PLST- 2022 Appendix A
Format for Professional Learning Annual Reports

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

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

FEAP	Planning and Lesson Design	Learning Environment	Instructional Delivery	Assessment	Continuous Improvement	Professional and Ethical Conduct
Initiative Names	*Example: Collaborative Planning with the B1G-M.*	*Example: Youth Mental Health First Aid*	*Example: Incorporating Reading Intervention Groups in the Secondary Classroom*	*Example: Science Fair Game Frenzy*	*Example: Aspiring Administrators*	*Example: Media Specialist Training on Instructional Materials*
Number of Participating Individuals (across initiatives)						
Sites with Greatest Participation (across initiatives)						
PD Implementation Survey Findings (across initiatives)						
Correlating Teacher Practice Data (If Applicable/Available) (across initiatives)						
Correlating Student Outcome Data (If Applicable/Available)						
Dollars Expended Across Initiatives						

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

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

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

PLST- 2022 Appendix B
Format for Professional Learning General Reports

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

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

FEAP	Planning and Lesson Design	Learning Environment	Instructional Delivery	Assessment	Continuous Improvement	Professional and Ethical Conduct
Initiative Name	*Example: Collaborative Planning with the B1G-M.*	*Example: Youth Mental Health First Aid*	*Example: Incorporating Reading Intervention Groups in the Secondary Classroom*	*Example: Science Fair Game Frenzy*	*Example: Aspiring Administrators*	*Example: Media Specialist Training on Instructional Materials*
Number of Participating Individuals						
Sites with Greatest Participation						
PD Implementation Survey Findings						
Correlating Teacher Practice Data (If Applicable/Available)						
Correlating Student Outcome Data (If Applicable/Available)						

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

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

PLST- 2022 Appendix C
LCS CSPL Professional Learning Designs

Professional Learning System – Common Language and Design Guidelines

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

Examples of Impact/Evaluation Data and Documentation

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

-Observation data collected over time across multiple coaching sessions

-Coaching feedback records

-Participant experience satisfaction surveys (post-event)

Leon County Schools Professional Learning Catalog of Components and Procedures
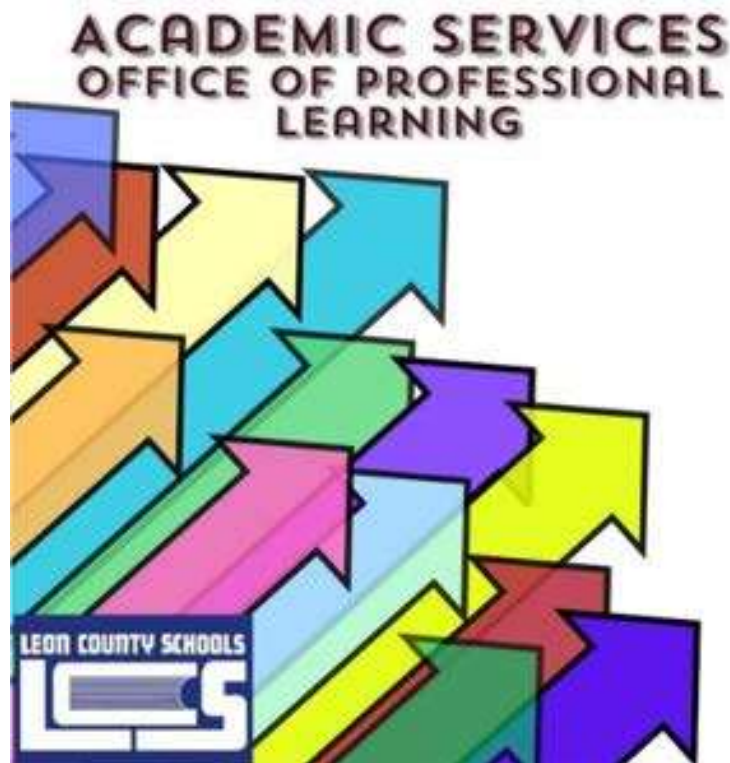
2023-2024

Section One: Inservice Credit Processes and Certification Guidelines

Obtaining Approval:

- Group Activities must be prior approved by the Staff Development Department in order to be eligible for inservice credit. A Group Activity Prior Approval Form must be completed and submitted to Staff Development before the implementation of the activity. Staff Development will send the credit reporting packets with instructions, to the training contact.

- Individual Inservice Activities are reported to Staff Development on an Individual Inservice Credit Report Form. Points will be awarded based on training contact hours and completion of all sections of the reporting form.

- Educational Travel, Program Visitation and Independent Studies must be prior approved for inservice credit by the Staff Development Office. The Leon County Schools Prior Approval for College Courses and Individual Studies form is available for this purpose.

- College Courses of one, two semester hours may be converted to inservice points with the prior approval of the Staff Development Department by submitting the Leon County Schools Prior Approval for College Courses and Individual Studies form.

Criteria for Inservice Credit

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

Points Guidelines

- An inservice point is equivalent to one clock hour of training.

- A minimum of ten hours in any approved staff development activity or series of related activities must be completed for credit to be awarded. The only exceptions to this are:

    - Inservice activities related to School Improvement Plans,

    - Inservice activities completed as a district, state, or federal requirement,

    - Inservice activities related to School Board Priorities and/or Individual Development Plans.

    In these cases the minimum is three hours.

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

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

- Twenty points for each semester hour, 13 1/3 for each quarter hour, will be awarded for approved college credit courses, <u>with a maximum of sixty points.</u>

- Up to six points for each day of approved visitation will be awarded <u>with a maximum of 18 points.</u>

- Ten points will be awarded for each full week of approved educational travel, <u>with a maximum of 20 points.</u> Credit for travel may only be awarded once during a validity period.

- A <u>maximum of thirty points</u> can be awarded for participation in activities or components related to teacher trainer, materials selection, and council experience.

- Inservice points may be combined with college credit for certificate renewal (60 points plus 3 semester hours).

o A teacher may earn no more than 60 inservice points during a five year validity period through independent study. A substantive report equal to the credit hours requested will be a requirement for credit to be awarded.

Resources

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

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

Add On Certification Programs

o Teacher certification programs may be completed through participation in the appropriate district-sponsored activities and the demonstration of the competencies described in the respective components.

- Athletic Coaching add-on program components which were designed for non certificated individuals to obtain state Coaching Endorsement <u>may</u> not be used to renew professional teaching certificates.

Credit Transfer Procedures

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

- Credit must be earned during the validity period of the individual's certificate.

- The appropriate Department of Education form, with the required signatures, must be used to make the transfer.
  Florida Educator Certification Renewal Requirements

General Information

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

- Renewal requirements must be completed during the last validity period of the Professional Certificate and prior to expiration of the Professional Certificate. It is the responsibility of each applicant to obtain current information regarding renewal requirements from the employing school district, nonpublic school, or Bureau of Educator Certification.

- The application form and appropriate fee must be submitted during the last year of the validity period of the certificate and prior to the expiration of the Professional Certificate. However, the renewal application may be submitted after expiration of the Professional Certificate if the following criteria are met:

  - Appropriate renewal requirements are completed prior to expiration of the Professional Certificate, and

  - Renewal application form, application fee, and $30.00 late fee are submitted to the Bureau of Educator Certification prior to July 1 of the year following expiration of the certificate.

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

- College level credits used for certificate renewal must be completed at an accredited college or university or a non-accredited college or university that has been approved by the Florida Department of Education. Florida residents may view our list of accredited colleges and universities.

- Professional certificates may be renewed via successful participation i n approved inservice education programs and by earning at least 120 appropriate inservice points during the five year validity period.

- A grade of at least "C" must be earned in each college course used for renewal. A grade of "pass" or "satisfactory" is an acceptable grade.

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

College Credit Equivalency

- Sixty (60) inservice points in an approved Florida master inservice program are equivalent to three (3) semester hours of college credit.

- A passing numerical score on the Florida subject area test specific to the coverage to be renewed is equivalent to three (3) semester hours of college credit for renewal purposes.

- A valid certificate issued by the National Board of Professional Teaching Standards will

  renew the Florida certificate only in the subject(s) shown on the national certificate.

- Teaching a college level course at an acceptable institution may be accepted the same as credit earned for that course.

Retention of Subjects

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

Retaining One Subject Coverage

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

Retaining Two Subject Coverages

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

Retaining More than Two Subject Coverages

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

- **First Renewal Period**

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

- **Second Renewal Period**

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

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

Appropriate Categories for Renewal

The following topics are appropriate for renewing your Professional Certificate.

- Content specific to the subject area(s)

- Methods or education strategies specific to the subject area(s)

- Methods of teaching reading and literacy skills acquisition

o Computer literacy, computer applications, and computer education

o Exceptional student education

o ESOL (English for Speakers of Other Languages)

o Drug abuse, child abuse and neglect, or student dropout prevention

o Training related to the goals of the Florida K-20 System, such as:

  - **Content** - English, economics, mathematics, science, social sciences, foreign languages, humanities, global economy, technology, ecology, first aid, health, or safety

  - **Classroom Strategies** - Cooperative learning, problem-solving skills, critical-thinking skills, classroom management, child development, collaboration techniques for working with families, social services, child guidance and counseling, teaching reading, or educational assessments, etc.

  - **School Administration Accountability** - Instructional design, leadership skills, school and community relations, school finance, school facilities, school law, or school organization

  - **Vocational and Adult Education Accountability** - Adult learning, principles of adult or vocational education, vocational education for students with special needs, or vocational guidance

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

Data Elements Required for FLDOE Reporting

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

Professional Development:
Component Number
Credits, Primary Purpose
Evaluation Method Staff
Evaluation Method Student
Implementation Method
Learning Method
Participation Hours

Recognized Endorsement Programs

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

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

Micro-Credentials

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

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

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

Master Inservice Component Number Design Specifications

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

Placement #1 – Indicates Evidence-Based PL Model

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Placement #1 – Indicates Evidence-Based PL Model

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

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

Section Three: 2023-2024 Recorded Components for Professional Learning

Components for General Professional Learning Event Classification

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

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

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

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

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

Specialized Program Components for Credentialing Purposes

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

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

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