurses, support service staff, and/or school administrators will conduct observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work; and iii) development of implementation plan and/or reflection.

d. At the site level, individual supervisors will assess the level of participant mastery of objectives and determine the effectiveness of the new learning impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon evaluations and reflective opportunities. Through site, school and district-instituted feedback, stakeholders will review the results of appropriate site and operational data to evaluate the impact of the professional learning. These stakeholders include site participants as well as school and district leaders. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Curriculum Development

Component Number: 1-408-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide teachers and staff with knowledge and skill in planning and to develop the curriculum for any discipline, K-12. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge of current research and learning.
2. Develop curriculum standards.
3. Design an integrated curriculum model.
4. Establish benchmarks.
5. Develop a sample student evaluation based upon performance.
6. Develop an action plan to implement the curriculum.
7. Design a curriculum evaluation plan.
8. Review curriculum evaluations and make appropriate curriculum modifications.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher

Components

Please duplicate this page for each offering in the professional learning catalog.

instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Custodial training

Component Number: 8-510-003

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide training to upgrade and update the quality of custodial and maintenances services provided. Upon completion of one or more of the professional development activities delivered in accordance with the delivery methods, participants will:

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

Learning (Delivery) Methods: A,B,C,D,F,G,I,
Implementation Methods: M,N,O,P,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County

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Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as operational implementation of the professional learning, site supervisors, district supervisors and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work; and iii) development of implementation plan and/or reflection.

d. At the site level, individual supervisors will assess the level of participant mastery of objectives and determine the effectiveness of the new learning impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon evaluations and reflective opportunities. Through site, school and district-instituted feedback, stakeholders will review the results of appropriate site and operational data to evaluate the impact of the professional learning. These stakeholders include site participants as well as school and district leaders. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,C,D,E,G Student – G,Z
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Diversity

Component Number: 8-503-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide teachers and staff with the ability to use teaching and learning strategies that reflect each student’s culture, learning styles, special needs and socio-economic background. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

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

Learning (Delivery) Methods: A,B,C,D,F,G,H

Implementation Methods: M,N,O,P,Q,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality,

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and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,F,G Student - A,B,C,D,Z
FEAP: A1,A2,A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Educational Leadership

Component Number: 7-507-002

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is designed to expand and maintain the high level of knowledge, skill and competency needed to provide quality administrative and managerial support services to students, teachers and other members of the school, district, state and federal education community. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge of Florida’s academic content standards, standards organization and resources to support professional learning of teachers.
2. Demonstrate knowledge of professionalism and ethical norms as stated in Florida Statutes and enacted in Florida Administrative Code and act ethically and according to professional norms to promote the academic success and well-being of all students.
3. Maintain currency with Florida Statutes, Florida Administrative Code, and state education initiatives.
4. Demonstrate knowledge of the coaching process and research-evidenced strategies/principles related to effective coaching and mentoring to support high-quality instruction.
5. Demonstrate knowledge of research-evidenced strategies for establishing a climate and culture that supports a collaborative work environment.
6. Demonstrate competency in observational skills when evaluating teachers and other personnel.
7. Demonstrate knowledge of research-evidenced strategies for developing and implementing a team of leaders within the school or district.
8. Demonstrate competency in the MTSS process and systems that support effective implementation.
9. Become knowledgeable about the importance of vision and mission and the process of collaboration with parents, students, and other stakeholders to develop, promote and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.
10. Demonstrate competency in managing school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.
11. Become knowledgeable about the continuous school improvement process and enable the process to promote the academic success and well-being of all students.
12. Cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.
13. Demonstrate competency in building the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

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14. Demonstrate competency in cultivating, supporting and developing other school leaders to promote the academic success and well-being of all students.
15. Become skillful in utilizing multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stake holders to promote the academic success and well- being of all students.
16. Complete district and state approved leadership development program when appropriate.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school of the professional learning, multiple methods may be used such as changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains), and/or deliberate practice or data growth targets, and/or district or school level processes for progress monitoring and/or changes in instructional leadership or faculty development practices. Changes in observed educator proficiency in implementing Florida's Educational Leadership Standards. Changes in student services/support practices, other changes in practices supporting effective implementation of job responsibilities, fidelity of implementation of professional learning, changes in observed educator proficiency in implementing state standards or initiatives, and changes in observed practice such as collegial learning process, problem solving process, data analysis, and sharing practices may also be used to gauge staff impact. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant artifacts; and iii) quality of communications/feedback demonstrated by participants. In

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addition, results of national, state or district-developed/standardized student performance measures used to track improvement in student achievement. Results of school/teacher constructed growth measures, portfolios and/or observation of student performance may be used to evaluate student academic growth and/or progress toward behavioral goals. Other data such as school environment, parental or student satisfaction, climate, and/or safety survey, and/or audit information may be used to gauge impact of adherence to the list of objectives.

d. District and school leaders will use impact data based on classroom assessments, progress-monitoring assessments/tools, products, standardized exams and/or surveys as appropriate to gauge students’ progress toward achieving academic proficiency, meeting behavioral goals, maintaining students’ well- being, and/or personnel evaluation data and review results, with appropriate others. District coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward meeting academic/behavioral/school climate/safety goals, identify trends and progress in meeting student, classroom, school, or district goals, and as the basis for determining professional learning needs.

Evaluation Methods: Staff - A,B,C,D,F,G Student – A,B,C,D,F
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Effective Communication

Component Number: 7-406-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to enable the participant to effectively engage in various forms of job-related interactions with both internal and external stakeholders including administrative, instructional personnel, non-instructional staff, students, parents and community members. Upon completion of one or more of the professional learning activities in accordance with the delivery methods, participants will:

1. Identify and discuss the following tenets of effective communication:
 - a. Impact of trust and credibility on communication
 - b. Link among trust, accountability, predictability, reliability and consistency
 - c. Consideration of stakeholders' perspectives
 - d. Mutual respect, competence and integrity
 - e. Understanding diversity among audiences
 - f. Consideration of stakeholders
 - g. Appreciation for small and large success
 - h. Conciseness, completeness and correctness
 - i. The value of thoughtfulness
2. Use appropriate interpersonal skills: exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, using tact, exhibiting consistency and trustworthiness.
3. Apply appropriate strategies when connecting with school community; communicating via phone, face-to-face, email or newsletter; opportunities at school events or parent conferences; community/business collaborations; identifying audiences, determining messages, selecting transmission media, identifying reaction of receivers, soliciting responses, etc.
4. Promote multi-cultural awareness, gender sensitivity, generational awareness and cultural appreciation.
5. Check for understanding of the message before finalizing communication.
6. Choose and provide purposeful, specific feedback that is timely and focused on the product or behavior, not the person.
7. Deliver feedback to guide future performance in ways that preserve the relationship, maintain openness and trust, and move practice forward.
8. Collect feedback about progress; use the data as feedback about the effectiveness of instruction; adjust instruction.
9. Demonstrate how to measure whether feedback is leading to improved performance.

Learning (Delivery) Methods: A,B,C,D,H,I,J

Implementation Methods: M,O,P,R,S

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Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant artifacts; and iii) quality of communications/feedback demonstrated by participants. . In addition, teacher, student and parent climate/learning environment surveys may be used to gauge impact of adherence to the list of objectives.

d. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D Student - D,F
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: English Language Arts Content

Component Number: 1-008-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively integrate curriculum into the Florida Standards for English language arts. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.

2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.

3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental state of the learner.

4. Maintain currency in regard to changes in the subject field.

5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed

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by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Accommodations for SWD

Component Number: 2-100-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to enable participants to acquire and strengthen skills and knowledge necessary to deliver appropriate instruction for diverse learners. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify the difference between accommodations and modifications for curriculum materials.
2. Implement the use of appropriate accommodations or modifications for instruction.
3. Develop materials using the appropriate accommodations.
4. Modify existing curriculum to accommodate the needs of students with disabilities and other diverse learners.

Learning (Delivery) Methods: A,B,C,D,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations for changes in instructional practice. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data

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will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,B,C,D,F,G,H,I,J Student - A,B,C,D,F,G,Z
FEAP: A1,A2,A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Assistive Technology (ECT- Envir. Comm. Teaching)

Component Number: 3-100-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to support participants in obtaining and improving professional knowledge and competencies in using assistive technology in the classroom successfully. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Use technology to promote and enhance the student’s learning, communication, real-life problem-solving skills, and professional research.
2. Consider individual student needs to determine the most appropriate assistive technology device to use.
3. Learn the skills needed to use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Be able to integrate the use of assistive technology within the curriculum to augment students’ verbal and written communication.
5. Learn the skills involved with using universal design to enable all students to access the curriculum.

Learning (Delivery) Methods: A,B,C,D,F,G,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed

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by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G
FEAP: A1,A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Behavioral Strategies

Component Number: 5-101-003

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with a variety of skills to manage classroom activities and student behavior through the use of affective and behavioral approaches. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Pinpoint specific problem behaviors demonstrated in their classroom and identify teacher behaviors that affect student motivation, behavior and affective development.
2. Utilize data from social-emotional assessments to describe relevant student needs and strengths.
3. Identify and describe a variety of management techniques for influencing group and individual behavior and promoting affective growth.
4. Utilize a variety of management techniques for group and individual behavior.
5. Plan collaboratively with other participants to utilize approaches found to be successful with specific students.
6. Develop techniques for involving parents/guardians in supporting a child’s affective growth and behavioral development.

Learning (Delivery) Methods: A,B,C,D,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school

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administrators will conduct informal observations for changes in instructional practice. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, behavioral/discipline plan and/or lesson plans.

Other data to be reviewed include student/parent surveys and discipline referrals.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,B,C,D,F,G,H,I,J
FEAP: A1,A2,A3

Student - A,B,C,D,F,G,Z

Components

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Component Title: ESE/SWD Book Study

Component Number: 2-100-010

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to support participants in increasing their knowledge and skills for teaching students with identified disabilities through a book study, as well as other students who are experiencing challenges with behavior and/or academics. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Select appropriate instructional procedures for teaching students with disabilities based on book.
2. Develop activities that address the issues surrounding the diverse needs of learners based on book.
3. Identify and address barriers to social and academic access and involvement in the general education setting for students with disabilities based on book.
4. Demonstrate the ability to identify, address, and progress monitor the learning needs of students with disabilities in the general curriculum based on book.

Learning (Delivery) Methods: A,B,C,D,F,G
Implementation Methods: M,N,O,P,Q,R

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work through a reading log and portfolio of

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teaching ideas; and iii) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Classroom Management and Conflict Resolution

Component Number: 5-101-002

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the knowledge and skills necessary to manage the exceptional student classroom, including strategies for conflict resolution and de-escalation. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into his/her teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Demonstrate techniques for conflict resolution when dealing with children and youth who are acting out.
10. Demonstrate techniques for de-escalating behavior of children and youth who are acting out.
11. Implement effective research-based classroom management strategies within the learning environment.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

Components

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b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations for changes in instructional practice. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, behavioral/discipline plan and/or lesson plans.

Other data to be reviewed include student/parent surveys and discipline referrals.

d. At the classroom level, individual educators will assess the level of student mastery of objectives/IEP and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,B,C,D,F,G,H,I,J
FEAP: A2

Student - A,B,C,D,F,G,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD CPALMS

Component Number: 2-100-012

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to support participants in increasing their knowledge and skills for teaching students with identified disabilities through CPALMS, as well as other students who are experiencing challenges with behavior and/or academics. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Select appropriate instructional procedures for teaching students with disabilities based on CPALMS.
2. Develop activities that address the issues surrounding the diverse needs of learners based on CPALMS.
3. Identify and address barriers to social and academic access and involvement in the general education setting for students with disabilities based on CPALMS.
4. Demonstrate the ability to identify, address, and progress monitor the learning needs of students with disabilities in the general curriculum based on CPALMS.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event,

Components

Please duplicate this page for each offering in the professional learning catalog.

when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives/IEP and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD FDLRS

Component Number: 2-100-024

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to support participants in increasing their knowledge and skills for teaching students with identified disabilities through FDLRS coursework, as well as other students who are experiencing challenges with behavior and/or academics. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Select appropriate instructional procedures for teaching students with disabilities based on FDLRS coursework.
2. Develop activities that address the issues surrounding the diverse needs of learners based on FDLRS coursework.
3. Identify and address barriers to social and academic access and involvement in the general education setting for students with disabilities based on FDLRS coursework.
4. Demonstrate the ability to identify, address, and progress monitor the learning needs of students with disabilities in the general curriculum based on FDLRS coursework.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed

Components

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by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives/IEP and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD FL DOE ESE PD Portal

Component Number: 2-100-013

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to support participants in increasing their knowledge and skills for teaching students with identified disabilities through FL DOE ESE PD Portal coursework, as well as other students who are experiencing challenges with behavior and/or academics. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Select appropriate instructional procedures for teaching students with disabilities based on FL DOE ESE PD Portal coursework.
2. Develop activities that address the issues surrounding the diverse needs of learners based on FL DOE ESE PD Portal coursework.
3. Identify and address barriers to social and academic access and involvement in the general education setting for students with disabilities based on FL DOE ESE PD Portal coursework.
4. Demonstrate the ability to identify, address, and progress monitor the learning needs of students with disabilities in the general curriculum based on FL DOE ESE PD Portal coursework.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed

Components

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by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives/IEP and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Inclusion Strategies

Component Number: 2-100-003

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to enable participants to identify, research, and implement research-based and current instructional strategies, innovative teaching techniques, and/or new instructional materials that can be used to improve the instructional process and/or the participant’s professional learning as it relates to inclusive education. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe innovative strategies, techniques, and/or materials appropriate for implementation or utilization in an inclusive setting.
2. Identify innovative techniques, strategies, and/or materials, and describe in writing how each can be adapted to support specific inclusion objectives.
3. Identify current research issues and trends in the field of inclusive education.
4. Identify practical applications of the research in the inclusive classroom.
5. Develop skills in analyzing school and/or classroom inclusive educational needs.
6. Assess and explore the potential changes needed in the school’s existing structure to meet the needs of all students.
7. Identify the progression of inclusive practices and least restrictive environment (LRE) throughout the history of Exceptional Student Education.
8. Develop activities that address the issues surrounding the diverse needs of learners.
9. Construct a list of resources available for assistance with inclusive practices.
10. Define characteristics of inclusive education including specific models of support and the continuum of services for students with disabilities.
11. Develop attitudinal preparedness to establish an inviting learning environment for all children in the LRE and establish new perspectives in thinking about this responsibility.
12. Identify and address barriers to social and academic access and involvement in the general education setting for students with a severe cognitive disability.
13. Demonstrate the ability to identify, address, and progress monitor the learning needs of students with a severe cognitive disability in the general curriculum.

Learning (Delivery) Methods: A,B,C,D,H,I,J Implementation Methods: M,O,P,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

Components

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- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations for changes in instructional practice. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A Student - A,B,C,D,F
FEAP: A1,A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Next Gen LFS Catching Kids Up

Component Number: 2-100-006

Inservice Points: 6

Description of Objectives and Activities to be Completed:

The purpose of this component is to support participants in increasing their knowledge and skills for teaching students with identified disabilities using Learning Focused Solutions, as well as other students who are experiencing challenges with behavior and/or academics. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Define and apply the following terms as they relate to differentiated instruction:
 - a. Lesson essential question
 - b. Flexible grouping
 - c. Acceleration for all students
 - d. Previewing
 - e. Scaffolding
 - f. Graphic organizers
 - g. Double dose
 - h. Differentiated assignments
 - i. Tiered assignments
2. Plan for meaningful differentiated instruction focusing on what is most important for students to be able to know, understand, and do.
3. Examine the importance of planning for meaningful differentiated instruction by conducting ongoing assessment before, during, and after instruction so the teacher may adjust lesson content, format, and supports to respond to students' needs.
4. Examine whole group, small group, and partner work, as well as individual assignments. They will also utilize appropriate work, determined by assessment information and linked precisely to clear learning goals, which is engaging, interesting, and challenging for each student.
5. Demonstrate the ability to:
 - a. Evaluate their current practice related to the guidelines of differentiation.
 - b. Discuss the rationale for differentiation.
 - c. Determine what is most important for students to Know-Understand-Do.
 - d. Make the connection between meaningful differentiation and continuous assessment.

Components

Please duplicate this page for each offering in the professional learning catalog.

- e. Identify the characteristics of a responsive learning environment.
- f. Analyze a differentiated assignment.
- 6. Utilize the appropriate planning model for differentiation.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives/IEP and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Speech and Language Strategies for SWD

Component Number: 2-100-002

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to support participants in increasing their knowledge and skills related to speech and language for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify the sequence of expressive and receptive language development and the components of language structure.
2. Identify communication deficits and select appropriate interventions.
3. Select strategies for integrating communication instruction into educational settings.
4. Select appropriate assistive technology and alternative communication systems to facilitate communication.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of

Components

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implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Strategies for Hearing Impairments

Component Number: 2-100-014

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct deaf/hard-of-hearing students. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. List and describe common etiologies/syndromes associated with hearing impairment.
2. Demonstrate increased vocabulary, speed, accuracy, and fluency in using
3. American Sign Language expressively and receptively.
4. Interpret the results of an audiological evaluation and list instructional implications based on these results.
5. Demonstrate skill in the appropriate use and care of individual and classroom amplification equipment.
6. Demonstrate skill in the appropriate use of assistive and adaptive technology for hearing-impaired students.
7. Identify and demonstrate instruments and use of cochlear implants.
8. Identify and demonstrate research-based techniques/strategies for teaching hearing-impaired students.
9. Identify and demonstrate research-based materials/programs for teaching hearing-impaired students.
10. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and section 504 as they relate to hearing-impaired students.
11. Describe aspects of deaf culture and etiquette to utilize when working or socializing with the hearing impaired.

Learning (Delivery) Methods: A,B,C,D,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

Components

Please duplicate this page for each offering in the professional learning catalog.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations for changes in instructional practice. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,B,C,D,F,G,H,I,J Student - A,B,C,D,F,G,Z
FEAP: A1,A2,A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Strategies to work with ASD (Autism Spectrum Disorders)

Component Number: 5-101-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to prepare participants to understand the communication, language, behavior and sensory problems of students with autism spectrum disorders (ASD); to understand the learning characteristics of these students; and to develop educational strategies for these students. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. List and differentiate early symptomatology of autism spectrum disorders.
2. Describe at least three strategies for assessment of language and communication that provide information for intervention planning.
3. Explain how students on the autism spectrum make sense of the world and how they learn.
4. Describe the effects of learning style on the language, communication and social development.
5. Describe features of current interventions using visual instructional.
6. Create intervention plans which are based on meaningful outcome measures and learning style strengths.
7. Describe sensory systems and their contribution to arousal, attention, affect and action of young children.
8. Recognize child behaviors that suggest sensory dysfunction.
9. Identify types of sensory-based deficits and methods of assessment.
10. Delineate intervention principles, strategies, and activities to assist children with different sensory processing profiles.
11. Explain the psychoeducational profile and contributory cognitive deficits in more able children.
12. Describe the role of comprehension in language use issues.
13. Explain assessment and behavioral issues with affect educational/clinical programming.
14. Describe practical strategies and activities for educational/clinical intervention.
15. Produce at least three picture schedules using different types of visuals.
16. Describe the components of a "social story" and develop at least three social stories.
17. List the benefits of community-based instruction.
18. Describe the most effective way to plan community-based instruction.
19. At various developmental levels describe appropriate instructional objectives for a community-based activity.
20. List a variety of community setting, which provide opportunity for students to apply a range of functional skills.

Learning (Delivery) Methods: A,B,C,D,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

<p>a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.</p> <p>b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations for changes in instructional practice. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, IEPs, and/or lesson plans.</p> <p>d. At the classroom level, individual educators will assess the level of student mastery of objectives/IEP and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments and/or alternative assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.</p>	
Evaluation Methods: Staff – A,B,C,D,F,G,H,I,J FEAP: A1,A2,A3	Student - A,B,C,D,F,G,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Strategies to work with SWD

Component Number: 3-100-002

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to increase participants’ knowledge of strategies and materials for teaching students with disabilities in the general education classroom. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Specify characteristics of the different exceptionalities and relate those characteristics to problems faced by students with disabilities in the general education classroom.
2. Define and give specific examples of inclusion.
3. Describe the major aspects of IDEA.
4. Describe strategies and materials appropriate for students with disabilities in general education classes.
5. Select and utilize strategies and materials appropriate for students with disabilities in general education classes.
6. Design and implement a plan including students with disabilities in general education classes.
7. Describe and implement permissible course modification for students with disabilities in general education classes.

Learning (Delivery) Methods: A,B,C,D,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school

Components

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administrators will conduct informal observations for changes in instructional practice. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,B,C,D,F,G,H,I,J Student - A,B,C,D,F,G,Z
FEAP: A1,A2,A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESE/SWD Teaching SWD

Component Number: 2-100-010

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to support participants in increasing their knowledge and skills for teaching students with identified disabilities through coursework in SimpleK12, as well as other students who are experiencing challenges with behavior and/or academics. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Select appropriate instructional procedures for teaching students with disabilities based on SimpleK12 coursework.
2. Develop activities that address the issues surrounding the diverse needs of learners based on SimpleK12 coursework.
3. Identify and address barriers to social and academic access and involvement in the general education setting for students with disabilities based on SimpleK12 coursework.
4. Demonstrate the ability to identify, address, and progress monitor the learning needs of students with disabilities in the general curriculum based on SimpleK12 coursework.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed

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by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; and iii) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives/IEP and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESOL Applied Linguistics

Component Number: 1-703-018

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is for participants to know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language/literacy development and content area achievement. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
2. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support English Language Learners' (ELLs') development of listening, speaking, reading, and writing (including spelling) skills in English.
3. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
4. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
5. Identify similarities and differences between English and other languages reflected in the ELL student population.
6. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
7. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.
8. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.
9. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.
10. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
11. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

Components

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- 12. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs’ learning.
- 13. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ L2 literacy development in English.
- 14. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of ESOL student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of ESOL student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1,A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESOL Basics 60 No Endorsement (Non-ELA/Reading)

Component Number: 1-705-014

Inservice Points: up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is assist participants in developing attitudes, skills, and knowledge which will enable them to identify students who are English Language Learners (ELLs); to provide and justify effective instruction for ELLs by modifying curriculum including evaluation compatible with student language; and/or to provide student support services that impact academic success of ELL students. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
2. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
3. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
4. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
5. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Advisory Councils).
6. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.
7. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
8. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
9. Demonstrate knowledge of L2 (second language) teaching methods in their historical context.
10. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
11. Demonstrate knowledge of the evolution of laws and policy in the English as a second language (ESL) profession, including program models for ELL instruction.
12. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
13. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

Components

Please duplicate this page for each offering in the professional learning catalog.

14. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
15. Use a variety of materials and other resources, including L1 (home language) resources, for ELLs to develop language and content-area skills.
16. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.
17. Plan for integrated standards-based ESOL and language sensitive content instruction.
18. Create supportive, accepting, student-centered classroom environments.
19. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
20. Plan learning tasks for particular needs of students with limited formal schooling.
21. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.
22. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
23. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
24. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
25. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
26. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
27. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
28. Distinguish among ELLs' language differences, giftedness, and special education needs.
29. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the League of United Latin American Citizens (LULAC) Consent Decree.
30. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
31. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.
32. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
33. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

Components

Please duplicate this page for each offering in the professional learning catalog.

1. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
2. Assist ELLs in developing necessary test-taking skills.
3. Develop ELLs' L2 listening skills for a variety of academic and social purposes (school counselors).
4. Develop ELLs' L2 speaking skills for a variety of academic and social purposes (school counselors).
5. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction through traditional resources and instructional technology (school counselors).

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, school counselors and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of ESOL student work; iii) quality of demonstrated teacher instruction/counselor interaction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators (or counselors) will assess the level of ESOL student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, educators and school counselors. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G
FEAP: A1,A2,A3,A4

Student - A,B,C,D,F,G,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESOL Cross Cultural Communications

Component Number: 1-705-019

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is for participants to know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students’ language and literacy development and content area achievement. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of English Language Learners (ELLs), from diverse backgrounds and at varying English proficiency levels.
2. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
3. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
4. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
5. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Advisory Councils).
6. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools

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Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of ESOL student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, assessments and/or lesson plans.

d. At the classroom level, individual educators will assess the level of ESOL student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESOL Curriculum and Materials Development

Component Number: 1-703-015

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is for participants to know, understand and use evidence-based practices and strategies related to planning, implementing and managing standards-based ESL and content instruction. They will demonstrate a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills as well as integrating technology and adapting selected classroom resources to this end. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Plan for integrated standards-based ESOL and language sensitive content instruction.
2. Create supportive, accepting, student-centered classroom environments.
3. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating English Language Learners' (ELLs') cultural background knowledge, learning styles, and prior formal educational experiences.
4. Plan learning tasks for particular needs of students with limited formal schooling.
5. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.
6. Demonstrate knowledge of how to select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
7. Demonstrate knowledge of how to select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
8. Demonstrate knowledge of how to select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

Components

Please duplicate this page for each offering in the professional learning catalog.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of ESOL student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of ESOL student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1,A2,A3,A4

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESOL Essentials Basic 18

Component Number: 1-702-910

Inservice Points: 18

Description of Objectives and Activities to be Completed:

The purpose of this component is to assist teachers in developing attitudes, skills, and knowledge which will enable them to provide effective instruction for students who are English language learners (ELL). They will be able to modify curriculum and offer instruction and evaluation compatible with student language diversity. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
2. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
3. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
4. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
5. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
6. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
7. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
8. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
9. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
10. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
11. Provide instruction that integrates listening, speaking, reading, and writing for ELLs for diverse backgrounds and varying English proficiency levels.
12. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
13. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
14. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

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- 15. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 16. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
- 17. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs’ developing English language and literacy.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of ESOL student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of ESOL student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1,A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: ESOL Methods of Teaching

Component Number: 1-700-016

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is for participants to know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. They will demonstrate support of ESOL students’ access to the core curriculum by teaching language through academic content. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge of L2 teaching methods in their historical context.
2. Demonstrate the evolution of laws and policy in the ESL profession, including program models for English Language Learner (ELL) instruction.
3. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.
4. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
5. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.
6. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.
7. Provide standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.
8. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
9. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
10. Develop ELLs’ writing through a range of activities, from sentence formation to expository writing.
11. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).
12. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
13. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
14. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

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- 15. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
- 16. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
- 17. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.
- 18. Demonstrate knowledge of how to select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of ESOL student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of ESOL student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning

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based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1,A3,A4

Components

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Component Title: ESOL Testing and Evaluation

Component Number: 1-701-017

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is for participants to understand issues and concepts of formative/summative assessment and use standards-based procedures with ESOL students. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate an understanding of the purposes of assessment as they relate to English Language Learners (ELLs) of diverse backgrounds and at varying English proficiency levels.
2. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
3. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
4. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5. Distinguish among ELLs’ language differences, giftedness, and special education needs.
6. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
7. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
8. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.
9. Use performance-based assessment tools and tasks that measure ELLs’ progress in English language and literacy development.
10. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
11. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.
12. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
13. Assist ELLs in developing necessary test-taking skills.

Components

Please duplicate this page for each offering in the professional learning catalog.

14. Assess ELLs’ language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of ESOL student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, assessments and/or lesson plans.

d. At the classroom level, individual educators will assess the level of ESOL student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1,A3,A4

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Ethics training

Component Number: 6-416-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide teachers and staff with the knowledge and skills necessary to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Make reasonable effort to protect the student from conditions harmful to the learning and/or student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide student access to diverse points of view.
4. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Not intentionally suppress or distort subject matter relevant to a student's academic program.
6. Refrain from exposing a student to unnecessary embarrassment or disparagement.
7. Not intentionally provide classroom instruction to students in kindergarten through grade three on sexual orientation or gender identify.
8. Not intentionally violate or deny a student's legal rights.
9. Not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and make reasonable effort to assure that each student is protected from harassment or discrimination.
10. Understand discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in Section 1000.05(4)(a), F.S.
11. Not exploit a relationship with a student for personal gain or advantage.
12. Maintain confidentiality of personally identifiable information obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
13. Become knowledgeable of the educator's obligation to the public.
14. Become knowledgeable of the educator's obligation to the profession.
15. Become knowledgeable of the 48-hour requirement to self-report to appropriate authorities any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance.
16. Become knowledgeable of all mandatory reporting requirements.
17. Describe the roles of the Office of Professional Practices Services and Florida's Education Practices Commission.

Learning (Delivery) Methods: A,B,C,F

Implementation Methods: P,R,S

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, the multiple options will be utilized. Evaluation methods may include changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains), changes in instructional leadership or faculty development practices, changes in student services/support practices, changes in practices supporting effective implementation of job responsibilities/requirements, changes in observed educator proficiency in implementing targeted state standards or initiatives, such as FEAPs practices may be used. In addition, student and parent climate/learning environment surveys may be used to gauge impact of adherence to the list of objectives. Quality of professional learning is also addressed by the following: student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning or behavioral growth.

d. District and site-based administrators will evaluate/monitor reported violations and student achievement/behavioral measures. District and site-based administrators and members of school improvement teams may use parent/student school climate/environment survey data. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,F Student - A,B,C,D,F
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Facility Maintenance/Operations training

Component Number: 8-510-004

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide training to improve skills of non-instructional maintenance personnel to competently complete their responsibilities in a professional manner. Upon completion of one or more of the professional development activities delivered in accordance with the delivery methods, participants will:

1. Provide cost effective delivery for meeting preventative, corrective, emergency and special service needs to Sumter County Schools and District facilities.
2. Develop and implement manual and computerized systems of scheduling, monitoring and reporting of work for 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. Promote a safe and clean working environment.
6. Positively communicate with school and district staff.
7. Meet the requirements for professional standards and maintain the proper certification programs for Local, State and Federal rules and regulations as needed for specific job descriptions.

Learning (Delivery) Methods: A,B,C,D,F,G,I

Implementation Methods: M,N,O,P,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and

Components

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used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as operational implementation of the professional learning, site supervisors, district supervisors and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work; and iii) development of implementation plan and/or reflection.

d. At the site level, individual supervisors will assess the level of participant mastery of objectives and determine the effectiveness of the new learning impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon evaluations and reflective opportunities. Through site, school and district-instituted feedback, stakeholders will review the results of appropriate site and operational data to evaluate the impact of the professional learning. These stakeholders include site participants as well as school and district leaders. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,C,D,E,G Student – G,Z
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Fine Arts Content

Component Number: 1-000-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively teach Florida standards for fine arts. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school

Components

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administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Food Service training

Component Number: 8-505-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide all categories of School Food Service personnel the skills necessary to perform and complete the duties described by their particular job description in order to successfully implement a cost effective School Food Service program that meets the current local, state and federal guidelines and procedures. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I, Implementation Methods: M,N,O,P,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools

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Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as operational implementation of the professional learning, site supervisors, district supervisors and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work; and iii) development of implementation plan and/or reflection.

d. At the site level, individual supervisors will assess the level of participant mastery of objectives and determine the effectiveness of the new learning impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon evaluations and reflective opportunities. Through site, school and district-instituted feedback, stakeholders will review the results of appropriate site and operational data to evaluate the impact of the professional learning. These stakeholders include site participants as well as school and district leaders. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - C,D,G Student - Z
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Gifted – Education of Special Populations of Gifted Students

Component Number: 2-106-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is for participants to examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding of central issues in inclusive education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students including but not limited to, those with disabilities, speakers of other languages, and highly gifted. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. - 6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
2. Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
3. Match appropriate screening and identification procedures with the needs of special populations.
4. Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
5. Understand the learning needs and challenges of diverse types of gifted students.
6. Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students.
7. Examine the challenges of finding gifted students from underserved populations.
8. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
9. Examine the nature of giftedness in relation to multicultural principles and underserved populations.
10. Acquire knowledge of diversity focus of national standards in gifted education.
11. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
12. Examine personal cultural competencies.
13. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
14. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.

Components

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15. Identify the characteristics of specific ethnic groups of gifted students.
16. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.
17. Understand the characteristics and needs of linguistic minority gifted students.
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into the curriculum.
19. Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
20. Examine ways to identify high potential linguistic minority students.
21. Identify strategies to effectively work with linguistic minority students.
22. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students.
23. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
24. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
25. Explore ways to identify gifted students from special populations who are unsuccessful in school.
26. Examine the characteristics and needs of these students.
27. Identify strategies to assist these students.
28. Identify and describe low socio-economic status populations that are underserved.
29. Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
30. Identify inhibiting socio-economic factors that have prevented services for low-income gifted children.
31. Identify key research on identification of disadvantaged gifted students from underserved populations.
32. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
33. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
34. Research promising programs and services for socio-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.
35. Clarify and define diverse types of gifted twice-exceptional students.
36. Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities.
37. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
38. Discuss strategies and programming needs for gifted students who are twice-exceptional.
39. Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.

Components

Please duplicate this page for each offering in the professional learning catalog.

- 40. Identify the unique characteristics and needs of gifted students from diverse family structures.
- 41. Identify strategies for stimulating personal growth of gifted students from diverse families.
- 42. Identify community support systems for diverse families of gifted students.
- 43. Examine stereotyping and prejudice that impacts gender.
- 44. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- 45. Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students.
- 46. Explore the contribution of mentorships in their education.
- 47. Examine concepts of age-appropriate development in relation to concepts of giftedness.
- 48. Understand the needs and characteristics of very young gifted students.
- 49. Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
- 50. Understand the needs and characteristics of highly gifted students.
- 51. Identify problems, challenges and present options for developing skills in highly gifted students.
- 52. Examine exemplary practices and programs for meeting the needs of the highly gifted student.
- 53. Identify and describe criteria of effective programs.
- 54. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- 55. Identify instructional methods that accommodate the needs of special populations.
- 56. Identify key research on programs for special populations.
- 57. Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

Learning (Delivery) Methods: A,B,C,D,H,I,J

Implementation Methods: M,N,O,P,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality,

Components

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and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.

d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student – A,B,C,D,F,G,Z
FEAP: A1,A2,A3,A4

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Gifted – Educational Procedures & Curriculum for the Gifted

Component Number: 2-106-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is to enable participants to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners as well as to design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner.
2. Demonstrate understanding of the terminology used in the development of curriculum for the gifted.
3. Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students.
4. Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL).
5. Demonstrate the ability to evaluate models for teaching gifted curriculum.
6. Develop an understanding of the issues of equity and excellence as they relate to giftedness.
7. Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.
8. Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
9. Appreciate the role of assessment as an instructional strategy.
10. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
11. Demonstrate the ability to match instructional strategies to individual needs of learners.
12. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.
13. Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners.
14. Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.
15. Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
16. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

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- 17. Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.
- 18. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
- 19. Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
- 20. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
- 21. Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

Learning (Delivery) Methods: A,B,C,D,H,I,J

Implementation Methods: M,N,O,P,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.

Components

Please duplicate this page for each offering in the professional learning catalog.

d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students’ progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student – A, B,C,D,F,G,Z
FEAP: A1,A2,A3,A4

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Gifted – Guidance and Counseling of Gifted Students

Component Number: 2-106-005

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is for participants to develop an awareness of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. They will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be able to support social skills, career exploration, and leadership development of gifted students. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
2. Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
3. Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.
4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
6. Understand the inner experience of gifted children.
7. Become familiar with Dabrowski’s Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
9. Understand the distinguishing characteristics of emotional and spiritual giftedness.
10. Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
11. Understand vulnerabilities that are due to another’s reaction to giftedness.
12. Understand the vulnerabilities that are due to a specific circumstance.
13. Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.

Components

Please duplicate this page for each offering in the professional learning catalog.

14. Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
15. Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
16. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
17. Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
18. Realize the need for additional or different assessment tools to identify special population students.
19. Learn how to recognize, understand, and support gifted children with multiple differences.
20. Identify risk factors and resiliency as related to gifted students.
21. Enumerate what you can do as a teacher to help students at risk.
22. List symptoms in children and adults of addiction and physical or sexual abuse.
23. Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being.
24. Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration.
25. Recognize home-schooling as a positive option for some gifted students and families.
26. Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.
27. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
28. Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology.
29. Realize counseling provides empathy and partnership in times of need.
30. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
31. Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.
32. Learn how to help students develop social skills and inspire leadership.
33. Support gifted children's experience of global interconnectedness and personal responsibility to take action.

Components

Please duplicate this page for each offering in the professional learning catalog.

- 34. Realize that a primary need in life is to belong.
- 35. Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- 36. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.
- 37. Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- 38. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- 39. Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- 40. Support the necessity of self-advocacy by gifted students.
- 41. Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- 42. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- 43. Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.

Learning (Delivery) Methods: A,B,C,D,H,I,J

Implementation Methods: M,N,O,P,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or

Components

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<p>school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.</p> <p>d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students’ progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.</p>	
Evaluation Methods: Staff - A,B,C,D,E,F,G FEAP: A1,A2,A3,A4	Student – A,B,C,D,F,G,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Gifted – Nature and Needs of the Gifted

Component Number: 2-106-004

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is for participants to develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. They will understand the characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents, the process of screening and identifying students who are gifted, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
2. Demonstrate an understanding of major historical and contemporary trends that influence gifted education.
3. Demonstrate knowledge of the historical, national, and state definitions of giftedness.
4. Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida.
5. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
6. Identify the needs and challenges associated with common gifted characteristics.
7. Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.
8. Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.
9. Identify issues related to the identification of students who may be gifted.
10. Examine district screening practices and identification procedures.
11. Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.
12. Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment.
13. Analyze the relationship among gifted programming, differentiation, and identification criteria.
14. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.
15. Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
16. Describe the characteristics and competencies of effective teachers of students who are gifted.

Components

Please duplicate this page for each offering in the professional learning catalog.

- 17. Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs.
- 18. Identify and interpret implications of current research that impacts gifted education.
- 19. Demonstrate an understanding of the teacher’s responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
- 20. Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

Learning (Delivery) Methods: A,B,C,D,H,I,J

Implementation Methods: M,N,O,P,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.

d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as

Components

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appropriate, to gauge each students’ progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student – A,B,C,D,F,G,Z
FEAP: A1,A2,A3,A4

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Gifted – Theory & Development of Creativity

Component Number: 2-106-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is to enable participants to develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture, and develop creativity, identify goals, and use evaluation procedures. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society.
2. Demonstrate an understanding of how creative thinking can be used to address problems in society.
3. Describe the impact of creativity on personal growth and self-actualization.
4. Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
5. Review research in the field of creativity and apply it to a classroom setting.
6. Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration.
7. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.
8. Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression.
9. Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
10. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
11. Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
12. Develop instructional plans to integrate creativity within and across the content areas on process and product.
13. Understand the role of assessment of creativity and the use of tests and inventories.
14. Describe, compare, and evaluate different instruments for measuring creativity.
15. Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
16. Describe traits and appropriate criteria used to assess creative outcomes and products.
17. Explore and analyze the ethical issues surrounding creativity.

Components

Please duplicate this page for each offering in the professional learning catalog.

- 18. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- 19. Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges.

Learning (Delivery) Methods: A,B,C,D,H,I,J
Implementation Methods: M,N,O,P,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.

d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional

Components

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learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,E,F,G
FEAP: A1,A2,A3,A4

Student – A,B,C,D,F,G,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Lesson Study

Component Number: 2-408-002

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

- The purpose of this component is to learn and practice the basics of Lesson Study (collaboratively plan a research lesson, teach, observe, revise, and share) to improve the quality of instruction and student learning as evidenced through improved student achievement. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:
1. Build a collaborative school-based structure in which learning is educator-centered and job-embedded
 2. Utilize various protocols in the implementation of Lesson Study meetings
 3. Practice self-reflection and invite heightened awareness of learners’ needs
 4. Share standards-based strategies in shifting from a teacher-centered classroom to a learner-focused classroom
 5. Design structure so that educators become co-learners, co-planners, co-producers, and co-evaluators as they research, design, implement, and continually refine their lessons
 6. Develop and revise student-centered lessons that require higher-order thinking, have applications beyond the classroom, and have concrete, measurable outcomes
 7. Articulate what they would like students to know and be able to do as a result of the research lesson
 8. Design a research lesson to achieve the learning goals
 9. Design a data collection plan to document evidence of student learning during the research lesson to see how selected students’ learning progressed, or failed to progress, over the entire lesson
 10. Observe a team member teach the research lesson and collect data
 11. Utilize various observation tools to collect data on areas such as teacher actions, student responses and actions, and implementation of effective teaching strategies including differentiation, integration of technology, and others
 12. Discuss the data and student progress toward learning goals and how the entire experience supported or interfered with learning
 13. Evaluate the effectiveness of Lesson Study implementation utilizing student performance data and teacher observation data

Components

Please duplicate this page for each offering in the professional learning catalog.

14. Document the Lesson Study including what the team learned from planning, teaching, observing, and discussing the research lesson; include what participants gained from using the Lesson Study process

15. Record and share work with colleagues and others

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

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d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G
FEAP: B1

Student - A,B,C,D,F,G,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Mathematics Content

Component Number: 1-009-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively integrate curriculum into the Florida Standards for mathematics. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.

2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.

3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental state of the learner.

4. Maintain currency in regard to changes in the subject field.

5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school

Components

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administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G	Student - A,B,C,D,F,G,Z
FEAP: A1, A3	

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Mechanics training

Component Number: 8-515-002

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide training to improve skills of mechanics for school buses and other district transportation in order to maintain pupil transportation. Upon completion of one or more of the professional development activities delivered in accordance with the delivery methods, participants will:

1. Perform quality transportation inspections at all service levels.
2. Demonstrate knowledge of dismantling, repairing, rebuilding and troubleshooting bus engines and transmissions.
3. Demonstrate knowledge of dismantling, repairing, rebuilding and troubleshooting other vehicle engines.
4. Promote a safe and clean working environment.
5. Demonstrate utilization of appropriate management reports.
6. Correctly complete repair orders, giving detailed description of work performed.
7. Positively communicate with drivers and other employees.
8. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

Learning (Delivery) Methods: A,B,C,D,F,G,I

Implementation Methods: M,N,O,P,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and

Components

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used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as operational implementation of the professional learning, site supervisors, district supervisors and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work; and iii) development of implementation plan and/or reflection.

d. At the site level, individual supervisors will assess the level of participant mastery of objectives and determine the effectiveness of the new learning impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon evaluations and reflective opportunities. Through site, school and district-instituted feedback, stakeholders will review the results of appropriate site and operational data to evaluate the impact of the professional learning. These stakeholders include site participants as well as school and district leaders. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,C,D,E,G Student – G,Z

FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Music Content

Component Number: 1-010-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively teach Florida standards for music. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed

Components

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by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G	Student - A,B,C,D,F,G,Z
FEAP: A1, A3	

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: New Teacher Induction Program (Prof. Educ. Competency PEC, PDCP)

Component Number: 2-408-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide mentoring and support for newly hired teachers to boost high-quality teaching performance and heightened achievement of students. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate understanding of how to access, develop, and foster their collegial support network.
2. Recognize and apply the Professional Educator Competencies (PEC), including the Florida Code of Ethics, to their role as ambassador of the profession.
3. Select formative and summative assessments that match learning objectives leading to mastery.
4. Implement structured grouping assignments that maximize student learning when introducing and deepening understanding of content.
5. Develop a safe classroom environment and procedural structures in which students are responsible, motivated, and highly engaged in specific learning activities.
6. Determine long-term goals and short-term instructional objectives appropriate to student learning needs and aligned with state-adopted standards.
7. Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies that are aligned with state-adopted standards.
8. Demonstrate knowledge of district initiatives including, but not limited to, Learning Focused Strategies, AVID, Microsoft 365, ESE/ELL/504, PBIS, Sumter’s Framework for Teachers, and Florida Standards.

Learning (Delivery) Methods: A,B,D,G,H,J,I
Implementation Methods: M,N,P,Q,R,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools

Components

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Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, the multiple options will be utilized. Participant’s work will be reviewed, as appropriate, by course facilitators, mentor teacher, and possibly instructional coach, school administrator, department leader, and district staff to evaluate the effectiveness of the professional development on changing knowledge and/or instructional behaviors. Progress toward positive instructional outcomes will be monitored by classroom walkthroughs and coaching/mentoring conversations. Quality of professional learning is also addressed by the following: student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning.

d. Individual teachers will use impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students’ progress toward proficiency in mastering content and skills and may review results with a course instructor, mentor, site-based administrator, or other designated individual. District coordinators, site-based administrators, instructional staff and consortia personnel, will use progress monitoring and local and state and summative assessment impact data to gauge progress toward developing educator proficiency. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,D,F,G Student - A,B,C,D,F
FEAP: A2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Office/Clerical Support training

Component Number: 8-509-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators and support staff and other members of the school and district educational community. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge of the laws, rules, policies and procedures to govern the operation of the schools and district departments within the scope of the participants.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant’s work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the ongoing process of school improvement.
5. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

Learning (Delivery) Methods: A,B,C,D,F,G,I,
Implementation Methods: M,N,O,P,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

Components

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b. & c. To evaluate the quality of knowledge and skill acquisition as well as operational implementation of the professional learning, site supervisors, district supervisors and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work; and iii) development of implementation plan and/or reflection.

d. At the site level, individual supervisors will assess the level of participant mastery of objectives and determine the effectiveness of the new learning impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon evaluations and reflective opportunities. Through site, school and district-instituted feedback, stakeholders will review the results of appropriate site and operational data to evaluate the impact of the professional learning. These stakeholders include site participants as well as school and district leaders. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,C,D,E,G Student –G, Z
FEAP: B1,B2

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Other Content Areas

Component Number: 1-007-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively integrate curriculum into the Florida Standards for other content areas. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.

2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.

3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.

4. Maintain currency in regard to changes in the subject field.

5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school

Components

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administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

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Component Title: Paraprofessionals/Aides training

Component Number: 8-506-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to develop and/or update attitudes, skills and knowledge that will enable participants to function effectively and efficiently as an educational aide. Upon completion of one or more of the professional development activities delivered in accordance with the delivery methods, participants will:

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

Learning (Delivery) Methods: A,B,C,D,F,G,I,
Implementation Methods: M,N,O,P,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and

Components

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used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as operational implementation of the professional learning, site supervisors, district supervisors and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work; and iii) development of implementation plan and/or reflection.

d. At the site level, individual supervisors will assess the level of participant mastery of objectives and determine the effectiveness of the new learning impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon evaluations and reflective opportunities. Through site, school and district-instituted feedback, stakeholders will review the results of appropriate site and operational data to evaluate the impact of the professional learning. These stakeholders include site participants as well as school and district leaders. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,C,D,E,F,G Student – D,F,G,Z
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Physical Education Content

Component Number: 1-011-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively integrate curriculum into the Florida Standards and/or National Standards for physical education. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Understand and communicate the knowledge that physical activity promotes health and to that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
2. Demonstrate knowledge of the National Standards for Physical Education.
3. Understand and demonstrate understanding and respect for differences among people in physical activity settings.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed

Components

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by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Professional Learning Communities (PLCs)

Component Number: 4-408-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to learn the strategies that can be used to create and work with Professional Learning Communities (PLCs) within the school or district setting. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Describe and discuss professional learning community models appropriate to district and/or school-based projects/programs.
2. Identify the different ways that a professional learning community can be developed: schoolwide, grade-levels or departments, book studies, other.
3. Identify the steps for setting up a professional learning community.
4. Develop an action plan for setting up a professional learning community.
5. Critique action plans to identify the necessary characteristics for having an effective Learning Community within the school or district.
6. Learn to develop and implement the following tasks within a professional learning community:
 - a. demonstrate learning of professional learning teams to ensure that every staff member contributes and works interdependently to achieve a goal;
 - b. clarify intended outcomes within the teams;
 - c. demonstrate facilitation skills that provide support during team meetings;
 - d. recognize collaborative efforts that result in student gains and accomplishments of school goals;
 - e. discuss collective individual goals related to the alignment between school and district goals;
 - f. know the skills of reflective practice;
 - g. recognize/celebrate the accomplishments of individuals and groups;
7. Participate as a member of a professional learning community.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

Components

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- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Reading – Competency 1 Foundations in Language and Cognition

Component Number: 1-013-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with substantive knowledge of language structure and function, as well as cognition for each of the six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. They will develop an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Understand that building oral and written language facilitates comprehension. (Comprehension)
2. Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.” (Comprehension)
3. Understand the impact of text upon reading comprehension e.g., genre, readability, coherence, text structure, and text complexity. (Comprehension)
4. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement. (Comprehension)
5. Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts. (Comprehension)
6. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes. (Comprehension)
7. Understand the reading demands posed by domain specific texts. (Comprehension)
8. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting. (Comprehension)
9. Understand how English language learners’ linguistic and cultural background will influence their comprehension. (Comprehension)
10. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs. (Comprehension)
11. Understand how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language. (Oral language)
12. Understand the differences between social and academic language. (Oral language)
13. Understand that writing enhances the development of oral language. (Oral language)
14. Understand that the variation in students’ oral language exposure and development requires differentiated instruction. (Oral language)

Components

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15. Recognize the importance of English language learners' home languages, and their significance for learning to read English. (Oral language)
16. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs. (Oral language)
17. Understand phonology as it relates to language development and reading achievement e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis. (Phonological awareness)
18. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes). (Phonological awareness)
19. Understand that writing, in conjunction with phonological awareness, enhances reading development. (Phonological awareness)
20. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences). (Phonological awareness)
21. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English. (Phonological awareness)
22. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs. (Phonological awareness)
23. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages. (Phonics)
24. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules). (Phonics)
25. Understand structural analysis of words. (Phonics)
26. Understand that both oral language and writing can be used to enhance phonics instruction. (Phonics)
27. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs. (Phonics)
28. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension. (Fluency)
29. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension. (Fluency)
30. Understand the relationships among fluency, word recognition, and comprehension. (Fluency)
31. Understand that both oral language and writing enhance fluency instruction. (Fluency)
32. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs. (Fluency)
33. Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts. (Vocabulary)

Components

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- 34. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis). (Vocabulary)
- 35. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.). (Vocabulary)
- 36. Understand the domain specific vocabulary demands of academic language. (Vocabulary)
- 37. Understand that writing can be used to enhance vocabulary instruction. (Vocabulary)
- 38. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs. (Vocabulary)
- 39. Identify language characteristics related to social and academic language. (Integration)
- 40. Identify phonemic, semantic, and syntactic variability between English and other languages. (Integration)
- 41. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners. (Integration)
- 42. Understand the impact of oral language, writing, and an information intensive environment upon reading development. (Integration)
- 43. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency. (Integration)
- 44. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs. (Integration)

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also

Components

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addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.

d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students’ progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,E,F,G	Student – A,B,C,D,F,G,Z
FEAP: A1,A2,A3,A4	

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Reading – Competency 2 Foundations of Research-Based Practices

Component Number: 1-013-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the opportunity to scaffold student learning by applying the principles of research-based reading instruction and integrating the components of reading. They will develop an understanding of reading as a process of student engagement in both fluent decoding of words and construction of meaning. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.). (Comprehension)
2. Use both oral language and writing experiences to enhance comprehension. (Comprehension)
3. Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text. (Comprehension)
4. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement. (Comprehension)
5. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided. (Comprehension)
6. Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. (Comprehension)
7. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels. (Comprehension)
8. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting. (Comprehension)
9. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction. (Comprehension)
10. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). (Oral language)
11. Create an environment where students practice appropriate social and academic language to discuss diverse texts. (Oral language)
12. Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English. (Oral language)
13. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). (Oral language)

Components

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14. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction. (Oral language)
15. Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes). (Phonological awareness)
16. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). (Phonological awareness)
17. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development. (Phonological awareness)
18. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards). (Phonological awareness)
19. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction. (Phonological awareness)
20. Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level. (Phonics)
21. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English. (Phonics)
22. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts). (Phonics)
23. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction. (Phonics)
24. Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.). (Fluency)
25. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). (Fluency)
26. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction. (Fluency)
27. Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). (Vocabulary)
28. Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language. (Vocabulary)
29. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots). (Vocabulary)
30. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary. (Vocabulary)

Components

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- 31. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. (Vocabulary)
- 32. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). (Vocabulary)
- 33. Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). (Vocabulary)
- 34. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction. (Vocabulary)
- 35. Apply comprehensive instructional practices, including writing experiences, which integrate the reading components. (Integration)
- 36. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes). (Integration)
- 37. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading). (Integration)
- 38. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts). (Integration)
- 39. Demonstrate understanding of similarities and differences between home language and second language reading development. (Integration)
- 40. Triangulate data from appropriate reading assessments to guide instruction. (Integration)

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or

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school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.

d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,E,F,G
FEAP: A1,A2,A3,A4

Student – A,B,C,D,F,G,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Reading – Competency 3 Foundations of Assessment

Component Number: 1-013-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with an understanding of how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. They will develop skills and knowledge in using the results of screening, diagnosis, progress monitoring and outcome reading assessments to guide instructional decision making in grades K-12. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Understand and apply measurement concepts and characteristics of reading assessments.
2. Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
3. Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
4. Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
5. Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
6. Analyze data to identify trends that indicate adequate progress in student reading development.
7. Understand how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
8. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
9. Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
10. Identify appropriate assessments and accommodations for monitoring reading progress of all students.
11. Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.

d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student – A,B,C,D,F,G,Z
FEAP: A1,A2,A3,A4

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Reading – Competency 4 Foundations & Applications of Differentiated Instruction

Component Number: 1-013-011

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. They will develop knowledge and skills to identify the needs of students with differing profiles and use this knowledge for instructional decision making to meet the needs of all students; and will gain an understanding of how to prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically based reading research in order to address prevention, identification, and remediation. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
2. Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
3. Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
4. Identify factors impeding student reading development in each of the reading components or the integration of these components.
5. Recognize how characteristics of both language and cognitive development impact reading proficiency.
6. Recognize the characteristics of proficient readers to more effectively differentiate instruction.
7. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
8. Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
9. Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
10. Differentiate reading instruction for English language learners with various levels of first language literacy.
11. Scaffold instruction for students having difficulty in each of the components of reading.
12. Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
13. Monitor student progress and use data to differentiate instruction for all students.

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- 14. Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
- 15. Implement research-based instructional practices for developing students' higher order thinking.
- 16. Implement research-based instructional practices for developing students' ability to read critically.
- 17. Implement research-based instructional practices using writing to develop students' comprehension of text.
- 18. Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
- 19. Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, assessments and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.

Components

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d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students’ progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student – A,B,C,D,F,G,Z
FEAP: A1,A2,A3,A4

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Reading – Competency 5 Demonstration of Accomplished Practices

Component Number: 1-013-006

Inservice Points: 60

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with a culminating practicum to demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. They will demonstrate research-based instructed strategies for all of the components of reading, administration of related assessments, and data analysis of said assessments as well as demonstrating skill in student engagement and differentiation for learners from diverse backgrounds. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
2. Demonstrate research-based instructional practices for facilitating reading comprehension.
3. Demonstrate research-based instructional practices for developing oral/aural language development.
4. Demonstrate research-based instructional practices for developing students’ phonological awareness.
5. Demonstrate research-based instructional practices for developing phonics skills and word recognition.
6. Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
7. Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
8. Demonstrate research-based instructional practices to facilitate students’ monitoring and self-correcting in reading.
9. Demonstrate research-based comprehension instructional practices for developing students’ higher order thinking to enhance comprehension.
10. Demonstrate research-based instructional practices for developing students’ ability to read critically.
11. Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
12. Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
13. Create an information intensive environment that includes print and digital text.
14. Use a variety of instructional practices to motivate and engage students in reading.

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15. Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, assessments and/or lesson plans. In addition, data from student results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning may be utilized.

d. At the classroom level, individual educators will use the impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering content and skills to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. District and site-based administrators will evaluate/monitor data to determine the success of the professional learning. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These

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<p>stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.</p>	
<p>Evaluation Methods: Staff - A,B,C,D,E,F,G FEAP: A1,A2,A3,A4</p>	<p>Student – A,B,C,D,F,G,Z</p>

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Reading Content

Component Number: 1-013-010

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively integrate curriculum into the Florida Standards for reading. Participants will increase their content knowledge of strategies for engaging all learners, including students with disabilities and characteristics of dyslexia. Educators will learn instructional routines grounded in the science of reading to include explicit, systematic, scaffolded, and differentiated multisensory activities. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will understand or be able to do the following:

1. Understand how the students’ development of phonology, syntax, semantics and pragmatics relates to comprehending written language in instruction.
2. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
3. Understand the structural analysis of words.
4. Understand that explicit instruction is intentional teaching with a clear and direct presentation of new information to all types of learners.
5. Gain an understanding that systematic instruction is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable all learners to achieve their goals.
6. Gain an understanding of high-effect literacy strategies and how to incorporate them into the classroom. Strategies include multisensory activities.
7. Solidify their understanding through hands-on practice and gradual release to students.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and

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school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

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Component Title: School Improvement

Component Number: 7-512-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

<p>The purpose of this component is to implement a program of inservice training and professional learning to provide members of the school community with the knowledge and skills necessary to participate in development and implementation of the participants’ school improvement plan. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:</p> <ol style="list-style-type: none">1. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan.2. Demonstrate familiarity with and a working knowledge of their school improvement plan, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.3. Demonstrate knowledge and ability to use teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio- economic background.4. Demonstrate knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.5. Demonstrate knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.6. Demonstrate knowledge and ability to use an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.7. Demonstrate knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.8. Demonstrate knowledge and ability to use effective communication techniques with students and all other stakeholders.9. Demonstrate knowledge and ability to use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.10. Demonstrate knowledge and ability to use appropriate technology in teaching and learning processes.11. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the education of students.

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- 12. Demonstrate knowledge and ability to engage in continuous professional quality improvement for self and school.
- 13. Demonstrate knowledge and understanding of the subject matter.
- 14. Demonstrate knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, multiple methods may be used such as changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains), and/or deliberate practice or data growth targets, and/or district or school level processes for progress monitoring and/or changes in instructional leadership or faculty development practices. Other changes in practices supporting effective implementation of job responsibilities, changes in student services/support practices, and changes in educator proficiency in practices that occur generally without students present (lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses and sharing practices with colleagues) may also be used to gauge staff impact. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant artifacts; and iii) quality of communications/feedback demonstrated by participants. In addition, results of national, state or district-developed/standardized student performance measures that may include industry certification exams, results of school/teacher-constructed student growth

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<p>measures that track student progress, student portfolios, observation of student performance, and/or other performance assessments that reveal impact on student achievement may be used to gauge impact of adherence to the list of objectives.</p> <p>d. Individual teachers will use impact data to gauge student progress (individual and/or class) toward content and/or skill proficiency and/or behavioral goals, as well as toward meeting school improvement goals and objectives. District coordinators, site-base administrators, and instructional coaches, may use data — student achievement and/or behavioral objectives to gauge student progress toward achieving school improvement goals, teacher evaluation data, and parent/student survey data to identify areas of weakness and strength, and use information in planning professional learning and implementing a subsequent cycle of improvement. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.</p>	
Evaluation Methods: Staff - A,B,C,D,F,G FEAP: A2	Student – A,B,C,D,F

Components

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Component Title: School Safety Protocol

Component Number: 6-511-003

Inservice Points: Up to 60

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with training for the implementation of school safety protocols. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate an understanding of the district’s expectation for school/site safety plans through their actions on campus.
2. Actively and appropriately engage in school/site safety drills, as conducted.
3. Implement the appropriate protocols at their site.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I
Implementation Methods: M,N.O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, the multiple options will be utilized. Evaluation methods may include changes in safety environment practices implemented, changes in instructional leadership, changes in student support services practices, other changes in practices supporting effective implementation of job responsibilities, and changes in observed educator proficiency in practices that occur generally without students present such as collegial team learning, problem solving process, and/or data analysis. Quality of professional learning is also addressed by the following: other performance assessments that

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reveal impact on student achievement or mental health, and other assessments such as surveys that may be used to gauge student and parent perceptions of the school safety/environment/climate and/or mental wellness support.

d. At the school level, educators and mental health personnel will use impact data to gauge student (individual and/or class) progress toward standards mastery—content, skill proficiency, behavioral or mental health goals, and/or student/parent perceptions of the school climate/safety/environment and or level of mental health support. At the district level, district coordinators and site-base administrators may use data to gauge student progress toward behavioral and/or mental health goals, perception of school environment/climate and/or mental wellness support services and use data to determine professional learning needs. Additionally, educator course completion records will be used to monitor compliance with the safety protocol professional learning requirement.

Evaluation Methods: Staff - A,B,C,D,E,F,G
FEAP: A2

Student - A,B,C,D,F,G,Z

Components

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Component Title: Schools of Excellence

Component Number: 8-521-001

Inservice Points: 20/up to 60 in a validity period

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide teachers and staff recognition related to the Schools of Excellence Program. The Schools of Excellence Program (Florida Statute 1003.631) is established to provide administrative flexibility to the state’s top schools so that the instructional personnel and administrative staff at such schools can continue to serve their communities and increase student learning to the best of their professional ability. The State Board of Education shall designate a school as a School of Excellence if the school’s percentage of possible points earned in its school grade calculation is in the 80th percentile or higher for schools comprised of the same grade groupings, including elementary schools, middle schools, high schools, and schools with a combination of grade levels, for at least 2 of the last 3 school years. Specifically,

1. Each certified individual employed at a designated School of Excellence may be awarded twenty (20) inservice points for the year the designation is awarded.
2. For instructional personnel, the substitution of 1 school year of employment at a School of Excellence for 20 inservice points toward the renewal of a professional certificate, up to 60 inservice points in a 5-year cycle, pursuant to s. 1012.585(3).
3. Instructional personnel must work a minimum of 99 days to earn credit for one year of employment.

Learning (Delivery) Methods: I
Implementation Methods: N

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

- a. Determined by FL DOE
- b. Determined by FL DOE
- c. Determined by FL DOE
- d. Determined by FL DOE

Evaluation Methods: Staff - D Student - G
FEAP: A1,B1

Components

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Component Title: Science Content

Component Number: 1-015-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively integrate curriculum into the Florida Standards for science. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school

Components

Please duplicate this page for each offering in the professional learning catalog.

administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Social Studies Content

Component Number: 1-016-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively integrate curriculum into the Florida Standards for social studies. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school

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administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Student Assessment

Component Number: 4-401-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Diagnose students’ readiness to learn and their individual learning needs and plan appropriate intervention strategies.
2. Use multiple perspectives to diagnose student academic gaps and devise solutions.
3. Assess individual and group performance to design instruction that meets students’ current needs in the cognitive, social, emotional, and physical domains.
4. Employ performance-based assessment approaches to determine students’ performance of specified outcomes.
5. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
6. Modify instruction based upon assessed student performance.
7. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
8. Maintain observational and anecdotal records to monitor students’ development.
9. Prepare and use reports of students’ assessment results.
10. Review assessment data about individual students to determine their entry- level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
11. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.
12. Identify effective strategies or techniques to strengthen the connection between assessment and instruction.
13. Analyze purposes, strengths, and limitations of standardized assessments.
14. Analyze purposes, strengths, and limitations of informal assessments.
15. Identify characteristics and purposes of assessment used for eligibility.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J
Implementation Methods: M,N,O,P,Q,R,S,T

Components

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Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

<p>a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.</p> <p>b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.</p> <p>d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.</p> <p>Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z FEAP: B1</p>
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Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Teacher Evaluation

Component Number: 2-520-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

<p>The purpose of this component is to develop the knowledge and skills necessary to effectively practice and/or evaluate the high yield strategies outlined by their district evaluation system and to understand and effectively model use of the high yield strategies reflected in their district evaluation system. Additionally, administrators and district personnel will learn how to effectively assess teacher performance. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:</p> <ol style="list-style-type: none">1. Develop an understanding of the district teacher performance system.2. Align coherent, rigorous instruction with state-adopted standards.3. Apply rubrics for continuous assessment.4. Apply and evaluate subject knowledge.5. Use pedagogical knowledge to organize students for the presentation of new content.6. Organize activities to represent student knowledge and understanding of new content.7. Use pedagogical knowledge to organize students to practice content, strategies, skills, or processes.8. Engage students in activities and assessments to practice and enhance metacognitive skills and awareness.9. Adapt activities to meet student needs based on feedback and individual student needs.10. Facilitate the application of newly acquired knowledge.11. Extend and deepen understanding through questioning and discussion.12. Monitor and respond to student engagement.13. Engage all students through questioning at the optimal level of rigor.14. Create, maintain, and monitor a supportive, objective, fair, and caring environment.15. Demonstrate an understanding of effective teaching as defined by research.16. Demonstrate observation skills by using an observation instrument reliably.17. Identify and demonstrate specific techniques which may be used for effective teaching. <p>Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J Implementation Methods: M,N,O,P,Q,R,S,T</p>	
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Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

Components

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- a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.
- b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.
- d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,F,G,Z Student - A,B,C,D,F,G,Z
FEAP: A1,A4

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Technology

Component Number: 3-003-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

<p>The purpose of this component is to provide teachers and staff with the ability to use appropriate technology in the teaching and learning process. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:</p> <ol style="list-style-type: none">1. Utilize appropriate learning media, computer applications, and other technology to address students’ needs and learning objectives.2. Utilize instruction and other electronic networks to provide students with opportunities to gather and share information with others.3. Use a wide variety of instructional technologies including hardware and software such as interactive video, digital cameras, scanners, electronic libraries and web-based resources to enhance instruction.4. Work with technical and instructional specialists when available to each school, teacher and students to collaborate on instructional design and delivery.5. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.6. Use technology resources to collect and analyze data, interpret results, and communicate finds to improve instructional practice and maximize student learning.7. Understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.8. Model and teach legal, ethical and safe practice related to technology use.9. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities while ensuring equitable access to technology resources for all students.10. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.11. Apply current research on teaching and learning with technology when planning learning environments and experiences.12. Plan strategies to manage students' learning in a technology-enhanced environment.13. Facilitate technology-enhanced experiences that address Florida Standards and higher order skills and creativity.	
Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J	Implementation Methods: M,N,O,P,Q,R,S,T

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes.**

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z
FEAP: A1, A3

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Transportation

Component Number: 8-515-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

Participants will develop awareness of the requirements of school bus drivers and/or bus aides that are statutorily mandated and will gain insight into new and innovative techniques available to enhance their performance as bus drivers and/or bus aides. Upon completion of one or more of the professional development activities delivered in accordance with the delivery methods, participants will:

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

Learning (Delivery) Methods: A,B,C,D,F,G,I,
Implementation Methods: M,N,O,P,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools

Components

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Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as operational implementation of the professional learning, site supervisors, district supervisors and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of participant work; and iii) development of implementation plan and/or reflection.

d. At the site level, individual supervisors will assess the level of participant mastery of objectives and determine the effectiveness of the new learning impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon evaluations and reflective opportunities. Through site, school and district-instituted feedback, stakeholders will review the results of appropriate site and operational data to evaluate the impact of the professional learning. These stakeholders include site participants as well as school and district leaders. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,C,D,E,G Student – G,Z
FEAP: B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: VPK/preschool/childcare training

Component Number: 2-012-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide the opportunity for those day care workers, who otherwise lack appropriate training and credentials, to obtain training in prescribed areas to meet state and local requirements. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Knowledge of child growth and development.
4. Ability to use developmentally appropriate early childhood curricula.
5. Avoidance of income-based, race-based, and gender-based stereotyping.
6. Knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, family support services, coordination, and other activities.
7. Knowledge of family literacy programs.
8. Strategies for interagency coordination including but not limited to Early Learning Coalition.

Learning (Delivery) Methods: A,B,C,F,G,I,
Implementation Methods: M,N,O,P,R,S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation

Components

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of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff – A,C,D,E,F,G Student – F,G,Z
FEAP: A1,A2,A3,A4,B1

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: Writing Content

Component Number: 1-017-001

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide participants with the content knowledge necessary to effectively integrate curriculum into the Florida Standards for writing. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and implement research-based practices to enhance student learning in writing.
2. Develop knowledge and implement techniques for motivating students in writing and improvement of student writing skills.
3. Develop and implement techniques that will teach students how to analyze information in writing.
4. Demonstrate improved writing instruction by implementing the use of an analytical rubric that emphasizes the characteristics of good writing, best techniques for revision, use of models, collaborative evaluation, and a common language across grade levels and/or content areas.
5. Demonstrate knowledge in reading and writing skills instruction, especially as it relates to Florida Curriculum Standards.
6. Demonstrate knowledge of strategies for teaching reading and writing across the curriculum.
7. Describe the process used to select textbooks for adoption in writing.
8. Demonstrate knowledge of current copyright procedures and policies in writing.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J

Implementation Methods: M,N,O,P,Q,R,S,T

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County

Components

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Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional learning is also addressed by the following: i) quality of participation in the Sumter District Schools Professional Learning event, when appropriate; ii) alignment and quality of student work; iii) quality of demonstrated teacher instruction; and iv) development of implementation plan, reflection, and/or lesson plans.

d. At the classroom level, individual educators will assess the level of student mastery of objectives and to determine the effectiveness of their instruction impacted by the professional learning. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities. Through school and district-instituted support of PLC data and/or reflection, all stakeholders will review the results of appropriate state and/or district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Evaluation Methods: Staff - A,B,C,D,E,F,G
FEAP: A1, A3

Student - A,B,C,D,F,G,Z

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title: YMHFA training

Component Number: 6-511-002

Inservice Points: Up to 120

Description of Objectives and Activities to be Completed:

The purpose of this component is to provide educators and staff with information about the unique risk factors and warning signs of mental health problems in adolescents, build understanding of the importance of early intervention, and teach individuals how to help an adolescent in crisis or experiencing a mental health challenge. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Demonstrate knowledge of risk factors and warning signs of a variety of mental health challenges common among adolescents including: anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders and substance abuse disorders.
2. Become knowledgeable in how to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan: i) assess for risk of suicide or harm; ii) listen nonjudgmentally; iii) give reassurance and information; iv) encourage appropriate professional help; and v) encourage self-help and other support strategies.
3. Demonstrate knowledge of how to interact with a child or adolescent in crisis.
4. Demonstrate knowledge of how to connect the youth with appropriate help.
5. Understand workshops under this component do not teach participants to diagnose or provide therapy or counseling.

Learning (Delivery) Methods: A,G,,I

Implementation Methods: M,P

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes.

a. To evaluate the value of the professional learning objectives presented, an immediate evaluation form is accessed electronically or paper-based. When appropriate to use, the Sumter County Schools Professional Learning Evaluation includes a self-assessment of knowledge, a rating of learning quality, and commentary. The evaluation results are reviewed by the facilitator, district stakeholders and school-based instructional staff as needed. This information is used as a metric in the Sumter County Schools Professional Learning internal evaluation system. Other evaluation data may be gathered and

Components

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used as deemed appropriate by the school or district.

b. & c. To evaluate the quality of knowledge and skill acquisition as well as school/class implementation of the professional learning, the multiple options will be utilized. Evaluation methods may include changes in instructional or learning environment practices implemented directly with students and/or district or school level processes for tracking student academic and/or behavioral progress, changes in instructional leadership, changes in student support services practices, other changes in practices supporting effective implementation of job responsibilities, and changes in observed educator proficiency in practices that occur generally without students present such as collegial team learning, problem solving process, and/or data analysis. Quality of professional learning is also addressed by the following: results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress toward standards mastery or behavioral goals, observation of student performance, other performance assessments that reveal impact on student achievement or mental health, and other assessments such as surveys that may be used to gauge student and parent perceptions of the school environment/climate and/or mental wellness support.

d. At the school level, educators and mental health personnel will use impact data to gauge student (individual and/or class) progress toward standards mastery—content, skill proficiency, behavioral or mental health goals, and/or student/parent perceptions of the school climate/environment and or level of mental health support. At the district level, district coordinators and site-base administrators may use data to gauge student progress toward student achievement of content and skills, behavioral and/or mental health goals, perception of school environment/climate and/or mental wellness support services and use data to determine professional learning needs. Additionally, educator course completion records will be used to monitor compliance with the Youth Mental Health First Aid professional learning requirement.

Evaluation Methods: Staff - A,B,C,D, Student - A,B,C,D,F
FEAP: A2