



Professional Learning Catalog

School District of
[District Name] 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.

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.

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.

D. Classroom Management

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

E. Extended Learning Opportunities

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

F. Instructional Leadership

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

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:

Component Number:

Inservice Points:

Description of Objectives and Activities to be Completed:

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**