

Redevelopment of an RTTT District Professional Development System 2013 Guidelines for Review and Approval

Completed by all RTTT districts and submitted by September 30, 2013

Send digital files to ProfDevSystemEQ@fldoe.org

Professional learning is the result of the individual's commitment to improvement. Each district supports that commitment through a research-based professional development system that meets the intent of statutes and regulations on professional development. The guidelines below are designed to assist RTTT districts with the submission of their redeveloped professional development systems that, at a minimum, address changes resulting from RTTT commitments. Please contact John Moore at john.moore@fldoe.org or 850-245-0546 if you need any assistance during the submission and review process.

Please complete the following and send this form with the documents you submit for review.

RTTT District Name: <u>Pinellas</u>	Date Submitted: <u>9/30/13</u>
Contact Person's Name: <u>Lisa Grant</u>	
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Instructions for Completing the Checklist

1. Submit this form with your district's redeveloped professional development system to ProfDevSystemEQ@fldoe.org.
2. To facilitate the review process, for each element of the listed RTTT Scope of Work issues, provide the page number(s) where that element is addressed in your documentation.
3. **Optional:** Under the section "Other," list any other substantial changes to your professional development system that are included for review and approval at this time, including a brief description and page number(s).

RTTT Scope of Work (SOW) issues impacting RTTT district professional development (PD) systems	Page number(s)
EVALUATION OF PROFESSIONAL DEVELOPMENT (see MOU LEA Scope of Work p. 39, 40)	
<u>Revised PD Evaluation System</u> : A component of the district's PD system reflecting a revised process for evaluating the district's PD in accordance with protocol standards, the requirements of the Memorandum of Understanding, and as described in the grant.	42-51 Appendix O, R
<u>Personnel Evaluation Data</u> : The district will utilize data from teachers' and principals' evaluations to plan and evaluate professional development.	20-21, 22, 25, 29-30, 34, 37, 39, 46, 50
<u>Impact on Practice</u> : The district will evaluate the effectiveness of PD based on changes in practice and student outcomes.	43-44
INSTRUCTIONAL IMPROVEMENTS (see MOU LEA Scope of Work p. 42)	
<u>Faculty Development</u> : Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6).	40-41, 44
<u>Common Core State Standards Transition Support</u> : Teacher content knowledge with a focus on the CCSS (aligns with Protocol 1.2.2; 2.2.2; 3.2.2).	10-14, 16, 17 Appendix A, B
<u>Research-based Strategies</u> : Instructional strategies and methods for implementation of the Common Core State Standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	10-14 Appendix A, N, S
<u>Differentiated Instruction</u> : Methods, strategies and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	14-19
<u>Assessments and Lesson Studies</u> : Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B) (3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1)	28, 32, 37 Appendix G
<u>Common Planning</u> : Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6)	14-19
ABOUT DATA (see MOU LEA Scope of Work p. 42)	
<u>Data Access</u> : A comprehensive plan to deliver professional development to teachers, principals and administrators on how to access local instructional improvement and state-level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5).	38
<u>Data Systems</u> : Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4).	14-21, 30, 34, 43-44
<u>Data Guiding Growth Plans</u> : Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5).	15, 16, 20 Appendix K, L
SPECIAL PURPOSE PROGRAMS (see MOU LEA Scope of Work p. 42)	
<u>Beginning Teacher Support Programs</u> : Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2)	36, Appendix I
<u>High-Needs Students</u> : Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	11-12, 25
<u>Low-Performing Schools</u> : If the district has schools in the 5 percent of persistently lowest-performing schools and is participating in the Leadership Academy, include the academy in the plan [Ref. Section (E), Struggling Schools]. (Mark "NA" if no qualifying schools)	Appendix C, D
ADDITIONAL DISTRICT SPECIFIC RTTT ISSUES – add if applicable	
<u>Local Instructional Improvement System</u> : Professional development on use of data (see MOU p. 13)	Appendix T
OPTIONAL: ANY OTHER PD POLICIES/PRACTICES INCLUDED FOR REVIEW AND APPROVAL Provide a brief description and indicate page number(s):	Page number(s)
1.	
2.	
3.	

The page numbers for each issue are listed in the chart above. In addition, an overview sheet is included providing a summary of each RTTT listed item.

Race To The Top SOW District Professional Development Systems
PINELLAS COUNTY SCHOOLS
Overview of Impact Issues

EVALUATION OF PROFESSIONAL DEVELOPMENT

Revised PD Evaluation System

The district continues to revise the processes for effectively evaluating professional learning and will use the FLDOE upcoming Technical Assistance as a resource for continual improvement.

The system involves evaluation of participation, impact and use of data for planning. There is monthly monitoring of professional development participation (Sample, Appendix R). The Implementation Rubrics guides (Appendix C & D) monitor the implementation of professional learning. The assessment surveys are completed by individual participants and are used

At the individual level, achievement of Individual Professional Development Plan (IPDP) goals and teacher evaluation results provide data about individual learning and change (Appendix K, L).

Personnel Evaluation Data:

Teacher and administrator evaluation results are used to set professional development priorities. The draft professional development priority development process is illustrated in Appendix H. It will be revised based upon feedback and results of the first implementation cycle.

At the district level, teacher evaluation performance review results are used to identify specific teacher needs according to the rubric describing quality instruction in Pinellas County Schools. Specific professional learning “explicit slices” are then developed for teachers. The teacher evaluation results are also used in the developing the content of administrator trainings each month. These are analyzed with the calibration results and then used to continue to build the common language of instruction.

A similar process is used for administrator evaluation results. The performance review indicators are analyzed to identify the areas of focus and then professional development developed for implementation at monthly principal and monthly assistant principal trainings.

The pilot teacher evaluation is also providing formative assessment results as well as unit assessment results. Both will be used to identify specific teacher needs at the individual and school level.

At the school level, teacher performance review data, in conjunction with student performance data, is accessible and used by schools in the School Improvement Planning process.

At the individual educator level, individuals use evaluation results to identify areas of focus for the Individual Professional Development Plan (IPDP) and the Administrator Deliberate Practice.

Impact on Practice

At the district and school level, the Implementation Rubrics (Appendix C, D) provide data regarding the implementation of professional development initiative.

Individually, the IPDP review process and the observation-evaluation process provide evidence of change in practice.

INSTRUCTIONAL IMPROVEMENTS

Faculty Development

All administrators are initially trained on teacher observation and evaluation and must successfully complete evaluation certification prior to formally observing or evaluating instructional staff. The certification process includes an initial three hour overview, a six hour observation class and a two day live observation practice and certification process. Following certification, administrators receive training monthly at the Leadership, Area meeting and Assistant Principal trainings regarding specific indicators.

Every administrator completes calibration twice each year with results use to guide district and individual needs/improvements.

The pilot teacher evaluation system also includes initial training on the Marzano framework, and ongoing monthly coaching for both administrators and teachers.

Lesson study has been incorporated at the school level for schools in district or state oversight. In the 2013-2014 school year, all Leading the Learning school teams will be trained in Lesson Study and each school will develop a school based implementation plan.

Common Core State Standards Transition Support

A focus of teacher professional learning is building content knowledge in CCSS in order to improve instruction. The CCSS implementation plan (Appendix A) outlines the district plan for implementation of the CCSS. Specific content training is being provided to teachers through CCSS summer institutes (FLDOE and local) involving Core Connections ELA training and Julie Dixon Math training. These trainings are continuing throughout the school year, with sessions on multiple dates throughout the school year (Appendix S).

The focus of the content learning of the Leading the Learning Cadres is also understanding and implementation of CCSS (Appendix G). This LLC learning includes online CCSS modules. The district is working in partnership with ASCD to design and facilitate the ongoing LLC trainings.

Each content team has developed a professional development plan of all offerings for the school year (Appendix P). These offerings offer teachers additional “explicit slices” of professional development according to need and aligned to the School Improvement Plan and Individual Professional Development Plan (IPDP).

At the school level, each school has included implementation of CCSS as a component of the School Improvement Plan.

Research-based Strategies:

The training includes use of research-based instructional strategies. The component creation and approval process includes identification of the research base for the professional learning as well as the strategies to be used within the training to facilitate adult learning.

Differentiated Instruction

Formative assessment is the instructional focus of the Leading the Learning Cadre learning for the 2013-2014 school year.

In addition, the Pilot Teacher evaluation includes specific training in the development and use of formative assessment. Weekly formative assessments are part of the pilot system and the training. The formative assessment is then used to differentiate in planning and instruction.

The district has developed new instructional units as part of CCSS implementation and transition. These units include training on planning and the planning framework includes addressing differentiated instruction.

Assessments and Lesson Studies

Formative assessment is the instructional focus of the Leading the Learning Cadre learning for the 2013-2014 school year. As part of the Leading the Learning focus on adult learning strategies, each LLC will be trained in Lesson Study facilitation and will develop a Lesson Study implementation plan. Results of the Lesson Study process will be used as a learning tool in subsequent LLC sessions.

In addition, the Pilot Teacher evaluation includes specific training in the development and use of formative assessment. Weekly formative assessments are part of the pilot system and the training.

The district has developed new instructional units as part of CCSS implementation and transition. These units involve planning and will be used in the Lesson Study process..

Common Planning

Schools implement guided collaborative planning in order to support effective planning, differentiated instruction, and effective planning. The guided planning is supported by instructional coaches and administrators.

ABOUT DATA**Data Access**

The division of Technical Instructional Services (TIS) provided training to all administrators on how to use the new Data Warehouse.

At the school level, School Based Leadership Teams (SBLTs) are supported in use of data by district MTSS coaches. The coaches also provide training in how to use data for teachers and administrators.

Data Systems

Each School Based Leadership Team (SBLT) is trained in how to use data to assess results and make decisions. The SBLTs at the school level are supported by district MTSS coaches that provide ongoing coaching and training.

The Pilot Teacher evaluation is designed to use data on a regular basis for planning and instructional decision.

In addition, the department of Assessment Accountability and Research (AA&R) has gained two additional positions specifically intentioned for training teachers in use of data.

Data Guiding Growth Plans

The Individual Professional Development Plan (IPDP) and Deliberate Practice processes involve use of data in the development of goals and professional learning needs. These are reviewed in a cycle of continual improvement.

During the 2013-2104 school year the Appraisal Advisory committee will continue redevelopment of the IPDP in conversion to Deliberate Practice. The committee includes administrators, instructional staff, Pinellas County Teachers Association (PCTA) and Professional Development representatives.

SPECIAL PURPOSE PROGRAMS

Beginning Teacher Support Programs

The Early Career program has been redesigned (Appendix I) and continues to be revised based upon feedback and results. The program involves a New Teacher Induction (NTI), site based mentors, New Teacher Cadres providing ongoing support, and full time mentors to support teachers in identified schools.

High-Needs Students

At the district level, the ESOL department and the Exceptional Student Education (ESE) department, including FDLRS, offer training to support the training of teachers working with English Language Learners and ESE teachers. The training includes specific strategies to work with ESOL students and ESE students.

Each school, as part of the School Improvement planning process, identifies a plan to support the needs of students not meeting expectations. This includes strategies to increase achievement of the specific needs of students in each school.

Each Title I school also develops a specific Title I plan for use of Title I funds to support the learning of students.

Low-Performing Schools

Schools identified in need of assistance participate in the FLDOE Differentiated Accountability (DA) Leadership Academy. These schools are also supported by the State DA team.

The Instructional Rubric guides (ISM) outline district support for schools (Appendix C, D). This support includes ongoing site visits, action plans, and instructional coaching and differentiated support according to need.

2013

Professional Development System

Pinellas County Public Schools

Our Mission:

Educate and prepare each student for college, career, and life.



Professional Development System

**Pinellas County School Board
Largo, Florida**

District Professional Development System 2013 - 2014

“Educate and prepare each student for college, career, and life.”

**Superintendent
Michael A. Grego, Ed.D.**

Professional Development Department

**Director
Lisa Grant, Ed.D.**

**Our Vision
100% Student Success**

**Our Mission
Educate and prepare each student for college, career, and life.**

**Our Values
Commitment to Children, Families, and Community; Respectful and Caring Relationships; Cultural Competence; Integrity; Responsibility; Connectedness**

Professional Development System

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Professional Development System

Preface

The Mission of Pinellas County Schools

Educate and prepare each student for college, career, and life.

In accomplishing this mission, we envision that students in the Pinellas County Public Schools will effectively:

- Read, write, compute, speak, listen, and use complex thinking skills to solve problems;
- Be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge;
- Cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities;
- Understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products.

Importance is placed on administrators and teachers collaboratively monitoring progress toward meeting Pinellas County Schools' high expectations for continued growth in the academic performance of all students and setting professional growth objectives for teachers related to their assigned students' achievement data, school improvement plan goals/objectives, and identified individualized and differentiated teacher needs. A significant emphasis is placed on content knowledge and the implementation of high yield instructional strategies that provide all students the opportunity to experience academic performance growth, encourage staff efficacy and collegiality, and encourage parents to support the learning processes that target these outcomes.

Student performance growth is dependent upon the implementation of a professional development system focused on improving student learning experiences, teacher content knowledge, effective use of high probability student engagement strategies. It requires careful planning, a collaborative effort by teachers and administrators, and the targeted integration of professional learning through activities that are relevant to the identified needs of Pinellas County's students, teachers and staff. Therefore, it is imperative that the design, continued development, and implementation of a professional learning system meet the diverse needs of Pinellas County's students and teachers. Continuous professional growth of staff and students requires a process that integrates strategies for school improvement, staff Evaluation, professional growth experiences, and specific student performance growth initiatives. From this perspective, focused and collaborative feedback loops between teachers and administrators are crucial. Individualized for each teacher and focused on improving student learning experiences and student engagement practices, this on-going professional dialogue occurs throughout the school year and the summer and is designed to create a differentiated teacher professional growth plan with the objective of improving professional practices and student achievement.

Therefore, the staff of the Professional Development Department [PD], in collaboration with the district Professional Development Advisory Council, and the Teaching and Learning Division, has developed a targeted system of professional learning for Pinellas County Schools that integrates all appropriate sub-systems and correlates directly to the improvement of student academic growth. The district's professional learning system correlates to the protocol requirements (i.e. planning, learning,

Professional Development System

implementing, and evaluating). The sub-systems integrated within Pinellas County's professional learning system are:

- *The District Mission and Strategic Plan Goals*
- *The District Strategic Planning Process*
- *The School Improvement Planning Process (SIP)*
- *The Leadership Development Program*
- *District Master Inservice Plan (MIP)*
- *Teacher and Administrator Evaluation Systems*

Each of these elements are interrelated and focused on improving student academic performance and growth through the continual support and development of each employee.

Professional Development System

Introduction

- This document provides a summary of the Professional Learning System for Pinellas County Schools. As noted in the Preface, the “system” is comprised of several interrelated sub-systems; this narrative is intended to summarize the correlation between the sub-systems and the Professional Learning System. Each component of the larger system operates in conjunction with the others and directly relate to student performance. That is, teacher/administrator performance impacts student performance; engagement in meaningful professional learning experiences linked to identified student needs and school performance data, affects teacher/administrator performance positively; therefore, engagement by teachers/administrators in meaningful professional learning experiences linked to identified student needs and school performance data, positively affects student performance and academic growth. Each of the sub-systems contributes to the district’s goal of enhanced student achievement. The description is organized to reflect the district’s ongoing effort to align its professional development practices to the Florida Department of Education Professional Development System Evaluation Protocol Standards 2010-2014.

Strategic Plan

The 2013-2014 Strategic Plan focuses Pinellas County Public Schools efforts on one goal: one hundred percent student success. Directing all resources toward a common purpose will better position us to prepare our students for college, career and life in a globally competitive environment and marketplace. The Plan will serve as a living document that will daily guide our course of action along with the mission, vision and core values of the district. It will provide the driving force of the District. All decision-making, planning, resource allocation and other activities affecting the plan year and beyond shall support these goals.

Strategic Directions

- 1. Student Achievement**
Broad area of focused efforts based on federal, state, student, and community requirements for academic excellence.
- 2. Learning in a Safe Environment**
Broad area of focused efforts based on student, faculty, staff, and community requirements to learn in an orderly, safe, and secure environment.
- 3. Effective & Efficient Use of Resources**
Broad area of focused efforts based on business, fiscal, operational, state and community requirements to manage all resources for increased student achievement.

Action Goals

- Goal 1** Increase Student Achievement resulting in improvement in every school (A, B, C Grade) Learning gains, higher promotional (each level) and graduation rates.
- Goal 2** Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.
- Goal 3** Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student learning, and overall school improvement.
- Goal 4** Develop and sustain effective and efficient use of all resources for improved student achievement and sustainability.
- Goal 5** Provide quality technology and business services to optimize operations, communications, and academic results.

Professional Development System

The District Professional Development System

The district Professional Development System was redeveloped over the last year with involvement and input from numerous cross functional groups. Continued refinement of the system will occur during the 2013-2014 school year with support from the Florida Department of Education Technical Assistance. Thereafter, review and revision of the system will take place through an annual improvement process.

The system is designed to serve the needs of individual educators, schools and the district and to align and integrate professional learning at all levels. It is a capacity building system intended to continually increase the ability of each part and each individual to facilitate the learning of self and other.

The purpose of the system is to support the continual and incremental growth of every employee with the intent of positively impacting student learning. The major components of system include professional learning support at the district, school and individual educator level. These are intended to operate integrally and fluidly top to bottom and bottom to top in order to responsive to system, school and individual needs. The system is based upon contemporary research regarding professional development and adult learning.

TEACHING AND ASSESSING FOR LEARNING: A Capacity-Building Professional Development System



Professional Development System
Core Policies and Associated Practices

- 1. A Focus on College and Career Ready Students**
- 2. The Priority Shifts in Professional Development**
- 3. The Purposes of the Professional Development System**
- 4. The Capacities Employed in the Professional Development System**
- 5. The Deliverables of the Professional Development System**
- 6. The Evaluation Practices of the Professional Development System**
- 7. The Role of the Master Inservice Plan (MIP)**

Policy 1: A Focus on College and Career Ready Students

Associated Practice		Primary Responsibility
1.1	Understanding the Standards Framework	Division of Teaching & Learning, Professional Development School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	DISTRICT
<ul style="list-style-type: none"> • Instructional Coach support • Professional Learning Community (PLC) participation and collaboration • Use of Curriculum Guides during collaborative planning • Inquiry/Action Research program designed to build individual capacity to study and inform practice and to collaborate with colleagues • Site-based Professional Learning focused on CCSS and content knowledge 	<ul style="list-style-type: none"> • Leading the Learning Cadres • School-based Professional Learning days focused on understanding and implementing CCSS in alignment with the School Improvement Plan • School level implementation of Implementation Rubrics to identify school patterns and identify needed professional learning and support • School level use of CCSS Innovation Configuration to inform implementation progress • DA Leadership Academy required for identified schools 	<ul style="list-style-type: none"> • Common Core Implementation plan describing the district plan for curriculum, professional development, assessment and communication • Development and implementation of CCSS Innovation Configuration to build common language of CCSS and consistent implementation • Summer Content Institutes focused on building teacher content knowledge of CCSS <ul style="list-style-type: none"> ○ Elementary and Secondary ○ Content specific • Leading the Learning Cadres focused on CCSS implementation and building school level capacity • District Professional Learning days (DWT) focused on understanding and implementing the CCSS • Content team Professional Development plans focused on understanding and implementing the CCSS describing planned professional development for the school year • Revised Curriculum Guides

		integrating the CCSS, with training provided on use of the guides <ul style="list-style-type: none"> • Development and implementation of Implementation Rubrics to identify district patterns and identify needed professional learning and support • Monthly Principal and monthly Assistant Principal trainings focused on understanding and implementing CCSS to build knowledge and instructional leadership • DA Leadership Academy
Associated Practice		Primary Responsibility
1.2	Use of Course Requirements	Division of Teaching & Learning, Professional Development School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR <ul style="list-style-type: none"> • Individual instructional coach support • Participation in Lesson Study to improve lesson planning and instruction • Participation in Professional Learning Community • Participation in content based professional learning focused on the CCSS <ul style="list-style-type: none"> ○ Summer Julie Dixon Math Institute ○ Core Connections English Language Arts training ○ Secondary content trainings 	SCHOOL <ul style="list-style-type: none"> • School-based implementation of Implementation Rubrics to identify school patterns and needed professional learning and support • School-based implementation of curriculum guides with Implementation Rubrics providing evidence to inform progress and needs • DA Leadership Academy required for identified schools 	DISTRICT <ul style="list-style-type: none"> • Revised Curriculum Guides integrating the CCSS, with training provided on use of the guides • Integration of CPALMS resources into all Curriculum Guides • Development and implementation of Implementation Rubrics to identify district patterns and needed professional learning and support • Pilot Teacher Evaluation aligning the quality teaching rubric/framework, content, planning, and student learning results • DA Leadership Academy

Associated Practice		Primary Responsibility
1.3	Alignment, Connections, and Relationships	Division of Teaching & Learning, Professional Development School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-2014 school year		
EDUCATOR	SCHOOL	DISTRICT
<ul style="list-style-type: none"> • Guided collaborative planning sessions • Professional Learning Community participation • Lesson Study Participation • Individual Professional Development Plan • Early Career Program offering support to new teachers: <ul style="list-style-type: none"> ○ New Teacher Institute (NTI) with content specific focus ○ New Teacher Cadres providing ongoing support for content and planning • Specific program based professional development for individuals teaching within specific programs or curriculum <ul style="list-style-type: none"> ○ Achieve 3000 ○ Agile Mind ○ Carnegie Learning ○ Edgenuity ○ Lighthouse Guidance ○ NovaNet/Course Recovery ○ Read 180 ○ ST Math ○ V-Math 	<ul style="list-style-type: none"> • Guided collaborative planning sessions • Leading the Learning Cadres leading the plan for school level professional learning and CCSS implementation • Literacy Leadership Teams facilitating implementation of ELA standards • School level implementation of Lesson Study • School Improvement Plan development and review process, including midyear review and revisions • Use of CCSS Innovation Configuration (IC) to measure CCSS implementation and revise professional learning initiatives and needs 	<ul style="list-style-type: none"> • District Strategic Planning process and ongoing review and monitoring of action plans • District accreditation process through AdvancEd • Redeveloped system including a Community of Practice across administration departments and school level Leading the Learning Cadres <ul style="list-style-type: none"> ○ Monthly Community of Practice meetings focused on understanding and supporting implementation of the CCSS and on alignment of initiatives, efforts ○ Leading the Learning Cadre sessions with ongoing sessions • Professional development focus process identifying and communicating the goals of the Community of Practice and Leading the Learning Cadres as well as the area of focus for the professional development system components: <ul style="list-style-type: none"> ○ Leading the Learning Cadres ○ Instructional Coaches ○ Teaching & Learning Content teams ○ Content partners

		<ul style="list-style-type: none"> ○ School-based professional learning • District CCSS implementation plan • Development and implementation of CCSS Innovation Configuration (IC) • Lesson Study training provided to all Leading the Learning Cadres • School Improvement Plan (SIP) review process with feedback and collaborative support • Early Career Program including New Teacher Institute (NTI) , New Teacher Cadres and mentor program • Monthly Principal and monthly Assistant Principal trainings focused on understanding and implementing CCSS • Specific program based professional development for individuals teaching within specific programs or curriculum <ul style="list-style-type: none"> ○ Achieve 3000 ○ Agile Mind ○ Carnegie Learning ○ Edgenuity ○ Lighthouse Guidance ○ NovaNet/Course Recovery ○ Read 180 ○ ST Math ○ V-Math
RTTT Scope of Work: 1.1, 1.2. 1.3, 1.4, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9		

Policy 2: The Priority Shift in Professional Development

Associated Practice		Primary Responsibility
2.1	School-based Focus	Division of Teaching & Learning, Professional Development School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR <ul style="list-style-type: none"> Individual Professional Development Plan development, implementation and review process Teacher leader opportunities to facilitate site-based professional learning: <ul style="list-style-type: none"> Leading the Learning Cadre members Team Leaders and Department Heads Mentors High School professional development facilitators Clinical Ed Intern Supervision Early Career Program <ul style="list-style-type: none"> Site-based mentor for new teachers Instructional Coach support Professional Learning Community with use of PLC Innovation Configuration to self-evaluate learning 	SCHOOL <ul style="list-style-type: none"> Leading the Learning Cadres composed of school-based administrator and teacher leaders leading the plan for school level professional learning and CCSS implementation Literacy Leadership teams involving teacher leaders in planning and implementing ELA CCSS School-based professional learning days focused on understanding and implementing CCSS in alignment with the School Improvement Plan Implementation of Professional Learning Community (PLC) Innovation Configuration (IC) to inform development of PLC's effectiveness 	DISTRICT <ul style="list-style-type: none"> Leading the Learning Cadre ongoing sessions designed to build school capacity and deliver ongoing professional development and implementation support at the school and classroom level Development and implementation of Professional Learning Community (PLC) Innovation Configuration (IC) to define quality PLCs Districtwide professional learning days conducted at individual schools, with district support, and facilitated by school leaders and teachers Instructional Coach model Early Career Program: <ul style="list-style-type: none"> Full-time mentors in identified schools Site-based mentor program
Associated Practice		Primary Responsibility
2.2	Emphasis on Development	Division of Teaching & Learning, Professional Development, Assessment Accountability & Research School-based Administrators, Teacher Leaders, Individual Educator

Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR <ul style="list-style-type: none"> Formal and informal observation and evaluation process with ongoing feedback <ul style="list-style-type: none"> Including use of formative feedback tool Pilot teacher evaluation with ongoing (3 times/month) support sessions <ul style="list-style-type: none"> Including use of iObservation for feedback Individual Professional Development Plan and Deliberate Practice development and review process Professional Learning Communities with use of PLC IC to monitor effectiveness Instructional coaches providing individual and ongoing support and job embedded learning Inquiry/Action Research program designed to build individual capacity to study and inform practice and to collaborate with colleagues and lead by teacher leaders 	SCHOOL <ul style="list-style-type: none"> Professional Learning Communities (PLC) schedule with use of PLC Innovation Configuration to monitor Leading the Learning Cadres composed of school-based administrator and teacher leaders leading the plan for school level professional learning and CCSS implementation School-based professional learning days planned to support School Improvement Plan and CCSS implementation 	DISTRICT <ul style="list-style-type: none"> Monthly Principal and monthly Assistant Principal trainings focused on understanding and implementing CCSS Early Career Program: <ul style="list-style-type: none"> New Teacher Cadres providing ongoing support for planning and content knowledge Instructional Coach model Inquiry/Action Research program Content team Professional Development plans focused on understanding and implementing the CCSS describing planned professional development for the school year District Professional Learning days focused on building teacher content knowledge and implementation of CCSS Development and implementation of professional learning program for deliverers of professional learning Partnership with USF SP allowing selected teachers to earn a Masters in Math-Science
Associated Practice		Primary Responsibility
2.3 Standards-based Focus		Division of Teaching & Learning, Professional Development, Assessment Accountability & Research School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year		

EDUCATOR	SCHOOL	DISTRICT
<ul style="list-style-type: none"> • Guided collaborative planning sessions with instructional coach and/or colleagues support • Professional Learning Community participation • Lesson Study Participation • Individual Professional Development Plan • Early Career Program offering support to new teachers: <ul style="list-style-type: none"> ○ New Teacher Institute (NTI) with content specific sessions ○ New Teacher Cadres providing ongoing support for content and planning 	<ul style="list-style-type: none"> • Guided collaborative planning with instructional coach and/or colleagues support • Leading the Learning Cadres composed of school-based administrator and teacher leaders leading the plan for school level professional learning and CCSS implementation • Literacy Leadership Teams • Implementation of Lesson Study • School Improvement Plan development and review process, including midyear review and revisions • Use of CCSS Innovation Configuration (IC) to measure CCSS implementation and revise professional learning initiatives and feedback 	<ul style="list-style-type: none"> • District Strategic Planning process and ongoing review • District accreditation process through AdvancEd • Redeveloped system including a Community of Practice across administration departments and school level Leading the Learning Cadres <ul style="list-style-type: none"> ○ Monthly Community of Practice meetings focused on understanding and supporting implementation of the CCSS and on alignment of initiatives, efforts ○ Leading the Learning Cadre sessions with ongoing sessions • CCSS implementation plan • Development and implementation of CCSS Innovation Configuration (IC) • Lesson Study training provided to all Leading the Learning Cadres • School Improvement Plan (SIP) review process • Early Career Program including New Teacher Institute (NTI) and New Teacher Cadres • Monthly Principal and monthly Assistant Principal trainings focused on understanding and implementing CCSS

Associated Practice		Primary Responsibility	
2.4	Professional Learning Cultures	Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research School-based Administrators, Teacher Leaders, Individual Educator	
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year			
EDUCATOR		SCHOOL	DISTRICT
<ul style="list-style-type: none">• Participation in Professional Learning Communities (PLC) with use of the PLC IC to assess effectiveness and identify needs• Formal and informal observation and feedback process to support continual improvement• Instructional staff use of the IPDP process for continual professional growth in intentional areas• Administrative staff use of the Deliberate Practice process for continual professional growth in intentional areas		<ul style="list-style-type: none">• Use of Professional Learning Community (PLC) Innovation Configuration (IC)• Schedule of regular PLC sessions for all instructional staff• Individual Professional Development Plan (IPDP) development and review process• Use of Implementation Rubric process for identification of school patterns and needs for school-based professional learning	<ul style="list-style-type: none">• District Community of Practice monthly trainings• Development and implementation of Professional Learning Community (PLC) Innovation Configuration (IC) for use districtwide• Conversion of IPDP to Deliberate Practice by the Appraisal Advisory Committee• Administrator Deliberate Practice process including feedback from Area Superintendent (principals) or Principal (Assistant Principals)
Associated Practice		Primary Responsibility	
2.5	Master Inservice Plan (MIP) Priorities	Professional Development School-based Administrator, Pro Ed Facilitator	
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year			
EDUCATOR		SCHOOL	DISTRICT
<ul style="list-style-type: none">• School-based professional learning offerings focused on school and individual need and included within the MIP and including Professional Learning Communities, Lesson Study, and site specific professional development components		<ul style="list-style-type: none">• Site-based Pro Ed Facilitators coordinate building level professional learning in alignment with MIP, including offering Professional Learning Community, Lesson Study, Collaborative Planning and site specific professional development components	<ul style="list-style-type: none">• District professional development priority development process• Annual development of Master Inservice Plan (MIP)• Revision of component development and approval process• Coordination and support

		of site-based professional development through the Pro Ed Facilitators <ul style="list-style-type: none"> • Moodle LMS professional learning system managing the components approved for inclusion in the MIP
RTTT:		

Policy 3: The Purposes of the Professional Development System

Associated Practice		Primary Responsibility
3.1	Professional Responsibility – Understanding Purposes of Professional Development	<p>Division of Teaching & Learning, Professional Development, Area Superintendents, Technology Information Services</p> <p>School-based Administrators, Teacher Leaders, Individual Educator</p>
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR <ul style="list-style-type: none"> • Individual Professional Development Plan development, implementation and review process • Individual Administrator Deliberate Practice development, implementation and review process • Formal and informal observation and evaluation process with ongoing feedback <ul style="list-style-type: none"> ○ Including use of formative feedback tool • Pilot teacher evaluation with ongoing (3 times/month) support sessions <ul style="list-style-type: none"> ○ Including use of iObservation for feedback 		SCHOOL <ul style="list-style-type: none"> • Site-based Pro Ed Facilitators coordinate building level professional learning as identified in School Improvement Plan and differentiated for school need • Monthly review of school professional development participation data
		DISTRICT <ul style="list-style-type: none"> • Monthly Professional Development newsletter (Chalk Talk) • “It’s Elementary” “Middle School Notes” and “High School Notes” weekly curriculum newsletters • Monthly Teacher Appraisal Update for instructional staff and for administrators • Monthly Principal professional learning • Monthly Assistant Principal and Learning Specialist professional learning • Monthly Community of Practice sessions • Leading the Learning Cadres (LLCs) • Monthly review of district professional development participation data • School Improvement Plan review process

Associated Practice		Primary Responsibility
3.2 Learning Organizations		Division of Teaching & Learning, Professional Development, Area Superintendents, Student Services School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR <ul style="list-style-type: none"> • Participation in Professional Learning Communities (PLC) with use of the PLC IC to assess effectiveness and learning needs • Individual Professional Development Plan development, implementation and review process • Individual Administrator Deliberate Practice development, implementation and review process • Early Career program: <ul style="list-style-type: none"> ○ New Teacher Cadres 	SCHOOL <ul style="list-style-type: none"> • Leading the Learning Cadres composed of school-based administrator and teacher leaders leading the plan for school level professional learning and CCSS implementation • School-based Leadership Teams • Common Planning/Master Scheduling training for building leadership • School-based Leadership Teams (SBLTs) problem solving process used to identify staff needs and supported by district MTSS Coaches 	DISTRICT <ul style="list-style-type: none"> • Monthly Community of Practice trainings • District MTSS training to facilitate effective SBLTs • Priority development process for using student and teacher data to identify and monitor district professional learning and needs • Area MTSS Coach support to schools to continually develop the effectiveness of school-based SBLTs
Associated Practice		Primary Responsibility
3.3 Allocating Responsibilities		Division of Teaching & Learning, Professional Development, Area Superintendents School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year		

EDUCATOR		SCHOOL	DISTRICT
<ul style="list-style-type: none">Teacher leaders opportunities:<ul style="list-style-type: none">Clinical Ed training and intern supervisionMentor program<ul style="list-style-type: none">Individual mentorLead mentorHigh School professional development leader opportunityTeam leader and Department Chair teacher leadersLeading the Learning Cadre teacher membersInquiry/Action Research facilitationParticipation in Professional Learning Communities (PLC) with use of the PLC IC to assess effectiveness and learningInquiry/Action Research program designed to build individual capacity to study and inform practice and to collaborate with colleagues, lead by teacher leaders		<ul style="list-style-type: none">School level informal observation and formative feedback systemsLeading the Learning Cadres composed of school-based administrator and teacher leaders leading the plan for school level professional learning and CCSS implementationSchool-based Leadership Team (SBLT), Literacy Team, Department Heads/Team Leader school-based structures allowing for teacher leader opportunity and distribution of professional learning input and responsibilities	<ul style="list-style-type: none">District Strategic Plan and planning and review processCommunity of Practice- Leading the Learning Cadre training to build capacity in facilitating professional learning at all levels of the system and across all professional learning initiativesDevelopment and use of Implementation Rubric guides to monitor and inform change in teacher practice and identify district patterns and needsDevelopment and use of Monitoring Matrix to inform implementation progress and district patterns and needs
Associated Practice		Primary Responsibility	
3.3	Actual Improvement Related to Purposes	Division of Teaching & Learning, Professional Development, Area Superintendents School-based Administrators, Teacher Leaders, Individual Educator	
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year			
EDUCATOR		SCHOOL	DISTRICT
<ul style="list-style-type: none">Formal and informal observation and evaluation processIndividual Professional Development Plan (IPDP) development and review processIndividual use of PLC Innovation Configuration to assess individual learning and contribution to PLC process		<ul style="list-style-type: none">Use of CCSS Innovation Configuration (IC) to assess progress and needsUse of PLC IC to continually improve PLCs and assess needsUse of Implementation Guide and Monitoring	<ul style="list-style-type: none">CCSS Innovation Configuration (IC)Professional Learning Community Innovation Configuration (IC)Development and use of Implementation Guides and Monitoring Matrix coupled with

<ul style="list-style-type: none"> • Inquiry/Action Research program designed to build individual capacity and including required steps of measuring and evaluating changes in practice and changes in student learning 	<p>Matrix feedback and resulting action steps</p> <ul style="list-style-type: none"> • Monthly review of professional development participation data • School Improvement Planning process and midyear review process 	<p>regularly scheduled school visits and feedback</p> <ul style="list-style-type: none"> • Profession Learning priority development and review process in collaboration with PD Advisory Council, schools, Teaching and Learning and Professional Development using student and teacher data • Monthly review of professional development participation data • Strategic plan monitoring and action plan reporting process
RTTT:		

Policy 4: The Capacities Employed in the Professional Development System

Associated Practice		Primary Responsibility
4.1	Capacity Management	Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research School-based Administrators, Teacher Leaders, Instructional Coaches, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	DISTRICT
<ul style="list-style-type: none">• Instructional staff facilitation of Professional Learning Communities (PLCs)• Instructional staff facilitation of Lesson Study• Teacher leadership roles within the school<ul style="list-style-type: none">○ Clinical Ed training and intern supervision○ Mentor program<ul style="list-style-type: none">▪ Individual mentor▪ Lead mentor○ High School professional development leader opportunity○ Team leader and Department Chair teacher leaders○ Leading the Learning Cadre teacher members○ Inquiry/Action Research facilitation• Inquiry/Action Research projects and teacher leadership in facilitation of the process with colleagues	<ul style="list-style-type: none">• Leading the Learning Cadres building school level capacity to facilitate PLCs and Lesson Study• School-based guided planning facilitated by instructional coach and/or instructional staff• Pilot Teacher Evaluation system with ongoing professional learning and support• School-based professional learning days based upon School Improvement Plan	<ul style="list-style-type: none">• PDS Plan including Leading the Learning Cadre to build school-based capacity<ul style="list-style-type: none">○ Lesson Study training for each Leading the Learning Cadre• Partnership with external organizations to build professional learning capacity and content knowledge<ul style="list-style-type: none">○ ASCD partnership○ Core Connections English Language Arts training○ Dixon Math CCSS training• Early Career Program:<ul style="list-style-type: none">○ Mentor program tiered support○ Full-time mentors in identified schools• Revisions and implementation of district Leadership program• RTTT Leadership grants<ul style="list-style-type: none">○ Florida Turnaround Leaders Program (FTLP)○ Gulf Coast Partnership (GCP)○ FADSS/Gates Foundation partnership• Development and implementation of PLC Innovation Configuration• Districtwide professional

		<p>learning days twice per year</p> <ul style="list-style-type: none"> • Instructional coaching model • Professional learning focused on CCSS and content knowledge <ul style="list-style-type: none"> ○ Summer institutes ○ Content professional learning plan • Monthly professional learning for administrators focused on instructional leadership <ul style="list-style-type: none"> ○ Monthly Principal trainings ○ Monthly Area principal trainings ○ Monthly Assistant Principal trainings ○ Level 2 principal certification program ○ A Prep Aspiring Assistant Principal program • Aspiring Leader annual program • ESOL training offered continually throughout school year, including ESOL certification and ESOL specific topics. • ESE training offered continually throughout the year including specific ESE strategies and training for specific ESE populations
Associated Practice		Primary Responsibility
4.2	Focusing Capacities on Priority Targets	<p>Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research</p> <p>School-based Administrators, Teacher Leaders, Individual Educator</p>
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		

EDUCATOR <ul style="list-style-type: none">• Individual Professional Development Plan (IPDP) and Administrator Deliberate Practice• Assessment writing training and participation in assessment development• Pilot Teacher Evaluation<ul style="list-style-type: none">○ Participation in unit development and assessment writing	SCHOOL <ul style="list-style-type: none">• Leading the Learning Cadres focused on CCSS implementation and identified district and school needs<ul style="list-style-type: none">○ School-based capacity building to create differentiation• Literacy Leadership teams• Professional Learning Communities with use of PLC Innovation Configuration	DISTRICT <ul style="list-style-type: none">• District Strategic Planning process• District Pilot Teacher Evaluation system with unit development (five schools) including unit development and ongoing support• PD System with Leading the Learning Cadres focused on identified needs<ul style="list-style-type: none">○ CCSS implementation○ Facilitation of adult learning, including Lesson Study○ Formative assessment, as identified through teacher input and evaluation data• Early Career Program<ul style="list-style-type: none">○ Mentor program for new teachers• Instructional Practices Inventory (IPI) to assess and monitor student engagement• District Strategic Planning process
Associated Practice		Primary Responsibility
4.3 Restructuring and Reorganizing for Capacity Development		Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year		
EDUCATOR <ul style="list-style-type: none">• Teacher leader opportunities designed to develop capacity for professional learning<ul style="list-style-type: none">○ Clinical Ed training and intern supervision○ Mentor program<ul style="list-style-type: none">▪ Individual mentor▪ Lead mentor	SCHOOL <ul style="list-style-type: none">• Leading the Learning Cadres composed of school-based administrator and teacher leaders leading the plan for school level professional learning, designed to build capacity and distribute professional learning at all levels	DISTRICT <ul style="list-style-type: none">• District Strategic Planning process aligning goals, resources and responsibilities• District Improvement and Assistance Plan describing district alignment and supports to schools• Partnerships intended to

<ul style="list-style-type: none"> ○ High School professional development leader opportunity ○ Team leader and Department Chair teacher leaders ○ Leading the Learning Cadre teacher members ○ Inquiry/Action Research facilitation 	<ul style="list-style-type: none"> • School-based Leadership Team (SBLT) implementation of problem solving process to allocate responsibilities and resources according to identified need • School Improvement Plan 	<p>build capacity</p> <ul style="list-style-type: none"> ○ FADSS and Gates Foundation Empowering Effective Teachers grant ○ USF Tampa Leadership development partnership grant ○ St Petersburg College partnership developing clinical ed training and intern processes and support ○ USF St Petersburg partnership including, Science Math Masters partnership, clinical education and intern support processes, leadership development program partnership, Teacher Leader Institute collaboration <ul style="list-style-type: none"> • Community of Practice monthly trainings to build common language of CCSS implementation and instruction along with a focus on adult learning skills in order to build district and building capacity for professional learning • Development and implementation of professional development program for professional development facilitators • District Support Plan describing school support for schools differentiated by school need • MTSS Area Support members focused on supporting schools successful School-based Leadership Teams (SBLTs)
<p>RTTT:</p>		

Policy 5: The Deliverables of the Professional Development System		
Associated Practice		Primary Responsibility
5.1	Improvement Planning <i>Practices implemented primarily at the school level</i>	Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research School-based Administrators, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL <ul style="list-style-type: none">School Improvement Planning and district review process, including needs assessment and ongoing monitoring and review using student and teacher dataMonthly review of instructional staff professional development dataEvaluation process including ongoing formal and informal feedback to teachers regarding performancePilot Teacher Evaluation including use of formative assessment and ongoing formal and informal feedback regarding specific aspects of instruction	DISTRICT
Associated Practice		Primary Responsibility
5.2	Building a Professional Learning Culture <i>Practices implemented primarily at the school level</i>	Division of Teaching & Learning, Professional Development School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL <ul style="list-style-type: none">Implementation of Professional Learning Communities (PLC) Innovation Configuration (IC) to support and monitor PLCsLesson Study	DISTRICT

	<p>implementation with use of Lesson Study Innovation Configuration for continual improvement</p> <ul style="list-style-type: none"> • Inquiry/Action Research supported by building level Inquiry facilitator 	
Associated Practice		Primary Responsibility
5.3	<p>Aligning Deliverables with Policies and Purposes</p> <p><i>Practices implemented at school and district levels</i></p>	<p>Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research</p> <p>School-based Administrators, Teacher Leaders, Individual Educator</p>
<p>Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year</p>		
EDUCATOR	SCHOOL	DISTRICT
	<ul style="list-style-type: none"> • Pro Ed Facilitator to manage school-based professional development plan as identified in the School Improvement Plan (SIP) • School Improvement Planning monitoring process 	<ul style="list-style-type: none"> • Pro Ed Facilitator system and support to structure and support school-based professional learning • District component approval process • Use of Implementation Rubric guides and Monitoring Matrix to monitor implementation of professional learning in practice • Monthly review of Professional Development data to monitor attendance and need • Alignment of District PD System, CCSS implementation • Professional Development priority development and review process used to monitor and align initiatives, including data analysis across time of student data and teacher evaluation results • Regularly scheduled cross-departmental meetings with the purpose of monitoring initiatives and aligning work and efforts

		<ul style="list-style-type: none"> • Instructional Coach model of support including monthly Coach trainings
Associated Practice		Primary Responsibility
5.4	Key Personnel in Professional Development: Distributive Leadership <i>Practices implemented at school and district levels</i>	Division of Teaching & Learning, Professional Development, Area Superintendents School-based Administrators, Teacher Leaders
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year		
EDUCATOR	SCHOOL	DISTRICT
<ul style="list-style-type: none"> • Teacher Leadership opportunities: <ul style="list-style-type: none"> ○ Team leader, Department Heads including monthly trainings ○ Algebra Network of teacher leaders ○ Biology Network of teacher leaders 	<ul style="list-style-type: none"> • Use of Implementation Rubric feedback from the district support team to develop action plan items for implementation at the school level • Implementation of Leading the Learning Cadre learning and content according to the school plan and needs • School-based leadership teams, including School-based Leadership Teams (SBLTs), Literacy Leadership Teams supporting implementation and facilitation of district and building professional development initiatives • Monthly Mentor support meetings to monitor needs and develop additional needed support or professional development • Site-based facilitation of district professional learning days in addition to site-based facilitation of school-based professional learning days • Development and implementation of Lesson Study and Inquiry/Action Research 	<ul style="list-style-type: none"> • District PD System with cross functional Community of Practice and school-based Leading the Learning Cadres <ul style="list-style-type: none"> ○ Community of Practice members facilitate Leading the Learning Cadre sessions ○ Leading the Learning Cadre members develop building level implementation plans • Use of Implementation Rubric guides to conduct site visits and provide feedback and support to schools • Professional Development Advisory Board meetings quarterly with representation from schools, university partners, Teaching and Learning, Exceptional Student Education, and Professional Development • School Improvement Plan review process to identify school-based professional development focus and needs • Annual teacher evaluation rubric revision process involving school-based leaders and instructional staff members

		<ul style="list-style-type: none"> • Appraisal Advisory Committee meeting regularly and providing input into the professional learning needed to support teacher practice and implementation of the teacher evaluation system • Administrator Appraisal Advisory Committee with representation from district, assistant principal, principal, and instructional staff providing input into professional learning needed to support administrator practice and implementation of the administrator evaluation system • Leadership Redevelopment Committee with representation from school administrators, district administrators, university partners, and business partners providing input and guidance on revisions to the Leadership Development program • Lesson Study and Inquiry/Action Research programs providing support to schools in implementation of these collaborative practices • Revision of Training Assessment surveys to improve feedback on individual professional learning offerings • Algebra Network and Biology Network to facilitate teacher leadership • Monthly Department Head Trainings with Content Supervisors to build teacher leader capacity • Development and
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		implementation of professional learning program for professional development facilitators
Associated Practice		Primary Responsibility
5.5	Research-based Professional Development Models <i>Practices implemented at school and district levels</i>	Division of Teaching & Learning, Professional Development, Area Superintendents School-based Administrators, Instructional Coaches, Teacher Leaders, Individual Educator
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year		
EDUCATOR	SCHOOL <ul style="list-style-type: none"> Leading the Learning Cadre School-based Leadership teams providing data analysis, need identification and action planning Instructional Coach support for implementation of CCSS content based professional development Use of PLC Innovation Configuration (IC) and CCSS IC to support implementation of effective PLCs and implementation of the CCSS 	DISTRICT <ul style="list-style-type: none"> Development and implementation of a district PD system model based upon current professional development research and in partnership with ASCD as a collaborative resource <ul style="list-style-type: none"> Including blended learning, multiple sessions and follow up implementation work CCSS implementation plan, supported by the district PD system and including building teacher content knowledge through repeated sessions and review of student work with external professional development providers (Core Connections, Julie Dixon) Development and implementation of a research based Teacher and Administrator Evaluation system with supporting professional development Development and implementation of district PLC IC and CCSS IC to guide school level implementation

		<ul style="list-style-type: none"> • District Lesson Study professional learning and implementation plan • District PD System plan including Community of Practice and Leading the Learning Cadre • Instructional Coach model
Associated Practice		Primary Responsibility
5.6	Priority Areas for Professional Learning Deliverables <i>Practices implemented at school and district levels</i>	Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	DISTRICT
	<ul style="list-style-type: none"> • School Improvement Planning process including identification of professional learning needs <ul style="list-style-type: none"> ○ SIP midyear review process • Teacher evaluation process providing ongoing feedback to teachers regarding their practice • Pilot Teacher evaluation focused on creating a developmental evaluation model with specific and continual feedback and ongoing support in planning, high yield instructional strategies and the CCSS 	<ul style="list-style-type: none"> • Content professional learning plans • District PD System including Leading the Learning Cadres with a focus on understanding CCSS and an implementation goal of every teacher, every classroom and adult learning facilitation to build capacity • Priority development process using student and teacher data to identify district professional learning priorities and including mid-year monitoring • Revision and conversion from IPDP process to Deliberate Practice lead by the Appraisal Advisory Committee, for implementation 2013-2014 school year • Pilot teacher evaluation including ongoing training in instructional strategies and standards based lesson planning

		<ul style="list-style-type: none"> • Component approval process revised to ensure focus on district priorities, including CCSS
Associated Practice		Primary Responsibility
5.7	Leadership Development <i>Practices implemented at school and district levels</i>	Division of Teaching & Learning, Professional Development, Area Superintendents School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	DISTRICT
	<ul style="list-style-type: none"> • Leadership Professional Learning Communities (PLCs) • Administrator evaluation process with ongoing feedback from Area Superintendent to principals and principal to Assistant Principals • Leadership grant internships 	<ul style="list-style-type: none"> • Leadership development program including <ul style="list-style-type: none"> ○ Level 2 Principal certification program ○ Aspiring Assistant Principal program ○ Aspiring Leader program ○ Summer Bridge Administrative Internship program for aspiring Assistant Principals ○ Leadership U individual leadership development program • Leadership grants and partnerships <ul style="list-style-type: none"> ○ Florida Turnaround Leaders Program (FTLP) for secondary leadership development ○ Gulf Coast Partnership (GCP) program for level 1 and level 2 leadership development • District Leadership redevelopment committee reviewing and revising leadership development programs • Teacher Evaluation Certification program

		mandatory for all administrators <ul style="list-style-type: none"> • Teacher Evaluation calibration program, analysis, with intentional professional learning • FASA partnership providing administrator professional learning and FASA membership • Monthly Principal program and monthly Assistant Principal program
Associated Practice		Primary Responsibility
5.8	Educator Preparation Programs <i>Practices implemented at school and district levels</i>	Professional Development, Division of Teaching and Learning School-based Administrators, Site-based Mentors
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR <ul style="list-style-type: none"> • Early Career support <ul style="list-style-type: none"> ○ Site-based mentor providing ongoing support ○ Instructional coach support ○ Participation in New Teacher Cadre • Professional Learning Community (PLC) • Instructional Coach support 	SCHOOL <ul style="list-style-type: none"> • Site-based Early Career support <ul style="list-style-type: none"> ○ Site-based new teacher trainings and support ○ Site-based mentor support • Teacher evaluation observation and feedback process including 35 day observation and 60 day new teacher formative evaluation 	DISTRICT <ul style="list-style-type: none"> • Early Career Program <ul style="list-style-type: none"> ○ New Teacher Institute ○ New Teacher Full-time mentor support program ○ New teacher site-based mentor support ○ New Teacher Cadres providing ongoing content and planning support • Alternative Certification program <ul style="list-style-type: none"> ○ Transition to Teaching (TTT) program • Partnership with local universities <ul style="list-style-type: none"> ○ SPC advisory board ○ SPC and USFSP partnership for intern and clinical education processes

Associated Practice		Primary Responsibility
5.9	Data Deliverables <i>Practices implemented at school and district levels</i>	Division of Teaching & Learning, Professional Development, Area Superintendents School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL <ul style="list-style-type: none"> • Use of Implementation Rubric Guide process to analyze need and resulting in action plan development • Implementation of a school-based process for ongoing data review and decision making <ul style="list-style-type: none"> ○ School-based “data chats” ○ School-based Leadership team use of data and support of teacher use of data • Pilot teacher evaluation with specific professional development focused on high yield instructional strategies, standards based lesson planning and use of formative assessment 	DISTRICT <ul style="list-style-type: none"> • Pilot teacher evaluation <ul style="list-style-type: none"> ○ Professional development in formative assessment and standards based planning for district leadership, building leadership and teachers • District professional learning priority development process and ongoing review using student and teacher data to drive decision making • Monthly review of district professional development data • Development and use of Implementation Rubric guides to review and provide feedback to schools • Area MTSS Coach support to facilitate School-based Leadership Team (SBLT) use of data to support school improvement • Summer Data boot camps in how to use data to make decisions • Data “warehouse” training for administrators in use of new software system to support use of data

Associated Practice		Primary Responsibility
5.10	Online and Digital Professional Learning Resources <i>Practices implemented at school and district levels</i>	Division of Teaching & Learning, Professional Development, Area Superintendents, TIS School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL <ul style="list-style-type: none"> Leading the Learning Cadre member blended learning model with online courses Moodle sites to provide resources, follow up and support ongoing implementation of professional learning 	DISTRICT <ul style="list-style-type: none"> District PD System blending learning model including online modules focused on building CCSS knowledge and a common language of instruction for Community of Practice and Leading the Learning Cadre members Moodle: Moodle site linked to each course in Moodle LMS system providing online follow up and resources to support professional learning courses Early Career Program <ul style="list-style-type: none"> Online orientation and resource center Online ESOL and Reading endorsement training Online Clinical Education training CCW online courses for individual learning needs
Associated Practice		Primary Responsibility
5.11	Compliance with Statutes and Rules <i>Practices implemented at school and district levels</i>	Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability and Research School-based Administrators
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL <ul style="list-style-type: none"> Administrator responsible for implementation and monitoring of evaluation, Individual Professional Development Plans, school 	DISTRICT <ul style="list-style-type: none"> FLDOE protocol review and improvement process Approved Teacher/Non-Classroom Instructional and Administrator

	professional development plan, School Improvement Plan alignment and processes	<div>evaluation systems</div> <ul style="list-style-type: none">• Approved Leadership Development program• Annual Master Inservice Plan submission• District Improvement and Assistance Plan (DIAP)• Clinical supervision program
Associated Practice		Primary Responsibility
5.12 Deliverables Aligned with Needs Assessment <i>Practices implemented primarily at the district level</i>	Division of Teaching & Learning, Professional Development, Area Superintendents, Budget Office, Office of Special Projects, Division of Human Resources	
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
ECUCATOR	SCHOOL	<div>DISTRICT</div> <ul style="list-style-type: none">• District needs assessment and priority development processes used in budget development and resource allocation for Title I, Title II, RTTT, local funding, and grant efforts to coordinate and align resources according to the district strategic plan and district needs
Associated Practice		Primary Responsibility
5.13 Coordinated Arrays of Professional Development Supports <i>Practices implemented primarily at the district level</i>	Division of Teaching and Learning, Professional Development, Area Superintendents	
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	<div>DISTRICT</div> <ul style="list-style-type: none">• District PD System coordinating and aligning professional development efforts• PD System monthly Community of Practice trainings involving collaboration between

		Professional Development and Teaching and Learning <ul style="list-style-type: none"> • School Improvement Plan review process • District Improvement and Assistance Plan coordinating district plans and differentiating support to schools • Participation in AdvancEd district accreditation process to align professional development and other district systems and initiatives
Associated Practice		Primary Responsibility
5.14	Deliverables Aligning Personnel Evaluation and Professional Development <i>Practices implemented primarily at the district level</i>	Division of Teaching & Learning, Professional Development, Area Superintendents, TIS, Assessment Accountability & Research
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	DISTRICT
		<ul style="list-style-type: none"> • Teacher evaluation certification training required for all administrators • Teacher evaluation calibration process with aligned professional development • Monthly administrator evaluation training based upon evaluation and calibration results • Development and implementation of training plan for specific needed on the instructional rubric

Associated Practice		Primary Responsibility
5.15	“Coaching for Improvement” Support System <i>Practices implemented primarily at the district level</i>	Division of Teaching & Learning
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	DISTRICT <ul style="list-style-type: none"> • Instructional Coaching model • Early Career Program • Leadership Development <ul style="list-style-type: none"> ○ FTLP grant Leadership coaching for identified aspiring leaders
Associated Practice		Primary Responsibility
5.16	Training and Development of Non-Instructional Personnel <i>Practices implemented primarily at the district level</i>	Professional Development, Human Resources, Transportation, Exceptional Student Education, Food Services Individual Educator
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	DISTRICT <ul style="list-style-type: none"> • Support Employee of the Year program • Support employee Certificate of Distinction program <ul style="list-style-type: none"> ○ Certification of Distinction I program ○ Certificate of Distinction II program • New ESE Assistant training • New Bus driver training • Plan Operations and Master Plan Operator training plan • Rosetta Stone online language learning program • Support Staff Catalog of Choice professional learning day
RTTT:		

Policy 6: The Evaluation Practices of the Professional Development System

NOTE: *Evaluation practices and systems will be revised and additional processes developed with support of FLDOE/McREL technical assistance to further develop and refine the Professional Development System. Anticipated completion date summer 2014.*

Associated Practice	Primary Responsibility
6.1 Professional Development Monitoring Team	Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research School-based Administrators

Implementation Schedule: Initiated by September 30, 2013, monitoring team plan to be developed by August 2014

EDUCATOR	SCHOOL	DISTRICT
	<ul style="list-style-type: none">• Leadership team monthly review of professional development participation data• Use of Implementation Rubric district visitation feedback for monitoring implementation of professional learning	<ul style="list-style-type: none">• Professional Development Advisory Council provides monitoring of PD results• District team conducts Implementation Rubric site visits and school to monitor professional development implementation in practice, and including monthly review of district PD data• New PD Monitoring Team to be created and implemented for the 2014-2015 school year• Annual MIP reporting to School Board with School Board approval of MIP• PD Director, member of FLDOE McREL Advisory Board• Member,<ul style="list-style-type: none">○ Florida Association of Staff Developers○ Florida Organization of Instructional Leaders (FOIL)○ Anchin Leadership Collaborative○ St Petersburg College (SPC) Advisory Board○ USF SP Leadership Advisory Board

		<ul style="list-style-type: none"> Protocol standard self-assessment planned for 2013-2014 school year and conducted annually thereafter
Associated Practice		Primary Responsibility
6.2	Evaluation of the Impact of Professional Development on Performance Improvements	Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research School-based Administrators, Teacher Leaders, Individual Educator
Implementation Schedule: Initiated by September 30, 2013, with revisions and additions to be made by summer 2014		
EDUCATOR <ul style="list-style-type: none"> Teacher use of Individual Professional Development Plan to intentionally improve practice Administrator use of Deliberate Practice to intentionally improve leadership practice Formal and informal observation and evaluation process 	SCHOOL <ul style="list-style-type: none"> School Improvement Plan including monitoring of implementation and results Monthly review of professional development data Formal and informal observation and evaluation process 	DISTRICT <ul style="list-style-type: none"> District Strategic Plan including monitoring of implementation and results Monthly review of professional development data District Improvement and Assistance Plan Professional Development Advisory Council provides monitoring of PD results District team conducts Implementation Rubric site visits and school to monitor professional development implementation in practice, and including monthly review of district PD data Annual needs assessment survey of Community of Practice and Leading the Learning Cadre members

Associated Practice		Primary Responsibility
6.3	Distribution of Responsibility for Monitoring and Evaluation of Professional Development	Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research School-based Administrators, Teacher Leaders
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014		
EDUCATOR <ul style="list-style-type: none"> Formal and informal observation and evaluation feedback process for teachers and administrators 	SCHOOL <ul style="list-style-type: none"> Monthly review of school-based professional development participation data School Improvement Plan monitoring and midyear reporting process Use of Implementation Rubric process providing feedback and resulting in action planning 	DISTRICT <ul style="list-style-type: none"> District strategic planning process including monitoring Monthly review of district professional development participation data Revision of component Assessment Survey process and content Revision of component development and approval process Professional Development Advisory Council quarterly review of professional development Professional Development priority development and monitoring process by a cross functional group Use of Implementation Rubric guides to conduct site visits and provide feedback and support to schools Professional Development Advisory Board meetings quarterly with representation from schools, university partners, Teaching and Learning, Exceptional Student Education, and Professional Development

Associated Practice		Primary Responsibility
6.4	Individual Responsibilities on Alignment and Impact	<p>Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research</p> <p>School-based Administrators, Teacher Leaders, Individual Educator</p>
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014		
EDUCATOR <ul style="list-style-type: none"> Formal and informal observation and evaluation feedback process for teachers and administrators Teacher use of Individual Professional Development Plan to intentionally improve practice Administrator use of Deliberate Practice to intentionally improve leadership practice Inquiry/Action Research intended to study individual practice and measure impact upon self and student learning 	SCHOOL <ul style="list-style-type: none"> Teacher evaluation system providing formal and informal observation and feedback Pilot Teacher Evaluation system and research project with professional development and evaluation of impact as part of research study 	DISTRICT <ul style="list-style-type: none"> Teacher and administrator evaluation systems with professional development to support consistent and effective implementation Pilot Teacher Evaluation system and research project with professional development and evaluation of impact as part of research study District PD System Community of Practice with engagement in continual learning and embedding reflective practices within the COP and Leading the Learning Cadre facilitation Leading the Learning Cadre Facilitator Observation Assessment Tool
Associated Practice		Primary Responsibility
6.5	Collaborative Feedback: Collegial processes that engage the entire workforce	<p>Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research</p> <p>School-based Administrators, Teacher Leaders</p>
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014		
EDUCATOR	SCHOOL <ul style="list-style-type: none"> Use of climate survey data in identification of professional development needs Use of the Professional 	DISTRICT <ul style="list-style-type: none"> Annual climate survey administration and analysis process Creation and implementation of the

	Learning Community, CCSS and Lesson Study Innovation Configuration to discuss and review implementation of these components of the professional development plan	Professional Learning Community, Lesson Study, and CCSS Innovation Configurations to allow Leading the Learning Cadres and schools to analyze these components of their professional development plans <ul style="list-style-type: none"> • Annual appraisal system focus groups to provide feedback into the continual improvement process
Associated Practice		Primary Responsibility
6.6	Professional Learning Culture in the Schools	Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research School-based Administrators, Teacher Leaders
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014		
EDUCATOR	SCHOOL	DISTRICT
<ul style="list-style-type: none"> • Individual use of Professional Learning Community (PLC) Innovation Configuration for reflection on own learning and contribution to PLC • Self assessment as part of annual evaluation, including reflection of professional and collaborative behaviors 	<ul style="list-style-type: none"> • Use of Professional Learning Community Innovation Configuration to reflect upon effectiveness of school level PLCs 	<ul style="list-style-type: none"> • Creation and implementation of the Professional Learning Community, Lesson Study, and CCSS Innovation Configurations to allow Leading the Learning Cadres and schools to analyze these components of their professional development plans • Community of Practice and Leading the Learning Cadre needs assessment and reflection process • Annual appraisal system focus groups to provide feedback into the continual improvement process

Associated Practice		Primary Responsibility
6.7	Acting on Information from Reflection and Collegial Sharing	<p>Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research</p> <p>School-based Administrators, Teacher Leaders, Individual Educator</p>
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014		
EDUCATOR <ul style="list-style-type: none"> Use of Professional Learning Community (PLC) and Lesson Study Innovation Configurations for reflection, discussion and action planning for continual improvement as individuals and individual PLCs. 		SCHOOL <ul style="list-style-type: none"> Use of district site visit feedback and monthly professional development participation report to make revisions to professional development priorities and plans Use of PLC Innovation Configuration and Lesson Study Innovation Configuration to facilitate discussion regarding effectiveness of PLCs and Lesson Study lead by Leading the Learning Cadres
		DISTRICT <ul style="list-style-type: none"> District team conducts Implementation Rubric site visits and school to monitor professional development implementation in practice, and including monthly review of district PD data Annual needs assessment survey of Community of Practice and Leading the Learning Cadre members Utilization of Assessment Survey feedback and monthly professional development participation report to make revisions to professional development priorities and plans Creation and implementation, including training by Community of Practice members, regarding use of PLC and Lesson Study Innovation Configuration by schools and school teams
Associated Practice		Primary Responsibility
6.8	Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality	<p>Division of Teaching & Learning, Professional Development, Area Superintendents, Assessment Accountability & Research</p> <p>School-based Administrators, Teacher Leaders, Individual Educator</p>

Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014		
EDUCATOR <ul style="list-style-type: none"> Individual Professional Development Plan reflection as part of annual summative evaluation 	SCHOOL <ul style="list-style-type: none"> School Improvement Planning review process School-based needs assessment process 	DISTRICT <ul style="list-style-type: none"> District Strategic Plan review process Annual evaluation process review Annual level 2 leadership focus group revision process Annual needs assessment survey of Community of Practice and Leading the Learning Cadre members
Associated Practice		Primary Responsibility
6.9 Design Focus on Evaluating Impact		Professional Development Department, Assessment Accountability & Research, Division of Teaching and Learning
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014		
EDUCATOR	SCHOOL <ul style="list-style-type: none"> Review of professional development participation data as correlated with teacher evaluation and student performance data 	DISTRICT <ul style="list-style-type: none"> Needs assessment survey of Community of Practice and Leading the Learning Cadre members Revision of component assessment survey to provide meaningful, useful data regarding impact of professional learning Creation of annual evaluation process of major professional development initiatives, including correlation of student data, teacher evaluation data, and professional development data
Associated Practice		Primary Responsibility
6.10 Assessment of the Capacity to Evaluate Professional Learning		Professional Development Department, Assessment Accountability & Research, Division of Teaching & Learning
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014		

EDUCATOR <ul style="list-style-type: none">• Individual Professional Development Plan review process and summative teacher evaluation process• Deliberate Practice plan review process and summative administrator evaluation process	SCHOOL <ul style="list-style-type: none">• School Improvement Planning process• Teacher evaluation system Pilot Teacher Evaluation system and research project with professional development and evaluation of impact as part of research study		DISTRICT <ul style="list-style-type: none">• Annual needs assessment survey of Community of Practice and Leading the Learning Cadre members• MoodleLMS reporting system• Revision of component Assessment Survey process and content• Revision of component development and approval process to• Annual review and revision of evaluation systems and processes• Pilot Teacher Evaluation system and research project with professional development and evaluation of impact as part of research study
Associated Practice		Primary Responsibility	
6.11 A Framework for Evaluation of Professional Development		Professional Development Department, Assessment Accountability & Research	
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014			
EDUCATOR	SCHOOL		DISTRICT <ul style="list-style-type: none">• State protocol review and use of results for continual improvement• Protocol standard self assessment planned for 2013-2014 school year and conducted annually thereafter, including action planning based upon results• Development of district evaluation framework for implementation 2014-2015 school year• Master Inservice Plan development and approval• Race to the Top Evaluation of deliverables and implementation

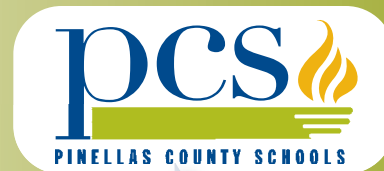
		<ul style="list-style-type: none"> Assessment Accountability and Research professional development evaluation plan
Associated Practice		Primary Responsibility
6.12 Evaluation of Fidelity of Implementation		Professional Development Department
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year, with revisions and additions to be made by summer 2014		
EDUCATOR	SCHOOL	DISTRICT <ul style="list-style-type: none"> State protocol review and use of results for continual improvement Protocol standard self assessment planned for 2013-2014 school year and conducted annually thereafter, including action planning based upon results Development of district evaluation framework for implementation 2014-2015 school year Race to the Top Evaluation of deliverables and implementation Assessment Accountability and Research professional development evaluation plan
RTTT:		

Policy 7: The Role of the Master Inservice Plan (MIP) **TO SUBMIT AT A LATER DATE		
Associated Practice		Primary Responsibility
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	DISTRICT
Associated Practice		Primary Responsibility
Implementation Schedule: Initiated by September 30, 2013, and a recurring annual process thereafter		
EDUCATOR	SCHOOL	DISTRICT
Associated Practice		Primary Responsibility
Implementation Schedule: By September 30, 2013, a recurring process initiated at the start of the 2013-14 school year		
•		
RTTT:		



Common Core Implementation Plan

“Moving from Theory to Practice”



Phase 1
Transition
2010-2013

Phase 2
Transformation
2013-2014

Phase 3
Trend:
Routine Practice
2014-2015

100%
Student Success
College and
Career Ready

Objectives:

- ✓ Provide curricula, tools, and support for the implementation of the Common Core State Standards (CCSS) and instructional shifts
- ✓ Provide comprehensive professional learning for the CCSS targeted by audience and differentiated by delivery model (on-line, job embedded, face-to face)
- ✓ Implement a comprehensive assessment plan to assess CCSS including resources to use the data derived from these assessments
- ✓ Promote collective responsibility for successful implementation



Common Core Implementation Plan



"Moving from Theory to Practice"

Phase 1 Transition 2010-2013

Phase 2 Transformation 2013-2014

Phase 3 Trend: Routine Practice 2014-2015

FOCUS AREAS

BUILDING A STRONG FOUNDATION AND UNDERSTANDING OF THE CCSS STANDARDS AND THE INSTRUCTIONAL SHIFTS IN THE LEARNING ENVIRONMENT.

COLLABORATING TO SUPPORT TEACHERS IN THE IMPLEMENTATION OF CCSS AND THE PREPARATION FOR PARCC ASSESSMENTS.

REFLECTING AND REFINING TEACHING AND LEARNING PRACTICES IN PREPARATION FOR ADMINISTRATION OF PARCC ASSESSMENTS.

CURRICULUM, RESOURCES, & TOOLS FOR INSTRUCTIONAL SUPPORT

- Created structures to examine instructional materials for CCSS alignment
- Provided CCSS aligned instructional materials
- Provided model lesson demonstrations
- Included appraisal indicators in curriculum materials and implementation rubrics

- Expand resources aligned to CCSS and PARCC assessments
- Emphasize the use of technology to support instruction
- Implement blended curriculum for NGSSS and CCSS
- Focus PLCs on the work of CCSS through LLCs
- Expand the use of model lessons
- Utilize instructional coaches to provide sustained instructional support to teachers
- Provide opportunities for collaboration and ongoing feedback to support teacher practice
- Use rubrics to gather implementation data

- Expand resources aligned to CCSS and PARCC assessments
- Support instruction through consistent use of technology
- Instruct students using CCSS aligned curriculum
- Continue to utilize instructional coaches to provide sustained instructional support to teachers
- Utilize PLCs to continuously improve instructional practices through LLCs
- Solidify connections between appraisal indicators and CCSS aligned instruction

PROFESSIONAL DEVELOPMENT

- Focused on instructional shifts in all content areas
- Aligned professional development opportunities to CCSS
- Created LLC cadres for implementation
- Developed model for Professional Learning Communities (PLCs)
- Aligned instructional coaching model to support CCSS implementation in core content areas
- Included appraisal indicators in professional development opportunities
- Built teacher capacity through focus groups, use of demonstration teachers, and administrative sessions

- Build school-wide capacity for CCSS through LLC cadres
- Provide targeted professional learning to expand skills of instructional staff
- Implement new PLC model
- Focus PLCs on the work of CCSS through LLCs
- Utilize instructional coaches to provide sustained professional learning support to teachers
- Provide opportunities for collaboration and ongoing feedback to support teacher practice
- Provide professional development on data analysis to inform instruction using a variety of assessments
- Provide professional development on the use of the assessment platform

- Continue to build school-wide capacity for CCSS through LLC cadres
- Continue to provide targeted professional learning to expand skills of instructional staff
- Provide specific professional learning opportunities focused around the PARCC assessments
- Utilize PLCs to continue to support CCSS aligned instruction

ASSESSMENT & DATA-DRIVEN INSTRUCTION

- Selected an assessment platform (Performance Matters)
- Created blueprints to align assessments to CCSS
- Participated in various state assessment projects
- Initiated data-driven instruction based on CCSS and instructional shifts

- Administer CCSS-aligned assessments according to district timeline
- Provide tools for formative and summative assessment
- Use performance assessment data to inform instruction and address student needs

- Administer PARCC in required grade levels
- Continue administration of CCSS-aligned assessments
- Further develop tools for formative and summative assessment
- Determine students' instructional needs based on data

COMMUNICATION

- Provided resources and information for teachers, parents and community.
- Launched a PCS CCSS Parent Website posted on district website

- Continue to provide resources and information to stakeholders
- Continue to incorporate CCSS information into newsletters and media for school audiences

- Continue to provide resources and information to stakeholders
- Continue to incorporate CCSS information into newsletters and media for school audiences



Common Core Implementation Plan - Year at a Glance



"Moving from Theory to Practice"

SUMMER, 2013

2013-2014 SCHOOL YEAR

CURRICULUM RESOURCES & TOOLS FOR INSTRUCTIONAL SUPPORT

- Revise curriculum maps/guides K-12 in all content areas
- Include appraisal indicators in all curriculum materials revisions
- Continue to develop CCSS model lessons in all content areas
- New CCSS aligned materials: K-5 Reading/Language Arts adoption and K-5 Math adoption
- Expand tools and resources to increase the use of complex, grade-level specific texts in all classrooms, all content areas
- Implementation of LLC blended learning opportunities
- Create professional development materials as related to what teachers need to know regarding PARCC assessments

- Utilize revised curriculum maps/guides K-12 in all content areas
- Post and share CCSS model lessons in all content areas
- Integrate Reading/Language Arts resources: Elementary – Basal Alignment Project, DBQ, EngageNY; Secondary – Achieve the Core, EngageNY, CCSSO, Aligning Anthologies Project
- Integrate Math resources: Elementary/Secondary – iCPALMS, Illustrations (NCTM), Common Core Tool Box, Illustrative Math Project
- Provide guided reading materials for kindergarten and grades 3-5
- Provide scales and instructional frameworks in model lessons
- Utilize tools and resources to increase the use of complex, grade-level specific text in all classrooms, all content areas
- Utilize implementation rubrics aligned to instructional best practices and teacher appraisal to monitor implementation of CCSS and district initiatives
- Implement the use of PLCs through LLCs

PROFESSIONAL DEVELOPMENT

SUMMER PROFESSIONAL LEARNING OPPORTUNITIES ALIGNED TO CCSS INCLUDE:

- Core Connections, K-10 – Phase 1: Close reading
- FLDOE Common Core Institute at Boca Ciega HS
- CCSS Implementation Institute for Secondary ELA & Reading teachers (grades 7 & 10)
- Program-specific Reading Workshops to align identified programs to CCSS
- Elementary Reading Adoption implementation
- HS CCSS Institutes – Algebra 1, Geometry, and Algebra 2
- Math CCSS Institutes – K-8
- Biology Summer Institute
- Science Institute – 6-8
- DA Summer Institute – for selected schools, some CCSS content

SUMMER PLANNING ALSO INCLUDES:

- Creation of district technology plan to design appropriate professional learning opportunities for 13-14
- Creation of professional learning opportunities focused on assessments and data driven instruction implications

- Implement Core Connections, K-10 – Phase 2: Common Core Writing
- Utilize PC Professional Development System through embedded, on-going professional development to support CCSS in all content areas
- Provide professional development related to guided reading instruction for grades K-5
- Continue to build capacity in the area of literacy leadership in all content areas, K-12
- Implement professional development for data analysis and for using multiple data sources to drive instruction
- Provide framework for implementation of professional learning communities
- Provide professional development around the use of grades 6-12 electronic composition portfolio and assessment system
- Deliver professional development for teachers regarding PARCC assessments
- Focus on text complexity in all content areas, K-12

ASSESSMENT & DATA-DRIVEN INSTRUCTION

- Develop assessments for CCSS
- Explore assessment platforms to support progress monitoring of students
- Plan for the use of a grades 6-12 electronic composition portfolio and assessment system to replace Glencoe
- Develop technology transition plan to prepare district infrastructure for increased computer-based testing

- Administer CCSS assessments using district timeline
- Administer progress monitoring assessments to support data driven instruction
- Implement the use of a grades 6-12 electronic composition portfolio and assessment system
- Act upon the recommendations from the district technology transition plan in preparation for PARCC assessments

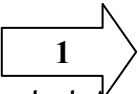
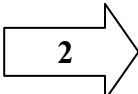
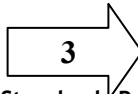
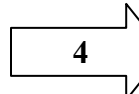
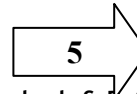
COMMUNICATION

- Create parent communications to advertise district parent CCSS website materials
- Create parent and teacher pamphlets summarizing CCSS implementation

- Continue to provide resources and information for parents and other stakeholders
- Continue to incorporate CCSS information into newsletters and media for school and community audiences
- School-based LLC teams continue to communicate district implementation plans

Common Core State Standards - Configuration Map for Transitional Dialogue

This tool can help you identify the level of your implementation of best practices for implementing the Common Core State Standards. It briefly describes how one might respond to various standards-based questions during the transition to full implementation of the CCSS.

Level of Implementation Teacher Questions	 Standards Awareness	 Standards Based	 Standards Based	 Standards Based	 Standards & Data Driven
Common Core Standards “How do students learn the Common Core Standards in your classroom?”	“What Common Core Standards should I teach?”	“I know what the Common Core Standards are and I use them to focus my planning.”	“I know the Common Core Standards and am clear which standards are my responsibility to teach and assess.”	“I inform my students of which Common Core Standards we will be focusing on before we begin instruction and let them know which ones they need to learn.”	“My students can explain what they are expected to know and be able to do using specific language and examples.”
Curriculum & Unit Planning “How is student learning organized in your classroom?”	“I wonder if I am teaching the Common Core Standards? The textbook has always been my curriculum.”	“I know my curriculum is aligned with the Common Core Standards. I have a scope and sequence for the school year.”	“I use backwards planning to map each unit. I know what students need to learn, what proficiency looks like, and what they will do to learn it.”	“My students understand our progress through the curriculum because I provide them with a road map of their learning.”	“My students take charge of their progress through the curriculum; they know what Common Core Standards they have attained and what they need to learn next.”
Assessment “How is student learning assessed in your classroom?”	“I am not sure how to assess the Common Core Standards. I have always used a commercially prepared test or prepared one just before giving it.”	“I align assessments with the Common Core Standards. I’ve determined what is the best way for students to show me they have learned each learning target tied to the Common Core Standards.”	“I share my assessment expectations with students up front. I always share models and scoring guides tied directly to the Common Core Standards. They know how they will need to demonstrate their learning.”	“I consistently use a variety of diagnostic, formative, and summative assessments so that I know specific student learning needs and challenges throughout the unit.”	“My students are able to communicate their level of learning in relation to the Common Core Standards.”
Analysis of Data “How is student learning analyzed and used in your classroom?”	“I know when my students are passing or failing, but not whether they have met or exceeded a Common Core Standard.”	“I have a good idea of where students are in relation to Common Core Standards and set learning targets.”	“I know where students are in relation to each Common Core Standard and related exemplars and provide students with frequent descriptive and constructive feedback.”	“I know where my students are on a daily basis. I use ongoing assessments to refine, reteach and extend learning when necessary.”	“My students self-assess and interpret data regarding their own knowledge and skills. They can determine their own next steps for learning.”
Instruction “How do you decide which instructional strategies to use to ensure learning?”	“I use the instructional strategies I feel most comfortable with.”	“I consistently use research-based instructional strategies to support student learning.”	“I use the gradual release of responsibility model to move from guided practice to independence and to craft student learning experiences.”	“I have seamlessly integrated ongoing assessment into my instruction so that I can differentiate to ensure student learning in relation to the Common Core Standards.”	“My students have a toolkit of their own learning strategies to use when they don’t understand the learning required by the Common Core Standards.”

Instructional Support Model

Reading, Language Arts, Math, Science and Social Sciences
2013-2014



Department of Elementary Education
Teaching and Learning

Instructional Support Model

Purpose

The Instructional Support Model for Elementary Schools is intended to:

- Build capacity of school-based administrators' understanding of best practices of teaching and learning in elementary reading and language arts, math, science, and social studies classrooms so they can better support and coach teachers
- Support teachers of reading, math, and science in the continuous improvement of their practice to assist teacher and school goals for improved performance for all students.

Intended Outcomes for the Year

1. Support of the School Improvement Plan at each elementary school.
2. Effective monitoring of teaching and learning practices in core curricular programs. This will be accomplished using implementation rubrics (aligned to teacher evaluation instrument) during district instructional support visits to schools.
3. Data analysis after each school visit that will support the work of instructional coaches, assist schools in developing model classrooms in each core area, and assist in planning for LLC embedded professional development in schools.

Priority Schools for the Instructional Support Model for the 2013-2014 School Year

The chart below provides a list of all schools, K-12, that have been identified as priority schools for support under the Instructional Support Model.

ELEMENTARY	MIDDLE	HIGH
Bear Creek ES	Azalea MS	Boca Ciega HS
Belcher ES	Bay Point MS	Dixie Hollins HS
Belleair ES	Hopkins MS	Gibbs HS
Campbell Park ES	Largo MS	Lakewood HS
Dunedin ES	Meadowlawn MS	Northeast HS
Fairmount Park ES	Oak Grove MS	
High Point ES	Pinellas Park MS	
Lakewood ES	Tyrone MS	
Maximo ES		
Melrose ES		
New Heights ES		
Ponce de Leon ES		
Pinellas Park ES		
Sandy Lane ES		
Woodlawn ESE		

Instructional Model Support Calendar 2013-2014

	1st Visit	2nd Visit	3rd Visit	4th Visit	5th Visit	6th Visit (SIP 2014-15)
Bear Creek Elem	9/18/13, 8:30-11:00am	10/15/13, 8:30-11:00am	11/12/13, 12:30-3:00pm	1/28/14, 12:30-3:00pm	3/11/14, 8:30-11:00am	5/20/14, 12:30-3:00pm
Belleair Elem	9/24/13, 7:30-10:00am	10/22/13, 12:30-3:00pm	12/11/13, 8:30-11:00am	2/4/14, 8:30-11:00am	3/19/14, 12:30-3:00pm	5/13/14, 8:30-11:00am
Campbell Park Elem	9/11/13, 8:30-11:00am	10/23/14, 8:30-11:00am	11/21/13, 12:30-3:00pm	1/29/14, 12:30-3:00pm	3/18/14, 8:30-11:00am	5/7/14, 12:30-3:00pm
Dunedin Elem	9/25/13, 8:30-11:00am	10/30/13, 8:30-11:00am	12/10/13, 12:30-3:00pm	2/5/14, 12:30-3:00pm	4/8/14, 8:30-11:00am	5/14/14, 12:30-3:00pm
Fairmount Park Elem	9/17/13, 12:30-3:00pm	10/9/13, 12:30-3:00pm	11/13/13, 12:30-3:00pm	1/22/14, 8:30-11:00am	3/5/14, 12:30-3:00pm	5/6/14, 8:30-11:00am
Gulfport Elem	9/26/13, 1:00-3:30pm	10/22/13, 8:30-11:00am	12/11/13, 12:30-3:00pm	2/4/14, 1:00-3:30pm	3/14/14, 12:30-3:00pm	5/13/14, 12:30-3:00pm
High Point Elem	9/6/13, 12:30-3:00pm	10/2/13, 12:30-3:00pm	11/5/13, 12:30-3:00pm	1/15/14, 8:30-11:00am	2/18/14, 12:30-3:00pm	4/9/14, 8:30-11:00am
Lakewood Elem	9/11/13, 12:30-3:00pm	10/23/13, 12:30-3:00pm	11/20/13, 8:30-11:00am	1/29/14, 8:30-11:00am	3/18/14, 12:30-3:00pm	5/7/14, 8:30-11:00am
Lealman Ave Elem	9/20/13, 12:30-3:30pm	10/24/13, 8:30-11:00am	12/18/13, 10:30-1:00pm	2/19/14, 10:30-1:00pm	3/14/14, 8:30-11:00am	5/22/13, 12:30-3:00pm
Maximo Elem	9/4/13, 8:30-11:00am	10/1/13, 8:30-11:00am	12/12/13, 12:30-3:00pm	1/14/14, 12:30-3:00pm	2/11/14, 12:30-3:00pm	5/21/14, 12:30-3:00pm
Melrose Elem	9/4/13, 12:30-3:00pm	10/1/13, 12:30-3:00pm	12/12/13, 8:30-11:00am	1/14/14, 8:30-11:00am	2/11/14, 8:30-11:00am	5/21/14, 8:30-11:00am
Mildred Helms Elem	9/10/13, 8:30-11:00am	10/16/13, 12:30-3:00pm	11/22/13, 8:30-11:00am	1/21/14, 12:30-3:30pm	3/12/14, 1:00-3:30pm	5/9/14, 8:30-11:00am
New Heights Elem	9/20/13, 8:30-11:00am	10/8/13, 7:30-10:00am	12/3/13, 12:30-3:00pm	1/21/14, 8:30-11:00am	3/4/14, 8:30-11:00am	5/22/14, 8:30-11:00am
North Shore Elem	9/17/13, 8:30-11:00am	10/9/13, 8:30-11:00am	11/13/13, 8:30-11:00am	1/22/14, 12:30-3:00pm	3/5/14, 8:30-11:00am	5/6/14, 12:30-3:00pm
Pinellas Park Elem	9/18/13, 12:30-3:00pm	10/15/13, 12:30-3:00pm	11/14/13, 8:30-11:00am	1/28/14, 8:30-11:00am	3/11/14, 12:30-3:00pm	5/20/14, 8:30-11:00am
Ponce De Leon Elem	9/25/13, 12:30-3:00pm	10/30/13, 12:30-3:00pm	12/10/13, 8:30-11:00am	2/5/14, 8:30-11:00am	4/8/14, 12:30-3:00pm	5/14/14, 8:30-11:00am
Sandy Lane Elem	9/6/13, 8:30-11:00am	10/2/13, 8:30-11:00am	11/5/13, 8:30-11:00am	1/15/14, 12:30-3:00pm	2/18/14, 8:30-11:00am	4/9/14, 12:30-3:00pm

These are Priority schools and the visit is with Area Superintendent

Process for Instructional Support Model School Visits

Before Instructional Support Model School Visit Date

We ask that School Principals:

- Talk with staff about the purpose and intended outcomes of the Instructional Support Model
- Post scheduled Instructional Support Model visits on school calendar early.
- Arrange for the administrative team to participate in the discussions before and after the classroom visits. (If AP's need to step out to handle an urgent call, they should rejoin the group when possible).
- Notify all teachers in reading, math, and science, that their classrooms will be visited during the Instructional Support Model visits. Other teachers/classrooms may be visited as time permits.
- Provide feedback from the Instructional Support Model visit to the staff in the form of data gathered during visit, and discussions regarding next steps in each area. The post visit conference will provide guidance as to the data and next steps to discuss with staff.

The Purpose of the Instructional Coach includes (for schools with coaching support):

- Facilitation of professional learning conversations with and between teachers and administrators
- Provision of embedded, just-in-time support to teachers through coaching and mentoring
- Working within the structure of professional learning communities
- Strengthening the work of professional learning communities in which teachers gain knowledge *of* their practice through inquiry/action research.

These are lofty goals, yet goals that we know will make a difference for the teachers of our district. With quality instruction in all of our classrooms, student performance will increase. In order to fulfill these goals, our coaches/staff developers ***must*** spend at least 75% their time:

- Lesson planning with teachers
- Modeling lessons within classrooms
- Debriefing classroom demonstration lessons
- Facilitating book studies and lesson studies
- Participating in your School Leadership Team/School Based RtI Leadership Team
- Providing support through activities tied to specific, measureable goals within your school's SIP/Corrective Action/Restructuring Plans
- Engaging in their own professional development through district opportunities, coaches/staff developers PLCs, and inquiry projects of their own
- Collaborating with administration, grade level teams, department teams to prioritize their goals to establish model classrooms within your building by highlighting the use of instructional best practices.

Instructional Support Model Visit (Time: Approximately 2.5 hours)

The Instructional Support Team (Area Superintendent, Executive Director, and Content Specialists) will join with the principal and assistant principals (as possible) to:

- 30 minutes: Conduct pre-classroom visits discussion (see Form A following Implementation Rubrics)
 - ✓ Utilize school performance data to focus on/review appropriate areas of School Improvement Plan and school processes (such as PLC schedules, calendared PD plans)
- 60 minutes: Separate into content teams and conduct classroom visits using implementation rubrics as instructional measurement tool (rubrics are aligned with teacher evaluation system). Each classroom visit should last 5-6 minutes minimum (work to visit 10 classrooms during visit)
- 30 minutes: Debrief Classroom visits
 - ✓ 5 minutes: Content Teams tally data on 1 “Team Implementation Rubric” for each content area
 - ✓ 10 minutes: Content Teams prepare lists of commendations and concerns (noting major trends/observations made during visits) for each content area
 - ✓ 15 minutes: Content Teams report their total tallies and their commendations and concerns to whole group
- 30 minutes: Instructional Support Team and School Leadership Team plan draft of next steps to be written into an action plan and incorporated into school’s SIP. Finalized action plan will be crafted for review within 24 hours of school visit.
 - ✓ Next steps will include:
 - explicit information regarding district support school seeks to carry out action plan steps
 - how/when progress on action will be collected/reported to Instructional Support Team

FORM A: Instructional Support Team Pre-Classroom Visits Discussion Sheet

School Name: _____

Date: _____

Before Visiting Classrooms

School Reading, Math, Science, and Social Science Data Points	
SIP Major Strategies Important to Know for Visits	
SIP Points of Pride- What does school leadership team believe is working well?	
SIP Areas of Concern- What are areas of concern for school leadership team?	

Language Arts Implementation Trends

Group/Name _____		Observation Date _____		
<i>Category</i>	<i>Descriptors</i>	<i>Appraisal code</i>	<i>Evident</i>	<i>Not Evident</i>
Establish and Communicate Learning Goals	Daily schedule for language arts posted-may vary by day/student need Goal-1/3 Teacher Led, 2/3 Teacher Supported	1.2b 2.1a		
	Aligns to the CCSS/NGSSS	1.2a		
	Board states learning goal as a statement. (Has to be worded like: “Students will be able to, students can or students will understand”) Anchor charts to include teaching point.	1.2b 2.1c		
	Written in kid friendly terms	1.2b		
	Referred to throughout the lesson	1.2b,c		
Implicit Instruction	Interactive read aloud or shared reading	1.2a, c, d, e		
	Teacher models use of strategies using think alouds	1.2c		
	Students interacting with text through accountable talk, stop and jot, gestures, sketching, writing (routine and/or extended)	1.2d		
	Evidence of teacher planning for both think alouds and opportunities for student interaction	1.2a, c, d		
	Texts are at or above grade level	1.2a		
	Students have access to text:			
	<ul style="list-style-type: none"> Own copy Projection of text Teacher shared copy Shared or classroom writing 			
Explicit Instruction (Flexible use of Gradual Release Model)	Teacher connects learning to previous teaching	1.2 c, d, e		
	Learning Goal and Explicit Teaching point stated	1.2b,c		
	Teacher models the work students are expected to do using a familiar read	1.2c		
	Students practice this work in pairs/small group with teacher support	1.2c,d		
	Teacher collecting data through notes, anecdotes or tallies	1.2c 1.1b		
	Students practicing work on their own	1.2c,e		
	Teacher confers with students	1.2c 1.1b		
Interaction with literacy material	Types of writing used during the writing block (text dependent) <ul style="list-style-type: none"> Narrative Expository/Informational Argument/Opinion 	1.2a		
	Level of materials used during the language arts block <ul style="list-style-type: none"> On grade level On students’ instructional level On students’ independent level (In kindergarten, students will begin working with traditional instructional/independent texts once they have exited the preA level.)	1.2a 1.2a 1.2a		
	Types of Text used during the language arts block	1.2a		

<i>Continued</i> Interaction with literacy material	<ul style="list-style-type: none"> • Informational text • Literary text 	1.2a		
	Opportunities for students to revisit texts they have already read or the teacher has already read at least one time	1.2e		
	Use of text sets including multimedia material to strengthen student knowledge around a single topic	1.2e,h		
	Context in which students read			
	<ul style="list-style-type: none"> • Small groups 	1.2d,e,f		
	<ul style="list-style-type: none"> • Partner reading 	1.2d,e,f		
	<ul style="list-style-type: none"> • Independent reading 	1.2d,e,f		
	•			
	Students have opportunity to respond to text through			
	<ul style="list-style-type: none"> • Graphic organizers 	1.2d		
	<ul style="list-style-type: none"> • Reading Journals 	1.2d		
	<ul style="list-style-type: none"> • Post-it notes (In K, post-its serve as a marker for taking with a partner.) 	1.2d		
	<ul style="list-style-type: none"> • Quick writes/flashwrites 	1.2d		
	<ul style="list-style-type: none"> • Partner work 	1.2d		
Practice and Deepen Understanding	Rubrics/criteria established and used to define quality work for students	1.2b		
	Emphasis on ongoing writing and the writing process	1.2e		
	Revision, language, and editing techniques explicitly taught within the context of writing	1.2a,c		
	Students read across various levels of text	1.2e		
	Type of text and task students complete independently aligns to instruction, both past and present	1.2e		
	Small group guided reading using Jan Richardson Routines	1.2e		
	Small group instruction using grade level text	1.2e		
	Independent reading with task aligned to learning goal	1.2e		
	Literacy centers/work stations aligned to the grade level standards	1.2e		
	Student Accountability			
	<ul style="list-style-type: none"> • Accountable talk 	1.2e		
	<ul style="list-style-type: none"> • Teacher facilitated learning 	1.2e		
Assessment	<ul style="list-style-type: none"> • Conferring 	1.2e		
	<ul style="list-style-type: none"> • Written response 	1.2e		
	<ul style="list-style-type: none"> • Teacher observation 	1.2e		
	Informal assessments			
	<ul style="list-style-type: none"> • Running records 	1.1b		
	<ul style="list-style-type: none"> • Conferring notebooks 	1.1b		
	<ul style="list-style-type: none"> • FOCUS/FL Achieves (grades 3-5) 	1.1b		
	<ul style="list-style-type: none"> • Teacher observation with written notes or checklists 	1.1b		
	<ul style="list-style-type: none"> • Various inventories (spelling, phonics, sight word, high frequency words) 	1.1b		
	<ul style="list-style-type: none"> • Ongoing progress monitoring 	1.1b		
	<ul style="list-style-type: none"> • Formative assessments 	1.1b		
	<ul style="list-style-type: none"> • Checks for understanding 	1.1b		
	<ul style="list-style-type: none"> • Student scale, rubric 	1.1b		
	<ul style="list-style-type: none"> • Student portfolios 	1.1b		
	Student work			
	<ul style="list-style-type: none"> • Reading logs (grades 2-5) 	1.1b		
	<ul style="list-style-type: none"> • Reading notebooks 	1.1b		
	<ul style="list-style-type: none"> • Written responses/Quick Writes 	1.1b		
	<ul style="list-style-type: none"> • Extended Writing Task Responses 	1.1b		

Student Engagement	Students appear to be:			
	• Authentically engaged			
	• Actively engaged			
	• Compliant			
	• Off-task			
	Strategies are used to engage or reengage students	1.2g 2.1d		
Organizes Students for Learning	• Students are working collaboratively with teacher facilitation.	1.2d, e, f		
	• Students are working collaboratively on their own.	1.2d, e, f		
	• Students are working independently at their desk/table.	1.2d, e, f		
	• Some students are engaged in differentiated small group instruction facilitated by the teacher.	1.2d, e, f		
	• Students are engaged in whole class learning facilitated by the teacher.	1.2d, e, f		
	• Students are working in centers/rotations.	1.2d, e, f		
Classroom Management	• Teacher uses time efficiently	2.1b		
	• Teacher implements smooth transitions	2.1b		
	• Classroom environment is conducive to learning and risk-taking	2.1b, c, g, h		
	• Students know classroom procedures			
	• Rules and procedures are defined and consistently implemented, monitored, and adhered to	2.1b, d, e, f		
Technology/ Resources	Programs			
	• FCAT Explorer (grades 3-5)	1.2i		
	• Brain Pop (grades K-5)	1.2i		
	• FOCUS/Florida Achieves (grades 3-5)	1.2i		
	• Lexia (L100 schools)	1.2i		
	• Achieve 3000 (grades 4-5)	1.2i		
	• Pearson Success Net leveled readers (grades 1-5)	1.2i		
	• Starfall (grades K-1)	1.2i		
	• Cranium Core (grades 2-5)	1.2i		
	• Britannica online (grades K-5)	1.2i		
	• Kidsnationalgeographic.com (grades 2-5)	1.2i		
	Technology is used to differentiate instruction			
	• Leveled program-automatic	1.2h		
	• By task	1.2h		
	• By student need	1.2h		
	Students held accountable to task through writing, computer record, task....	1.2h		
	Resources			
	• Smart Board	1.2h, i		
	• Whiteboard	1.2h, i		
	• IPADS, Netbooks, Kindles, tablets	1.2h, i		
	• Visual Aids	1.2h, i		
	• Manipulatives available to students	1.2h, i		
	• Publishing programs (Word, Powerpoint...)	1.2i		

	<ul style="list-style-type: none"> Reference tools (online resources) 	1.2i		
	<ul style="list-style-type: none"> 			
Higher Order Questioning	Webb's Depth of Knowledge Questions Asked are primarily			
	<ul style="list-style-type: none"> Level 1 – Recall: Items that involve simple knowledge, little comprehension involved, no complexity, and no depth, involves recall, rote response, and only a very basic, surface knowledge of material 	1.2d, e, f		
	<ul style="list-style-type: none"> Level 2 – Skill/Concept: Involves students beginning to apply skills and processing concepts involving more comprehension. Students interpret material and make simple decisions about how to approach a problem. They do things as infer, conclude, compare, summarize, and determine relationships. The level of complexity is still relatively low. 	1.2d, e, f		
	<ul style="list-style-type: none"> Level 3 – Strategic Thinking: Students begin to analyze, evaluate, reason, and plan. The complexity is much deeper at this level. Students would be expected to compare/contrast ideas among two or more references. Students also begin to deal with abstractions and open-ended conclusions and are able to support their thinking. 	1.2d, e, f		
	<ul style="list-style-type: none"> Level 4 – Extended Thinking Student activities involve much higher-level thought processes and skills, such as activities requiring them to synthesize, hypothesize, evaluate, and analyze material. Their grasp of knowledge is deep. Student's interaction with material is in-depth, complete, and purposeful. 	1.2d, e, f		

Summary Notes:

Math Implementation Trends

Group/Name _____		Observation Date _____		
Category	Descriptors	Appraisal code	Evident	Not Evident
Establish and Communicate Learning Goals	Schedule/Flow of the Day reflects an uninterrupted 60 minute math block	1.2b		
	Schedule/Flow of the Day reflects a 30 minute intervention block (extension, enrichment, remediation)	2.1a		
	Aligns to the CCSS Grades K-2, CCSS blended NGSSS Grades 3-5	1.2a		
	Board states learning goal as a question or statement. (Has to be worded like: “Students will be able to or students will understand”) Anchor charts to include teaching point.	1.2b		
	Written in student friendly terms	1.2b		
	Referred to throughout the lesson – debriefed at end of lesson to check for understanding	1.2b 1.1b		
Key Elements of an Elementary Mathematics Lesson Student-Centered Mathematics Instruction	Math Warm-up			
	<ul style="list-style-type: none"> On grade level tasks that promote application and/or expand mathematical thinking. Tasks are appropriately challenging and have a high level of demand. 	1.2e		
	<ul style="list-style-type: none"> Tasks are used to reinforce concepts and skills that have been previously taught. 	1.2e		
	<ul style="list-style-type: none"> On grade level introduction of new math topics 	1.2d		
	<i>Examples: Problem Solving, Mental Math Practice, Math Problem of the Day, Number Talks</i>			
	Whole Class Lesson Development			
	<ul style="list-style-type: none"> Introduction and exploration. Key concepts and skills are introduced or extended through lessons that incorporate precise math language and vocabulary. Teachers guide students in making important connections to reinforce and solidify their understanding. The lesson can vary between direct skill instruction and open-ended problem solving tasks. 	1.2c, f		
	<ul style="list-style-type: none"> Discussion – The teacher uses open-ended questions with an emphasis on higher order thinking, to promote student use of precise mathematical language as they explain, clarify, reason about, and justify their ideas. Teachers anticipate how students might mathematically approach the instructional task, monitor student responses, select student strategies to get specific mathematics into the open for examination, sequence the student presentation by making purposeful choices about the order in which students’ work is shared, and makes connections for students about these solutions. 	1.2e, g 2.1k		
	<ul style="list-style-type: none"> The teacher closes the lesson by bringing the class together to review and reflect on new learning. The teacher facilitates students’ reflection on the learning goals and/or essential question to check for evidence of student understanding. 	1.1b 1.2b		

Key Elements of an Elementary Mathematics Lesson <i>(continued)</i>	Instructional Elements Every lesson should include opportunities for students to engage in the Eight Mathematics Practice Standards. Lesson planning should show evidence of the Eight Mathematical Practice Standards and how teachers will facilitate student learning so students will become mathematically proficient using the practice standards. <i>(may not include every practice in every lesson)</i>			
	<ul style="list-style-type: none"> Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. 	1.2a, d, e, f		
		1.2a, d, e, f		
		1.2a, d, e, f		
	Students have opportunity to respond through <ul style="list-style-type: none"> Graphic organizers Math Journals Post-it notes Classroom Discussion Debrief – reflection on new learning, teacher summary, whole class discussions, partner talk, or writing in a math journal 	1.2d		
		1.2d		
		2.1j		
		1.2d		
		2.1j		
		1.2d		
		2.1j		
		1.1b		
		1.2d, g		
		2.1j		
		2.1b		
Key Elements of Practice and Deepening Understanding in a Mathematics Lesson	Independent Practice – Types of tasks students complete independently aligns to instruction, both past and present. <i>Examples: games, learning center activities, utilizing technology resources, working on a paper/pencil task appropriate to their level and instructional needs.</i>	1.2c, e, g		
	Differentiated Instruction – based on formal assessments, daily informal assessment, observations, and/or student work. <i>Examples: Small groups are flexible, work is based on student need i.e., remediation, extension, acceleration, challenge, and enrichment.</i>	1.1c		
		1.2a, c, e		
	Student Accountability <ul style="list-style-type: none"> Accountable talk Teacher facilitated learning Conferring/ Student interviews, probes Written response Teacher observation 	1.1b		
		1.2e, f, g		
		1.2c		
		1.1a		
		1.2e		
		1.2e,f		
		1.1a		
Assessment	Informal assessments <ul style="list-style-type: none"> MFASS (K-3) Formative Assessments – Illustrative Mathematics (4-5) FOCUS Achieves(grades 3-5) 	1.1b		
		1.1b		
		1.1b		

<i>(continued)</i> Assessment	• Journal writing	1.1b		
	• Exit Slips	1.1b		
	• Formative assessment probes			
	• Teacher observation with written notes or checklists	1.1b		
	• Interviews – Diagnostic	1.1b		
	• Various inventories	1.1b		
	• Ongoing progress monitoring	1.1b		
	• Formative assessments (teacher created)	1.1b		
	• Checks for understanding	1.1b		
	• Student scale, rubric	1.1a, b		
	• Student portfolios	1.1b		
Student Engagement	Students appear to be:			
	• Authentically engaged			
	• Actively engaged			
	• Compliant			
	• Off-task			
	Strategies are used to engage or reengage students	1.2g 2.1d, e		
Organizes Students for Learning	• Students are working collaboratively with teacher facilitation.	1.2c, d, e, f		
	• Students are working collaboratively on their own.	1.2c, d, e, f		
	• Students are working independently at their desk/table.	1.2c, d, e, f		
	• Some students are engaged in differentiated small group instruction facilitated by the teacher.	1.2c, d, e, f		
	• Students are engaged in whole class learning facilitated by the teacher.	1.2c, d, e, f		
	• Students are working in centers/rotations.	1.2c, d, e, f		
Classroom Management	• Teacher uses time efficiently	2.1b		
	• Teacher implements smooth transitions	2.1b		
	• Classroom environment is conducive to learning and risk-taking	2.1b,		
	• Students know classroom procedures	c, g, h		
	• Rules and procedures are defined and consistently implemented, monitored, and adhered to	2.1b, d,e, f		
Technology/ Resources	Programs			
	• FCAT Explorer (grades 3-5)	1.2i		
	• Brain Pop (grades K-5)	1.2i		
	• FOCUS/Florida Achieves (grades 3-5)	1.2i		
	• ST Math (Priority schools or site-based purchase)	1.2i		
	• Think Central (grades 1-5)	1.2i		
	• NCTM Illuminations (grades k-5)	1.2i		
	• FASTT Math (site-based purchased)	1.2i		
	• Soar to Success (grades 1-5)	1.2i		
		1.2i		

Technology/ Resources	Technology is used to differentiate instruction			
	• Leveled program-automatic	1.2h		
	• By task	1.2h		
	• By student need	1.2h		
	Students held accountable to task through writing, and/or computer record	1.2h		
	Resources			
	• Smart Board	1.2h, i		
	• Whiteboard	1.2h, i		
	• IPADS, Netbooks, Kindles, tablets	1.2h, i		
	• Visual Aids: Number lines posted with positive and negative numbers, Illustrated mathematics vocabulary word wall, hundreds charts, Addition/Subtraction charts, Multiplication/Division charts (with ease of access to students), and exemplary student work.	1.2h, i		
Higher Order Questioning	• Manipulatives available to students – may be self-selected	1.2h, i		
	• Calculators	1.2h,i		
	• Mathematics literature is incorporated when appropriate.			
Higher Order Questioning	Webb's Depth of Knowledge (DOK) questions asked are primarily			
	• Level 1 – Recall: Items that involve simple knowledge, little comprehension involved, no complexity, and no depth, involves recall, rote response, and only a very basic, surface knowledge of material	1.2d, e, f		
	• Level 2 – Skill/Concept: Involves students beginning to apply skills and processing concepts involving more comprehension. Students interpret material and make simple decisions about how to approach a problem. They do things as infer, conclude, compare, summarize, and determine relationships. The level of complexity is still relatively low.	1.2d, e, f		
	• Level 3 – Strategic Thinking: Students begin to analyze, evaluate, reason, and plan. The complexity is much deeper at this level. Students would be expected to compare/contrast ideas among two or more references. Students also begin to deal with abstractions and open-ended conclusions and are able to support their thinking.	1.2d, e, f		
	• Level 4 – Extended Thinking Student activities involve much higher-level thought processes and skills, such as activities requiring them to synthesize, hypothesize, evaluate, and analyze material. Their grasp of knowledge is deep. Student's interaction with material is in-depth, complete, and purposeful.	1.2d, e, f		

Summary Notes:

Science Implementation Trends

Group/Name _____		Observation Date _____		
<i>Category</i>	<i>Descriptors</i>	<i>Appraisal code</i>	<i>Evident</i>	<i>Not Evident</i>
Establish and Communicate Learning Goals	Schedule reflects an uninterrupted 60 minute science block- 5 th grade Schedule reflects an uninterrupted minimum of 45 min. science block- 4 th grade Schedule reflects an uninterrupted minimum of 45 min. science block- 3 rd grade Schedule reflects an uninterrupted minimum of 30 minute science block- K-2	1.2b		
	District provided Essential Question(s) is posted and visible for all students (1-5)	1.2b		
	District provided Teaching Point is posted and visible for all students (1-5)	1.2b		
	Referred to throughout the lesson – debriefed at end of lesson to check for understanding	1.2b		
5E Model for Science	In kindergarten, students do not follow a formal 5E Model. However, at different times during the science block, teachers and students will be engaged in pieces of the model.			
	Engagement Introduced to 5 E Science Essential Question(s). Students develop and prepare science notebook pages including student Success Criteria rubric and Essential Question strips. The Engage phase should include accessing prior knowledge, connecting to prior knowledge, analysis of misconceptions using probe, literature, OWL chart, simple investigation, video clip without sound, campus walk etc.	1.2c, d, e, f		
	Exploration Investigations, problem solving, construct a model, probe, inquiry, research, hands-on experiences	1.2c, d, e, f		
	Explanation The Explain phase facilitates student understanding by clarifying ideas, connects prior knowledge, formally attaches vocabulary, communicates new understandings, connects informal language to formal language, justifies ideas with evidence, structured questioning, analysis of misconceptions. Consistent Resources: <i>aligned student textbook using reading and vocabulary strategies, graphic organizers, literature, digital lessons and resources</i>	1.2c, d, e, f		
	Elaboration The Elaboration phase facilitates students' application of new ideas to new situations. Differentiated Menu of Options for remediation and acceleration are provided in each 5 E Science workshop. Consistent Resources and strategies: <i>extend and explain the concept being explored, application of aligned vocabulary, 2nd Investigation, digital lab or lesson, extended literature and informational text, aligned video clips</i>	1.2c, d, e, f		
	Evaluation The Evaluation phase assesses understanding through standards based multiple choice assessment, science notebook using scoring rubric, 2nd opportunity for Probe from Engage or other relevant assessment of content.	1.2c, d, e, f		

Key Elements of an Elementary Science Lesson	Science Warm-up <ul style="list-style-type: none"> Teacher explicitly asks the Essential Question(s) to access new and prior knowledge related to Essential Questions. Students are given the opportunity to daily record new ideas and changes in their thinking in their science notebook essential question pages. 	1.2f		
		1.2f		
	Facilitation of the 5 E Instructional Model <ul style="list-style-type: none"> Teacher facilitates science instruction and student learning opportunities which is based on which of the 5 E's in the science workshop they are implementing that day. (<i>see specific elements of 5 E's Model listed above: Engage, Explore, Explain, Elaborate, Evaluate</i>) Introduction and exploration. Key concepts and skills are introduced or extended through lessons that incorporate precise science language and vocabulary. Teachers guide students in making important connections to reinforce and solidify their understanding. The 5 E lesson can vary between direct skill instruction and open-ended problem solving tasks. Discussion – The teacher uses open-ended questions with an emphasis on higher order thinking, to promote student use of precise science language as they explain, clarify reason about, and justify their ideas. 	1.2f		
		1.2e		
		1.2e		
	Science Daily Wrap Up <ul style="list-style-type: none"> Students are provided with daily opportunities discuss how their learning experience in science helps them answer the aligned essential questions and revise their Success Criteria Rubric. Students review and reflect daily in their science notebooks on how their learning experiences in science help them answer the aligned essential questions and how their thinking may have changed. The teacher closes the lesson by bringing the class together to review and reflect on new learning. The teacher facilitates students' reflection on the learning goals in the Success Criteria Rubric and essential question to check for evidence of student understanding. 	1.2e		
		1.2e		
		1.2e		
	Instructional Elements: ELA and Mathematics Common Core Language and Tasks <ul style="list-style-type: none"> Explain concepts based on specific information in text Determine the meaning of science specific words and phrases relevant to grade level topics Explain relationships between scientific concepts Read and comprehend informational text Gather relevant information from print or digital sources Recall relevant information from experiences Draw evidence from informational text to support, analysis, reflection and research Engage in collaborative discussion on grade level topics and texts Represent and Interpret data Measurement and Data 			
		1.2a, d,e,f		
		1.2a, d,e,f		
		1.2a, d,e,f		
		1.2a, d,e,f		
		1.2a, d,e,f		
		1.2a, d,e,f		
		1.2a, d,e,f		
		1.2a, d,e,f		
		1.2a, d,e,f		

	<ul style="list-style-type: none"> Science Notebook Rubric is used to define quality work for students. Success Criteria Rubric is used to monitor student's level of conceptual understanding. 	1.2b		
Key Elements of Practice and Deepening Understanding in a Science Lesson	Independent Practice – Types of tasks students complete independently aligns to instruction, both past and present. <i>Examples: games, learning center activities, utilizing technology resources, working on a paper/pencil task appropriate to their level and instructional needs.</i>	1.2e		
	Differentiated Instruction – Elaboration Phase based on formal assessments, daily informal assessment, observations, and/or student work. Standards based aligned resources are identified in the Differentiated Menu of Options in the Elaboration phase <i>Examples: Small groups are flexible, work is based on student need i.e., remediation, acceleration, challenge, and enrichment.</i>	1.2e		
	Student Accountability <ul style="list-style-type: none"> Accountable talk Teacher facilitated learning Science Notebooks and Success Criteria Rubrics Conferring/ Student interviews, probes Teacher observation 			
		1.2e		
		1.2e		
		1.2e		
		1.2e		
Assessment	Informal assessments <ul style="list-style-type: none"> Science Notebooks with Success Criteria Exit Slips Formative assessment probes (Page Keeley) FOCUS Achieves(grades 3-5) Multiple Choice with Reasoning with Four Corners/Sticky Bars Teacher observation with written notes or checklists Interviews Various inventories Ongoing progress monitoring Formative assessments (teacher created) Checks for understanding Student scale, rubric Student portfolios 			
		1.1b		
		1.1b		
		1.1b		
		1.1b		
		1.1b		
		1.1b		
		1.1b		
		1.1b		
		1.1b		
		1.1b		
		1.1b		
		1.1b		
Student Engagement	Students appear to be:			
	<ul style="list-style-type: none"> Authentically engaged 			
	<ul style="list-style-type: none"> Actively engaged 			
	<ul style="list-style-type: none"> Compliant 			
	<ul style="list-style-type: none"> Off-task 			
	Strategies are used to engage or reengage students	1.2g 2.1d		
Organizes Students for Learning	<ul style="list-style-type: none"> Students are working collaboratively with teacher facilitation. 	1.2c, d, e, f		
	<ul style="list-style-type: none"> Students are working collaboratively on their own. 	1.2c, d, e, f		

	<ul style="list-style-type: none"> Students are working independently at their desk/table. 	1.2c, d, e, f		
	<ul style="list-style-type: none"> Some students are engaged in differentiated small group instruction facilitated by the teacher. 	1.2c, d, e, f		
	<ul style="list-style-type: none"> Students are engaged in whole class learning facilitated by the teacher. 	1.2c, d, e, f		
	<ul style="list-style-type: none"> Students are working in centers/rotations. 	1.2c, d, e, f		

Classroom Management	<ul style="list-style-type: none"> Teacher uses time efficiently 	2.1b		
	<ul style="list-style-type: none"> Teacher implements smooth transitions 	2.1b		
	<ul style="list-style-type: none"> Classroom environment is conducive to learning and risk-taking 	2.1b,		
	<ul style="list-style-type: none"> Students know classroom procedures 	c, g, h		
	<ul style="list-style-type: none"> Rules and procedures are defined and consistently implemented, monitored, and adhered to 	2.1b, d,e, f		

Technology/ Resources	Programs			
	<ul style="list-style-type: none"> Fusion Science Program (grades 1-5) National Geographic (K) 	1.2i		
	<ul style="list-style-type: none"> Online Think Central Fusion Program (grades 1-5) 	1.2i		
	<ul style="list-style-type: none"> FCAT Explorer (grades 3-5) 	1.2i		
	<ul style="list-style-type: none"> Brain Pop (grades K-5) 	1.2i		
	<ul style="list-style-type: none"> FOCUS/Florida Achieves (grades 3-5) 	1.2i		
	<ul style="list-style-type: none"> Learn 360 Videos 	1.2i		
	<ul style="list-style-type: none"> Pearson Success Net leveled readers 	1.2i		
	<ul style="list-style-type: none"> ScienceSaurus 	1.2i		
	Technology is used to differentiate instruction			
	<ul style="list-style-type: none"> Online Think Central Fusion – Differentiated Menu of Options (1-5) 	1.2h		
	<ul style="list-style-type: none"> By task 	1.2h		
	<ul style="list-style-type: none"> By student need 	1.2h		
	Students held accountable to task through writing, computer record, task....	1.2h		
	Resources			
	<ul style="list-style-type: none"> Smart Board 	1.2h, i		
	<ul style="list-style-type: none"> Whiteboard 	1.2h, i		
	<ul style="list-style-type: none"> IPADS, Netbooks, Kindles, tablets 	1.2h, i		
Higher Order Questioning	<ul style="list-style-type: none"> Visual Aids: Charts: SEAMS Poster (3rd-5th gr.), Moon Poster (4th gr.)(OWL (at least 1st – 2nd), Relevant Science Vocabulary, Science tables with related science artifacts, samples, measuring tools of science, photos, exemplary student work. 	1.2h, i		
	<ul style="list-style-type: none"> Manipulatives visible and always available to students. 	1.2h, i		
	<ul style="list-style-type: none"> Calculators 	1.2h,i		
	<ul style="list-style-type: none"> Science literature is incorporated. 			
	Webb's Depth of Knowledge (DOK) questions asked are primarily <ul style="list-style-type: none"> Level 1 – Recall: Items that involve simple knowledge, little comprehension involved, no complexity, and no depth, involves recall, rote response, and only a very basic, surface knowledge of material 	1.2d, e, f		

<p><i>(continued)</i></p> <p>Higher Order Questioning</p>	<ul style="list-style-type: none"> Level 2 – Skill/Concept: Involves students beginning to apply skills and processing concepts involving more comprehension. Students interpret material and make simple decisions about how to approach a problem. They do things as infer, conclude, compare, summarize, and determine relationships. The level of complexity is still relatively low. 	1.2d, e, f		
	<ul style="list-style-type: none"> Level 3 – Strategic Thinking: Students begin to analyze, evaluate, reason, and plan. The complexity is much deeper at this level. Students would be expected to compare/contrast ideas among two or more references. Students also begin to deal with abstractions and open-ended conclusions and are able to support their thinking. 	1.2d, e, f		
	<ul style="list-style-type: none"> Level 4 – Extended Thinking Student activities involve much higher-level thought processes and skills, such as activities requiring them to synthesize, hypothesize, evaluate, and analyze material. Their grasp of knowledge is deep. Student’s interaction with material is in-depth, complete, and purposeful. 	1.2d, e, f		

Summary Notes:

Pinellas County Schools

The following is an action plan that identifies

SMART GOAL:

Target Population:

Action Plan STEPS	Date for Implementation	Person Responsible

Form B: Post Classroom Visits

School: _____

Content Team: _____ Date: _____

1. Record Content Team Tallies from all implementation rubrics on 1 Final Team Implementation Rubric (5 minutes)
2. Complete the Commendations and Concerns Table in Content Teams (10 minutes):

COMMENDATIONS	CONCERNS

3. Content Teams Report rubric data (tallies) and commendations and concerns to whole group (15 minutes)
4. As a whole group, identify next steps for action plan that will be incorporated into school's SIP (30 minutes)

School Next Steps for Action Plan	Instructional Support Team Next Steps for Action Plan
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Instructional Support Model

Language Arts/Reading, Math, Science, and Social Sciences
2013-2014



Department of High School Education
Division of Curriculum and Instruction

Instructional Support Model

Purpose

The Instructional Support Model for High Schools is intended to:

- Build capacity of school-based administrators' understanding of best practices of teaching and learning in secondary reading and language arts, math, science, and social studies classrooms so they can better support and coach teachers
- Support teachers of reading, math, and science in the continuous improvement of their practice to assist teacher and school goals for improved performance for all students.

Intended Outcomes for the Year

1. Support of the School Improvement Plan at each high school.
2. Effective monitoring of teaching and learning practices in core curricular programs. This will be accomplished using implementation rubrics (aligned to teacher evaluation instrument) during district instructional support visits to schools.
3. Data analysis after each school visit that will support the work of instructional coaches, assist schools in developing model classrooms in each core area, and assist in planning for LLC embedded professional development in schools.

Priority Schools for the Instructional Support Model for the 2013-2014 School Year

The chart below provides a list of all schools, K-12, that have been identified as priority schools for support under the Instructional Support Model.

ELEMENTARY	MIDDLE	HIGH
Bear Creek ES	Azalea MS	Boca Ciega HS
Belcher ES	Bay Point MS	Dixie Hollins HS
Belleair ES	Hopkins MS	Gibbs HS
Campbell Park ES	Largo MS	Lakewood HS
Dunedin ES	Meadowlawn MS	Northeast HS
Fairmount Park ES	Pinellas Park MS	
High Point ES	Tyrone MS	
Lakewood ES		
Maximo ES		
Melrose ES		
New Heights ES		
Ponce de Leon ES		
Pinellas Park ES		
Sandy Lane ES		
Woodlawn ESE		

Instructional Model Support Calendar 2013-2014

	1st Visit	2nd Visit	3rd Visit	4th Visit	5th Visit
Bayside High	9/27/13, 10:30-1:00pm	1/31/14, 7:30-10:00am	5/9/14, 10:30-1:00pm		
Boca Ciega High	9/11/13, 7:30-10:00am	10/23/13, 7:30-10:00am	12/11/13, 7:30-10:00am	2/12/14, 10:30-1:00pm	3/19/14, 7:30-10:00am
Clearwater High	9/13/13, 7:30-10:00am	12/13/13, 10:30-1:00pm	4/11/14, 7:30-10:00am		
Countryside High	9/27/13, 7:30-10:00am	1/31/14, 10:30-1:00pm	5/9/14, 7:30-10:00am		
Dixie Hollins High	9/11/13, 10:30-1:00pm	10/29/13, 10:30-1:00pm	12/11/13, 10:30-1:00pm	2/12/14, 7:30-10:00am	3/19/14, 10:30-1:00pm
Dunedin High	9/13/13, 10:30-1:00pm	12/13/13, 7:30-10:00am	4/11/14, 10:30-1:00pm		
East Lake High	10/18/13, 7:30-10:00am	2/7/14, 7:30-10:00am	5/2/14, 10:30-1:00pm		
Gibbs High	9/18/13, 7:30-10:00am	10/29/13, 7:30-10:00am	12/4/13, 10:30-1:00pm	2/5/14, 7:30-10:00am	3/12/14, 10:30-1:00pm
Lakewood High	9/18/13, 10:30-1:00pm	10/30/13, 7:30-10:00am	12/4/13, 7:30-10:00am	2/5/14, 10:30-1:00pm	3/12/14, 7:30-10:00am
Largo High	9/20/13, 7:30-10:00am	12/6/13, 10:30-1:00pm	4/4/14, 7:30-10:00am		
Northeast High	9/25/13, 7:30-10:00am	10/30/13, 10:30-1:00pm	12/18/13, 7:30-10:00am	2/19/14, 7:30-10:00am	4/2/14, 10:30-1:00pm
Osceola Fundamental High	10/4/13, 10:30-1:00pm	1/24/14, 10:30-1:00pm	4/18/14, 7:30-10:00am		
Palm Harbor University High	10/11/13, 7:30-10:00am	1/28/14, 7:30-10:00am	4/25/14, 10:30-1:00pm		
Pinellas Park High	9/20/13, 10:30-1:00pm	12/6/13, 7:30-10:00am	4/4/14, 10:30-1:00pm		
St. Petersburg High	9/25/13, 10:30-1:00pm	1/24/14, 7:30-10:00am	5/2/14, 7:30-10:00am		
Seminole High	10/4/13, 7:30-10:00am	12/19/13, 10:30-1:00pm	4/18/14, 10:30-1:00pm		
Tarpon Springs High	10/11/13, 10:30-1:00pm	1/28/14, 10:30-1:00pm	4/25/14, 7:30-10:00am		

Indicates Priority School and visit is with Area Superintendent

Process for Instructional Support Model School Visits

Before Instructional Support Model School Visit Date

We ask that School Principals:

- Talk with staff about the purpose and intended outcomes of the Instructional Support Model
- Post scheduled Instructional Support Model visits on school calendar early.
- Arrange for the administrative team to participate in the discussions before and after the classroom visits. (If AP's need to step out to handle an urgent call, they should rejoin the group when possible).
- Notify all teachers in reading, math, science, and social studies that their classrooms will be visited during the Instructional Support Model visits. Other teachers/classrooms may be visited as time permits.
- Provide feedback from the Instructional Support Model visit to the staff in the form of data gathered during visit, and discussions regarding next steps in each area. The post visit conference will provide guidance as to the data and next steps to discuss with staff.

The Purpose of the Instructional Coach includes (for schools with coaching support):

- Facilitation of professional learning conversations with and between teachers and administrators
- Provision of embedded, just-in-time support to teachers through coaching and mentoring
- Working within the structure of professional learning communities
- Strengthening the work of professional learning communities in which teachers gain knowledge *of* their practice through inquiry/action research.

These are lofty goals, yet goals that we know will make a difference for the teachers of our district. With quality instruction in all of our classrooms, student performance will increase. In order to fulfill these goals, our coaches/staff developers ***must*** spend at least 75% their time:

- Lesson planning with teachers
- Modeling lessons within classrooms
- Debriefing classroom demonstration lessons
- Facilitating book studies and lesson studies
- Participating in your School Leadership Team/School Based RtI Leadership Team
- Providing support through activities tied to specific, measureable goals within your school's SIP/Corrective Action/Restructuring Plans
- Engaging in their own professional development through district opportunities, coaches/staff developers PLCs, and inquiry projects of their own
- Collaborating with administration, grade level teams, department teams to prioritize their goals to establish model classrooms within your building by highlighting the use of instructional best practices.

Instructional Support Model Visit (Time: Approximately 2.5 hours)

The Instructional Support Team (Area Superintendent, Executive Director, and Content Specialists) will join with the principal and assistant principals (as possible) to:

- 30 minutes: Conduct pre-classroom visits discussion (see Form A following Implementation Rubrics)
 - ✓ Utilize school performance data to focus on/review appropriate areas of School Improvement Plan and school processes (such as PLC schedules, calendared PD plans)
- 60 minutes: Separate into content teams and conduct classroom visits using implementation rubrics as instructional measurement tool (rubrics are aligned with teacher evaluation system). Each classroom visit should last 5-6 minutes minimum (work to visit 10 classrooms during visit)
- 30 minutes: Debrief Classroom visits
 - ✓ 5 minutes: Content Teams tally data on 1 "Team Implementation Rubric" for each content area
 - ✓ 10 minutes: Content Teams prepare lists of commendations and concerns (noting major trends/observations made during visits) for each content area
 - ✓ 15 minutes: Content Teams report their total tallies and their commendations and concerns to whole group
- 30 minutes: Instructional Support Team and School Leadership Team plan draft of next steps to be written into an action plan and incorporated into school's SIP. Finalized action plan will be crafted for review within 24 hours of school visit.
 - ✓ Next steps will include:
 - explicit information regarding district support school seeks to carry out action plan steps
 - how/when progress on action will be collected/reported to Instructional Support Team

FORM A: Instructional Support Team Pre-Classroom Visits Discussion Sheet

School Name: _____ Date: _____

Before Visiting Classrooms

School Reading, Math, Science, and Social Science Data Points	
SIP Major Strategies Important to Know for Visits ▼	
SIP Points of Pride- What does school leadership team believe is working well?	
SIP Areas of Concern- What are areas of concern for school leadership team?	

Science Implementation Rubric

Group/Name _____

Observation

Date _____

Category	Descriptors	Appraisal code	Evident	Not Evident	Notes
Science Instruction	Is the teacher effectively utilizing a 5E or gradual release model for instructional delivery?	1.2c			
	Is the teacher posting and referring to an essential question and/or learning goal?	1.2b			
	Are students responding to the essential question and/or learning goal?	1.2b			
	Is the teacher using formative assessments and checks for understanding to drive instruction?	1.1c			
	Is the teacher using rubrics and exemplars related to current content to demonstrate high proficiency of the learning goal?	1.1a, c			
	Is the teacher encouraging students to use rubrics to describe their status relative to the learning goal?	1.1a, c			
	Does instruction include higher-level, open ended questions to promote learning?	1.2e, f			
	Is the teacher providing adequate wait time for students to think about and respond to all questions?	1.2e, f			
	Is the teacher engaging all students in learning?	1.2g			
	Are the students engaged in multiple opportunities for learning content through hands on activities or labs?	1.2a, c, e, f, g			
	Are students engaged in taking measurements or making calculations or observations?	1.2a, c, e, f, g			
	Are students engaged in making predictions, hypothesizing, or evaluating?	1.2a, c, e, f, g			
	Are the teacher and students using technology (microscopes, probe ware, computer based programs, response systems, etc.) to engage students in learning?	1.1d, 1.2c, e, g, h, i			
	Are teachers and students making real-world connections to deepen understanding of new knowledge?	1.2e, f, g			
Student Engagement	Students appear to be:				
	Authentically engaged				
	Actively engaged				
	Compliant				
	Off-task				
	Strategies are used to engage or reengage students	1.2g, 2.1d			

Science Implementation Rubric Continued

Category	Descriptors	Appraisal code	Evident	Not Evident	Notes
Full Implementation of Common Core Literacy Standards	Is text complexity along with close reading and rereading of texts central to unit of instruction?	1.2a,e			
	Are teachers providing scaffolding that does not preempt or replace text reading by students?	1.2a,e			
	Are teachers developing and asking text-dependent questions from a range of question types?	1.2 a, f, e 2.1k			
	Are teachers emphasizing students supporting their answers based upon evidence from the text?	1.2c, 2.1k			
	Are teachers providing research & writing opportunities (claims & evidence, inquiry projects, lab reports, reflective journaling, etc.)?	1.2f			
	Are students engaging in collaborative structures and accountable talk around science content? (speaking & listening standards)	1.2g, 2.1j			
	Are teachers using supplemental texts (newspapers, articles, websites, picture books, etc.)?	1.2 a, c, d, e, f			
	Are teachers providing rich and rigorous performance tasks requiring students to engage with content & aligned to standards?	1.2 e, f			
	Are teachers modeling the close, attentive, reading?	1.2c			
	Does instruction expand general academic and domain-specific vocabulary?	1.2 a, c, d, e ,f			
	Does instruction include high-level comprehension and critical analysis by students?	1.2 a, c, d, e ,f			
	Does instruction include student question generation, inquiry, and research processes?	1.2 a, c, d, e ,f			

Secondary Math Implementation Rubric

Group/Name _____ Observation Date _____				
Category	Descriptors	Appraisal code	Evident	Not Evident
Establish and Communicate Learning Goals	Board states learning goal as a question or statement. (Has to be worded like: “ Students will be able..to or students will understand”)	1.2b 2.1b, c		
	Learning Goals are visible and are Aligned to NGSSS and/or CCSS standards	1.2a		
	Agenda;/Activities/ Content Monitoring Processes visible to all	1.2b		
	Content Enhancement Course and/or Unit Organizer utilized in the classroom	1.2b		
	Learning Goals referred to throughout the lesson	1.2b,c		
Instructional Delivery Method	Implicit Instruction (Developing Conceptual Understanding)			
	Teacher models use of strategies using think alouds	1.2c,d		
	Students explain and/or elaborate through accountable talk – Students reason abstractly and quantitatively (CCSS – MP 2)	1.2c ,d		
	Evidence of teacher planning opportunities to engage students to determine prior knowledge of a concept or idea and explore through probing questions	1.2a, c, d, e		
	Explicit Instruction (Gradual Release Model)			
	Teacher connects learning to previous teaching	1.2 c, d, e		
	Explicit learning goal and teaching point stated to introduce a skill/topic	1.2b,c		
	Teacher models the work students are expected to do	1.2c		
	Students practice this work in pairs/small group with teacher support	1.2c,d		
	Utilizes WICOR strategies based on student’s needs through the lesson	1.2a		
	Students practicing work on their own	1.2c,e		
	Rubrics/criteria established and used to define quality work for students			
	Teacher confers with students	1.2c 1.1b		
	Implementation of the Mathematical Practice Standards			
	<ul style="list-style-type: none"> Teacher provide opportunity for students construct viable arguments and critique the reasoning of others (MP 3) 			
	<ul style="list-style-type: none"> Teacher uses and require students to attend to precision in math language and operations (MP 6) 			
	Evidence of Modeling with Mathematics (MP 4)			
	<ul style="list-style-type: none"> Sketching 	1.2d		
	<ul style="list-style-type: none"> Charts and/or graphs 			
	<ul style="list-style-type: none"> Data collections and analysis 			
	<ul style="list-style-type: none"> Graphic organizers 			
	Teacher provide learning opportunities for students to look for and make use of structure in the math content (MP 7)			
	Teacher provide opportunities for students to look for and express regularity in repeated reasoning (MP 8)	1.2a,c		
	Type of problems or tasks are aligns to learning goal	1.2a		
	Teacher provide opportunities for students to construct viable arguments and critique the reasoning of others (MP 3)	1.2c, d,e		
Assessment	Scales and/or Rubrics used to analyze student work	1.1a, b		
	Formative assessments used to modify and drive instruction	1.1b, c		
	Checks for understanding administered periodically	1.1b, c		
	Model of student maintained progress monitoring tool visible in the classroom			
	Current Progress Chart displayed to reflect class achievement of learning goals	1.1a		

Category	Descriptors	Appraisal code	Evident	Not Evident
Student Engagement	Students appear to be:	1.2d 2.1d 1.2g		
	<ul style="list-style-type: none"> Authentically engaged Actively engaged Compliant Off-task 			
	Strategies are used to engage or reengage students			
Organizes Students for Learning	Students are working collaboratively with teacher facilitation.	1.2c, 1.2 d, 1.2e, 1.2 f		
	Students are working collaboratively on their own.			
	Students are working independently at their desk/table.			
	Some students are engaged in differentiated small group instruction facilitated by the teacher.			
	Students are engaged in whole class learning facilitated by the teacher.			
	Students are working in centers/rotations.			
Classroom Management	Teacher uses time efficiently	2.1b		
	Teacher implements smooth transitions	2.1b		
	Classroom environment is conducive to learning and risk-taking	2.1b, c, g, h		
	Students know classroom procedures			
	Provides verbal and nonverbal cues	2.1e		
	Rules and procedures are defined and consistently implemented, monitored, and adhered to	2.1b, d, e, f		
Technology and Resources CCSS-MP 5	Computer based programs used by students for inquiry and/or remediation	1.2i		
	Manipulatives available and used appropriately with students	1.2i		
	Computers used by students for investigations, data analysis, and creations for communications	1.2i		
	Students interacting with either 4-function, graphing or scientific calculators	1.2i		
Higher Order Questioning	Webb's Depth of Knowledge (DOK) questions asked are primarily			
	<ul style="list-style-type: none"> Level 1 – Recall: Items that involve simple knowledge, little comprehension involved, no complexity, and no depth, involves recall, rote response, and only a very basic, surface knowledge of material. 	1.2d, e, f		
	<ul style="list-style-type: none"> Level 2 – Skill/Concept: Involves students beginning to apply skills and processing concepts involving more comprehension. Students interpret material and make simple decisions about how to approach a problem. They do things as infer, conclude, compare, summarize, and determine relationships. The level of complexity is still relatively low. 	1.2d, e, f		
	<ul style="list-style-type: none"> Level 3 – Strategic Thinking: Students begin to analyze, evaluate, reason, and plan. The complexity is much deeper at this level. Students would be expected to compare/contrast ideas among two or more references. Students also begin to deal with abstractions and open-ended conclusions and are able to support their thinking. 	1.2d, e, f		
	<ul style="list-style-type: none"> Level 4 – Extended Thinking Student activities involve much higher-level thought processes and skills, such as activities requiring them to synthesize, hypothesize, evaluate, and analyze material. Their grasp of knowledge is deep. Student's interaction with material is in-depth, complete, and purposeful. 	1.2d, e, f		

SECONDARY LANGUAGE ARTS & READING

2013-2014 IMPLEMENTATION TRENDS

Group/Name _____

Observation Date _____

CATEGORY	DESCRIPTORS	APPRAISAL CODE	EVIDENT	NOT EVIDENT	
SECONDARY LANGUAGE ARTS & READING COURSES (K-12 READING PLAN)	Teachers use supplemental texts to regularly include shorter, challenging passages that elicit close reading and re-reading.	1.2 a, c, d, e, f			
	Teachers require students to closely read and re-read texts in order to fully comprehend increasingly difficult text independently.	1.2 d, e			
	Teachers require students to respond in writing and discussion to text-dependent questions focused on the Standards.	1.2 d,e,f,g			
	Teachers provide rich and rigorous performance tasks requiring students to engage with text & aligned to standards.	1.2 e, f			
	Teachers provide careful instruction—including effective scaffolding that does not preempt or replace the text to enable them to read at the appropriate level of text complexity.	1.2 a, c, d, e			
	Teachers provide students with opportunities to interact with texts are at or above grade level.	1.2 a, d			
	Classroom libraries have leveled texts selected as determined by the independent reading level of the students.	2.1 g			
	Teachers provide students with access to authentic fiction and non-fiction texts through expanded classrooms libraries.	1.2 d, e, g, 2.1 g			
	Teachers model the close, attentive reading that is at the heart of understanding complex text.	1.2c			
	Teachers involve and guide all students in tracking their own progress toward meeting the goals.	1.1.a			
	Teachers use formative assessments to collect and track student progress and guide instruction.	1.1.b			
	Teachers provide extensive research and writing opportunities (claims and evidence).	1.2a,d,e,f			
	Teachers emphasizing students supporting answers based upon evidence from the text and providing extensive research and writing opportunities (claims and evidence).	1.2a,d,e,f			
	Teachers and students are using rubrics.	1.1 a, b			
	INSTRUCTION EXPANDS LITERACY DEVELOPMENT BEYOND FOUNDATIONAL SKILLS TO INCLUDE SUCH CAPACITIES AS:				
	• general academic and discipline-specific vocabulary	1.2 a, c, d, e ,f			
	• high-level comprehension and critical literary analysis				
	• student question generation, inquiry, and research processes				
	READING INTERVENTION COURSES (INCLUDING ENGLISH+ READING) INCLUDE THE FOLLOWING ON A DAILY BASIS:				
	• whole group explicit and systematic instruction	1.1 c, 1.2 a, c, g 2.1b,j			
	• small group differentiated instruction				
	• independent reading practice monitored by the teacher (e.g., reading logs, student discussion, and student-teacher conferences)				
	• a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications and grade-level appropriate complex text	1.2a, 1.2g			
	APPROPRIATE TIME SPENT WITH READING SOFTWARE IN READING INTERVENTION COURSES:				
	• EPS (grades 7 & 8—double-block)	1.2a			
	• Read 180 (grades 6-10—double-block)	1.2a			
	• Reading Plus (grades 9 & 10—single-block)	1.2a			
	• ACHIEVE3000 (grade 11 & 12—single-block)	1.2a			

COMMON CORE STATE STANDARDS INSTRUCTIONAL SHIFTS	A HIGH QUALITY TEXT OR TEXTS IS AT THE CENTER OF THE LESSON		1.2a		
	<ul style="list-style-type: none"> MAJORITY OF CLASS TIME IS SPENT READING, WRITING, OR SPEAKING DIRECTLY ABOUT A TEXT. 		2.1j		
	<ul style="list-style-type: none"> THE TEXT IS AT OR ABOVE THE COMPLEXITY LEVEL EXPECTED FOR THE GRADE & POINT IN YEAR. 				
	<ul style="list-style-type: none"> THE TEXT EXHIBITS EXCEPTIONAL CRAFT AND THOUGHT AND/OR PROVIDES USEFUL INFORMATION. 				
	<ul style="list-style-type: none"> EVERY STUDENT IS GIVEN EXTENSIVE OPPORTUNITY TO WORK WITH GRADE-LEVEL TEXT. 				
	QUESTIONS AND TASKS ARE TEXT-DEPENDENT AND TEXT SPECIFIC.		1.2 a,c, d,e,f,g		
	<ul style="list-style-type: none"> QUESTIONS AND TASKS ADDRESS THE SPECIFIC TEXT BEING READ (dimensions, concepts, ideas, and details) 		2.1j,k		
	<ul style="list-style-type: none"> QUESTIONS AND TASKS ATTEND TO THE ACADEMIC LANGUAGE (i.e., vocabulary & Syntax) 				
	<ul style="list-style-type: none"> QUESTIONS AND TASKS REQUIRE STUDENTS TO DRAW EVIDENCE FROM THE TEXT TO SUPPORT THEIR RESPONSES. 				
	<ul style="list-style-type: none"> SEQUENCES OF QUESTIONS CAUSE STUDENTS TO DELVE DEEPER TO MAKE INFERENCES BEYOND WHAT IS EXPLICITLY STATED IN THE TEXT. 				
	ALL STUDENTS ARE PRODUCTIVELY ENGAGED IN THE WORK OF THE LESSON USING EVIDENCE.		1.2		
	<ul style="list-style-type: none"> ALL STUDENTS—WORKING INDIVIDUALLY, WITH OTHER STUDENTS, OR WITH THE TEACHERS—PERSIST IN EFFORTS TO COMPREHEND DEMANDING GRADE-LEVEL TEXT(S). 		d,e,f,g 2.1j,k		
STUDENT ENGAGEMENT	STUDENTS APPEAR TO BE:				
	AUTHENTICALLY ENGAGED				
	ACTIVELY ENGAGED				
	COMPLIANT				
	OFF-TASK				
	STRATEGIES ARE USED TO ENGAGE OR REENGAGE STUDENTS		1.2g 2.1d		

Additional Notes:

COMMENDATIONS	CONCERNS

Social Studies Implementation Trends

Group/Name _____

Observation Date _____

Category	Descriptors	Appraisal code	Evident	Not Evident	Notes
Social Studies Instruction	Does the teacher display knowledge of students' reading levels, ELL Status, IEP requirements?	1.1 a, c			
	Does the teacher consult appropriate colleagues for assistance to provide resources for such students?	1.1 a			
	Does the teacher use "bell work" as an authentic part of the lesson?	1.2 a			
	Is the teacher effectively utilizing gradual release model for instructional delivery? (Cycle may require multiple class periods to complete).	1.2 c			
	Is the teacher posting and referring to an essential question and/or learning goal?	1.2 b			
	Are students responding to the essential question and/or learning goal?	1.2 b			
	Is the teacher using formative assessments and checks for understanding to drive instruction?	1.1 c			
	Is the teacher using rubrics and exemplars related to current content to demonstrate high proficiency of the learning goal?	1.1 a, c			
	Is the teacher encouraging students to use rubrics to describe their status relative to the learning goal?	1.1 a, c			
	Does instruction include higher-level, open ended questions to promote learning?	1.2 e, f			
	Is the teacher providing adequate wait time for students to think about and respond to all questions?	1.2 e, f			
	Is the teacher engaging all students in learning?	1.2 g			
	Does the teacher maintain appropriate pacing?	1.2 a			
	Are students engaged in making predictions and inferences, and arguments?	1.2 a, c, e, f, g			
	Are the teacher and students using technology to engage students in learning?	1.1d, 1.2 c, e, g, h, i			
	Are teachers and students making real-world connections to current events to deepen understanding of new knowledge?	1.2 e, f, g			
	Does the teacher post and refer to maps, charts, and graphs?	1.2 d, e			
	Does the teacher ensure that students are mindful of "time, place, and story"?	1.2 e			
	Does the teacher routinely ask students to analyze documents?	1.2 e			

Student Engagement	Students appear to be:				
	Authentically engaged				
	Actively engaged				
	Compliant				
	Off-task				
	Strategies are used to engage or reengage students	1.2 g, 2.1 d			
Category	Descriptors	Appraisal code	Evident	Not Evident	Notes
Full Implementation of Common Core Literacy Standards	Is text complexity along with close reading and rereading of multiple texts central to unit of instruction?	1.2a,e			
	Are teachers providing scaffolding that does not preempt or replace text reading by students?	1.2a,e			
	Are teachers developing and asking text-dependent questions from a range of question types?	1.2 a, f, e 2.1k			
	Are teachers emphasizing students supporting their answers based upon evidence from the text with citation	1.2c, 2.1k			
	Are teachers providing research & writing opportunities (claims & evidence, document analysis, DBQs)?	1.2f			
	Are students engaging in collaborative structures and accountable talk around social studies content? (speaking & listening standards)	1.2g, 2.1j			
	Are teachers using supplemental texts (newspapers, articles, websites, picture books, primary and secondary sources, including maps, graphs, charts, political cartoons, historical fiction and non-fiction excerpts)?	1.2 a, c, d, e, f			
	Are teachers providing rich and rigorous performance tasks requiring students to engage with content & aligned to standards?	1.2 e, f			
	Are teachers modeling the close, attentive, reading?	1.2c			
	Does instruction expand general academic and domain-specific vocabulary including glossary of words used in EOC?	1.2 a, c, d, e ,f			
	Does instruction include high-level comprehension and critical analysis by students?	1.2 a, c, d, e ,f			

Form B: Post Classroom Visits

School: _____

Content Team: _____ Date: _____

- 1. Record Content Team Tallies from all implementation rubrics on 1 Final Team Implementation Rubric (5 minutes)
- 2. Complete the Commendations and Concerns Table in Content Teams (10 minutes):

COMMENDATIONS	CONCERNS

- 3. Content Teams Report rubric data (tallies) and commendations and concerns to whole group (15 minutes)
- 4. As a whole group, identify next steps for action plan that will be incorporated into school’s SIP (30 minutes)

School Next Steps for Action Plan	Instructional Support Team Next Steps for Action Plan

Pinellas County Schools

The following is an action plan that identifies crucial next steps for

GOAL:

Target Population:

[illegible]

Leading the Learning Cadre: Teacher Leader Selection Process

Principal Timeline and Process Information

PURPOSE

THE PURPOSE OF OUR PROFESSIONAL DEVELOPMENT SYSTEM IS TO SUPPORT THE CONTINUAL AND INCREMENTAL GROWTH OF STAFF. THE LEADING THE LEARNING CADRE (LLC) ARE A CRITICAL ELEMENT OF THAT GROWTH AND DEVELOPMENT. EACH SCHOOL **WILL HAVE** ONE LLC CONSISTING OF ONE ADMINISTRATOR AND FOUR TEACHERS.

COMMITMENT OF LLC MEMBERS

- ATTEND LEADING THE LEARNING CADRE TRAININGS WITH LEADING THE LEARNING CADRE
- COMPLETE ONLINE CONTENT MODULE
- PLAN AND IMPLEMENT PROFESSIONAL DEVELOPMENT WITH LEADING THE LEARNING CADRE

TIMELINE

ON OR BEFORE:

FRIDAY, JANUARY 11, 2013	PRINCIPALS RECEIVE DOCUMENTS VIA EMAIL FROM LISA GRANT AND PAM MOORE.
FRIDAY, JANUARY 18, 2013	SHARE OPPORTUNITY AND APPLICATION PROCESS WITH TEACHERS. DISTRIBUTE THE APPLICATION AND RUBRIC TO INTERESTED TEACHERS.
MONDAY, JANUARY 28, 2013	TEACHERS SUBMIT APPLICATION AND SELF-ASSESSMENT RUBRIC TO PRINCIPAL
FRIDAY, FEBRUARY 1, 2013	PRINCIPALS SELECT CADRE MEMBERS
TUESDAY, FEBRUARY 5, 2013	PRINCIPAL SENDS INFORMATION SHEET, APPLICATION, AND A COPY OF THIS FORM WITH THE NAMES OF YOUR SCHOOL LEADING THE LEARNING CADRE (SEE BELOW) TO LISA GRANT IN PROFESSIONAL DEVELOPMENT
THURSDAY, FEBRUARY 7, 2013	LISA GRANT AND PAM MOORE SEND CONGRATULATIONS LETTER & CADRE ORIENTATION INVITE!
FEBRUARY 20 & 21, 2013	LEADING THE LEARNING CADRE ORIENTATION SESSIONS

SCHOOL LEADING THE LEARNING CADRE MEMBERS

SCHOOL: _____

Cadre members Selected:

Principal: _____

Teacher: _____

Teacher: _____

Teacher: _____

Teacher: _____

Leading the Learning Cadre: Teacher Leader Application Form

Please complete and submit this application form to your principal
along with your self-evaluation rubric no later than
Monday, January 28, 2013.

CURRENT SCHOOL: _____ PRINCIPAL: _____

TEACHER NAME: _____ EMAIL: _____

PHONE: _____

CURRENT POSITION: _____ GRADE LEVEL(S): _____

CONTENT AREA(S) TAUGHT: _____

PRIOR TEACHER LEADERSHIP ROLES:

IN THE SPACE PROVIDED BELOW, EXPLAIN HOW THIS EXPERIENCE IN A TEACHER LEADERSHIP ROLE WILL HELP YOU GROW
PROFESSIONALLY AND IMPACT YOUR SCHOOL GOALS.

ON OR BEFORE:

MONDAY, JANUARY 28, 2013 TEACHERS SUBMIT APPLICATION AND SELF-ASSESSMENT RUBRIC TO PRINCIPAL

FRIDAY, FEBRUARY 1, 2013 PRINCIPALS SELECT CADRE MEMBERS

TUESDAY, FEBRUARY 5, 2013 PRINCIPAL SENDS INFORMATION SHEET TO LISA GRANT

THURSDAY, FEBRUARY 7, 2013 LISA GRANT AND PAM MOORE SEND CONGRATULATIONS LETTER & CADRE ORIENTATION INVITE!

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Leading the Learning Cadre: Teacher Leader Qualities Self-Evaluation Rubric

Teacher's Name: _____

Date: _____





School: _____

For each item, select the score you believe best reflects where you are as a teacher leader. Your application and rubric are due to your school principal by **Monday, January 28, 2013**.

Working with Colleagues	Beginning	Developing	Accomplished	Exemplary	Total
Employs effective interpersonal skills (Inclusive of communication and relationships)	1	2	3	4	
Respected by staff	1	2	3	4	
Collaborates with staff providing a culture of collegiality	1	2	3	4	
Facilitates/encourages professional learning among colleagues	1	2	3	4	
Possesses facilitation skills/experience with adult learners	1	2	3	4	
Willing to serve and lead colleagues in professional development	1	2	3	4	
Models the culture of continuous improvement	1	2	3	4	
Teaching Practice					
Possesses extensive content knowledge	1	2	3	4	
Exhibits implementation of pedagogical content knowledge	1	2	3	4	
Implements exemplary best practices in teaching	1	2	3	4	
Demonstrates a continuous self-reflective process for continual growth	1	2	3	4	
Demonstrates Self-directed learning: seeks professional development opportunities to improve own practice	1	2	3	4	
Demonstrates effective organizational skills	1	2	3	4	
Demonstrates follow through with tasks	1	2	3	4	
Willing to work above and beyond	1	2	3	4	

Professional Learning Community-Innovation Configuration Map

PLC: A focused and deliberate collaborative group that meets regularly to examine instructional practices and beliefs in a cycle of continuous inquiry to improve student learning.

Level of Implementation	Beginning 	Emerging 	Acquired 	Deliberate 
Meeting and Organizing our Work <i>"How is learning organized in our Professional Learning Community?"</i>	Identify a need to meet. Establish norms. Engage in the task at hand. Participate in group discussion.	Set meeting schedule. Plan agenda and record discussions. Productively contribute to collaborative conversations.	Participate in the design of the content and organization of our learning. Establish structure for our way of work. Develop resources.	Contribute research-based resources. We engage in shared leadership.
Professional Learning <i>"How do we learn in our Professional Learning Community?"</i>	Aware that professional learning is the focus of our PLC. Identify a need for professional learning.	Arrange for professional learning opportunities. Identify assigned activities and tasks. Discuss research and reflect to implement strategies.	Complete assigned activities and plan implementation. Implement activities. Reflect and discuss implementation.	Learn through a blended learning model. Explain our purpose and expected outcomes. Use a common language around the content of our learning. Evaluate and analyze professional literature and research-based practices.
Needs Assessment <i>"How do we assess our needs?"</i>	Unclear about our needs for professional learning.	Examine ways to conduct a needs assessment.	Conduct a needs assessment.	Assess not only our needs, but the needs of others through the use of surveys, self-assessments, and data collection.
Data Analysis <i>"How is data analyzed and used to improve performance?"</i>	Awareness for the need for data.	Collect and compile data.	Establish a process to collect and analyze quantitative and qualitative data, including assessments and student work, to inform instruction.	Analyze student data using protocols to determine alignment to standards and data trends across time. Include data from disaggregated groups to inform instruction. Engage in conversation about student performance at every meeting.
Implementation of Professional Learning <i>"How do we apply our knowledge in the facilitation of learning?"</i>	Understand and assess the needs of learners.	Use needs of learners to plan learning opportunities.	Develop strategies to self assess our work. Share results.	Adapt plans and strategies continually based upon implementation results. Create action steps to implement practices with quality and fidelity. Provide constructive feedback on instruction at our meetings. Apply research-based resources consistently.
Monitoring and Assessing <i>"How do we measure effectiveness and impact of our work on our own practice and student learning?"</i>	Determine the need to assess the impact on student learning. Unclear about the need to assess our learning.	Informally discuss the questions: <ul style="list-style-type: none"> What needs to be evaluated? How will we measure the impact? How will these results be used? 	Develop a plan answering the questions: <ul style="list-style-type: none"> What needs to be evaluated? How will we measure the impact? How will these results be used? Include indicators of effectiveness in the plan. Establish a monitoring plan.	Use tools as a group and individuals to self assess our understanding of instructional dispositions, content knowledge and pedagogical skill Use defined system to reflect and improve on our practice by continually addressing the questions: <ul style="list-style-type: none"> What needs to be evaluated? How will we measure the impact? How will these results be used? How will we continue to grow?

Professional Development Impact and Alignment Chart

GOAL	CoP/LLC (ASCD)	T & L Content Team	Instructional Coaches	Content Partners	School/PLC
All teachers know the standards.	ELA <ul style="list-style-type: none"> ○ Online courses ○ Deep reading of standards MATH <ul style="list-style-type: none"> ○ Online courses ○ Deep reading of standards 	<ul style="list-style-type: none"> • DWT: Aug, Feb • Explicit Slice • All 5th grade ELA • Dept. chair meetings 	<ul style="list-style-type: none"> • Individual & small group work with teachers 	Core Connections (ELA): <ul style="list-style-type: none"> • All teachers K-3 • 4th grade (13 schools) • 6-8: all ELA teachers • 9-11: all ELA teachers J. Dixon Math: K-8 teachers (as choice)	
All teachers know shifts +1	ELA <ul style="list-style-type: none"> ○ Online courses ○ Deep reading of standards MATH <ul style="list-style-type: none"> ○ Online courses ○ Deep reading of standards 	<ul style="list-style-type: none"> • DWT: Aug, Feb • Explicit Slice • All 5th grade ELA • Dept. chair meetings 	<ul style="list-style-type: none"> • Individual & small group work with teachers 	Core Connections: <ul style="list-style-type: none"> • All teachers K-3 • 4th grade (13 schools) • 6-8: all ELA teachers • 9-11: all ELA teachers J. Dixon Math: K-8 teachers (as choice)	

Professional Development Impact and Alignment Chart

GOAL	CoP/LLC (ASCD)	T & L Content Team	Instructional Coaches	Content Partners	School/PLC
Text Complexity: Move all teachers to awareness of the three components in identification of complex text and initial use of text dependent questions	<ul style="list-style-type: none"> Share what is being done in T&L content teams, content partners, instructional coaches Literacy in the subject areas Focus on activities to move teachers to the goal 	<ul style="list-style-type: none"> Elementary: <ul style="list-style-type: none"> DWT Learning Specialist Meetings Explicit Slice components (APs/Learning Specialists) Secondary: <ul style="list-style-type: none"> DWT AP-C meetings to Literacy L teams Explicit slice components 	<ul style="list-style-type: none"> Individual & small group work with teachers 	Core Connections (ELA): <ul style="list-style-type: none"> All teachers K-3 4th grade (13 schools) 6-8: all ELA teachers 9-11: all ELA teachers 	
Formative Assessment: Move all teachers to initial use of formative assessment with feedback to students about their learning of the standards	<ul style="list-style-type: none"> Build background knowledge and define formative assessment (use LSI materials) Configuration map for formative assessment Practice how to create, plan and use formative assessment Practice how to give feedback 	<ul style="list-style-type: none"> Data analysis of common assessments <ul style="list-style-type: none"> Leadership meetings Learning Specialist meetings 	<ul style="list-style-type: none"> Individual & small group work with teachers 	Core Connections LSI Julie Dixon Math: <ul style="list-style-type: none"> K-8 	

Professional Development Impact and Alignment Chart

GOAL	CoP/LLC (ASCD)	T & L Content Team	Instructional Coaches	Content Partners	School/PLC
	<ul style="list-style-type: none"> ○ Teacher to student about learning of the standards • Move all teachers to initial use of formative asses 				
PLCs to L. S.	<ul style="list-style-type: none"> • Lesson study process • Lesson study implementation plan • Emphasize formative assessment through the lesson study process 				

Implementation Guides: bring results
 Student work: bring

PURPOSE AND DIRECTION

REVIEW & ALIGNMENT

- Identify Non-Negotiables Based on Data to Determine Priorities

DATA GATHERING

- Teacher/Leader/Support Staff Evaluation Data
- Student Performance Data
- Professional Development Data
- Program Review Data
- Other Relevant Data

DATA ANALYSIS

- Analyze & Correlate
- Develop Hypothesis

PRIORITIZE & PLAN

- Develop Priorities
- Research Resources
- Secure Resources
- Create Action Plans to Obtain Anticipated Results

APPROVAL

RESOURCES AND SUPPORT SYSTEMS

TEACHING AND ASSESSING FOR ADULT LEARNING: Professional Development System Priority Development Process

SYSTEMS CHECK

- Collaborative Planning Retreat
- Review and Revise Plan

IMPLEMENTATION

- Conduct Monitoring Checks

COMMUNICATION

- Develop Communication Plan
- Communicate with District Staff, Administrators, Instructional Staff, Support Staff, School Board, Community

GOVERNANCE AND LEADERSHIP

USING RESULTS FOR CONTINUOUS IMPROVEMENT



Component	Description	Timeline
2 NTD per cadre	<p>New Teacher Developers:</p> <ul style="list-style-type: none"> • Provide valuable learning activities for NTs aimed at improving student achievement (High Yield Strategies) • Support NTs by modeling lesson plan development that consistently reflect the district's approach to Common Core State Standards, student learning goals, and high yield strategies • Lead NTs in planning and self-evaluation of their progress toward student achievement • Assist NTs in assessing classroom instruction, lesson plans, examples of student work • Share their practice with NTs through videotaped lessons • Matches PD focus areas to the NTs needs • Checks for understanding in a variety of ways to meet the NTs needs • Uses latest research for PD and adult learning to plan PD experiences • Provides coaching Works with district-level personnel to plan and evaluate the program • Adopts an open-communication plan for their NT group • other 	2013/14
Shadow Plan	Provides the opportunity for each new teacher to observe effective teaching in their grade-level or content area	2013/14
NT Seminars	A group of up to 10 teachers in a specific content area /grade level/area to meet for professional learning and collaboration facilitated by 2 NTD's every three weeks.	2013/14
Online-Responsive Support	<p>A system to allow teachers to get support and answers to questions when they need it</p> <p>Online portal to upload and share lesson plans, rubrics and best practices</p>	2013/14
PD Slice	PD offered during semester 1 and semester 2 NT conferences based on identified needs and delivered through a blended model	2012/13
Lead Mentor Site-based	Provide site orientation and monthly support meetings for NTs	2012/13
Community Partners	Support the growth and success of new teachers	2012/13
Communication Plan	District leaders...school-based administrators...teachers...community	2012/13
Program Evaluation	<p>Measure:</p> <ul style="list-style-type: none"> • retention • satisfaction • teacher growth • % of \$ lost or saved 	2012/13

A Plan for Early Career Support and Development



Action Research Inquiry Handbook

Educators' systematic study of their own practice



Professional Development Mission
Inspiring Excellence in Practice to Ensure Student Success

The School Board of Pinellas County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, sexual orientation or disability in any of its programs, services or activities.

Compiled 2011-2012

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Quality Indicators for Assessing Your Own Inquiry Adapted from *The Reflective Educator's Guide to Classroom Research* (2nd ed.) Dana, Nancy Fichtman & Yendol_Hoppey, Diane (2009).

Plan, Do, Study, Act Deming, W. Edwards (2000). *The New Economics for Industry, Government, Education* (2nd ed.). Boston: MIT Press



Action Research/Inquiry Checklist

Thank you for participating in an action research/inquiry project this year. The inquiry process is invaluable for supporting educator learning and it directly impacts student achievement.

Educator inquirers should focus their research on reading, science and/or math teaching and learning as these are district-wide priority areas. Develop an inquiry question connected to reading, science and/or math, directly connected to one or more of the following: SIP, IPDP, PS/RtI process. The inquiry facilitator(s) will work with you and your colleagues to frame your inquiry in one of these contexts.

As part of the process, you will be collaborating with other colleagues and devoting personal time to the intentional study of your practice. To compensate you for time beyond your contracted day, you are eligible to receive a stipend of \$10/hour for up to 30 hours, which you will receive after you have completed all project requirements. Documentation paperwork is included in the handbook. The Office of Professional Development will track and distribute the stipend.

Please read through the following list of requirements. If you agree to each step, initial next to the statement.

List of conditions and requirements:

- _____ No stipends will be paid unless you complete the entire inquiry process. You will not earn a stipend for partial completion of an inquiry project.
- _____ Collaborate with colleagues and Inquiry Facilitator(s).
- _____ Develop an inquiry question connected to reading, science and/or math, directly connected to one or more of the following: SIP, IPDP, PS/RtI process.
- _____ Draft and implement a research plan and timeline.
- _____ Publicly present your work to your colleagues at a district Educator Research Learning Showcase.
- _____ Submit an action research/inquiry summary (3 - 5 pages) to be added to the district database.
- _____ Document dates and times spent beyond the school day throughout the action research/inquiry process.
- _____ Complete rubric and submit log to your Inquiry Facilitator.

Thank you for participating.

Name: (Print clearly) _____

Signature: _____

Date: _____

School: _____

Administrator Signature: _____



Action Research/Inquiry Checklist

Thank you for participating in an action research/inquiry project this year. The inquiry process is invaluable for supporting educator learning and it directly impacts student achievement.

Educator inquirers should focus their research on reading, science and/or math teaching and learning as these are district-wide priority areas. Develop an inquiry question connected to reading, science and/or math, directly connected to one or more of the following: SIP, IPDP, PS/RtI process. The inquiry facilitator(s) will work with you and your colleagues to frame your inquiry in one of these contexts.

As part of the process, you will be collaborating with other colleagues and devoting personal time to the intentional study of your practice. To compensate you for time beyond your contracted day, you are eligible to receive a stipend of \$10/hour for up to 30 hours, which you will receive after you have completed all project requirements. Documentation paperwork is included in the handbook. The Office of Professional Development will track and distribute the stipend.

Please read through the following list of requirements. If you agree to each step, initial next to the statement.

List of conditions and requirements:

- _____ No stipends will be paid unless you complete the entire inquiry process. You will not earn a stipend for partial completion of an inquiry project.
- _____ Collaborate with colleagues and Inquiry Facilitator(s).
- _____ Develop an inquiry question connected to reading, science and/or math, directly connected to one or more of the following: SIP, IPDP, PS/RtI process.
- _____ Draft and implement a research plan and timeline.
- _____ Publicly present your work to your colleagues at a district Educator Research Learning Showcase.
- _____ Submit an action research/inquiry summary (3 - 5 pages) to be added to the district database.
- _____ Document dates and times spent beyond the school day throughout the action research/inquiry process.
- _____ Complete rubric and submit log to your Inquiry Facilitator.

Thank you for participating.

Name: (Print clearly) _____

Signature: _____

Date: _____

School: _____

Administrator Signature: _____

Quality Indicators Rubric for Assessing Your Own Inquiry

<div> <div>Quality Indicator</div> <div>Questions to ask yourself with self-assessing the quality of your inquiry</div> <div>Self-assessing date</div> <div>Formative Review date/ collaborative review</div> </div>				
Record date in box as evidence is found within your project to support the quality indicator.				
P L A N	Context of Study	<ul style="list-style-type: none"> Have I considered all aspects of my teaching context in the design of my study? 		
		<ul style="list-style-type: none"> Did I situate my teaching research for others so they understand my context? 		
	Wonderings and Purpose	<ul style="list-style-type: none"> Did I ask something I really didn't know? 		
		<ul style="list-style-type: none"> Did I ensure my wondering is not a simple, dichotomous (yes/no) question so as to honor all the complexity that teaching entails? 		
		<ul style="list-style-type: none"> Did I describe the dilemma or tension in my teaching that led to the formation of my wonderings? 		
		<ul style="list-style-type: none"> Are my wonderings clearly articulated (free of educational jargon)? 		
		<ul style="list-style-type: none"> Did my wonderings focus on me, my personal classroom practice, and on something that I can <i>do</i> rather than on trying to "fix," "change," or "prove something" to others through research? 		
		<ul style="list-style-type: none"> Did I connect my own personal wonderings with existing knowledge about my topic by mentioning related literature? 		

<div> <div>Quality Indicator</div> <div>Questions to ask yourself with self-assessing the quality of your inquiry</div> <div>Self-assessing date</div> <div>Formative Review date/ collaborative review</div> </div>				
Record date in box as evidence is found within your project to support the quality indicator.				
D O	Teacher-Research Design	<ul style="list-style-type: none"> Did I carefully consider all the sources of data that could potentially give me insights into my wondering when I designed my inquiry? 		
	Data Collection and Data Analysis)	<ul style="list-style-type: none"> Did I use three or more data sources to gain insights into my wondering (i.e., field notes, student work, interviews, focus groups, pictures, journals, blogs, student performance on tests or other assessment measures, CFG feedback, surveys)? 		
		<ul style="list-style-type: none"> Did I explain all procedures associated with my inquiry including providing a timeline for my work and how I analyzed data? 		
		<ul style="list-style-type: none"> Was my timeline consistent with the nature of my wondering (Did I spend too much or too little time collecting data)? 		
		<ul style="list-style-type: none"> Was I flexible in implementing my plan for inquiry (Did I adjust my wondering or data collection strategies along the way if I found such adjustments were important for my learning)? 		
S T U D Y	Teacher-Researcher Learning	<ul style="list-style-type: none"> Did I select a strategy for illustrating my findings to others (i.e., themes, patterns, categories, metaphors, claims, vignettes) that best captures what I learned through the inquiry? (See chapter 5, Table 5.2) 		
		<ul style="list-style-type: none"> Did I support every statement of learning with excerpts from my data? 		
		<ul style="list-style-type: none"> Am I confident my findings, as well as my selection of a strategy to illustrate my findings, emerged from my data and my learning through this cycle of inquiry rather than forcing my data to fit the opinions and values I had in place before beginning the inquiry? 		

<div> <div>Quality Indicator</div> <div>Questions to ask yourself with self-assessing the quality of your inquiry</div> <div>Self-assessing date</div> <div>Formative Review date/ collaborative review</div> </div>				
Record date in box as evidence is found within your project to support the quality indicator.				
STUDY	Teacher-Researcher Learning	<ul style="list-style-type: none"> Did I carefully consider data that didn't fit with the themes/patterns/claims I am making as a result of my research? 		
		<ul style="list-style-type: none"> Did I address/explain data that did not fit? 		
		<ul style="list-style-type: none"> Did I weave what I know about teaching and the topic of my inquiry from experiences and readings into my analysis and interpretation of data? 		
		<ul style="list-style-type: none"> Did I reflect on what I learned about the teacher-research process in addition to reflecting on what I learned about my teaching practice? 		
ACTION	Implications for Practice	<ul style="list-style-type: none"> Did my inquiry result in action (changes I have made or plan to make in my practice based on what I learned through this inquiry)? 		
		<ul style="list-style-type: none"> Are the actions I've taken or am planning to take logical outgrowths of what I've learned through my inquiry? 		
		<ul style="list-style-type: none"> Do I have a plan for further assessing, reflecting upon, and/or studying the changes in practice that have resulted from my inquiry? 		
	Student Learning Outcome	<ul style="list-style-type: none"> Did my inquiry study impact student learning in measurable ways? 		
		<ul style="list-style-type: none"> After studying the student learning results, did I determine next steps? 		
	Quality Points Total	Strong 22-25 Approaching Strong 17-21 Building Strength 12-16	Total dates marked out of 25	

Action Research/Inquiry Brief

Creating your roadmap

PLAN

An action research/inquiry brief is an outline of your project which you develop before you begin your research. Through the process of developing this brief, you, as a teacher inquirer, gain insights into your wondering(s). The “do-ability” of action research becomes clear and you commit yourself to one main idea. Through the development of an inquiry brief, PLC members develop a sense of direction and know where to go next (Dana & Yendol-Hoppey, 2009). The inquiry problem should be clearly related to a salient issue in your professional practice that impacts student achievement, and is included in your IPDP or SIP. Some examples include: issues with RtI, differentiated accountability, lesson study, parent involvement, PLCs, retention rates, and closing the achievement gap.

Quality Indicators to Consider:

- ✓ Have I considered all aspects of my teaching context in the design of my study?
- ✓ Did I situate my teaching research for others so they understand my context?
- ✓ Did I describe the dilemma or tension in my teaching that led to the formation of my wonderings?

Purpose for your inquiry (If using this on your computer drag and expand this box so all your text is visible.)

What passions or dilemmas have led you to pursue your wondering or action research/inquiry question? (Identify the problem or need for change.)

Articulate the direct links between your action research/inquiry question and student achievement. Connect to mathematics, science or reading.

Each educator (or group of educators) will develop one main question and identify multiple data sources and several ways to collect data. Teacher researchers should use current data (a combination of qualitative and quantitative data) as evidence to support the purpose of their inquiry. The educator(s) will analyze the data and share it with colleagues. We strongly encourage all teachers to bring their question to a consultancy group to help clarify and refine the inquiry.

Action Research/Inquiry Brief

Creating your roadmap

Quality Indicators to Consider:

- ✓ Are my wonderings clearly articulated (free of educational jargon)?
- ✓ Did my wonderings focus on me, my personal classroom practice, and on something that I can *do* rather than on trying to 'fix,' 'change,' or 'prove something' to others through research?
- ✓ Did I ask something I really didn't know?
- ✓ Did I *ensure* my wondering is not a simple, dichotomous (yes/no) questions so as to honor all the complexity that teaching entails?

Question or Wondering

Examples: *How will _____ affect _____? What would be the impact of _____ on _____?*

(You may also discover that you have sub questions as you work through your wondering.)

Original wording:

Refined wording post collaboration:

*Collaborative Inquiry: Shared inquiries may be conducted. Each person will submit an individual brief and report with personal reflection and contribute equally to presentation. Inquiry groups should be no larger than 3. See inquiry facilitator for clarification.

Action Research/Inquiry Brief

Creating your roadmap

Educators use the literature to become well informed on what current knowledge exists in the field on their topic.

✓ Did I connect my own personal wondering with existing knowledge about my topic by mentioning related literature?

Research Sources

Portal > Library Information Resources> GALE Power Search
Google Scholar

What or whom are you consulting? Check online journals, books in your resource library, talk to your reading or math coach. You will need to have three or four good sources of information about your topic. Look at the Moodle Inquiry Data base for similar inquiries, and check their sources.

Action Research/Inquiry Brief

Creating your roadmap

DO

What will answer the question(s)? Methods may include information concerning the frequency, intensity, instructional methods and strategies, and materials that will be used. This response should paint a word picture of what the teacher researcher will be doing.

Quality Indicators to Consider:

- ✓ Did I explain all procedures associated with my inquiry including providing a timeline for my work and how I analyzed data?
- ✓ Was my timeline consistent with the nature of my wondering (Did I spend too much or too little time collecting data)?
- ✓ Was I flexible in implementing my plan for inquiry (did I adjust my wonderings or data collections strategies along the way if I found such adjustments were important for my learning and my students' learning)?

Method

What will you change about your practice? What intervention/innovation(s) will you try?

Action Research/Inquiry Brief

Creating your roadmap

What types of data will you collect? How might you get other teachers, inquiry facilitators, and instructional coaches to help you figure out what the data means? Remember that your data can be a combination of qualitative and quantitative. Suggestions: field notes/observations, student activities/student focus groups, student artifacts such as assignments and compositions, daily student reflections/surveys, student discussions, attendance logs, parent surveys, standardized test results (FCAT, FAIR, etc.).

Quality Indicators to Consider:

- ✓ Did I carefully consider all the sources of data that could potentially give me insights into my wonderings when I designed my inquiry?
- ✓ Did I use three or more data sources to gain insights into my wonderings? (i.e., field notes, student work, interviews, focus groups, pictures, journals, blogs, student performance on tests or other assessment measures, colleague feedback, surveys??)

Data Collection

Action Research/Inquiry Brief

Creating your roadmap

What will students/teachers/parents know or be able to do as a result of this inquiry? This possible outcome must relate directly back to the original inquiry question (although sometimes the final results are a surprise).

Possible Outcomes

What do you hope to see happen as a result of your intervention/innovation?

What do you expect to be the impact of your inquiry on student achievement?

Note: Continue to refer back to this roadmap throughout your inquiry. When the time comes to do your online inquiry submission abstract, as well as your inquiry write-up for the Inquiry Database, this document will prove valuable.

The following pages in this roadmap are for your consideration both during and after your plan is executed.

Action Research/Inquiry Brief

Creating your roadmap

STUDY

Quality Indicators to Consider:

- ✓ Did I select a strategy for illustrating my findings to others (i.e., themes, patterns, categories, metaphors, claims, vignettes) that best captures what I learned through the inquiry?
- ✓ Did I support every statement of learning with excerpts from my data?
- ✓ Am I confident my findings, as well as my selections of a strategy to illustrate my findings, emerged from my data and my learning through this cycle of inquiry rather than forcing my data to fit the opinions and values I had in place before beginning the inquiry?
- ✓ Did I carefully consider data that didn't fit with the themes/patterns/claims I am making as a result of my research?
- ✓ Did I address/explain data that didn't fit?
- ✓ Did I weave what I know about teaching and the topic of my inquiry from experiences and readings into my analysis and interpretation of data?
- ✓ Did I reflect on what I learned about the teacher-research process in addition to reflecting on what I learned about my teaching practice?

Teacher Researcher Learning/Data Analysis

What does my data show? What are my results?

A wonderful way to *think* about your inquiry is to *write*. You may learn something very important about your students and their learning – something you may have missed had you not considered your words on the page – as you formally write about your research.

Action Research/Inquiry Brief

Creating your roadmap

ACT

Implications for Practice

Quality Indicators to Consider:

- ✓ Did my inquiry result in action (changes I have made or plan to make in my practice based on what I learned through this inquiry)?
- ✓ Are the actions taken or actions I plan to take logical outgrowth of what I've learned through my inquiry?
- ✓ Do I have a plan for further assessing, reflecting upon, and/or studying the changes in practice that have resulted from my inquiry?

Student Learning Outcome

Quality Indicators to Consider:

- ✓ Did my inquiry study impact student learning in measurable ways?
- ✓ After studying the student learning results, did I determine next steps?

State what was learned and your resulting change in practice.

Implications for Practice

Student Learning Outcome

Possible next steps – what I'm wondering now

Action Research/Inquiry Brief

Creating your roadmap

Suggested Timeline	
October Review Rubric	Look back and look ahead. Review previous inquiry projects in a strength analysis. Begin wondering in brainstorming fashion. Consult with colleagues.
November/ December Update Rubric	Develop inquiry question. Request consultancy to help refine question.
January Formative Rubric Review with team of colleagues	Read articles, books, etc. to shape ideas about implementation and data collection. Implement inquiry.
February Update Rubric as necessary	Collect data – especially observational data. Refine both ideas and actions as appropriate.
March Update Rubric	Continue data collection. Begin to organize data.
April Formative Rubric Review with team of colleagues	Analyze data. Ask for help from PLC, inquiry group, TFF, coaches. Write up preliminary conclusions.
May	Present at Learning Showcase. Prepare final write-up using the template for uploading in the PCS Database. Provide documentation to appropriate inquiry facilitators.

Action Research/Inquiry Log			PDSA
Name: _____		School: _____	
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Teacher Researcher Signature _____ Inquiry Facilitator Signature _____ PD Director Signature _____			Page Total Time

Action Research/Inquiry Log			PDSA
Name: _____		School: _____	
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
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Date	Specific Activity	Notes	Time
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Date	Specific Activity	Notes	Time
Teacher Researcher Signature _____ Inquiry Facilitator Signature _____ PD Director Signature _____			Page Total Time

Action Research/Inquiry Log			PDSA
Name: _____		School: _____	
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
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Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Teacher Researcher Signature _____ Inquiry Facilitator Signature _____ PD Director Signature _____			Page Total Time

<h1 style="text-align: center;">Action Research/Inquiry Log</h1>			PDSA
Name: _____ School: _____			
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Date	Specific Activity	Notes	Time
Teacher Researcher Signature _____ Inquiry Facilitator Signature _____ PD Director Signature _____			Page Total Time _____ <div style="background-color: #cccccc; padding: 5px; text-align: center;"> TOTAL HOURS _____ </div>

Sample Directions for Action Research/Inquiry Write-up

Technicalities – delete this box before publishing

- Be sure you don't identify students by name in your report. Use pseudonyms of "Student one," "Student two."
- ⊖ Active links, such as email or moodle/websites can be used.
- Type in Times New Roman 12 pt font.—Single space with one double space between paragraphs.
- Specific write-up suggestions are included in the body of each section. This document contains the minimum number of paragraphs; you may choose to expand further.

Title of Your Inquiry

Your Name, Position

School, District, E-mail address

School Year _____

Purpose

Write one or two paragraphs that:

- Make sure data drive your inquiry. What questions did a review of learning data raise for you?
- Describe the problem you were trying to solve. Give us a little history of the problem and try to describe the problem in specific terms.
- State and explain the purpose of your inquiry. Tell us what you are trying to learn and why this inquiry piqued your interest. For example, were you led into this action research because of an idea you got from the professional literature? Did a conversation with colleagues lead you to investigate your question? Did work within the school improvement process lead you or was a professional development opportunity that got you started? Tell us that as part of your explanation.

Question/ Wondering

Clearly state the question/wondering that you studied. You may have sub-questions that are also related. List those also

Methods

First Paragraph(s):

In these first paragraphs, tell us what you did in your project (e.g. implemented heterogeneous literacy center groups using a center management chart). That is, describe your intervention. This should be brief but try to be specific enough that another teacher might be able to have a framework for trying a similar project.

Following Paragraph(s):

In further paragraphs, tell us about your data collection. Include: what data you collected, how you collected it, when you collected it; from whom you collected it. For example, if you were doing a reading intervention related to Word Building in the Targeted Diagnostic Inventory in the FAIR, you would state that you examined FAIR data collected before the intervention and after the intervention, and then used progress monitoring activities from the assessment kit over a two month period.

Findings/Data Analysis

Your findings are the results of your data analysis. Here you will describe what you learned after analyzing your data. Remember, analyzing your data requires you to categorize it and/or represent in some visual format (chart/ table/ graph) and then to carefully review it to look for patterns, possible conclusions, and puzzles. In sharing what you learned from your analysis try to avoid a long list of conclusions. Instead, look for ways to cluster your conclusions with supporting details as evidence. The findings section may be the longest part of your write-up, but this varies. You might use a paragraph structure or you might write two or three conclusions with supporting bullets below each conclusion. Here you will share evidence of student learning as evidenced in your data analysis, be specific. You can make your findings more powerful by including excerpts from your data (e.g. quotes, graphs).

Student Learning Outcomes

Here you detail ways your research study impacted student learning. Findings in the previous paragraphs may be applicable here.

Reflection and Future Practice

Here you share what you learned. Think about the following questions to help you write this section:

- What have you learned and how will you use this learning in the future?
- What findings surprised or concerned you?
- What new or continuing questions do you have?
- What recommendations would you make to other teachers?
- Reflecting on your own practice, how has this inquiry study impacted your learning and understanding of your practice?
- How will your practice improve as a result of this inquiry study?

Resources

Here you will provide bibliography of any books, articles, trainings, coaching etc. referred to when reviewing the literature during your research process.

KEYWORDS: Please list keywords from your inquiry that will be used in the search portion of the database. Examples: your name, school, grade level, content area, problem solving, accountable talk, fluency...

SAMPLE
WRITE UP DOCUMENTS
NOVICE AND EXPERIENCED
INQUIRERS

Novice Inquirer

Connecting Course Content While Promoting Higher Level Reasoning

Chemistry Teacher

_____ High School, Pinellas County

2010 – 2011

Purpose

This study, on connecting course content while promoting higher level reasoning, was developed due to a lack of student understanding of the purpose of lab experiments and the correlation to course material. Prior to the study, the majority of my students could not answer basic questions about the labs conducted in class. The questions my students struggled with were: what is the purpose of this lab, how am I supposed to execute the procedure of the lab, how does the data connect to the purpose, and what does this lab have to do with the course material? This challenged me to create a lab report structure that guided students to answer these questions with confidence.

The purpose of the study was to examine how writing a lab report that can enable students to bridge connections between labs and the course content, improve higher level reasoning skills, increase test scores, and complete labs more efficiently. The study began at the start of the second semester, implementing the new lab report and lab rubric used to assess student progress. Over the course of the semester lab grades and the effect on test scores were evaluated.

Question/Wondering

How can lab reports help make connections to course material while improving higher level reasoning?

Methods

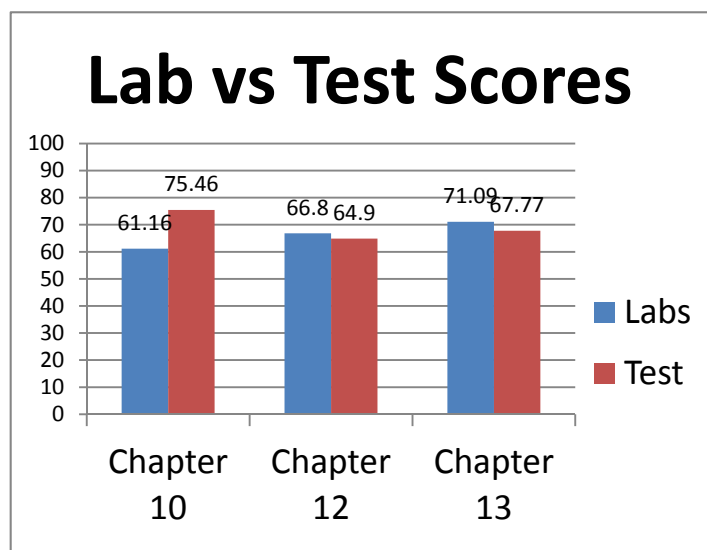
In response to a lack of building connections, I required my students to write a lab report that provoked them to connect the purpose of the lab with the material being studied in class. The students were responsible for writing the purpose of the lab, the materials required, and the lab procedure before the execution of the lab. Throughout the lab procedure, the students had to compile their data collected into a neat and concise table. After the lab, the students had to graph their results and answer analysis questions that correlated to the material in class. Finally the lab report required the students to write a conclusion that asked them to explain how the lab fulfilled the purpose, any divergent results, and how the lab expanded on the course content. All of the contents of the lab report were graded on a strict lab rubric.

Novice Inquirer

To evaluate academic growth I compared test scores prior to implementing lab report to the test scores after the inclusion of the lab report. I also compared the lab report grade growth over the course of the experiment. Combining the two sets of data, I examined each lab report grade to the correlating test grade as well as the growth of the two over the course of the semester. Finally I took a survey from about 95% of my students. The survey included four questions, answered with a 1-5 rating scale (1 being not beneficial at all, to 5 being the most beneficial). The questions were as follows:

- How much has writing the full lab report helped with your understanding of the purpose of the lab?
- How much has pre-writing the procedure for the lab helped with understanding the directions for the lab in the classroom?
- How much has writing the conclusion helped with connecting the purpose of the lab with the results collected from the data?
- Do you feel as though the lab report has helped connect textbook material with the hands-on lab?

Findings/Data Analysis

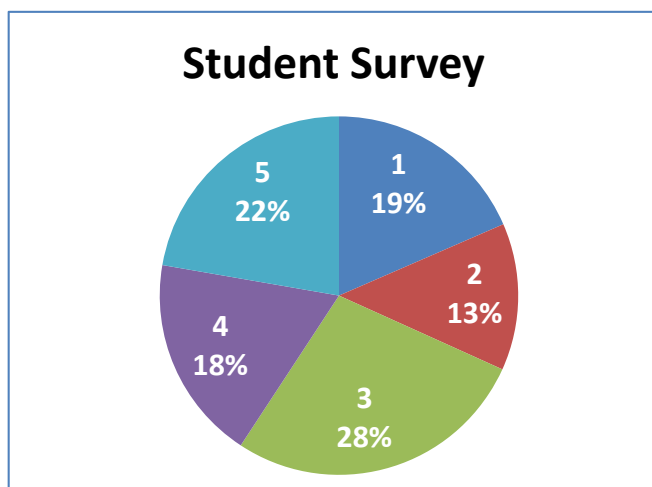


Novice Inquirer

The first set of data I examined was the student's test scores prior to implementing lab report to the test scores after the inclusion of the lab report. The average test score before the lab report was 67.3% and the average after was 69.2%. The results indicated a small margin of grade improvement. The second set of data I examined was the lab report grades over the course of the semester. The lab grades improved with each assignment. The average for the first lab report assigned was 61.16% and the average increased to 71.09%. When comparing each lab report to the corresponding test, there is no apparent pattern of improvement.

Due to the varying level of difficulty for each test, conclusions based on test scores are difficult to determine. The chapter 12 test on Stoichiometry was a very complex and challenging chapter; therefore the average test grade is lower than the other two chapters.

The next set of data that was examined included the student survey. The students participated in the 4 question survey on how beneficial the lab report was to each student. The results varied for each question. When combining all questions into one chart determining how beneficial the lab is overall, the results indicated that the majority of students were indifferent to the report and 22% found the new lab report was very beneficial to their success.



Other results that could not be quantitatively analyzed included the efficiency of the lab and the lab conclusions drawn by students. The students were required in the lab report to pre-write the lab procedure. This enabled to students to walk into the classroom with knowledge of the purpose, materials, and procedure. The students who pre-wrote the procedure did not ask many questions and completed the lab in timely manner. The conclusion also helped students connect their results from the lab with the purpose of the lab. With each additional lab report, the students produced more in-depth conclusions, providing an understanding of the material. Another resulting factor of the study is the increase in

Novice Inquirer

responsibility on the students' behalf to prepare the report prior to the lab, collect data, analyze results, and create a conclusion connecting all the information.

Reflection and Future Practice

When comparing the lab process before and after implementing the lab report, evidence supports a slight improvement in test grades and an improvement in lab report scores. As previously stated, it is difficult to compare test grades due to the varying difficulty of the material. If time permitted, the study would have been conducted over several years, comparing specific chapter tests with and without a lab report.

After careful consideration, I plan to continue to use the lab report structure and lab rubric to assess my student's knowledge of the lab and course material. Based on the improvements of the conclusions produced and the increase in efficiency of the lab, I feel as though the lab report has not only benefited my student, but it also eased the process of the lab from the instructor's point of view. I would suggest to other teachers to reinforce the importance of pre-writing the procedure and to slowly guide the students into writing quality conclusions. Throughout this study, I gained an understanding of how students build connections between hands-on activities and the course material, furthermore building the foundation for higher level reasoning.

Resources

Science Coach, ____ High School, St. Petersburg, FL

KEYWORDS: Chemistry, Lab Reports, Content Material, higher level reasoning
--

Experienced Inquirer

Two for One?

Fourth Grade Teacher

Pinellas County Schools

2010 – 2011

Purpose:

As a nation our students are struggling in the academic content area of mathematics. As teachers we are charged with the task of assessing why, and finding a solution to the problem. Last year for my inquiry project, I implemented and facilitated small group math instruction to investigate if that could possibly be a solution. I quickly discovered that it was, because it lent to the mathematical confidence of my students, which resulted in a more positive attitude toward the subject area, and ultimately to my students' higher achievement in mathematics.

Currently, I am a departmentalized fourth grade teacher; I teach two math classes and I am responsible for the math instruction of approximately 40 percent of the fourth grade students. Both of my classes are English for Speakers of Other Languages (ESOL) clusters, which allow me the privilege of teaching a total of eight ESOL students in a mainstreamed situation. I knew I had my work cut out for me right from the start of the school year, because I found out quickly that my ESOL students were exceptionally deficient in the area of mathematics. I would have to figure out how to move them forward and help them to break down any learning barriers that were present because of the differences in our languages.

To make this challenge even a little more difficult, my students, my teammates and myself were all faced with new math standards and a new math FCAT. We had just a short time to first become familiar with the new standards ourselves, and then to teach them to our students. We were made aware that the questions on the test would look different and so we began to study question stems in order to figure out how to relate the “new way” to our students. It finally hit me...Why couldn't we use what we knew about teaching reading to teach math?

My school has been a Reading Units of Study (RUS) school since 2001 when the district RUS school initiative first started. We use the mini lesson format along with reading workshop to teach reading to our students. Our principal this year also launched a new “Lesson Study” endeavor at our school. The expectation was that each grade level picked a subject area, set goals, and planned a lesson together as a team. One person from the team volunteered to teach the lesson as the other members observed. After the lesson was taught the first time, the team got back together, discussed, revised and made adjustments to the lesson; another team member volunteered to teach the lesson, this time with the changes in place. Finally, the team got back together to discuss the new lesson as well as the process itself. The objective was to have that time as a team to collaborate and plan together. “*Lesson Study* involves a group of teachers working together on a broad goal and developing lesson plans that are observed, analyzed, and revised. Their focus throughout this process is on improving student thinking and making their lessons more effective” (Janzen, n.d). The idea of Lesson Study began in Japan and is a continuous process that focuses on professional development. It uses Professional Learning Communities (PLCs) to foster opportunities for teachers to design a paradigm for extraordinary instruction (Haithcock, 2010).

Experienced Inquirer

For our Lesson Study, we thought that it would be brilliant if we taught our children to use the same strategies that we have taught them to use in reading, while they were trying to problem solve in math. The lesson that we chose to create for our first attempt at Lesson Study focused on teaching our students to use main idea and supporting details and to identify them in their story problems. The lesson was a great success! The mini-lesson that we created for our Lesson Study was the springboard for my inquiry idea.

I knew I had to fly into action quickly; I faced new math standards and a new math FCAT. I had 44 kids to move forward mathematically and eight ESOL children that were counting on me. I went to work with one of my teammates and we immediately began to research ways that we could enhance our problem solving math instruction by teaching reading strategies. According to Hyde (2006), teachers should apply the language and learning processes that they frequently use in their literacy instruction to their math instruction. Hyde (2006, pg.2) also suggests that "Problem solving has suffered from insufficient attention to thinking and language." Could this be it? Why not take this further? Why not look at other reading strategies and have my students carry them over to math?

Question:

How will connecting reading comprehension strategies to math problem solving affect the problem solving skills of ESOL struggling students?

Method:

The first lesson in which we used reading strategies to teach children how to solve math word problems was in December; that was during our lesson study. It was not until the middle of February when we decided that we would use this idea and begin to implement it in our classrooms and use other reading strategies to carry through to our math instruction. The official implementation began on February 21 and we did this until April 8th, this was approximately 6 weeks.

My teammate and I decided that we would introduce a new reading strategy to teach math at the beginning of each week. I introduced the connecting reading to math mini-lesson on Mondays and then infused it throughout our entire week. I made sure the children used that strategy as well as the others they had learned previously in homework and in class work throughout the week.

Experienced Inquirer

The reading strategies used to teach math were as follows:

- Main Idea
- Supporting Details
- Envisioning
- Inferring
- Summarizing
- Predicting
- Drawing Conclusions

During this time we had been implementing small group math instruction. Small math groups were being facilitated by my level three intern, our school math coach, and me. Groups were run simultaneously for three days a week. The students were placed in groups based on their mathematics achievement levels. This was determined by their performance on the third grade math Florida Comprehensive Achievement Test (FCAT), their September and December Math Pinellas Classroom Assessment Series (PCAS), and their classroom performance in mathematics.

The curriculum for the small groups was taken from the Florida Achieves/FCAT Explorer (focus.florida-achieves.com). I looked for the 4th grade math standards and chose the ones that my students were most deficient in, according to their December Math PCAS. Florida Achieves provides two sets of assessments for each math standard. The group facilitators used the first assessment to teach into the strands as well as for practice. The second assessment was used to measure student growth. It was used as an assessment to measure the effectiveness of what was taught in small group. In these small groups children were encouraged to think through their problem solving as well as to use talk moves which helped to encourage conversation about their thoughts and the strategies that they were using to solve problems. I also made sure that during this time my students were using the reading strategies that I taught them that week, to solve their math problems.

Student Journals were also included within the soft data that I collected for this inquiry project. My students were asked to write journal entries that explained their feelings about reading, problem solving, and how they felt about mixing the two. Students were also given a 10 question survey developed by the teacher to determine their attitudes about math and reading and their ability to problem solve. During the six week period, teacher anecdotal notes were collected; they included notes about what was going on in the classroom during problem solving activities and during small group math instruction. I listened carefully to their explanations and paid close attention to their talk while learning. I watched to see if and how they used the reading strategies they were taught, as they solved their math problems. These pieces were all imperative to make determinations about their math learning and whether or not teaching reading strategies to solve math problems was working.

Experienced Inquirer

Findings/ Data Analysis:

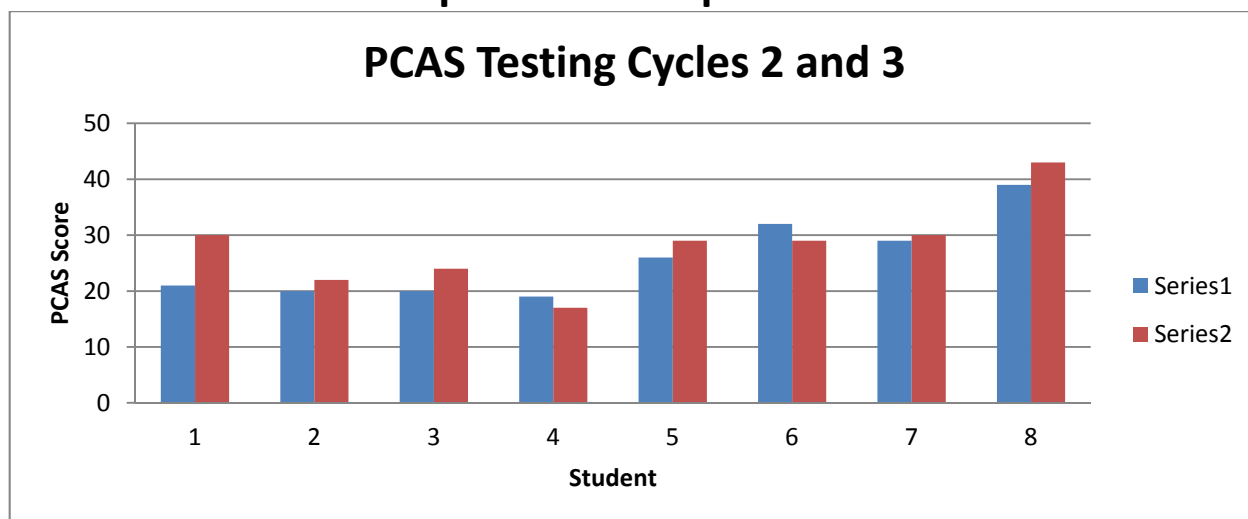
Data Collection

Results from the second assessment of each math strand were taken from the Florida achieves website. These assessments were used for ongoing progress monitoring (OPM); they were recorded and analyzed. The results of my ESOL students for six weeks of OPMs were as follows:

Student #	OPM 1	OPM 2	OPM 3	OPM 4	OPM 5	OPM 6
1	60	40	60	80	100	80
2	40	40	40	40	40	20
3	60	20	60	20	0	80
4	60	20	40	100	80	40
5	80	20	80	100	40	80
6	20	80	60	60	100	80
7	60	60	80	80	100	100
8	100	60	100	100	100	100

Results from the Pinellas County Fourth Grade May Math Common Assessment were compared to results of the December Common Assessment. The December Common Assessment was administered before we began the weekly treatment of using reading strategies to teach math...before the inquiry got started and the May common assessment was taken at the end of the inquiry.

Experienced Inquirer



As mentioned earlier, a survey was administered and analyzed to determine how students felt about their math learning, their reading learning, and what they felt about the relationship between the two. SurveyMonkey.com was used to host the survey. The first two questions were of a demographic nature. I thought this was important so that I could easily cross reference the questions. While taking the survey students were instructed to mark all that apply for questions nine and ten. Thirty-seven students took the survey. Below I have included only the survey results for the 8 ESOL students. The survey questions and their results were as follows:

1. Are you in Ms. X's AM or PM class? am 5 (63%) pm 3 (37%)
2. Are you an ESOL student? yes 8 (100%) no 0 (0%)
3. How well I read is connected to how well I solve math problems. Agree 6 (75%) Disagree 2 (25%)
4. I enjoy reading and understand what I read. Agree 8 (100%) Disagree 0 (0%)
5. I feel using reading strategies will help me solve math problems. Agree 8 (100%) Disagree 0 (0%)
6. I enjoy solving word problems in mathematics Agree 6 (75%) Disagree 2 (25%)
7. I feel that the strategies and problems we worked on during problem solving will prepare me for the types of problems I will have on the FCAT. Agree 8 (100%) Disagree 0 (0%)
8. I prefer:

reading over math	0 (0%)	math over reading	3 (37%)
math and reading equally	4 (50%)	neither, I hate them both.	1 (13%)
9. I enjoy solving problems

by myself	1 (13%)	with a partner	5 (63%)
in small group	4 (50%)	with the whole class	2 (25%)
10. When I am asked to solve a problem in math, I always...

draw a picture	4 (50%)	write a number sentence	0 (0%)
solve it more than one way to check my answer			7 (88%)
underline or circle key information in the problem			2 (25%)

Experienced Inquirer

Results from student journal entries were analyzed and used to make determinations about student attitudes and perceptions about mathematics. The following are quotes from student journal entries:

- I used the strategies on FCAT to help remind me to look for important words
- Using reading strategies during math helped me understand the problems better
- The strategies helped me because they made me feel less stressed out.
- Reading strategies made me feel stronger during math FCAT
- I underlined what the question was asking and worked hard on not getting fooled.
- I used strategies to help me solve my math problems more than one way.
- Strategies helped me to understand what I was reading
- It really did help me because it helped me understand the question better
- I used the words that I read as clues to tell me whether I was adding, subtracting, or multiplying, or dividing
- Using reading strategies helped me make sure I did exactly what the question told me to do
- It helped me to slow down my reading so I did not skip anything

Data Analysis

Looking at the ongoing progress monitoring (OPM) results from the small group instruction, which were taken from the Florida Achieves Assessments, the scores were up and down, depending on the math concept, the student, and the day. This made it extremely difficult to determine student growth from those results. I concluded that the results were inconclusive. The PCAS results from cycle 2 to cycle 3 show that six out of the eight ESOL students made growth, although not as much as I had expected.

According to the survey results, all eight (100%) of the ESOL students enjoyed reading and understand what they read. All eight (100%) also felt that using reading strategies would help them to solve math problems, and that the strategies would help to prepare them for the types of problems they would encounter on FCAT. Six of the students (75%) thought that how well they read was connected to how well they solved math problems; I found it interesting that only 75% of them realized that. I also thought it was interesting that 0 (0%) of them preferred reading over math.

According to their quotes, it is obvious that my students believe that using reading strategies help them to solve their math problems. After observing students at work, it was apparent that they were using the reading strategies in their math work. They were underlining question stems, and circling the supporting details necessary to solve their problems; envisioned pictures/graphics were also present in their work. It was evident that they were applying the reading strategies that they were taught, in their math class work, homework, and assessments.

Experienced Inquirer

Reflection and Future Practice:

Although the majority of my PCAS scores improved from cycle 2 to cycle 3, I have to admit that I was a little disappointed that the increase was not as remarkable as I had expected. After contemplating...I thought to ascribe this to timing. We only had six weeks to teach six different reading strategies across six different math strands. I also had to take into consideration that ESOL students sometimes have difficulty grasping concepts (because of the language barrier) and because of this, they sometimes need further practice and a different pace.

Once again this year, I got more information from the soft qualitative data that I collected than the hard quantitative data that I collected. Having a taste of this way of work has definitely intrigued me. I realized in this process, that six weeks is not enough time to do "this" well. I feel as though our children could have been more successful using these strategies if they were given more time. My teammate and I have decided that we are going to begin using reading strategies to teach math right away at the beginning of the next school year. We have already brainstormed several other reading strategies that we will add to the list that we used this year, and are both on a campaign to find more resources to improve our facilitation of this concept.

This way of work just makes sense! It is clear that one of the reasons that my children struggle with their math problem solving is because they are not sure what "the question is asking." Having the kids admit that using the reading strategies, helped them look for key words, helped them slow down to be sure they didn't skip anything, and helped them to make sure that they did exactly what the question told them to do... was very powerful!!!!!!!!!!!!

References:

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- Reilly, T. (1988, May). ESL through content area instruction. ERIC Clearinghouse on Languages and Linguistics. Washington, DC. Retrieved April 21, 2010 from <http://www.ericdigests.org/pre-929/esl.htm>.

NOTES

NOTES

NOTES

IPDP



Pinellas County Schools Individual Professional Development Plan

Professional development is fundamental to school improvement.

The purpose of the IPDP is to intentionally and incrementally improve our practice in order to increase student achievement.

DEMOGRAPHIC DATA

1 Last Name, First Name

2 Position/Job Title

3 School Site

4 Subjects

5 School Year

6 Grades Taught

7 Total Number of Students

18

8 Certification Areas

Elementary Education/Primary Education

DATA ANALYSIS: Define Your Current Reality

Review your school improvement plan. <http://www.flbsi.org/SIP/>

9 Type 2 of your school-wide initiatives in the box below.

Align Professional Learning Communities to engage teachers in literacy improvement activities where inquiry, analysis of student work, and walkthrough data drive continuous improvement.

Teachers will provide explicit comprehension instruction in small groups and during individual conferences.

Teacher appraisal data - please review your most recent appraisal.

[Click here](#) and fill out your teacher evaluation self assessment form for the current school year.

Data Comparison

10 Please explain the assessment data you are comparing. (*i.e.*: FCAT, subtests of FAIR, District Assessments)

I will be comparing Fair Vocabulary Data for cycles 1 and 3.

11 Current Level of Performance: (i.e.: % level 3 and above, % meeting/exceeding expectation)

0% of my ESOL students scored at or above the 40th-60th percentile on the Fair Vocabulary Assessment (cycle 1).

12 Expected Level of Performance: (i.e.: 84% Level 3 or above, % meeting/exceeding expectation)

80% of my ESOL students will score at or above the 40th-60th percentile on the Fair Vocabulary Assessment (cycle 3). The 40th-60th percentile is the end of the year “recommended” reading goal.

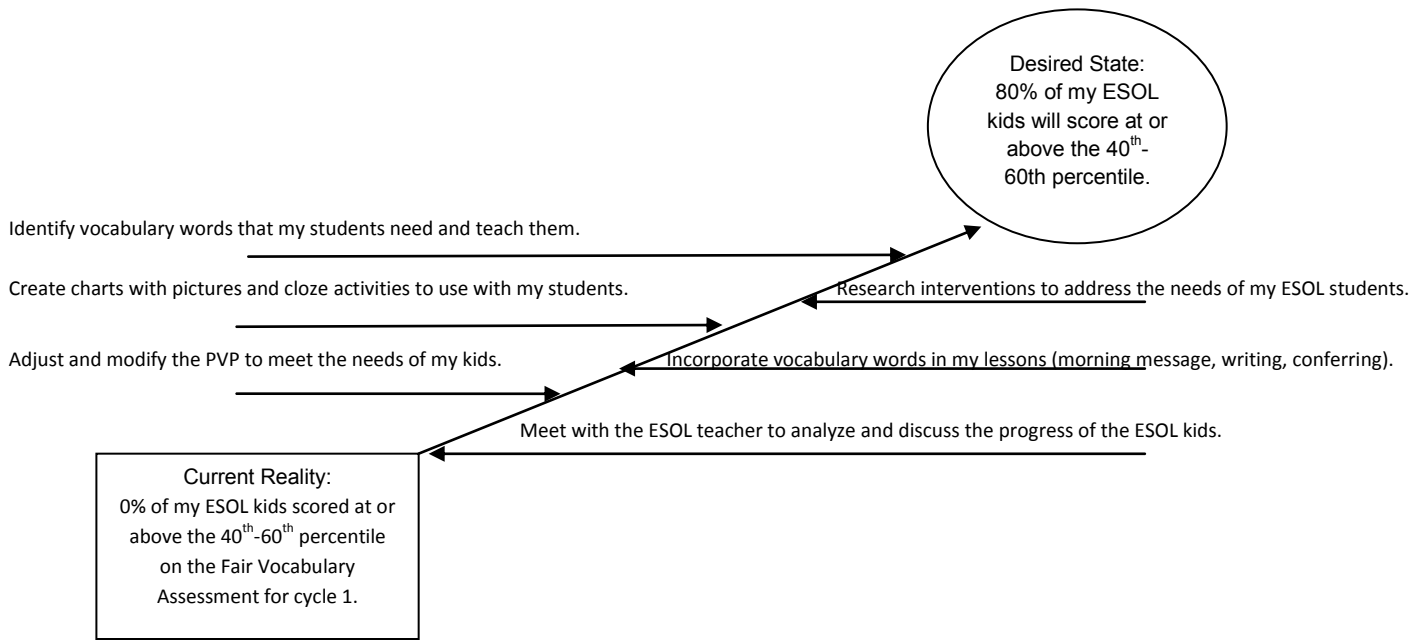
ACTION PLAN DEVELOPMENT

13 Collaboration with Peers

Review your School-wide Initiatives/SIP, teacher appraisal data and your student data. What questions begin to surface concerning your instructional practice in relation to the data? Discuss this with your peers.

ex: For the first time in my 5th grade classroom, I have ESOL students. I'm wondering what strategies I can use to ensure that these students can engage in the learning while I still meet the needs of native speakers.

I am wondering if the PVP project will meet the needs of my students. I am afraid the stories are very confusing for ESOL students to understand and the vocabulary words selected are tier 2 and tier 3 words. My ESOL kids need tier 1 words. I know this because I confer with them and interact with them daily. I wouldn't teach my kids to write sentences before I taught them to write labels. As I am teaching the PVP program I will teach nouns and other tier 1 words as I see needed. I know that the ESOL teacher will be using a Pilot Vocabulary Program that our school worked on. The pilot program teaches nouns. I am hoping that with both programs the ESOL kids will show growth with their vocabulary. I hope to see this in the oral language and in their writing.



Problem Solving or Inquiry Process

What is the problem I wish to investigate? What issue or dilemma is worrying, or challenging me in my practice?

ex: How will weekly class meetings affect the ability of my 5th grade students to become problem solvers?

ex. How will using bilingual book buddies affect the reading achievement of ESOL kindergarteners?

What will be the effects of modifying the PVP project on my ESOL students Fair Vocabulary Data?

Goal 1: How will modifying the PVP impact my ESOL kids’ vocabulary? If I teach nouns and other tier 1 words along with the tier 2 and tier 3 words will my ESOL kids improve their oral and written vocabulary? If I use the vocabulary words throughout the day during morning message, writing lesson and conferring will my ESOL kids score in the 40th-60th percentile on the Fair Vocabulary Assessment for cycle 3?

★15 IPDP Goal 1 REQUIRED (A measurable goal related to student achievement)

80% of my ESOL students will score at or above the 40th-60th percentile on the Fair Vocabulary Assessment for cycle 3.

16 IPDP Goal 2:

OPTIONAL (required for new teachers and those identified as not meeting expectations through teacher appraisal; may be used by others for Personal Career Development identification)

RESEARCH

Consult with peers (e.g., grade level team, PLCs, or departmental colleagues). Describe current state. Try to frame the dilemma in an open-ended way. Use structures like “What will be the outcome if I implement...?” or “What is the effect of ...?” “What am I going to do about it/what steps can I take to resolve this dilemma?”

What are some professional resources (journals, experts, books, web sites) that I can consult to learn more about what is known in relation to my dilemma? What data do I need to collect to tell me about the impact of the changes I try in relation to my dilemma? Be sure to think about both quantitative (numbers) and qualitative (attitudes, opinions, observations, patterns) sources of data that you might use to measure your results.

[Link to PCS Teacher Inquiry Database](#)

[GALE](#)

ACTION PLAN IMPLEMENTATION

Develop a plan to move from current to desired state. Show checkpoints (chronological) along the way.

Checkpoints include:

- Frame problem or dilemma using data.
- Consult with colleagues for feedback.
- Read about issue in professional journals.
- Design a plan of action.
- Implement.
- Collect data on effect.
- Analyze data.
- Share results with other educators.

17 Action Plan: Goal 1 - What is your plan for professional development? Explain your inquiry project or list MoodleLMS courses that you will participate in to improve your practice.

I am attending a training for students with IEPs. Two of my ESOL students have IEPs and I am hoping to learn some strategies to help me better meet their needs. I hope to learn how I can work with other colleagues that service my students with IEPs so we can make sure we are all on the same page and working toward the same goals. MoodleLMS course: ESE for general education 8103034-12/001

I looked for training on Vocabulary, however, there was not anything offered.

I am also taking a training on Conferring. MoodleLMS course: Conferring with Readers 2013269C-12/001

18 Action Plan: Goal 2 OPTIONAL (required for new teachers and those identified as not meeting expectations through teacher appraisal; may be used by others for Personal Career Development identification)

REVIEW AND REFLECTIONS

19 In the box below, please list IPDP review dates and notes regarding conferences with your administrator.

RESULTS

20 What was the impact upon my practice?

21 What was the impact upon student learning? Refer to your IPDP goal(s). Describe the student achievement results.

Goal 1 results:

Goal 2 results:

Pinellas County Schools Deliberate Practice Growth Target - Adapted from the Florida State Model

Deliberate Practice (DP): Intentional work by a leader on specific improvements in mastery of the educational practices aligned with the Florida Principal Leadership Standards (SBE Rule 6A-5.080). One of three evaluative metrics, the DP is 10 points of the summative evaluation if fully implemented.

Deliberate Practice (DP)

Proficiency Area(s) and Target(s) for School Leader Growth

Deliberate Practice Priorities: The leader and the evaluator identify **three (3)** specific and measurable priority learning goals related to the following target areas: the school improvement plan, climate, and leadership practices that impact student learning growth. At least one (1) goal is required for each target area.

- The target of a deliberate practice process describes an intended result that guides the leader toward highly effective levels of personal mastery;
- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments in their practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors the leader's progress and provides constructive feedback.
- The targets are "thin slices" of specific gains sought – not broad overviews or long term goals taking years to accomplish.
- The deliberate practice rating is based full implementation of the intentional leadership practice. The baseline data can be attained from preceding year's evaluation or determined by the school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

Relationship to other measures of professional learning: Whereas FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader's pursuit of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to the school improvement plan, leadership practices and climate that impact student learning. The DP learning process establishes career-long patterns of continuous improvement and lead to high quality instructional leadership.

Selecting Growth Targets:

Growth target 1: An issue that addresses school improvement needs related to student learning and is either selected by the district or approved by leader's evaluator. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.

Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership practices that positively impact student learning.

Growth target 3: An issue that addresses the improvement of the school's climate, based upon climate survey results.

The addition of more targets should involve estimates of the time needed to accomplish targets 1, 2 and 3. Where targets 1 thru 3 are projected for mastery by the evaluator in less than half of a school year, additional targets may be identified.

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes evidence of full implementation toward mastery of the growth target goals.

Rating Scheme

- Not fully implemented = no significant effort to work on the targets
- Fully implemented = exceeded the targets and able to share what was learned with others

Pinellas County Schools Deliberate Practice Growth Target - Adapted from the Florida State Model

Deliberate Practice Growth Target

School Leader's Name and Position: _____	
Evaluators Name and Position: _____	
Target for school year: _____	Date Growth Targets Approved: _____
School Leader's Signature: _____	Evaluator's Signature _____
Deliberate Growth Target Area: School Improvement Data	
Focus issue(s): Why is the target worth pursuing?	
Growth Target: Describe what you expect to know or be able to do as a result of this professional learning effort.	
Anticipated Gain(s): What do you hope to learn?	
Plan of Action: A general description of how you will go about accomplishing the target.	
Progress Points: List steps toward fulfilling your goal that enables you to monitor your progress.	
Notes:	

Deliberate Growth Target Area: **Leadership Practice**

Focus issue(s): Why is the target worth pursuing?	
Growth Target: Describe what you expect to know or be able to do as a result of this professional learning effort.	
Anticipated Gain(s): What do you hope to learn?	
Plan of Action: A general description of how you will go about accomplishing the target.	

Pinellas County Schools Deliberate Practice Growth Target - Adapted from the Florida State Model

Progress Points: List steps toward fulfilling your goal that enables you to monitor your progress.
Notes:

Deliberate Growth Target Area: Climate

Focus issue(s): Why is the target worth pursuing?
Growth Target: Describe what you expect to know or be able to do as a result of this professional learning effort.
Anticipated Gain(s): What do you hope to learn?
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List steps toward fulfilling your goal that enables you to monitor your progress.
Notes:

SESSION SUMMARY & LEGEND

Quantity	Group and Session
District Curriculum Team, Content Experts, and Designated Instructional Coaches	
1	Domains 2-4: Creating Units of Instruction (custom)
1	Introductory Unit Planning Workout Session (custom)
Teacher Mentors, Teachers, Non-Instructional Support Staff, District Curriculum Team and Content Experts	
4	Domain 1: Framework
4	Domain 1: Protocol
4	Domains 2-4/Creating Units of Instruction
6	Introductory Unit Planning Workout Sessions
6	Units Planning Workout Sessions (3 consecutive days)
10	Technology Training (iObservation and Student Response Device)
District/Area Leader, Central Office Staff, and School Leaders	
1	Domain 1: Framework
1	Domain 1: Protocol
1	Marzano School Leader Evaluation Model Domains 1-5 (2 consecutive days)
--	iObservation Technology Training (1/2 Day session occurs with School Leader cohort)
School Leaders	
1	Domain 1: IRR and Scoring
1	Domain 1: IRR and Feedback
1	Domains 2-4/Creating Units
2	Technology Training (iObservation and Student Response Device)

June 2013									
Mon		Tue		Wed		Thu		Fri	
3		4		5	Domains 2-4: Creating Units of Instruction (custom)	6	Introductory Unit Planning Workout Session (custom)	7	
10	Domain 1: Framework (Cohort 1 of 4) 1 - ELEM PreK thru 2	11	Domain 1: Protocol (Cohort 1 of 4) 1 - ELEM PreK thru 2	12	Domains 2-4: Creating Units of Instruction (Cohort 1 of 4) 1 - ELEM PreK thru 2	13	Introductory Unit Planning Workout Session (Cohorts 1 of 6) 1 - ELEM PreK thru 2	14	
17		18		19		20		21	
24	Domain 1: Framework (Cohorts 2 - 3 of 4) 2 - ELEM 3 thru 5 3 - HS: BCHS ALL	25	Domain 1: Protocol (Cohorts 2 - 3 of 4) 2 - ELEM 3 thru 5 3 - HS: BCHS ALL	26	Domains 2-4: Creating Units of Instruction (Cohorts 2 - 3 of 4) 2 - ELEM 3 thru 5 3 - HS: BCHS ALL	27	Introductory Unit Planning Workout Session (Cohorts 2 - 4 of 6) 2 - ELEM 3 thru 5 3 - HS: BCHS ALL 4 - HS: BCHS ALL	28	

July 2013									
Mon		Tue		Wed		Thu		Fri	
1		2		3		4		5	
8	Units Planning Workout Session (Cohort 1 of 6) 1 - ELEM PreK thru 2	9	Units Planning Workout Session (Cohort 1 of 6) 1 - ELEM PreK thru 2	10	Units Planning Workout Session (Cohort 1 of 6) 1 - ELEM PreK thru 2	11		12	
15	Units Planning Workout Session (Cohort 2 of 6) 2 - ELEM 3 thru 5	16	Units Planning Workout Session (Cohort 2 of 6) 2 - ELEM 3 thru 5	17	Units Planning Workout Session (Cohort 2 of 6) 2 - ELEM 3 thru 5	18		19	
22	Domain 1: Framework (Day 1 of 2 consecutive days)	23	Domain 1: Protocol (Day 2 of 2 consecutive days)	24	Domain 1: IRR and Scoring (1 day)	25	Domain 1: IRR and Feedback (1 day)	26	
29	Domains 2-4: Creating Units of Instruction (1 day) Domain 1: Framework (Cohort 4 of 4) 4 - MS: AMS ALL	30	Marzano School Leader Evaluation Model Domains 1-5 (Day 1 of 2) Domain 1: Protocol (Cohort 4 of 4) 4 - MS: AMS ALL	31	Marzano School Leader Evaluation Model Domains 1-5 (Day 2 of 2) Domains 2-4: Creating Units of Instruction (Cohort 4 of 4) 4 - MS: AMS ALL				

August 2013					
Mon	Tue	Wed	Thu	Fri	
			1 Technology - iObservation and Student Response System (Cohorts 1 - 2 of 2) 1 - School Leader 2 - District/Area Leader and CO attend ½ day Introductory Unit Planning Workout Session (Cohorts 5 - 6 of 6) 5 - MS: AMS ALL 6 - MS: AMS ALL	2	
5 Technology - iObservation and Student Response System (1 day) (Cohorts 1 of 10) 1 - ELEM ELEM 4? Units Planning Workout Session (Cohorts 3 - 6 of 6) 3 - HS: BCHS ALL 4 - HS: BCHS ALL 5 - MS: AMS ALL 6 - MS: AMS ALL	6 Technology - iObservation and Student Response System (1 day) (Cohort 2 of 10) 2 - ELEM ELEM 4? Units Planning Workout Session (Cohorts 3 - 6 of 6) 3 - HS: BCHS ALL 4 - HS: BCHS ALL 5 - MS: AMS ALL 6 - MS: AMS ALL	7 Technology - iObservation and Student Response System (1 day) (Cohorts 3 - 4 of 10) 2 - ELEM ELEM 4? Units Planning Workout Session (Cohorts 3 - 6 of 6) 3 - HS: BCHS ALL 4 - HS: BCHS ALL 5 - MS: AMS ALL 6 - MS: AMS ALL	8 MAKE UP SESSIONS TBD Note: A 4 th cohort of Technology - iObservation and Student Response System (1 day) will be scheduled on either Aug 5, 6, or 7, 2013, depending on the highest demand	9	
12 Technology - iObservation and Student Response System (1 day) (Cohorts 5 - 6 of 10) 5 - HS 1 6 - HS 2	13 Technology - iObservation and Student Response System (1 day) (Cohorts 7 - 8 of 10) 7 - MS 1 8 - MS 2	14 Technology - iObservation and Student Response System (1 day) (Cohorts 9 - 10 of 10) 9 - HS 3 10 - MS 3	15 MAKE UP SESSIONS TBD	16	

Pinellas County Language- Performance Data, Research Findings and Improvement

The research-base for the ASCD Capacity Building Professional Development model is outlined below:

- ASCD representatives were members of the original cross-organizational committee convened by the National Staff Development Council that developed staff development standards. The National Staff Development Council's (now Learning Forward) revised standards recognize that *sustained staff development* is vital for everyone who affects student learning (National Staff Development Council, *National Staff Development Council's Standards for Professional Development* (2002), NSDC). ASCD representatives were also members of the 2011 committee that revised the newly released standards.
- *Professional Learning in the Learning Profession*, a study done by Linda Darling-Hammond and colleagues from the School Design Network at Stanford University found statistically significant improvement in student achievement in schools where teacher collaboration, job-embedded professional learning and the use of lesson study were the norm. (NSDC now Learning Forward, 2009)
- Professional development focused on teacher capacity-building in instructional practices has been found to be the most productive investment for schools and far exceeds the effects of teacher experience or class size (Greenwald, Hedges, & Laine, 1996, *Review of Educational Research*, 66, 411-416).
- Researchers working with the Chicago schools found that teachers who were offered high-quality professional development followed through in using instructional practices they were taught (called "instructional program coherence" in the studies) leading to higher achievement gains on the ITBS (Newmann, Smith, Allensworth, & Bryck, 2001, 2002, *Educational Evaluation and Policy Analysis*, 23, 297-321 & *ERS Spectrum*, 20(2), 38-46)

ASCD's Process for monitoring and evaluating the effectiveness of the Capacity Building Professional Development model is outlined below. ASCD's work with district-level staff from Teaching and Learning and PD, administrators and teacher leaders will include supporting them in integrating the six-levels of PD evaluation as they lead job-embedded professional learning at the school and district level.

ASCD's professional development evaluation framework is aligned with the research of Thomas Guskey on the five levels of professional development evaluation (*Does It Make a Difference: Evaluating Professional Development*, *Educational Leadership*, March 2002, ASCD, *Evaluating Professional Development*, Guskey, Thomas, Corwin Press, 2000). ASCD has added a sixth level encompassing building local capacity for transfer to the school and sustainability of initiatives. The six levels used for evaluation and tracking of program implementation and success include gathering evidence of impact based on the following:

- Level 1- Participant Reactions
- Level 2- Participants Learning
- Level 3- Organization Support and Change
- Level 4- Participant Use of New Knowledge and Skills
- Level 5- Student Learning Outcomes
- Level 6- Demonstrating Capacity

ASCD's PD Online Courses for the Common Core State Standards include reports that can be accessed by district administration that will convey the following measures:

- Percentage of participants completing the PD Online Courses
- Number of participants receiving the certificate of completion for each PD Online Course
- Amount of time each participant spent taking the PD Online Course
- Pre-assessment and post-assessment scores aligned to the objectives for each PD Online Course

ASCD's PD for Leadership can be assessed by district administration that will convey the following measures:

- Pre-assessment and post-assessment scores aligned to the objectives for the PD Leadership Institute objectives.
- Number of principals and district administrators receiving a certificate of completion for the PDI Leadership Institute.

Please note: Upon completion of the customized implementation and evaluation plan (once contract is approved by the school board), there will be additional measures identified and included as part of the evaluation plan.

LLC Observation Tool

Facilitator: _____ **ASCD Faculty:** _____
LLC Area _____ **Group** _____ **Date** _____

This information will remain confidential, and it is being collected to monitor and evaluate our work. Please feel free to add comments when appropriate. Using a 5 point scale (5 highest, 1 lowest), please circle the number that reflects your observations for this LLC session:

1. Engagement of individuals within own cadres and with members of other cadres.

1 2 3 4 5

Comments:

2. Interaction among groups and within their own groups.

1 2 3 4 5

Comments:

3. Rate yourself on your facilitation skills at today's meeting. Please comment on what you believe your strengths were today. Also note if there is something you would like to develop as it relates to your facilitation skills.

1 2 3 4 5

Comments:

4. How comfortable were you within your role today?

1 2 3 4 5

Comments:

5. How did the ASCD Faculty Member engage the groups throughout the day?

1 2 3 4 5

Comments:

6. Overall rating of the day?

1 2 3 4 5

Comments:

***Common Core Professional Learning
Elementary ELA
2013-2014***

Purpose

Increasing student achievement is the most important goal of any professional learning system. Professional development only makes a difference if it translates from training to practice to results. By using embedded professional development and building teacher capacity in both leadership and literacy practices, we can move one step closer to supporting teachers in their efforts to raise the rigor of their instruction, align their classroom practice to the CCSS, and work collaboratively with each other to grow and learn together.

Leading the Learning Cadres (LLC's)

- Already established school teams of 4 teachers, Principal, and instructional coaches
- Teams would engage in face-to-face PD provided by **Core Connections** in the areas of ELA instruction as well as receive training in the development of their facilitative leadership skills
- Work from the “30,000 foot” perspective in the facilitation at their school sites to grow teachers in their understanding of the common core standards and collaborative practices.
- All principals receive not just content knowledge but a district message in regards to the CCSS implementation plan and will be equipped to facilitate PD, monitor teacher practice and provide effective feedback.
- Scheduled to meet 4 times this year

Literacy Leadership Teams (LLT's)

- Make the School Improvement Plan a living, breathing document, as this team is required by every school to provide literacy leadership to schools
- 7 member school team of 1 teacher per grade level, plus the Assistant Principal
- Teams would engage in day long, recurring PD provided by **Core Connections** in the areas of lesson plan development aligned to the CCSS and the PCS grade level module framework
- Increase collaboration across all grade levels (k-5) and school teams
- Intensive PD on lesson plan development, building teacher and assistant principal capacity in this area at each school
- Create a district bank of exemplar lessons with the support of **Core Connections**
- Work with LLC to facilitate professional learning at school sites
- Assistant Principals receive not just content knowledge, but a district message in regards to the CCSS implementation plan and will be equipped to facilitate PD, monitor teacher practice and provide effective feedback.
- Scheduled to meet 3 times this year, plus a 4th with the LLC

District Literacy Coaches (Elementary)

- All district literacy coaches to receive PD provided by **Core Connections** aligned to module/unit development and lesson creation during the Coaches' Content Institute
- Follow-up training to be provided to coaches at subsequent coach meetings
- Build coach capacity to support teachers through the use of embedded coaching cycles

- Support Schools' LLT and LLC work through the ongoing work with teachers, explicit slice training through district wide components and monitoring of student data all aligned to the work of Core Connections

Delivery Model (LLC and LLT)

By Area Groups-

Area 1-2 Elementary Groups

Area 2-3 Elementary Groups

Area 3-2 Elementary Groups

Area 4-3 Elementary Groups

Training Months- September, November, March

LLC training days needed-30

LLT training days needed-30

District Literacy Coaches

Coaches Content Institute-2 days (September)

Ongoing coach Support through the year-2 days (November/March)

Coach training days needed-4

TDE Funding Source for LLC/LLT participants (already secured)

LLC TDE's funding Source-Title II and Race to the Top

LLT TDE's funding Source-Referendum

Description of the Plan for CCSS/Core Connections District-wide

In September, professional development would align to planning close reading lessons with text dependent questions aligned to the literacy analysis writing task. This is the assessed task on the Common Assessment, cycle 1, and would prepare teachers for developing shorter units aligned to the literature standards within their module work. In November/December the professional development would focus on the information standards, and preparing teachers to develop close reading lessons with appropriate depths of knowledge aligned to the overall meaning of a non-fiction piece. The unit would be based upon the narrative task, with emphasis on narrative description, as this is the 2nd task on the common assessment. The final training would focus on having teachers plan a culminating research simulation task aligned to both the extended and shorter texts that focused on content knowledge. This is the final task that is assessed on the 3rd cycle of the common assessment. Each training will include opportunities for teachers to not only review previous learning, but to analyze student work to determine level of student understanding of the assessed standards.

Upon receiving this PD through Core Connections, the LLC's, the LLT's and the literacy coaches are able to collaborate at the school level and look for ways to build a school culture that fosters professional learning. Opportunities for professional learning include embedded coaching cycles, PLC's, lesson study and cross grade level articulation. The final LLC and LLT in June will be a celebration of learning, and planning for the 2014-2015 school year.



Master InService Plan

2013-2014

Compiled June 30, 2013

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VISION

100% Student Success

MISSION

Educate and prepare each student for college, career and life

Values

Commitment to Children, Families, and Community; Respectful and Caring Relationships; Cultural Competence; Integrity; Responsibility; Connectedness

Strategic Directions

Student Achievement – Broad area of focused efforts based on federal, state, student, and community requirements for academic excellence.

Learning in a Safe Environment – Broad area of focused efforts based on student, faculty, staff, and community requirements to learn in an orderly, safe, and secure environment.

Effective and Efficient Use of Resources – Broad area of focused efforts based on business, fiscal, operational, state and community requirements to manage all resources for increased student achievement.

Five Action Goals

Goal 1: Increase Student Achievement resulting in improvement in every school (A, B, C Grade) Learning gains, higher promotional (each level) and graduation rates.

Goal 2: Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

Goal 3: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student learning, and overall school improvement.

Goal 4: Develop and sustain effective and efficient use of all resources for improved student achievement and sustainability.

Goal 5: Provide quality technology and business services to optimize operations, communications, and academic results.

PROFESSIONAL DEVELOPMENT DEPARTMENT MISSION

Inspiring Excellence in Practice to Ensure Student Success.

PROFESSIONAL DEVELOPMENT ADVISORY COUNCIL MISSION

Professional Development Advisory Council serves as a cross-functional team that advises the Professional Development Department on learning opportunities for all Pinellas County Board employees.

PARTICIPATION

Stakeholders are informed about available opportunities through multiple communication resources which include ProEd Facilitators based at all Pinellas County schools and other work sites, departmental letters and newsletter, PCS Mail (Outlook) Training Announcements, and the Moodle/Learning Management System (MoodleLMS), which is the web based registration, information and presentation vehicle.

REGISTRATION PROCESS

All class registrations are processed through the web-based MoodleLMS, accessible twenty-four hours a day, 365 days a year.

COMPONENTS

The Pinellas County Schools Master In-service Plan (MIP) contains a listing of all the currently available components in the Pinellas County School District. These components are written by identified district employees. They must be aligned and sponsored by content specialists or district administrators and submitted initially to the Professional Development Department for approval.

Each approved component is assigned a function, focus, and sequence number and becomes part of the MIP. It can then be opened by an instructor or component coordinator and offered for component credit.

COMPONENT POINTS

Pinellas County offers professional learning for certified and non-certified personnel. All activities for which in-service (component) points are awarded must be represented by an approved component in the MIP. Final approval for component point credit is given by Professional Development. One (1) component point is equivalent to one (1) clock hour of participation in a professional learning activity.

For re-certification, points earned in one validity period cannot be carried over into a subsequent validity period except for ESOL and identified Reading Endorsement credit. ESOL and identified reading endorsement credits may be banked for use in future certificate renewal periods. In addition, a teacher holding a temporary certificate may use bankable points accumulated during the temporary period to renew the first professional certificate provided the validity period of the first professional certificate immediately follows the expiration of the temporary certificate. Individuals may use up to 60 points or 3 semester hours of college credit in ESOL for renewal of any subject area on a professional certificate.

All certified personnel involved in the professional learning activity are expected to demonstrate increased competency on at least eighty (80) percent of the specific objectives of a component.

District employees may request a copy of their training history activity from 2002 forward through Moodle/LMS and it is emailed to their Outlook email account. Complete In-service histories are maintained for each employee via the district TERMS system.

PROFESSIONAL LEARNING DAYS

Professional learning is built into the school calendar. District-wide training days are one vehicle for delivery. They do not warrant credit by attendance alone, however, if credit is warranted, one (1) point shall be equivalent to one clock hour of actual participation. Points shall be assigned to each component on the basis of the average time required for a participant to satisfactorily achieve the objectives of the component, as determined by the component author. School based professional learning days are another vehicle for delivery. Professional Learning days are set aside for district-wide and school based training for Instructional personnel. In addition, one day is scheduled for support service personnel training, with optional participation. Instructional personnel also earn professional learning components for participation in a Professional Learning Community (PLC).

The district recognizes and supports the growth of leaders. Professional learning opportunities are offered for leaders through portions of leadership and area meetings, professional learning days, and separate component offerings.

DOCUMENTATION PROCEDURES

Each participant's attendance in professional training is recorded electronically through June 30, 2013:

- TERMS - HRMS Employee History
- Pinellas County Schools Moodle/Learning Management System (Moodle/LMS)
- Electronic Training Assessment Survey
- Class Participation Report

TRANSFER OF COMPONENT POINTS

An individual transferring into Pinellas County from other Florida districts or out to other Florida districts may transfer accumulated component points between Florida districts by completing the following procedures:

- Request the "Inservice Teacher Education Transfer Record" form from the prior district be sent to the Professional Development office
- When leaving Pinellas County to go to another county in Florida, the Professional Development Department should be contacted by the new district to transfer points to the new district.

PROCEDURE FOR UPDATING MIP

Revisions for the MIP are recommended by the Director of Professional Development with input from various sources, and submitted to the School Board for approval. Examples of input sources are listed below.

- Employee needs assessments
- Professional Development Advisory Council
- Participant evaluations of professional education experiences
- Reviews of existing components by component authors
- Program evaluations
- Legislative, Department of Education and district expectations
- Review and analysis of student and teacher performance data

DESIGN AND DEVELOPMENT

Planning

- Planned training is based on an annual needs assessment that includes school by school analysis of disaggregated student achievement data and teacher evaluation data.
- The scientifically research-based professional development system is aligned and linked with disaggregated student achievement data, student and instructional personnel needs, school Improvement Plan needs, annual performance appraisal data for teachers and administrators, annual school reports and district strategic planning.
- The content aligns with the 2013-2014 District Strategic Plan Priorities focusing on Common Core State Standards and Next Generation Sunshine State Standards, subject matter, content knowledge, teaching methods (high yield instructional strategies), technology, assessment and data analysis, classroom management, and school safety.
- Professional learning facilitators incorporate the Learning Forward standards and Florida Professional Development Standards in their training.

Delivery

- Professional development is relevant to student achievement objectives and specifies outcome expectations.
- Training incorporates learning strategies that apply knowledge of human learning and change.
- The training is sufficiently sustained to ensure mastery and is delivered through a variety of technologies with sufficient time and dollars appropriated to it.
- Records are coordinated through the Professional Development Department.

Follow-Up

- Follow up methods are identified for each PCS component, upon origination, per FLDOE Professional Development Protocol requirements:
 - m) Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
 - n) Independent Learning/Action Research related to training (should include evidence of implementation)
 - o) Collaborative Planning related to training, includes Learning Community
 - p) Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
 - q) Lesson study group participation
 - r) Electronic-interactive
 - s) Electronic – non-interactive

Evaluation

* Four levels of evaluation, participant, student impact, component, and program evaluation, provide a continuous documentation of effectiveness of training on participant and student performance.

1. Participant Evaluation

Participant evaluation follows completion of component activities. To successfully complete a component, participants must show an increase of at least 80% of the objectives in a component. For example, if there are ten objectives, participants must show an increase on at least eight of the objectives.

To determine growth, a pre-assessment is required. This pre-assessment may take many forms. It could be a written test or other written or oral review to determine awareness or knowledge, or a demonstration of skills. It could be conducted individually or in groups. In some instances when the component offers instruction in an area where the presenter is sure that the participant has no knowledge, that presenter will assume that the performance on the pre-assessment is 0%.

Use of a participant evaluation measure must be appropriate for the type of component. For instance, the participant evaluation of awareness training could be a summary activity conducted individually or in groups. The knowledge level evaluation could be results of an assignment to use the knowledge in developing a plan for further action or could be a written evaluation completed individually or in groups. Skills level training is appropriately evaluated by means which allow demonstration of the skills taught. Portfolios or other methods may be used to collect the demonstration information. Videotaping, audio taping, and/or peer observations may all be used to document performance. Follow-up activities to implement learning may be required in order to receive points.

2. Component Evaluation

Evaluation at the culmination of a component by each participant is recorded with an electronic survey. The survey reflects the Pinellas County School's Training Standards. Participants report on the presentation, activities, and follow-up need and opportunities. Additionally, participants are to specify the goal of their *Individual Professional Development Plan that supports the need for the training and to identify notable content and job specific application to enhance performance and increase student achievement*. This evaluation, completed on-line, electronically in order to receive component points.

The collected results of the surveys provide a guide to the presenter regarding workshop/district alignment and need for additional training by the participants. The Training Assessment Surveys are reviewed by the session coordinator, in addition to the Schedule/Verification form and the class participation report, in order to close a component.

While not a requirement, an additional evaluation tool may be utilized by session facilitators to gauge customer satisfaction and implementation. Content specific surveys or plus/delta evaluations provide feedback to instructors regarding strengths and opportunities for improvement.

3. Program Evaluation

This third evaluation type is the most comprehensive and far reaching. Program evaluation asks the fundamental question, "Is professional education in our district effectively meeting the needs of our organization and its employees?" and "Is professional education ultimately contributing to improved student achievement?" This requires knowing customer expectations and needs and gauging them against our organizational purpose, the Professional Development Department mission, and the effectiveness of systems support. Individual Professional Development Plans now play an ever more important role relating to customer need, as student achievement data impact each teacher's defined needs. The Department of Assessment, Accountability and Research conducts a formal evaluation of 10% of the district's major professional development initiatives to determine impact on student achievement.

SUMMARY COMPARISON

In summary

Eighty-nine DOE focus areas are divided into seven categories (see page A8). Content specialists and other administrators have authored components in 65 of 89 state focus areas.

- Lack of components in a specific focus area may not reflect lack of training in that area. A Component may include content beyond the indicated focus area; however DOE specifications limit the identification of a component to one focus area representing 50% or more of the content.
- In the 2012-13 school year a total of 97,587 training completions were recorded.
- Following national trends in professional development as defined by the Learning Forward standards, professional development is increasingly experienced through embedded staff development, teacher inquiry and the model of Professional Learning Communities with a focus on Common Core State Standards and Next Generation Sunshine State Standards, student assessments, teacher performance standards, analysis of student data, and acquisition of new learning.
- The top ten areas of training, representing 71,338 participants, include:

	Focus Area	Number of participants
1.	007 Integrated Curriculum	22,293
2.	403 Behavioral Interventions	12,158
3.	013 Reading	8,322
4.	512 School Improvement	7,365
5.	009 Mathematics	5,521
6.	507 Leadership Skills/Comm/Critical Thinking	3,858
7.	103 Procedural/Legal Requirements	3,246
8.	408 Instructional Strategies	4,163
9.	100 ESE Instructional Strategies	2,607
10.	012 Pre-Kindergarten	1,805

2013-2014 MIP Projection

During the 2012-13 school year there were 780 components available for professional learning. We begin the 2013-14 school year with 333 components available for use.

Major training focuses include:

- Standards based planning and instruction
- Common Core State Standards
- Building content knowledge
- Student Engagement (academic social behaviors)
- High Yield Instructional Strategies
- Lesson Study and Professional Learning Communities

Ongoing district mandates:

In summary, following national trends in professional development as defined by Learning Forward, and aligned to the Florida Professional Development Protocol, professional development training is increasing offered through embedded staff development and the model of Professional Learning Communities (PLC) (Focus 007), the teacher performance rubric, an emphasis on Common Core State Standards and Next Generation Sunshine State Standards and analysis of student data in an effort to improve instruction, close the achievement gap and increase student achievement.

Appendix A

DOE Focus Area Codes

BASIC PROGRAMS

000 Art
001 Bilingual Education/ESOL
002 Career Education
003 Computer Science/Tech Ed
004 Foreign Languages
005 Health/Nutrition
006 Humanities
007 Integrated Curriculum
008 Language Arts
009 Mathematics
010 Music
011 Physical Education
012 Pre-kindergarten
013 Reading
014 Safety/Driver Education
015 Science
016 Social Studies
017 Writing

EXCEPTIONAL STUDENT EDUCATION PROGRAMS

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

VOCATIONAL EDUCATION PROGRAMS

200 Agriscience 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 Vocational Wheel
208 Public Service Occupations Education
209 Technology Education
210 Vocational Education, Instructional Support Services
211 Vocational/Technical Education, Unclassified

ADULT/COMMUNITY EDUCATION

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

STUDENT & INSTRUCTIONAL SUPPORT PROCESSES

400 Academic Interventions
401 Assessment/Student Appraisal
402 Attendance
403 Behavioral Interventions
404 Classroom Management & Organization/Learning Environment
405 Dropout Retrieval
406 Human Relations/Communications Skills
407 Instructional Media Services
408 Instructional Strategies
409 Instructional Support Services, Unclassified
410 Law, 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 & 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 Student Records
423 Supplemental Academic Instruction
424 Working w/ Volunteers, Aides, and Mentors

GENERAL SUPPORT

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

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

Appendix B

MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

000 BP_Art

1000031C MAKING VIDEOS IN ART
1000032C PHOTOGRAPHING ARTWORK
1000035C DIGITAL ART CURRIC APPS
1000036C ONLINE STRATEGIES IN ART
1000037C TECHNOLOGY IN ART K-12
1000046C FAEA STATE CONF
1000047C ArtTIP 12
1000048C Digital Arts Lab Study
1000049C Digital Arts Lab 24

001 BP_Bilingual Ed/ESOL

1001999N READING TO ESOL CROSSWALK 120

003 BP_Computer Sc /Tech Ed

3003057C ANGEL TRAINING
3003088C EXCEL 2007, INTERMEDIATE 6
3003089C EXCEL 2007, INTRO 6
3003090C WORD 2007, INTRO 6
3003091C WORD 2007, INTERMEDIATE 6
3003093C POWERPOINT 2007, INTRO 6
3003103C Introduction to Secondary Master Schedule Building
3003105C Word 2010 Online
3003106C Excel 2007 Advanced
3003107N Navigating Technology in PCS for SSCOC
3003108N Office 2010 for SSCOC
3003109C Excel 2010, Intro 6
3003110C Word 2010, Introduction 6

004 BP_Foreign Languages

1004001C WL Assessment SG 6
1004012C WL ASSESSMENT SG 3
1004018C CHINESE CURRICULUM SG3
1004019C INTERNATIONAL DAY
1004020C FFLA STATE CONFERENCE 6
1004021C FFLA STATE CONFERENCE 9
1004024C Chinese Teacher Conference
2004004C WORLD LANG CURRICULUM 3

2004009C WORLD LANGUAGE METHODS
2004010C WL ENGAGEMENT STRAT 1
2004011C WL BEST PRACTICES MS/HS 1-2
2004013C WL BEST PRACTICES K-5
2004014C WL BEST PRACTICES HS (ALL
2004016C World Languages PLC
3004003C LANGUAGE LAB TRAINING
3004004C WL Flipped Classroom
8004012C WL Appraisal Study Group

005 BP_Health/Nutrition

1005007C HUMAN SEXUALITY GRADE 5
1005023C FAMILY LIFE ED ONLINE
1005026C Summer Academy for Health Ed
1005028C Healthy School Program
1005029C Secondary Health Ed Planning
2005004C TOBACCO PREVENTION TRNG
2005006C K-5 Health Education
2005007C Asthma 101
2005008C Health Literacy
2005009C STD Basics

007 BP_Integrated Curriculum

1007021C New Teacher Orientation - Early Career Pathway, Meeting One
1007022C Veteran Teacher Orientation - Inspiring Excellence Conference
1007025C Cambridge AICE Face to Face 12
1007026C ESOL PLC Meetings
1007029C Experience Pinellas - KINDERGARTEN ONLY
1007030C Fall-DWT 2012 Content Training
1007031C Spring - ESOL
1007032C Spring - K-5 Elementary
1007033C Spring - 9-12 Secondary Math
1007034C Spring - 6-8 Secondary Math
1007035C Spring - 6-8 Secondary Science
1007036C Spring - 9-12 Secondary Science
1007037C Spring - P.E.
1007038c Spring - JROTC

MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

1007039C	Spring - Drivers Ed	009 BP_Mathematics	
1007040C	Spring - Library Media/Technology	1009037C	SEC MATH CURRICULUM 6
1007041C	Spring - Performing Arts	1009048C	SECONDARY MATH CURRICULUM 3
1007042C	Spring - Visual Arts	1009063C	Promise K-8 Mathematics
1007043C	Spring - World Languages	1009064C	Making Sense of Fractions 3
1007044C	Spring - IB	1009065C	Making Sense of Geometry and Measurement
1007045C	Spring - K-12 Social Studies	1009066C	Making Sense of Word Problems 3 / Content Literacy in Mathematics
1007046C	Spring - Health Education	1009068C	Classroom Discussions in Mathematics
1007047C	Spring - Adult General Ed	1009070C	Formative Assessment in Mathematics
1007049C	Spring - CTE	1009072C	Number Talks - Literacy in Mathematics
1007050C	Spring - ESE VE EBD, ASD, IVE, Asperger Teachers	1009073C	ST Math
1007051C	Spring -	1009074C	Unpacking the Standards in Mathematics
1007052C	Spring - High School VE, EBD, IVE and Aspergers Teachers	1009075C	Elementary Mathematics Content Mini-Institute
1007053C	Spring - All K-12 SVE Teachers(Gen Ed Schools Only) and 6-12 ASD Teachers (Gen Ed Schools Only)	1009076C	iCPALMS Platform
1007054C	Spring - ESE all Extended Transition Teachers	1009077C	K-2 Summer Mathematics Institute
1007055C	Spring - ESE All Paul B. Stephens and Nina Harris Teachers	1009078C	3-5 Summer Mathematics Institute
1007056C	Spring - ESE OT/PT	1009079C	6-8 Summer Mathematics Institute
1007057C	Spring - All Behavior Specialists	1009080C	Middle Sch Math Summer Bridge
1007058C	Spring - Speech/Language Therapists	1009081C	Introduction to the HMH Elementary Reading (Journeys) and Elementary Mathematics (Go Math) Textbook Adoption
1007059C	Spring - Pre-K Teachers	2009049C	Integrated Coach led/Job Embedded
1007061C	Spring - DHH Teachers	2009124C	MODEL DRAWING NGSSS K-2
1007062C	Spring - VI Teachers	2009125C	MODEL DRAWING NGSSS 3-5
1007063C	Spring - Interpreters	2009127C	PDA DIFFERENTIATING MATH INSTRUCTION
1007064C	Spring - Secondary English ,Language Arts and Reading	2009138C	KINDERGARTEN TUBBING
1007070C	Spring - MS VE Liasions, HS VE Specialists and all CEDs	2009142C	Tubbing for New to Kindergarten Teachers
2007037C	COLLABORATIVE TEACH. OVER	8009035C	ALGEBRA NETWORK 2
2007050C	Integrated Coach Led/Job Embedded	8009049C	GRAPHING CALCULATOR APP 6
2007051C	Integrated/Job Led/Coach Embedded	8009052C	Sec Math/Science Leadership
2007052C	PLC Informed Instruction 10 2012-2013	8009054C	FTCE Math Exam Readiness
2007053C	PLC Informed Instruction 20 2012-2013	8009056C	Geometry Institute (24)
2007054C	Title I Private School	8009057C	Algebra Institute (24)
		8009062C	Geometry Roundtable
		8009063C	Sec Math Course Content 2
		8009064C	CCSS Math Institute 24
008 BP_Language Arts			
1008035C	Core Connections Literacy Training		

MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

010 BP_Music

1010012C REHEARSAL STRATEGIES 12
1010025C MUSIC TIP II 24
1010028C MUSICTIP 2B
1010030C GUITAR STRATEGIES I
1010033C FATE CONFERENCE 6
1010034C FMEA CONFERENCE
1010036C PERFORMING ARTS WKSP 3
1010037C PERFORMING ARTS WKSHP 6

011 BP_Physical Education

1011033C NFHS Fundamentals of Coaching
1011034C NFHS Concussions in Sport
1011035C FAHPERDS Pre-Conference
1011036C FAHPERDS Conference
2011001C Special Olympics Coach Orientation
2011005C CARE/PREV ATHLETIC INJURY
2011006C CARE/PREV ATHLETIC INJ II
2011010C Special Olympics Coaches Training 3
2011011C Literacy in Physical Education
2011012C Instructional Practices in K-12 Physical Education

012 BP_Pre-Kindergarten

1012006C PreK Infant/Toddler Health Concerns
2012051C NEW KDG TEACHERS I
2012052C NEW KDG TEACHERS II
2012053C NEW KDG TEACHERS III
2012054C NEW KDG TEACHERS IV
2012055C NEW KDG TEACHERS V
2012092C Standards for VPK Instructors
2012093C PreK Social Emotional Development
2012094C Writing Like A Scientist
2012095C VPK Instructional Implications
2012096C Phonological Awareness in VPK
2012097C Beyond Emergent Reading-Kindergarten Guided Reading
2012098C PreK Phonological Fun
2012100C PreK Enhance Learning w Intentional Teaching

2012101C PreK Strategies to Support Diverse Learners
2012102C NEW KINDERGARTEN TCHR VI
2012103C Emergent Reading and Beyond in Kindergarten
2012104C New Reading Adoption for Kindergarten
4012001C ASSESSING W/BATTELLE
4012004C ABLLS-R IN ESE CLASSROOMS
4012007C ABLLS-R Assessment
4012008C VPK Assessments 4
4012009C BDI Review with Technology
4012010C PreK ESE Collecting and Using Data
8012009C PREK PROCESSES & PROCEDURES
8012013C PreK Improving Practices PLC
8012014C PreK ESE Enhancing Curriculum

013 BP_Reading

1007081C Planning for the Common Core
1013043C LM-B: Seeing Stars
1013044C LM-B: Visualizing and Verbalizing
1013045C LLI 6 HOUR
1013046C LLI 12 HOUR
1013047C LM-B: Introduction to School Services
1013048C LM-B: Assessment
1013052C Fast ForWord
1013059C Building and Maintaining a Classroom Library
1013060C *Raising the Rigor of Independent Reading*
1013063C Nonfiction Reading and Writing Routine
1013064C Primary Writing Workshop
1013067C Writing in Response to Reading
1013068C LM-B Certification
1013069C Next Steps in Guided Reading 48
1013070C Next Step in Guided Reading
1013071C Next Step in guided Reading
1013072C Teaching Reading Through Craft and Structure
1013073C Reading Workshop, Read Aloud and the Common Core
1013074C Teaching Struggling Readers I
1013075C Teaching Struggling Readers II
1013076C Teaching Struggling Readers III
1013077C LM-B Leadership Institute

MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013[illegible]

MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

1016050C	working with DBQs	1100009C	AUTISM SOCIAL SKILLS I
1016056C	CCSS and the NGSSS 2	1100014C	AUTISM SUMMER INSTITUTE
1016057C	CCSS and the NGSSS 6	1100033C	AUTISM 102 STRATEGIES
1016058C	Civics Ed for new teachers	1100036C	AUTISM 103
1016059C	On-Line Civics from JCC	1100041C	ESY CURRICULUM 6
1016060C	Reading for AP Exams	1100046C	Best Practices in Gifted Education
1016061C	NEH Workshop 12	1100047C	EBD 101 - Characteristics
1016062C	A History of North Pinellas	1100048C	Cambridge AICE 6
1016064C	Understanding Psychology Standards	1100049C	Developing Verbal Talent
1016065C	NHD Training for the Classroom	1100050C	Academic Writing
1016066C	Unpacking the US History EOC	2100006C	DEALING WITH DIFFERENCES
1016067C	Unpacking the Civics EOC	2100040C	FIMC VISUALLY IMPAIRED
1016068C	Thinking Like an Entrepreneur	2100047C	SIM READING STRATEGIES 6 (Fundamentals of Paraphrasing and Summarizing)
1016069C	Modern Genocides	2100053C	THEORY & DEV CREATIVITY
1016070C	Economic Literacy 9	2100060C	PAES FOLLOW-UP 3
1016071C	Diversity and Character Institute	2100067C	SIM: PARAGRAPH WRITING
1016072C	MEDAL OF HONOR	2100078C	PDA-ESE INSTRUCTIONAL
017 BP_Writing		2100079C	PDA ESE INTERPERSONAL
1016063C	Early African Kingdoms	2100080C	PDA LANG DEV & COMM
1017003C	WRITERS CAMP	2100090C	SIM POSSIBLE SELVES STRATEGIES 3
1017012C	BUMP UP FCAT WRITING SCOR	2100094C	CURRICULUM GIFTED STUDENT
1017017C	SCORING PRIMARY WRITING	2100150C	STORY GRAMMAR MARKER
1017022C	Primary Writing Instruction	2100158C	STORY GRAMMAR MARKER F/U
1017023C	New to Grade 4 FCAT Writing	2100168C	Asperger Syndrome 102
1017025C	Journeys in Journalism 2	2100176C	CO-PLANNING FOR CO-TECHRS
1017026C	Building Critical Writers	2100180C	PAES INITIAL TRAINING
1017027C	FCAT Writing 2	2100188C	SIM SELF ADVOCACY 3
1017028C	Alternative Story Telling	2100191C	STORY GRAMMAR MARKER REFRESHER
2017001C	NEW GR 4 FL WRITES TRNG	2100197C	Out of District Creativity Gifted Endorsement
2017027C	Confering With Writers 6	2100198C	Out of District Curriculum & Instruction Strategies Gifted Endorsement
2017028C	A Time to Write (Poetry)	2100201C	William & Mary Language Arts
100 ESE_Inst. Strategies		2100204C	TEACCH - 3 Hour
1100003C	WORKSHOPS FOR COMMUNICATION DISORDERS	2100205C	SIM Memory Strategies 3 (FIRST)
1100005C	AUTISM 101	2100206C	PDA Intro to DI
1100006C	AUTISM-BEHAVIOR I	2100207C	Transition - Project 10
		2100208C	SIM Reading Strategies 3 (Inference)
		2100211C	Challenging Mathematically Talented Students

MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

2100214C Working with the Experts
2100215C Content Enhancement 18
2100219C Collaborative Teaching Survival Guide
2100220C PDA: Differentiating Reading Instruction for Students: Making it Explicit
2100221C Explicit Instruction: Effective and Efficient Teaching/ 10 week online Book Study
2100222N Promoting Self Determination in Students with Disabilities
2100223C Sensory Learning Kit Training
2100224C FDLRS DOE Professional Learning 6
2100225C FDLRS DOE Professional Learning 12
3100001N BOARDMAKER I
3100036C FDLRS ASSISTIVE TECH 6
3100042C PDA Tech for Success
3100047C PDA: Technology for Student Success: Assistive Technology
3100049C FDLRS Tech for Student Success
4100001C QPVI PHASE ONE
5100001C EBD 103 Intervention Aligned to Diagnosis

101 ESE_Classroom Management

2101004C Visual Supports for OT/PT
2101005C ASL Strategies
5101015C TOUGH KIDS OVERVIEW
5101031C ASPERGER SYNDROME 103
5101034C EBD 101 Self-contained Level System
5101035C EBD 102 Self-Contained Essential Elements
5101036C EBD 102 Classroom Strategies
5101037C EBD 103 Self Contained Essential Elements Tool Kit
5101039C Disability Awareness
5101040N Managing Student Behavior for Associates
5101041C Tough Kid Classroom Management for New Teachers
6101007C CPI District ASD Level 2 Refresher
6101008C CPI District ASD Level 1 Refresher

102 ESE_Assessment

1102001C NATURE & NEEDS GIFTED
1102002C Out of District Nature and Needs Gifted
4102016C FL ALTERNATE ASSESS

4102018C FLORIDA ALTERNATE ASSESSMENT REFRESHER
4102019C FLORIDA ALTERNATE ASSESSMENT REFRESHER - E COURSE
4102025C PDA DI Assessment

103 ESE_Procedural/Legal Req.

1103003C PDA FOUNDATIONS IN ESE
1103004C PDA TRANSITION
1103025C ESE POLICIES/PROCEDURES 6
7103001N NEW ESE TA ORIENTATION
7103002C MATRIX OF SERVICES TRAINING
7103010C Gifted Education Plan
7103012C Developing Quality IEP's
7103013C ESE Policies and Procedures/Handbook Training
8103027N ESE ASSOCIATE VIDEO TRNG
8103030C NTO-ESE EXPERIENCE PINELLAS
8103036C Building Inclusive Schools

104 ESE_Working w/ AV & M

8104002C MORE ALIKE THAN DIFFERENT

105 ESE_Curriculum

1105014C SIM TEST TAKING 6
1105022C NUMBER WORLDS
1105027C SIM COMMUNITY BUILDING 3
1105033C Lexia Reading Program
1105035C Fast ForWord
1105036C SkillsTutor for ESE
1105041C ESE Math Manipulatives- "Hands on Equations"
1105042C ESE Math Manipulatives-"Algeblocks"
1105043C ESE HS Voyager Reading Program
1105044C ESE HS Triumphs Math Program
1105045C ESE Secondary Math- Algebra Essentials
1105046C ESE Math Interventions and Manipulatives
1105047C ESE Curriculum 6
2105011C ESE CURRICULUM 3
2105013C ESE Cadre



MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

201 VocEd_Business Tech Ed

2201008C Industry Certification Exam Prep
3201013C CAREER/TECHNICAL SOFTWARE TRAINING
3201014C Using Cutting Edge Technology in the Classroom
3201015C Middle School Information Technology Training

204 VocEd_Health Science Ed

2204003C Nursing Seminar
2204004C AHA CPR Train the Trainer
8204003C APNEF Conference 8

205 VocEd_Industrial Ed

1205004C Auto Service Updates
1205006C Welding Inspector Updates
1205007C Professional Photographer Updates

208 VocEd_Public Serv. Occ. Ed

6208003C OSHA Train the Trainer

211 VocEd_Voc/Tech Ed Unclass

1211009C CTAE Curriculum Training 12
1211010C CTAE Curriculum Development
1211011C Certification Training
1211012C CTAE Certification Training 18
1211013C CTAE Certification Training 20
3211002C CTAE-Technology Basics 24

301 Ad/ComEd_Adult Ed Unclass

1301049C TABE 101
1301052C ACE of Florida Conference
1301053C Transitioning Adults
3301001C ADULT ED SOFTWARE UPDATE
3301008C Skills Tutor for Adults
3301009C Florida Literacy Conference
3301010C IPADs In Adult Education 101
3301011C IPADs In Adult Education 201
3301012C Smart Boards Basics for Adult Ed
3301013C Smart Board Advanced for Adult Ed

3301014C iPads In Adult Education 301
3301015C iPads in Adult Education 401
3301016C Adult Career Pathways PLC
7301001C ADA Compliance Postsecondary Ed

302 Ad/ComEd_Adult ESOL

1302009C ADULT ESOL LEAD TCHR PLC

306 Ad/ComEd_Gen Ed Dev GED

1306005C ABE/GED LEAD TEACHER PLC
1306006C GED 2014 Part One
1306007C GED 2014 Part 2

400 S/IS_Acad. Interventions

2400009C AVID Area Content Tutorology 6
2400011C AVID STRATEGIES INTERNAL 12
2400013C AVID STRATEGIES
2400014C AVID IMPLEMENTATION EXTERNAL 12
2400015C AVID SUMMER INSTITUTE EXTERNAL 30
2400016C AVID The Socratic Method: Using WICOR to Support the Critical Thinker 3

401 S/IS_Assessment/Stud. Appr

2401001C INQUIRY-COLLECTING DATA AND INQUIRY PLAN
2401002C Inquiry - Data Analysis
3401001C NOVANET TRAINING
4401014C ASSESSMENT & PLANNING MODULE 1
4401015C ASSESSMENT & PLANNING MODULE 2
4401016C ASSESSMENT& PLANNING MODULE 3
4401017C BEHAVIOR DATA COLLECTION
4401018C Advanced Studies Data Analysis
4401019C Instructional Practices Inventory (IPI)-Data Collector . Training
4401020C Instructional Practices(IPI)-Data Collector Refresher
4401021C Assessment Development

402 S/IS_Attendance

6402001C Child Study Teams

MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

403 S/IS_Behav. Interventions

2403004C	PS/RTI FOR SOCIAL WORKERS
5403013C	CRITICAL INCIDENT STRESS
6403001C	BULLYING PREVENTION 12
6403006C	BULLYING PREVENT BASICS 3
6403012C	FUNCTIONAL BEHAVIOR ASSESSMENT FACILITATOR TRAINING
6403035C	CYBER-BULLYING
6403062C	RESPONDING TO CHALLENGING BEHAVIOR
6403063C	BEHAVIOR/INTERVENT SPECIALIST TRAINING 6
6403070C	RTI:B FOR SUBSTITUTES
6403083C	REPORTING CHILD ABUSE
6403085C	CPI TTT RENEWAL
6403089C	CPI Level 1 Refresher 2011-2012
6403092C	Teen Dating Violence and Abuse
6403093C	Safe Teams 1: Bullying/Harassment/Teen Dating Violence Policies Basics Safe Team Training for Investigators and Prevention Personnel
6403095C	Positive & Proactive Classroom Management: STOIC Overview
6403096C	Positive & Proactive Classroom Management: Using tools to review & revise your classroom management plan
6403097C	Positive & Proactive Classroom Management: Setting the Stage
6403098C	Positive & Proactive Classroom Management: Organization & Structure
6403102C	Positive & Proactive Classroom Management: Motivation & Student Engagement
6403103C	Positive & Proactive Classroom Management: Developing/Teaching Expectations
6403104C	Positive & Proactive Classroom Management: Class-wide Motivation Systems
6403106C	Safe Teams 2 Bullying/Harassment and TDVA Policies Basics Safe Team Training for Investigators and Prevention Personnel
6403107C	Coaching Classroom Management
6403108C	Positive & Proactive Classroom Management Facilitators
6403109C	Positive & Proactive Classroom Management: Correct Fluently
6403111C	CPI Crisis Team 2012-2013
6403112C	CPI Level I 2012-2013

6403113C	CPI Level 1 Refresher 2012-2013
6403114C	CPI Level 2 Refresher 2012-2013
6403115C	CPI District 1 & 2 2012-2013
6403116C	CPI TIC
6403117C	Being a Better Bystander
6403118C	Student Services Bonanza
6403119C	FBA Overview
6403120C	FBAs In-Depth for Facilitators
6403121C	Managing The Cycle Of Acting Out Behavior
6403122C	Classroom Management for High Structure Elementary Classrooms

404 S/IS_Clsrm Mgmt & Org/Lng

2404022C	Out of District Education of Special Populations Gifted Endorsement
2404023C	Train the Trainer for New Teacher Institute
5404044C	TEACH&LEARN ENVIRON MOD 2
5404045C	TEACH&LEARN ENVIRON MOD 3
5404050C	TEACH & LEARN ENVIRN MOD 1
5404054C	ER&D MANAGING ANTISOCIAL BEHAVIORS 18
5404055C	Survival Skills Training
5404066C	Out of District Guidance & Counseling of Gifted Gifted Endorsement
5404067C	ER&D Managing Antisocial Behaviors 3
5404070C	Pathways to Success
6404030C	THE STAR PROGRAM 3
6404035C	RTI: B FACILITATORS
6404036C	INTRO TO RTI: BEHAVIOR
6404041C	11 Principles of Character Education strategies
6404045C	Behavior Coach PD
6404047C	Practical Classroom Management Survival Strategies for New Teachers
6404048C	Behavior Coach PLC
7404018C	REFLECTIVE GUIDED INQUIRY
7404019C	IMPROVING OUR HIGH SCHOOL 6
7404025C	Community of Practice Mini Session I
7404026C	Elementary AP Monthly Professional Learning
7404027C	Middle School AP Monthly Professional Development
7404028C	High School AP Monthly Professional Development
7404029C	PD System Communities of Practice



MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

7404030C Elementary AP Monthly Professional Learning
8404056C New Teacher Orientation

406 S/IS_Human Rel/Comm Skills

2406004C Peer Mediation
8406023C TRUE COLORS
8406024C ROSETTA STONE LANGUAGE 60
8406027C Clinical Educator 18
8406028C Clinical Educator 6 - Refresher
8406032C Clinical Educator Training Session 18

407 S/IS_Inst. Media Services

1407013C PLC for LM/TS
1407014C FAME State Conference
3407051C LM/Tips
3407052C Creating Music Scores with Garageband
3407053C Video Production with Final Cut/Premier Pro
3407054C Photo editing with Photoshop
3407055C Video Production
3407056C Script Writing
3407057C Multimedia Journalist
3407058C Anchors & Reporters
3407059C Basic Tricaster
3407060C Advance Tricaster
3407062C Video Production with Advance iMovie
3407063C Building a TV Production Program
3407064C Kindle Administrator
7507092C Rep Leadership Academy 3
8407004N FDLRS MAKE N TAKE
8407005C TV Interview Tips: How To Get People To Talk and Make Them Look Good!

408 S/IS_Instr. Strategies

2408052C INSTRUCTION FOR ALL STUDENTS MODULE 1
2408056C INSTRUCTION FOR ALL STUDENTS MOD 2
2408057C INSTRUCTION FOR ALL STUDENTS MODULE 3
2408063C C.A.R.E. STRATEGIES 3
2408064C C.A.R.E. STRATEGIES 6

2408072C FDLRS STAFF DEVELOPMENT 3
2408073C FDLRS STAFF DEVELOPMENT 6
2408074C FDLRS STAFF DEVELOPMENT 12
2408075C FDLRS STAFF DEVELOPMENT 18
2408078C PREADVPL/ADVPL EXTERNAL30
2408079C PREADVPL/ADVPL EXTERANL 6
2408080C PREADVPL/ADVPL EXTERNAL12
2408084C SIM CONTENT ENHANCE 6
2408091C LESSON STUDY
2408092C Inquiry - Refining the Wondering
2408094C CTE - IMPROVE PRACTICE BK STUDY
2408102C Assisted Communication 3
2408107C C.A.R.E. Strategies 12
2408108C Adults Can Learn Too!
2408109C Book Study- When Teaching Gets Tough
2408110C The Connected Educator Online Book Study (20 hrs)
2408111C Pilot Teacher Evaluation Domains 1-4
2480084C SIM CONTENT ENHANCE 6
3408068C TECH COORDINATOR 6
3408073C DIGITAL STORY TELLING
3408081C ELLUMINATE ONLINE
3408091C SMART BOARD ONLINE 18
3408092C Moodle Course Advanced-Online
3408093C Moodle Course Basics- Online
3408094C Moodle Course Intermediate- Online
3408096C iPads in Curriculum
3408097C Smart Technologies in the Classroom
3408098C Facilitating A PCS Online Course
3408099C Integrating 21st Century Tool & Teaching Strategies into the Classroom
3408100C iCamp
7408010C Curriculum Cadre Learning Specialists 40
7408011C Action Plans and Strategies to Support Goals
8408012C Differentiated Accountability Summer Academy

409 S/IS_Inst Sup Serv Unclass

1409010C PCSB/SPC ARTICULATION TRG 3
1409012C Elementary Counselor PLC

1409013C Counselor Coordinator Training 3
1409015C SUS Admissions Workshop
1409018C Counselor Coordinator Training 6
1409019C ACT Fall Counselor Workshop 3
1409020C SAT Fall Counselor Workshop 3
1409021C New Counselor Mentor/Mentee 2
1409022C OSFA National Training for Counselors and Mentors
1409023C Elementary Counselor Training 3
1409024C Edgenuity
8409030C APC C&I LEADERSHIP

411 S/IS_Lrng Styles Stud Dif

1411002C USFSP Teacher Leaders Institute

412 S/IS_Multicultural Ed

1412005C HOLOCAUST SUMMER INSTITUT
1412006C INTEGRATING HOLOCAUST ED3
4412001C MULTICULTURAL LIAISON TRN
4412004C Multicultural Awareness Application Level 1
4412005C MULTICULTURAL AWARENESS APPLICATION TRAINING LEVEL 2
8412004C OUCH!THAT STEREOTYPE HURTS

414 S/IS_Phys & Ment Hlth Iss.

6414007C SUICIDE PREVENTION
6414008C SCHOOL HEALTH UPDATE 3
6414009C SCHOOL HEALTH UPDATE 6
8414002C ASPERGER SYNDROME 101
8414017C I'M NOT A NURSE - HELP!"
8414020N Managing Workplace Stress
8414021N Wellness 101

415 S/IS_Prob. Solving Teams

7415014C Collaborative Problem Solving for Professional Learning Communities
7415015C Designing Interventions for Student Engagement
7415016C School Based Leadership Team Booster
7415018C Mtss/RtI Coach/Instructional Developer PD-3
7415019C MS/HS Department Head Chair Training

7415020C Role of School Culture in Collaborative Inquiry (MTSS/Problem Solving)

417 S/IS_Prog Admin Eval Acct

1417001C Project Managers Forum
2417001C District Team Pilot Evaluation Training

419 S/IS_Sect. 504/ A w/DA

8419001C Section 504 Coordinators Training

422 S/IS_Students Records

3422018C CTAE DMT UPDATE
3422019C CTAE DMT Access Training

502 GS_District Level Mgmt.

7502001C Grant Management Certification 2 day
7502002C Grant Management Certification 3 day
7502003C Grant Management Certification 1 day
7502004C Grant Management Certification 4 day

503 GS_Diversity/Ethics

1503001C Avoiding Workplace Mishaps
7503001C ETHICS IN EDUCATION
8503006C CULTURAL COMPETENCY II
8503011C CCW CONFLICT INTERVENTION
8503012C CCW MANAGING CHANGE
8503013C CCW MANAGING DISAGREEMENT
8503014C CCW MANAGING NEGATIVE PEOPLE
8503015C CCW MOTIVATING EMPLOYEES
8503016C CCW RECOGNIZING & MANAGING ANGER
8503017C CCW APPRECIATING PERSONAL DIFFERENCES

505 GS_Food Services

1505009C SERVSAFE
7505001N FOOD SERVICE MINI CONF

506 GS_Gen. Sup. Serv. Unclass

7506001C TIME MANAGEMENT



MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

7506002C	APPRAISAL-INSTR 2011-2013	7507088C	LEADERSHIP U 15
8506001C	P CARD TRAINING	7507089C	STUDENT LEGAL ISSUES 3
8506002N	School Bookkeeper	7507094C	A-Prep
8506003N	Elementary Secretary/Bookkeeper	7507097C	Rubic Expert Academy
8506005N	TERMS Initial Purchase Req	7507098C	3 hour Common Core Training
8506008N	Budgeting 101	7507099C	Employee Legal Issues
8506009N	Increasing Bookkeeping Skills, Beginner	8507053C	PROFESSIONAL TEACHER MODULE 3
8506010N	INCREASE BKKPG SKILL INTM	8507060C	NEW PROFESSIONAL TEACHER MODULE 1
8506011N	Secretary III/IV	8507070C	CUSTOMER FOCUSED COMMUNICATION
8506013C	FAMILY FRIENDLY SCHOOLS	8507071C	MENTOR TRAINING 101 & 102
8506026N	RETIREMENT INFO	8507073C	MENTOR TRAINING 103
8506028C	BANK RECONCILIATION	8507075C	PROFESSIONAL EDUCATOR MODULE 2
8506035C	PAYROLL/AUDITING TRNG	8507078C	Administrator Appraisal Overview for APs
8506040N	ANNUAL ALL DAY BOOKKEEPER WORKSHOP	8507079N	TARGETED SELECTION-OVERVIEW
8506051N	CCW ONLINE SUPPORT STAFF TRAINING	8507080C	APPRAISAL-INTRODUCTION
8506055N	ANNUAL BKKEEPER/ADM WKSP	8507082N	TARGETED SELECTION - WRITTEN
8506057N	PCS GED	8507083C	APPRAISAL-INTRO TO LESSON OBSERVATION
8506803N	CONSTRUCT TEACH MATERIALS	8507084N	TARGETED SELECTION - IN BASKET

507 GS_Ldrshp Skills/Comm/Crit

1507001C	Leading the Learning Cadre
2507002C	NEW TO INQUIRY
2507003C	RETURNING TO INQUIRY
2507004C	INQUIRY-THE WRITE UP
2507007C	INQUIRY - POLISHING WORK
2507010C	Educator Research Learning Showcase
2507011C	Educator Research Learning Showcase GUEST
7507002N	C OF D I ORIENTATION
7507003N	DISTRICT STRATEGIC DIRECTIONS
7507009C	SEVEN HABITS HIGHLY EFFEC
7507048C	REP LEADERSHIP ACADEMY 6
7507054N	COFD II OVERVIEW
7507055N	COFD II STRAND TRAINING
7507056C	INTERVIEWEE SKILLS
7507059N	COFD II COMMUNICATION TRG
7507073C	QUALITY CONCEPTS 6
7507078N	COD II TRIO
7507080C	FDLRS TRAIN THE TRAINER 6

508 GS_Mgmt. Info. Serv.

8508013N	8ANNUAL BOOKKEEPER WKSP
8508018C	PCS PORTAL DMT INTRO ONLI
8508019C	PCS PORTAL DMT INTERMEDIATE
8508020C	PCS PORTAL DMT ADV ONLINE
8508024C	PCS PORTAL ADM ONLINE
8508025C	PCS PORTAL DIST BROWSE O
8508026C	PCS PORTAL SUPPORT STAFF
8508027C	PCS PORTAL GUIDANCE ONLIN
8508032C	PCS PORTAL NEW IMPROVEMENTS (Ver. 4).
8508035C	PCS Portal Teacher Part I (Version 5)
8508036C	PCS Portal Teacher Part II (Version 5)
8508037C	PCS Portal Teacher Part III (Version 5)
8508038C	Focus/SIS Enhancements
8508039C	Focus/SIS for ALL Users -- An Overview
8508040C	Focus/SIS Teacher Part 1
8508041C	Focus/SIS Teacher Part 2
8508045C	Focus/SIS Administrative Attendance



MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

8508046C Focus/SIS Viewing Teacher Reports & Gradebooks

509 GS_Office/Clerical Serv.

3509001C ONLINE ASSET TRANSFER TRNG

8509001C STUDENT RECORDS WORKSHOP

8509002C MANATEE FOR ADMINISTRATOR

8509004C INTERVIEWING & RESUME TIP

510 GS_Plant Op. & Maint.

8510004C PEOPLE AND THE JOB

8510005C SAFETY IN SCHOOL OPERATIONS

8510006N SANITATION & SCHOOL HOUSEKEEPING

8510007N FLOOR & CARPET CARE

8510008N CERTIFIED CUSTODIAL CERTIFICATION

8510009N GROUNDS CARE FOR SCHOOLS

8510010C MINOR MAINTENANCE & CLIMATE CONTROL SUPPORT

8510011C MASTER CUSTODIAL CERTIFICATION

8510013C BASIC RESTROOM AND CLASSROOM CLEANING

8510014N LEADERSHIP SKILLS:TRANSITION TO SUPERVISOR

8510016N IEQ and Chemical Disposal

511 GS_Safety/Security

8511003C FIRST AID 4

8511008C HEARTSAVER AED CPR/FIRST

8511012C AHA HEART SAVER AED/CPR

8511013N Responding to a Crisis/Emergency

512 GS_School Improvement

4512014C Learning Systems & Data Analysis

4512015C School wide Assessment

4512016C Goal Setting,

6403035C 12 hour Common Core Training

7512007C Collaborative Planning 6 2013-2014

7512031C MASTER SCHOOL BOARD WKSHP

7512036C Collaborative Planning 2012-2013

7512037C Collaborative Planning 2012-2013

7512058C 12 hour Common Core Training

7512060C 6 hour-Common Core Training

7512061C Florida Turnaround Leaders Program Seminars

7512062C Florida Turnaround Leaders Program Seminars 48

7512063C Vision, Mission, Values

7512064C Managing the School Improvement Plan

7512065C CCSS Summer Institute

8512045C IB SECONDARY EXTERNAL 6

8512046C IB SECONDARY EXTERNAL CONF 12

8512047C IB SECONDARY EXTERNAL 18

8512048C IB ELEMENTARY EXTERNAL 3

8512049C IB ELEMENTARY EXTERNAL 6

8512050C IB ELEMENTARY EXTERNAL 12

8512053C IB ELEM INTERNAL 12

8512054C IB SEC INTERNAL 18

513 GS_School-level Mgmt.

7513007C LEVEL Q CERTIFICATION

7513020C OPS TRAINING FOR NEW ADMINISTRATORS

7513022C Appraisal-Certification Training

7513023C TIF Administrative Leadership Academy

7513024C Haberman Teacher Interview

7513025C Haberman Principal Interview

514 GS_Serv Adv. or Inst. Mat.

8514010C TEXT MATERIALS REVIEW 30

515 GS_Transportation Serv.

6515001N ESE SUPPORT ON BUSES

6515004C ARC ANNUAL TRAINING

6515006N Curbing School Bus Behavior and Proper Usage of Equipment

8515001N SCHOOL BUS DRIVER COURSE

8515002C TRANS ANNUAL INSERVICE 8

8515013C Transportation Procedures

600 CS_Community Services

8600002C Family & Community Liaison Basic Training I

8600003C Family & Community Liaison Basic Training II

8600004C MENTOR STRATEGIES WKSP

700 ESOL_Methods of Teaching ESOL

1700005C ESOL METHODS ONLINE

1700008C ESOL STRATEGIES 6

1700010C ESOL STRATEGIES Online 18

1700011C ESOL ERT PRACTICUM ONLINE

1700012C ESOL Essentials ONLINE

1700013C ESOL Essentials

1700027C ESOL Strategies 3

701 ESOL_Testing and Evaluation of ESOL

1701001C ESOL TESTING 60

1701002C ESOL TESTING ONLINE

702 ESOL_Applied Linguistics

1702001C ESOL APPLIED LINGUISTICS ONLINE
60

1702002C ESOL APPLIED LINGUISTICS

703 ESOL_ESOL Curriculum & Materials

1703001C ESOL CURRICULUM

1703003C ESOL CURRICULUM ONLINE

704 ESOL_Content area ELL training (category II_III_IV)

1704003C ESOL FOR COUNSELORS ONLINE 60

705 ESOL_Cross-cultural Communication & Understanding ERT

1705001C ESOL CROSS CULTURAL COMMUNICATION

1705002C ESOL CROSS CULTURAL COMMUNICATION
ONLINE

1705005C ESOL FOR ADMINISTRATORS ONLINE 60

Miscellaneous

1007060C Spring - pTEC SP & CLW Instructors

1108038C ESE Content ESE IVE Science-Secondary

7512059C Making a Difference: Fundamentals of Getting Started
for the 2012-13 School Year

9101073C trans into Pinellas 9

9901059C Convert College to Inservice

9901066C Trans ClinEd into Pinellas

9901068C Trans into Pinellas

9901069C Trans into Pinellas

9901070C Trans into Pinellas

9901071C Trans into Pinellas

9901072C Trans into Pinellas

9901073C trans into Pinellas

9901076C Transfer into Pinellas

9901077C Transfer into Pinellas*

9901078C Transfer into Pinellas*

9901079C Transfer into Pinellas

9901080C Transfer into Pinellas**

9901081C Transfer into Pinellas**

9901082C Transfer into Pinellas**

9901084C Trans into Pinellas

9901085C Transfer into Pinellas

9901086C Transfer into Pinellas

9901087C Transfer into Pinellas

9901088C Transfer into Pinellas**

9901089C Transfer into Pinellas**

9901090C Trans into Pinellas

9901091C Trans into Pinellas

9901092C Convert College to Inservice

9901093C Convert College to Inservice

9901094C Transfer into Pinellas**

9901095C TRANS in CLIN ED

9901096C Transfer into Pinellas**

9901097C Convert College to Inservice

9901098C Convert College to Inservice

9901100C Transfer into Pinellas**

9901101C Transfer into Pinellas

9901102C Convert College to Inservice

9901103C Transfer into Pinellas**

9901104C Transfer into Pinellas**



MoodleLMS Courses by Category (MDL0060)

Fiscal Year : 2013

9901105C	Education Practices Commission	9910072C	Trans into Pinellas
9901106C	Transfer into Pinellas**		
9901107C	Transfer into Pinellas**		
9901108C	Convert College to Inservice		
9901109C	Transfer into Pinellas**		
9901110C	Transfer into Pinellas**		
9901111C	Transfer into Pinellas**		
9901112C	Transfer into Pinellas**		
9901113C	Convert College to Inservice		
9901114C	Convert College to Inservice		
9901116C	Transfer into Pinellas**		
9901117C	Convert College to Inservice		
9901118C	Convert College to Inservice		
9901119C	Convert College to Inservice		
9901120C	Convert College to Inservice		
9901121C	Transfer into Pinellas**		
9901122C	Convert College to Inservice		
9901123C	Convert College to Inservice		
9901124C	Transfer into Pinellas**		
9901125C	TRANS in CLIN ED		
9901126C	Transfer in Gifted		
9901127C	Transfer in Gifted Curr Dev		
9901128C	Transfer Gifted Theory & Creativity		
9901129C	Transfer into Pinellas**		
9901130C	Convert College to Inservice		
9901131C	Convert College to Inservice		
9901134C	Convert College to Inservice		
9901135C	Transfer into Pinellas**		
9901136C	Transfer into Pinellas**		
9901137C	Transfer in Gifted Guidance/Counseling		
9901138C	Convert College to Inservice		
9901140C	Transfer into Pinellas**		
9901141C	Transfer into Pinellas**		
9901143C	Transfer in Clinical Educator		
9901144C	Transfer in Clinical Educator		
9901148C	Transfer into Pinellas**		
9901150C	Transfer into Pinellas**		



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Professional Development**

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
BEAR CREEK ELEMENTAR	Graded	003	Computer Scienct/Tech Ed	3003111C - 14/001	Excel 2010, Intermediate 6	SEALS , TAMMY	1	
		003 Total						1
		008	Language Arts	1008035C - 13/002	Core Connections Literacy Training	MONTGOMERY , STACY	1	
				1008035C - 13/007	Core Connections Literacy Training	D'ANGELO , JESSICA	1	
				1008035C - 13/008	Core Connections Literacy Training	BRAY , LISSA	1	
						GINTERE RUTKIS , KRISTA	1	
						GONZALEZ-ROBERTS , KERRI	1	
						MCMAHON , PATRICK	1	
						PARKER , DEBORAH	1	
						PILZ , THERESA	1	
				1008035C - 14/001	Core Connections Literacy Training	ATWATER , LORA	1	
				1008035C - 14/003	Core Connections Literacy Training	MUEHLECK , AMY	1	
				1008035C - 14/007	Core Connections Literacy Training	KWIATKOWSKI , CLAUDINE	1	
						SEALS , TAMMY	1	
				1008035C - 14/009	Core Connections Literacy Training	SHIBLE , MELISSA	1	
				1008035C - 14/012	Core Connections Literacy Training	SEALS , TAMMY	1	
		008 Total						14
		009	Mathematics	1009077C - 14/001	K-2 Summer Mathematics Institute	ATWATER , LORA	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	BRAY , LISSA	1	
						GINTERE RUTKIS , KRISTA	1	
						GONZALEZ-ROBERTS , KERRI	1	
						MCMAHON , PATRICK	1	
				1009078C - 14/001	3-5 Summer Mathematics Institute	HERES , DONNA	1	
		009 Total						7
		100	Instructional Strategies	1100046C - 14/001	Best Practices in Gifted Education	PARKER , DEBORAH	1	
				1100046C - 14/002	Best Practices in Gifted Education	PARKER , DEBORAH	1	
				1100046C - 14/003	Best Practices in Gifted Education	PARKER , DEBORAH	1	
				1100046C - 14/004	Best Practices in Gifted Education	PARKER , DEBORAH	1	
		100 Total						4
		400	Academic Interventions	2400015C - 14/001	AVID STRATEGIES EXTERNAL 30	DOUGLAS , WILLETTE	1	
		400 Total						1
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute	D'ANGELO , JESSICA	1	

			Summer 2013 Pro Ed Classes				
Count of Student Graded							
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total
BEAR CREEK ELEMENTAR	Graded	411 Total					1
		700	ESOL - Methods of Teaching	1700013C - 13/002	ESOL Essentials	ATWATER , LORA	1
		700 Total					1
		703	ESOL - Curriculum & Materials	1703001C - 13/002	ESOL CURRICULUM	ATWATER , LORA	1
		703 Total					1
		Graded Total					30
		Not Graded	008	Language Arts	1008035C - 13/010	Core Connections Literacy Training	GRIFFIN , ANN
	1008035C - 14/019				Core Connections Literacy Training	GRIFFIN , ANN	1
						HINTON , NICOLE	1
	1008035C - 14/022				Core Connections Literacy Training	HOLLEN , MELISSA	1
	008 Total					4	
	009		Mathematics	1009077C - 14/002	K-2 Summer Mathematics Institute	MONTGOMERY , STACY	1
	009 Total					1	
	016		Social Studies	1016037C - 14/003	CIVICS EDUCATION 6	HINTON , NICOLE	1
				1016037C - 14/004	CIVICS EDUCATION 6	HINTON , NICOLE	1
	016 Total					2	
	100		Instructional Strategies	1100014C - 14/001	AUTISM SUMMER INSTITUTE	SHIBLE , MELISSA	1
				1100014C - 14/002	AUTISM SUMMER INSTITUTE	SHIBLE , MELISSA	1
				1100042C - 14/001	Frameworks I	PARKER , DEBORAH	1
				1100043C - 14/001	Frameworks for Gifted II	PARKER , DEBORAH	1
				1100046C - 14/005	Best Practices in Gifted Education	PARKER , DEBORAH	1
				1100046C - 14/006	Best Practices in Gifted Education	PARKER , DEBORAH	1
	100 Total					6	
	103		Procedural/Legal Requirements	7103010C - 14/001	Gifted Education Plan	PARKER , DEBORAH	1
				7103010C - 14/002	Gifted Education Plan	PARKER , DEBORAH	1
				8103035C - 14/001	Gifted Program Rules	PARKER , DEBORAH	1
		8103035C - 14/002		Gifted Program Rules	PARKER , DEBORAH	1	
103 Total					4		
406	Human Relations/Communications Skills	8406027C - 13/004	Clinical Educator 18	JOHNSON-LEVY , SHARON	1		
406 Total					1		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
BEAR CREEK ELEMENTAR	Not Graded	408	Instructional Strategies	7408011C - 14/001	Action Plans and Strategies to Support Goals	BRAY , LISSA	1	
						D'ANGELO , JESSICA	1	
						DOUGLAS , WILLETTE	1	
						JOHNSON-LEVY , SHARON	1	
						KWIATKOWSKI , CLAUDINE	1	
			WAHL , MARTIN	1				
		408 Total						6
		415	Problem Solving Teams	7415022C - 14/001	MTSS/RtI Data Camp	KWIATKOWSKI , CLAUDINE	1	
		415 Total						1
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	DOUGLAS , WILLETTE	1	
						WESLEY , DELORES	1	
		417 Total						2
			ESOL - Cross-Cultural Communication & Understanding ERT	1705005C - 14/001	ESOL FOR ADMINISTRATORS ONLINE 60			
	705	DOUGLAS , WILLETTE				1		
705 Total						1		
	Not Graded Total						28	
BEAR CREEK ELEMENTAR Total							58	

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
BELLEAIR ELEMENTARY	Graded	000	Art	1000051C - 14/001	Visual Arts Assement of Student Work	SAVRAN , MICHELLE	1		
		000 Total						1	
		007	Integrated Curriculum	2007053C - 13/043	PLC Informed Instruction 20 2012-2013	ADAMS , LYNN	1		
						FRANCONA , LAUREN	1		
						HARTNETT , SANDRA	1		
						HEARN , YOLANDA	1		
						JOHNSON , LAURA	1		
						LUCCI , LESLI	1		
						MAGUIRE , CHARLOTTE	1		
						MCCLUGHEN , MEREDITH	1		
						MORAVICK , MARGO	1		
						MOSES , JAMI	1		
						NELSON , COLLEEN	1		
						PAPPAS , KELLY	1		
						PARSONS , DAVIN	1		
						PELLERIN-VANDERLO , STACEY	1		
						PHILLIPS , OURANIA	1		
						SANTANA , CHRISTINE	1		
						SUTTER , STARR	1		
						THERIAULT , HEATHER	1		
						VASALLO , VERONICA	1		
						WELLER , MEGAN	1		
						WILTSHIRE , MELISSA	1		
		007 Total						21	
		008	Language Arts			1008035C - 13/002	Core Connections Literacy Training	LUKAVEC , HELEN	1
						1008035C - 13/011	Core Connections Literacy Training	LUKAVEC , HELEN	1
						1008035C - 13/012	Core Connections Literacy Training	MACKAY , DIANIA	1
								PELLERIN-VANDERLO , STACEY	1
						1008035C - 13/013	Core Connections Literacy Training	CAFFREY , MILDRED	1
								SOYRING , SANDRA	1
		1008035C - 14/009	Core Connections Literacy Training	CINELLI , GABRIELLE	1				
				HARTNETT , SANDRA	1				
		008 Total						8	
		009	Mathematics		1009077C - 13/001	K-2 Summer Mathematics Institute	ANDERSON RAWSTERN , MARGARET	1	

				Summer 2013 Pro Ed Classes				
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
BELLEAIR ELEMENTARY	Graded	009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	COLLINS , CAMILLA	1	
						CRUM , SONDR	1	
						NEWBY , KATARZYNA	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	ALBRITTON , TRACY	1	
						CENTER , LAURA	1	
						PATTERSON , D'WANNA	1	
				1009078C - 14/001	3-5 Summer Mathematics Institute	ADAMS , LYNN	1	
						CAFFREY , MILDRED	1	
						HEARN , YOLANDA	1	
						LOVE , BRITTANY	1	
						LUCCI , LESLI	1	
						SUTTER , STARR	1	
						WILTSHIRE , MELISSA	1	
				009 Total				
		013	Reading	1013043C - 13/002	LM-B: Seeing Stars	ESPOSITO , VIRGINIA	1	
				1013044C - 13/002	LM-B: Visualizing and Verbalizing	ESPOSITO , VIRGINIA	1	
				1013047C - 13/001	LM-B:Introduction to School Services	ESPOSITO , VIRGINIA	1	
		013 Total						3
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	CHRISSIDES , CHRISTINE	1	
						HARTNETT , SANDRA	1	
						MACKAY , DIANIA	1	
						MANCHE , SUSAN	1	
						MOREHOUSE , MICHELE	1	
				1016071C - 13/002	Diversity and Character Institute	HARTNETT , SANDRA	1	
		016 Total						7
		403	Bahavioral Interventions	6403122C - 13/001	Classroom Management for High Structure Elementary Classrooms	LUKAVEC , HELEN	1	
		403 Total						1
		407	Instructional Media Services	3407066C - 14/001	Engaging Students with Technology	TRIHAS , EFFIE	1	
				3407068C - 14/001	Cataloging Library Materials	TRIHAS , EFFIE	1	
				3407069C - 14/001	Destiny	TRIHAS , EFFIE	1	
		407 Total						3
		408	Instructional Strategies	2408108C - 13/005	Adults Can Learn Too!	CAFFREY , MILDRED	1	
						MACKAY , DIANIA	1	

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
BELLEAIR ELEMENTARY	Graded	408	Instructional Strategies	2408108C - 13/005	Adults Can Learn Too!	PELLERIN-VANDERLO , STACEY	1	
				3408099C - 13/002	Integrating 21st Century Tool & Teaching Strategies into the Classroom	PELLERIN-VANDERLO , STACEY	1	
						TICE , JENNIFER	1	
		408 Total						5
		417	Program Administration, Evaluation, Accountability	4417001C - 14/003	Data Warehouse General Access Training	WINTERS , VALENE	1	
		417 Total						1
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	HEARN , YOLANDA	1	
		508 Total						1
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	BOLLENBACK , TERESA	1	
						PELLERIN-VANDERLO , STACEY	1	
				7512068C - 14/001	Differentiated Accountability Regional Summer Academies	COLLINS , CAMILLA	1	
		MANCHE , SUSAN	1					
		PELLERIN-VANDERLO , STACEY	1					
		512 Total						5
		700	ESOL - Methods of Teaching	1700012C - 14/001	ESOL Essentials ONLINE	THOMSEN , DIANE	1	
				1700013C - 13/003	ESOL Essentials	PRATER , RAMONA	1	
		700 Total						2
		703	ESOL - Curriculum & Materials	1703001C - 13/002	ESOL CURRICULUM	PRATER , RAMONA	1	
		703 Total						1
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/002	ESOL CROSS CULTURAL COMMUNICATION	PRATER , RAMONA	1	
		705 Total						1
		Graded Total						74
		Not Graded	000	Art	1000049C - 14/001	Digital Arts Lab 24	SAVRAN , MICHELLE	1
					1000050C - 14/001	Visual Arts Common Core Literacy 12	SAVRAN , MICHELLE	1
000 Total						2		

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
BELLEAIR ELEMENTARY	Not Graded	003	Computer Scienct/Tech Ed	1003004C - 14/001	Microsoft in the Classroom, Back to School Showcase	CENTER , LAURA	1		
						PELLERIN-VANDERLO , STACEY	1		
						TRIHAS , EFFIE	1		
						003 Total			
		008	Language Arts	1008035C - 13/012	Core Connections Literacy Training	CHRISSIDES , CHRISTINE	1		
						1008035C - 14/015	Core Connections Literacy Training	CAFFREY , MILDRED	1
						1008035C - 14/018	Core Connections Literacy Training	LUCCI , LESLI	1
						1008035C - 14/019	Core Connections Literacy Training	ADAMS , LYNN	1
				LOVE , BRITTANY	1				
				1008035C - 14/020	Core Connections Literacy Training	ALBRITTON , TRACY	1		
						ANDERSON RAWSTERN , MARGARET	1		
						BENGSTON , TERESA	1		
						CENTER , LAURA	1		
						CHRISSIDES , CHRISTINE	1		
						CRUM , SONDRA	1		
						FRANCONA , LAUREN	1		
						MACKAY , DIANIA	1		
						MAGUIRE , CHARLOTTE	1		
						MORAVICK , MARGO	1		
						NEWBY , KATARZYNA	1		
						PAPPAS , KELLY	1		
						PRATER , RAMONA	1		
						THERIAULT , HEATHER	1		
				008 Total					19
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	MAGUIRE , CHARLOTTE	1		
						SANTANA , CHRISTINE	1		
						THERIAULT , HEATHER	1		
						VASALLO , VERONICA	1		
				1009077C - 14/001	K-2 Summer Mathematics Institute	PAPPAS , KELLY	1		
				1009077C - 14/002	K-2 Summer Mathematics Institute	PHILLIPS , OURANIA	1		
				1009078C - 13/001	3-5 Summer Mathematics Institute	ESPOSITO , VIRGINIA	1		
				1009078C - 14/002	3-5 Summer Mathematics Institute	MOSES , JAMI	1		
		PELLERIN-VANDERLO , STACEY	1						
		009 Total					9		
		015	Science	1015050C - 13/030	STANDARDS BASED SCIENCE 3	PELLERIN-VANDERLO , STACEY	1		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
BELLEAIR ELEMENTARY	Not Graded	015	Science	1015050C - 13/030	STANDARDS BASED SCIENCE 3	WILTSHIRE , MELISSA	1	
				1015050C - 14/000	STANDARDS BASED SCIENCE 3	ADAMS , LYNN	1	
				1015056C - 13/006	INQUIRY IN SCIENCE	WILTSHIRE , MELISSA	1	
		015 Total						4
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	COLLINS , CAMILLA	1	
						GRIFFIN , TABITHA	1	
				1016071C - 13/002	Diversity and Character Institute	MANCHE , SUSAN	1	
		016 Total						3
		302	Adult English for Speakers of Other Languages (ESOL)	3302002C - 14/002	Use of iPad with ELLs	DE LONG , ERIN	1	
						HARTNETT , SANDRA	1	
						WELLER , MEGAN	1	
		302 Total						3
		403	Bahavioral Interventions	6403122C - 14/001	Classroom Management for High Structure Elementary Classrooms	PELLERIN-VANDERLO , STACEY		1
		403 Total						1
		404	Classroom Management & Organization/Learning Environment	5404071C - 14/001	New Teacher Institute	CINELLI , GABRIELLE		1
						HAYNOR , SARA		1
						LENHART , SARAH		1
						SAAD , MERIT		1
				8404057C - 14/001	The Highly Engaged Classroom	CINELLI , GABRIELLE		1
						HAYNOR , SARA		1
						PELLERIN-VANDERLO , STACEY		1
						SAAD , MERIT		1
		404 Total						8
		406	Human Relations/Communications Skills	2406002C - 14/001	PEER MEDIATION	MOREHOUSE , MICHELE		1
		406 Total						1
		407	Instructional Media Services	2407010C - 14/001	Driving Students Deep into Text	TRIHAS , EFFIE		1
		407 Total						1
		408	Instructional Strategies	2408107C - 13/001	C.A.R.E. Strategies 12	RUPPEL , JENNIFER		1

			Summer 2013 Pro Ed Classes								
Count of Student Graded											
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total				
BELLEAIR ELEMENTARY	Not Graded	408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	CINELLI , GABRIELLE	1				
						HAYNOR , SARA	1				
						LENHART , SARAH	1				
						SAAD , MERIT	1				
								2408113C - 14/002	New Teacher Institute Week 2	TRIHAS , EFFIE	1
								7408011C - 13/001	Action Plans and Strategies to Support Goals	BOLLENBACK , TERESA	1
										COLLINS , CAMILLA	1
										GRIFFIN , TABITHA	1
										LOVE , BRITTANY	1
										MANCHE , SUSAN	1
										MOREHOUSE , MICHELE	1
								MOSES , JAMI	1		
								7408011C - 14/002	Action Plans and Strategies to Support Goals	MOSES , JAMI	1
										PELLERIN-VANDERLO , STACEY	1
		408 Total							15		
		415	Problem Solving Teams		7415022C - 14/001	MTSS/Rtl Data Camp	BOLLENBACK , TERESA	1			
							GRIFFIN , TABITHA	1			
							HEARN , YOLANDA	1			
							WINTERS , VALENE	1			
		415 Total							4		
		417	Program Administration, Evaluation, Accountability		1417002C - 14/001	Back to School Leadership Training	GRIFFIN , TABITHA	1			
							MANCHE , SUSAN	1			
		417 Total							2		
		507		Leadership Skills/Communication/Critical Thinking		7507073C - 14/001	QUALITY CONCEPTS 6	MARTIN , SUMMER	1		
		507 Total							1		
		508	Management Information Services		8508038C - 14/001	Focus/SIS Enhancements	JORDAN , CHERYL	1			
					8508042C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 1	JORDAN , CHERYL	1			
					8508043C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 2	JORDAN , CHERYL	1			

			Summer 2013 Pro Ed Classes				
Count of Student Graded							
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total
BELLEAIR ELEMENTARY	Not Graded	508 Total					3
		512	School Improvement	4512016C - 13/001	Goal Setting,	BOLLENBACK , TERESA	1
						COLLINS , CAMILLA	1
						GRIFFIN , TABITHA	1
						LOVE , BRITTANY	1
						MANCHE , SUSAN	1
						MOREHOUSE , MICHELE	1
						MOSES , JAMI	1
				4512016C - 14/002	Goal Setting,	PELLERIN-VANDERLO , STACEY	1
				7512063C - 13/003	Vision, Mission, Values	BOLLENBACK , TERESA	1
						COLLINS , CAMILLA	1
						GRIFFIN , TABITHA	1
						LOVE , BRITTANY	1
						MANCHE , SUSAN	1
						MOREHOUSE , MICHELE	1
				7512064C - 13/003	Managing the School Improvement Plan	BOLLENBACK , TERESA	1
						COLLINS , CAMILLA	1
						GRIFFIN , TABITHA	1
						LOVE , BRITTANY	1
						MANCHE , SUSAN	1
				7512068C - 14/001	Differentiated Accountability Regional Summer Academies	MOREHOUSE , MICHELE	1
						GRIFFIN , TABITHA	1
		512 Total					21
		700	ESOL - Methods of Teaching	1700012C - 14/001	ESOL Essentials ONLINE	FOX , CHRISTY	1
		700 Total					1
		701	ESOL- Testing & Evaluation	1701002C - 14/001	ESOL TESTING ONLINE	THOMSEN , DIANE	1
		701 Total					1
		703	ESOL - Curriculum & Materials	1703003C - 14/001	ESOL CURRICULUM ONLINE	DARNOLD , BECCAAGEL	1
		703 Total					1
705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	THOMSEN , DIANE	1		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
BELLEAIR ELEMENTARY	Not Graded	705 Total					1	
	Not Graded Total						104	
BELLEAIR ELEMENTARY Total							178	
CAMPBELL PARK ELEMEN	Graded	008	Language Arts	1008035C - 13/002	Core Connections Literacy Training	HALLE , CAROLYN	1	
						MACKAY , CHRISTINE	1	
				1008035C - 13/008	Core Connections Literacy Training	PANAPOLIS , MEEGAN	1	
						SULLIVAN , REBECCA	1	
				1008035C - 13/012	Core Connections Literacy Training	HALLE , CAROLYN	1	
						MACKAY , CHRISTINE	1	
				1008035C - 13/013	Core Connections Literacy Training	PANAPOLIS , MEEGAN	1	
				1008035C - 14/001	Core Connections Literacy Training	HOUSE , DEANNA	1	
						WALSH , LINDA	1	
				1008035C - 14/007	Core Connections Literacy Training	JOHNSON , ELIZABETH	1	
						MAXFIELD , ANN	1	
						PERRY , ANNE	1	
						RISTOFF , LAURA	1	
						STACH , CARLIE	1	
		008 Total						14
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	WALSH , LINDA	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	ARANA , MEAGAN	1	
						MCCOY-WESTBROOK , TRACY	1	
				1009078C - 14/001	3-5 Summer Mathematics Institute	SULLIVAN , REBECCA	1	
						WALSH , LINDA	1	
		009 Total						5
		013	Reading	2013033C - 13/007	BOOK STUDY ELEM READ	BROWN , JERILYN	1	
		013 Total						1
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	STANFORD , ALLISON	1	
		016 Total						1
		100	Instructional Strategies	1100046C - 14/001	Best Practices in Gifted Education	FARLEY , BRIAN	1	
				1100046C - 14/002	Best Practices in Gifted Education	FARLEY , BRIAN	1	
				1100046C - 14/003	Best Practices in Gifted Education	FARLEY , BRIAN	1	
				1100046C - 14/004	Best Practices in Gifted Education	FARLEY , BRIAN	1	

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
CAMPBELL PARK ELEMEN	Graded	100 Total						4	
		403	Bahavioral Interventions	6403001C - 14/001	BULLYING PREVENTION 12	REISS , CORY	1		
		403 Total						1	
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute	SULLIVAN , REBECCA	1		
		411 Total						1	
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	STANFORD , ALLISON	1		
				8508039C - 14/001	Focus/SIS for ALL Users -- An Overview	STANFORD , ALLISON	1		
		508 Total						2	
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	HUTTON , CARROL	1		
				7512065C - 13/002	CCSS Summer Institute	HALLE , CAROLYN	1		
						HOFFMAN , CHRISTINE	1		
						HUTTON , CARROL	1		
						KERR , JANETTE	1		
		7512068C - 14/001	Differentiated Accountability Regional Summer Academies	KERR , JANETTE	1				
		512 Total						6	
		703	ESOL - Curriculum & Materials	1703001C - 13/002	ESOL CURRICULUM	HOUSE , DEANNA	1		
		703 Total						1	
	Graded Total							36	
	Not Graded	003	Computer Scienct/Tech Ed	1003004C - 14/001	Microsoft in the Classroom, Back to School Showcase	SULLIVAN , REBECCA	1		
			003 Total						1
			008	Language Arts	1008035C - 13/011	Core Connections Literacy Training	LITTLE , KATHERINE	1	
					1008035C - 14/017	Core Connections Literacy Training	COHENOUR , HEATHER	1	
					1008035C - 14/019	Core Connections Literacy Training	MILLER , TIFFANI	1	
							CONOVER , JESSICA	1	
			008 Total						4
			009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	PERRY , ANNE	1	
	1009077C - 14/002	K-2 Summer Mathematics Institute			COHENOUR , HEATHER	1			
					HOUSE , DEANNA	1			

			Summer 2013 Pro Ed Classes							
Count of Student Graded										
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total			
CAMPBELL PARK ELEMEN	Not Graded	009	Mathematics	1009077C - 14/002	K-2 Summer Mathematics Institute	JOHNSON , ELIZABETH	1			
						MILLER , TIFFANI	1			
						RISTOFF , LAURA	1			
						STACH , CARLIE	1			
				1009078C - 13/001	3-5 Summer Mathematics Institute	HUTTON , CARROL	1			
						LITTLE , KATHERINE	1			
				1009078C - 14/001	3-5 Summer Mathematics Institute	MACKAY , CHRISTINE	1			
				1009079C - 14/002	6-8 Summer Mathematics Institute	LITTLE , KATHERINE	1			
				009 Total						11
				103	Procedural/Legal Requirements	7103014C - 14/002	Developing Quality Measurable IEPs	STEWART , SHARON	1	
				103 Total						1
				403	Bahavioral Interventions	6403083C - 14/001	REPORTING CHILD ABUSE	OLIPHANT , KALLIYA	1	
		403 Total						1		
		404	Classroom Management & Organization/Learning Environment	5404071C - 14/001	New Teacher Institute	BOHR , DEBRA	1			
						HUYNH , THUYDUONG	1			
						KOVANIS , CHRISTA	1			
						MCGINNIS , ALEXANDRIA	1			
						RISTOFF , LAURA	1			
						STANFORD , ALLISON	1			
						WASTIN , ELIANE	1			
				8404057C - 14/001	The Highly Engaged Classroom	BOHR , DEBRA	1			
						COLLENS , ABIGAIL	1			
						HUYNH , THUYDUONG	1			
						MCGINNIS , ALEXANDRIA	1			
						RISTOFF , LAURA	1			
						STANFORD , ALLISON	1			
						404 Total				
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	BOHR , DEBRA	1			
						HUYNH , THUYDUONG	1			
						KOVANIS , CHRISTA	1			
						MCGINNIS , ALEXANDRIA	1			
						RISTOFF , LAURA	1			
						STANFORD , ALLISON	1			
						WASTIN , ELIANE	1			

			Summer 2013 Pro Ed Classes							
Count of Student Graded										
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total			
CAMPBELL PARK ELEMEN	Not Graded	408	Instructional Strategies	2408113C - 14/002	New Teacher Institute Week 2	COLLENS , ABIGAIL	1			
				3408091C - 14/001	SMART BOARD ONLINE 18	RISTOFF , LAURA	1			
							STANFORD , ALLISON	1		
				7408011C - 13/001	Action Plans and Strategies to Support Goals	HOFFMAN , CHRISTINE	1			
						OVALLE , ROBERT	1			
				408 Total						12
				414	Physical and Mental Health Issues	6414007C - 14/001	SUICIDE PREVENTION	OLIPHANT , KALLIYA	1	
				414 Total						1
				415	Problem Solving Teams	7415022C - 14/001	MTSS/Rtl Data Camp	HOFFMAN , CHRISTINE	1	
		PANAPOLIS , MEEGAN	1							
		REISS , CORY	1							
		7415023C - 14/001	Data Literacy for Improving Learning for All Students			REISS , CORY	1			
		415 Total						4		
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	HOFFMAN , CHRISTINE	1			
						OVALLE , ROBERT	1			
		417 Total						2		
		508	Management Information Services	8508040C - 14/001	Focus/SIS Teacher Part 1	STANFORD , ALLISON	1			
				8508041C - 14/001	Focus/SIS Teacher Part 2	STANFORD , ALLISON	1			
		508 Total						2		
		512	School Improvement	4512016C - 13/001	Goal Setting,	HOFFMAN , CHRISTINE	1			
						OVALLE , ROBERT	1			
				7512058C - 13/003	12 hour Common Core Training	MCCOY-WESTBROOK , TRACY	1			
				7512063C - 13/003	Vision, Mission, Values	HOFFMAN , CHRISTINE	1			
						OVALLE , ROBERT	1			
				7512064C - 13/003	Managing the School Improvement Plan	HOFFMAN , CHRISTINE	1			
						OVALLE , ROBERT	1			
		512 Total						7		
		700	ESOL - Methods of Teaching	1700005C - 14/001	ESOL METHODS ONLINE	STEWART , SHARON	1			
				1700012C - 14/001	ESOL Essentials ONLINE	STEWART , SHARON	1			

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
CAMPBELL PARK ELEMEN	Not Graded	700 Total						2
		701	ESOL- Testing & Evaluation	1701002C - 14/001	ESOL TESTING ONLINE	MCPHERSON , KARA	1	
		701 Total						1
		702	ESOL - Applied Linguistics	1702001C - 14/001	ESOL APPLIED LINGUISTICS ONLINE 60	STEWART , SHARON	1	
		702 Total						1
		703	ESOL - Curriculum & Materials	1703003C - 14/001	ESOL CURRICULUM ONLINE	MAXFIELD , ANN	1	
					MCPHERSON , KARA	1		
		703 Total						2
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	HATCHER , JANICE	1	
		705 Total						1
	Not Graded Total						66	
	CAMPBELL PARK ELEMEN Total							102

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
DUNEDIN ELEMENTARY	Graded	008	Language Arts	1008035C - 13/002	Core Connections Literacy Training	BACON , JANESSA	1	
				1008035C - 13/013	Core Connections Literacy Training	BOGACKI , SUZANNE	1	
				1008035C - 14/001	Core Connections Literacy Training	SHERMAN , TIA	1	
				1008035C - 14/003	Core Connections Literacy Training	LIZARDO , CLAUDIA	1	
				1008035C - 14/008	Core Connections Literacy Training	ALVAREZ , IVONNE	1	
						BARNES , KERRI	1	
						BORLAND , CYNTHIA	1	
						BRICKLEY , KATHLEEN	1	
						VORBECK , JACQUELINE	1	
						1008035C - 14/010	Core Connections Literacy Training	KUCKKAHN , ALLISON
					SCHWAB , KAREN	1		
		008 Total						11
		009	Mathematics	1009077C - 14/001	K-2 Summer Mathematics Institute	LIZARDO , CLAUDIA	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	ALLONE , JOIE	1	
						BARNES , KERRI	1	
				1009078C - 14/001	3-5 Summer Mathematics Institute	HARPER , DIANA	1	
			ROUSH , CHRISTINA	1				
		009 Total						5
		404	Classroom Management & Organization/Learning Environment	6404041C - 13/003	11 Principles of Character Education strategies		HINGLE , SUSAN	1
		404 Total						1
		408	Instructional Strategies	3408099C - 13/002	Integrating 21st Century Tool & Teaching Strategies into the Classroom		DUVALL , JOELLEN	1
		408 Total						1
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute		ROCHE , CELESTE	1
		411 Total						1
		417	Program Administration, Evaluation, Accountability	4417001C - 14/008	Data Warehouse General Access Training		BRICKLEY , KATHLEEN	1
		417 Total						1
		506	General Support Services, Unclassified	8506003N - 13/002	Elementary Secretary/Bookkeeper		BARNETT , KAREN	1

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
DUNEDIN ELEMENTARY	Graded	506 Total						1	
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	AUSDEMORE , DEBRA	1		
						BORLAND , CYNTHIA	1		
						BRICKLEY , KATHLEEN	1		
						HARPER , DIANA	1		
						KATSIYIANNIS , DONNA	1		
						MORRISON , JEANETTE	1		
						ROUSH , CHRISTINA	1		
						VORBECK , JACQUELINE	1		
				7512068C - 14/001	Differentiated Accountability Regional Summer Academies	BARNES , KERRI	1		
						BORLAND , CYNTHIA	1		
						BRICKLEY , KATHLEEN	1		
						HARPER , DIANA	1		
						KATSIYIANNIS , DONNA	1		
						512 Total			
		700	ESOL - Methods of Teaching	1700013C - 13/002	ESOL Essentials	MITA , RACHEL	1		
				1700013C - 13/003	ESOL Essentials	NIEMEYER , MARY	1		
		700 Total						2	
		701	ESOL- Testing & Evaluation	1701001C - 13/003	ESOL TESTING 60	MITA , RACHEL	1		
				1701001C - 13/005	ESOL TESTING 60	ROGERS , KATIE	1		
		701 Total						2	
		703	ESOL - Curriculum & Materials	1703001C - 13/002	ESOL CURRICULUM	REDMAN , LISA	1		
		703 Total						1	
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/002	ESOL CROSS CULTURAL COMMUNICATION	CARLETON , MEGHAN	1		
		705 Total						1	
		Graded Total						40	
		Not Graded	003	Computer Scienct/Tech Ed	1003004C - 14/001	Microsoft in the Classroom, Back to School Showcase	DUVALL , JOELLEN	1	
				003 Total					1
				008	Language Arts	1008035C - 14/015	Core Connections Literacy Training	ALLONE , JOIE	1

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
DUNEDIN ELEMENTARY	Not Graded	008	Language Arts	1008035C - 14/015	Core Connections Literacy Training	HARPER , DIANA	1		
						KATSIYIANNIS , DONNA	1		
				1008035C - 14/017	Core Connections Literacy Training	AUSDEMORE , DEBRA	1		
						ELERICK , JUDITH	1		
						KRAVITZ , DEBORAH	1		
						MITA , RACHEL	1		
						MORRISON , JEANETTE	1		
						OELSCHLAEGER , AMY	1		
				1008035C - 14/022	Core Connections Literacy Training	ROCHE , CELESTE	1		
						TSAGARIS , JULIANNE	1		
		008 Total							11
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	BOGACKI , SUZANNE	1		
						ROUSH , CHRISTINA	1		
				1009077C - 14/002	K-2 Summer Mathematics Institute	SHERMAN , TIA	1		
						1009078C - 14/002	3-5 Summer Mathematics Institute	ALVAREZ , IVONNE	1
		009 Total							4
		010	Music	1010037C - 14/001	PERFORMING ARTS WKSHP 6	FOLSTAD , TAMMY	1		
		010 Total							1
		015	Science	1015050C - 13/030	STANDARDS BASED SCIENCE 3	BARNES , KERRI	1		
				1015056C - 13/006	INQUIRY IN SCIENCE	BARNES , KERRI	1		
		015 Total							2
		016	Social Studies	1016037C - 14/004	CIVICS EDUCATION 6	KOONCE , CYNTHIA	1		
				1016071C - 13/001	Diversity and Character Institute	ZEALY , HALEIGH	1		
				1016071C - 13/002	Diversity and Character Institute	ZEALY , HALEIGH	1		
		016 Total							3
		302	Adult English for Speakers of Other Languages (ESOL)	3302002C - 14/001	Use of iPad with ELLs	ELERICK , JUDITH	1		
				3302002C - 14/002	Use of iPad with ELLs	ROCHE , CELESTE	1		
						VORBECK , JACQUELINE	1		
		302 Total							3
		400	Academic Interventions	2400011C - 14/001	AVID STRATEGIES INTERNAL 12	KOONCE , CYNTHIA	1		
		400 Total							1
		403	Behavioral Interventions	6403125C - 14/003	CPI Level 1 2013-2014	BARNES , KERRI	1		

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
DUNEDIN ELEMENTARY	Not Graded	403	Bahavioral Interventions	6403125C - 14/003	CPI Level 1 2013-2014	HARRIS , CHER	1		
						KEARNS , MARCY	1		
						LIZARDO , CLAUDIA	1		
						MCDOWELL , RACHELLE	1		
						PEREZ , AMADA	1		
						ROCHE , CELESTE	1		
						SILVERMAN , ALEXANDRA	1		
						TSAGARIS , JULIANNE	1		
						ZARB , ANNA	1		
		403 Total							10
		406	Human Relations/Communications Skills	8406027C - 13/003	Clinical Educator 18	FOLSTAD , TAMMY	1		
				8406028C - 13/011	Clinical Educator 6 - Refresher	GARNER , JARED	1		
		406 Total							2
		408	Instructional Strategies	7408011C - 13/001	Action Plans and Strategies to Support Goals	BORLAND , CYNTHIA	1		
						BRICKLEY , KATHLEEN	1		
						DUVALL , JOELLEN	1		
						HARPER , DIANA	1		
						ROBINSON , DANA	1		
		408 Total							5
		415	Problem Solving Teams	7415020C - 14/001	Role of School Culture in Collaborative Inquiry (MTSS/Problem Solving)	ZEALY , HALEIGH	1		
				7415021C - 14/002	Classroom Management for High-Structure Secondary Classrooms	HINGLE , SUSAN	1		
				7415022C - 14/001	MTSS/Rtl Data Camp	BORLAND , CYNTHIA	1		
				7415023C - 14/001	Data Literacy for Improving Learning for All Students	HINGLE , SUSAN	1		
		415 Total							4
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	BRICKLEY , KATHLEEN	1		
						KATSIYIANNIS , DONNA	1		
		417 Total							2
		512	School Improvement	4512016C - 13/001	Goal Setting,	BORLAND , CYNTHIA	1		

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
DUNEDIN ELEMENTARY	Not Graded	512	School Improvement	4512016C - 13/001	Goal Setting,	BRICKLEY , KATHLEEN	1		
						DUVALL , JOELLEN	1		
						HARPER , DIANA	1		
						ROBINSON , DANA	1		
				7512063C - 13/003	Vision, Mission, Values	BORLAND , CYNTHIA	1		
						BRICKLEY , KATHLEEN	1		
						DUVALL , JOELLEN	1		
						HARPER , DIANA	1		
				7512064C - 13/003	Managing the School Improvement Plan	ROBINSON , DANA	1		
						BORLAND , CYNTHIA	1		
						BRICKLEY , KATHLEEN	1		
						DUVALL , JOELLEN	1		
				7512068C - 14/001	Differentiated Accountability Regional Summer Academies	HARPER , DIANA	1		
						ROBINSON , DANA	1		
						ROUSH , CHRISTINA	1		
		512 Total							16
		700	ESOL - Methods of Teaching	1700010C - 14/001	ESOL STRATEGIES Online 18	HINGLE , SUSAN	1		
				1700012C - 14/001	ESOL Essentials ONLINE	BECK , BEVERLEE	1		
		700 Total							2
		702	ESOL - Applied Linguistics	1702001C - 14/001	ESOL APPLIED LINGUISTICS ONLINE 60	CROSS , CATHERINE	1		
		702 Total							1
		703	ESOL - Curriculum & Materials	1703003C - 14/001	ESOL CURRICULUM ONLINE	BECK , BEVERLEE	1		
						BROOKER , MARY	1		
		703 Total							2
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	ROUSH , CHRISTINA	1		
		705 Total							1
Not Graded Total							71		
DUNEDIN ELEMENTARY Total							111		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
FAIRMOUNT PARK ELEME	Graded	000	Art	1000032C - 13/004	PHOTOGRAPHING ARTWORK	BALSAMO , RENATE	1	
				1000036C - 13/003	ONLINE STRATEGIES IN ART	BALSAMO , RENATE	1	
		000 Total						2
		008	Language Arts	1008035C - 13/002	Core Connections Literacy Training	ACKERMAN , LECIA	1	
						FOLEY , KATHERINE	1	
						WESTERFIELD , EMILY	1	
				1008035C - 13/003	Core Connections Literacy Training	WILLIAMS , RANDRIA	1	
				1008035C - 13/004	Core Connections Literacy Training	CASSIDY , CAROLE	1	
				1008035C - 14/003	Core Connections Literacy Training	ROBINSON , MAXINE	1	
				1008035C - 14/010	Core Connections Literacy Training	ROSE , CHRISTINE	1	
				1008035C - 14/011	Core Connections Literacy Training	KRAJNIK , MICHAEL	1	
						PARKER , CARRIE	1	
				1008035C - 14/012	Core Connections Literacy Training	CREAMER , MELINDA	1	
						PARADIS , JENNIFER	1	
		008 Total						11
		009	Mathematics	1009077C - 14/001	K-2 Summer Mathematics Institute	DRYDEN , AMANDA	1	
						ROBINSON , MAXINE	1	
						WALKER , BRANDY	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	FRYBERGER , CRISTIANA	1	
				1009078C - 14/001	3-5 Summer Mathematics Institute	CASSIDY , CAROLE	1	
		LOGGINS , EMILY	1					
		009 Total						6
		010	Music	1010028C - 13/003	MUSICTIP 2B	COPELAND , CHERYL	1	
		010 Total						1
		013	Reading	1013043C - 13/002	LM-B: Seeing Stars	RILEY , CASSANDRA	1	
				1013044C - 13/002	LM-B: Visualizing and Verbalizing	RILEY , CASSANDRA	1	
		013 Total						2
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	BRYANT , CHAROLETTE	1	
						DANO , CAROLYN	1	
						NICHOLS , DAYNA	1	
						SHULTZ , MICHAEL	1	
						WILLIAMS , RANDRIA	1	
		016 Total						5
		400	Academic Interventions	2400015C - 14/001	AVID STRATEGIES EXTERNAL 30	MINCEY , ARCILOUS	1	

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
FAIRMOUNT PARK ELEME	Graded	400	Academic Interventions	2400015C - 14/001	AVID STRATEGIES EXTERNAL 30	POLLAUF , BENIGNA	1	
		400 Total						2
		403	Bahavioral Interventions	6403122C - 13/001	Classroom Management for High Structure Elementary Classrooms	ROBINSON , MAXINE		1
		403 Total						1
		404	Classroom Management & Organization/Learning Environment	6404041C - 13/003	11 Principles of Character Education strategies	ACKERMAN , LECIA		1
		404 Total						1
		407	Instructional Media Services	3407068C - 14/001	Cataloging Library Materials	MCCABE , CAROL		1
				3407069C - 14/001	Destiny	MCCABE , CAROL		1
		407 Total						2
		417	Program Administration, Evaluation, Accountability	4417001C - 14/003	Data Warehouse General Access Training	POLLAUF , BENIGNA		1
		417 Total						1
		507	Leadership Skills/Communication/Critical Thinking	7507002N - 13/007	C OF D I ORIENTATION	CARTY , SHERLONDA		1
		507 Total						1
		508	Management Information Services	8508039C - 14/001	Focus/SIS for ALL Users -- An Overview	MOLINA , RACHEL		1
		508 Total						1
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	FOLEY , KATHERINE		1
						WILLIAMS , RANDRIA		1
		512 Total						2
		700	ESOL - Methods of Teaching	1700013C - 13/001	ESOL Essentials	PARKER , CARRIE		1
		700 Total						1
		701	ESOL- Testing & Evaluation	1701001C - 13/005	ESOL TESTING 60	ACKERMAN , LECIA		1
		701 Total						1

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
FAIRMOUNT PARK ELEME	Graded	705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/002	ESOL CROSS CULTURAL COMMUNICATION	ACKERMAN , LECIA	1	
		705 Total						1
		Graded Total						41
	Not Graded	000	Art	1000031C - 13/002	MAKING VIDEOS IN ART	BALSAMO , RENATE	1	
				1000049C - 14/001	Digital Arts Lab 24	BALSAMO , RENATE	1	
		000 Total						2
		003	Computer Scienct/Tech Ed	3003088C - 13/005	EXCEL 2007, INTERMEDIATE 6	DRYDEN , AMANDA	1	
							1	
		003 Total						1
		008	Language Arts	1008035C - 13/001	Core Connections Literacy Training	ODOM , KATINA	1	
						1008035C - 13/004	Core Connections Literacy Training	DRYDEN , AMANDA
				1008035C - 14/016	Core Connections Literacy Training	FAUTH , DIANA	1	
						BAKER , JOHN	1	
						DEAL , JESSICA	1	
						QUINN , JULIA	1	
				1008035C - 14/018	Core Connections Literacy Training	MINCEY , ARCILOUS	1	
				1008035C - 14/021	Core Connections Literacy Training	WALKER , BRANDY	1	
		008 Total						8
		009	Mathematics	1009078C - 14/002	3-5 Summer Mathematics Institute	BYRD , FELICIA	1	
						MINCEY , ARCILOUS	1	
						RILEY , CASSANDRA	1	
						SHIVERS , NIKITA	1	
		009 Total						4
	013	Reading	1013043C - 13/002	LM-B: Seeing Stars	WRIGHT , EMILY	1		
					1013044C - 13/002	LM-B: Visualizing and Verbalizing	WRIGHT , EMILY	1
					1013047C - 13/001	LM-B:Introduction to School Services	RILEY , CASSANDRA	1
							WRIGHT , EMILY	1
	013 Total						4	
	016	Social Studies	1016071C - 13/001	Diversity and Character Institute	BENDER , MARK	1		
					CASSIDY , CAROLE	1		
FOLEY , KATHERINE					1			
POLLAUF , BENIGNA					1			

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
FAIRMOUNT PARK ELEME	Not Graded	016 Total						4
		100	Instructional Strategies	1100014C - 14/002	AUTISM SUMMER INSTITUTE	ODOM , KATINA	1	
				1100041C - 13/002	ESY CURRICULUM 6	ODOM , KATINA	1	
		100 Total						2
		103	Procedural/Legal Requirements	7103002C - 14/003	MATRIX OF SERVICES TRAINING	ODOM , KATINA	1	
		103 Total						1
		403	Bahavioral Interventions	6403085C - 13/002	CPI TTT RENEWAL	RAIOLA , CATHRYN	1	
		403 Total						1
		404	Classroom Management & Organization/Learning Environment	5404071C - 14/001	New Teacher Institute	CAMPBELL , YINKA	1	
						CREAMER , MELINDA	1	
						DANO , CAROLYN	1	
		404 Total						3
		407	Instructional Media Services	3407066C - 14/001	Engaging Students with Technology	MCCABE , CAROL	1	
		407 Total						1
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	CAMPBELL , YINKA	1	
						CREAMER , MELINDA	1	
				3408091C - 14/001	SMART BOARD ONLINE 18	DANO , CAROLYN	1	
						SPANIEL , DESIRAE	1	
				7408011C - 13/001	Action Plans and Strategies to Support Goals	MINCEY , ARCILOUS	1	
						MOLINA , RACHEL	1	
		408 Total						8
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute	BRADLEY , APRIL	1	
		411 Total						1
		415	Problem Solving Teams	7415020C - 14/001	Role of School Culture in Collaborative Inquiry (MTSS/Problem Solving)	WILLIAMS , RANDRIA	1	

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
FAIRMOUNT PARK ELEME	Not Graded	415 Total						1
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	POLLAUF , BENIGNA	1	
						WILLIAMS , RANDRIA	1	
		417 Total						2
		507	Leadership Skills/Communication/Critical Thinking	7507003N - 13/007	DISTRICT STRATEGIC DIRECTIONS	LUGO , LISA	1	
						507 Total		
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	BLAKE , DIANE	1	
		508 Total						1
		512	School Improvement	4512016C - 13/001	Goal Setting,	BRYANT , CHAROLETTE	1	
						POLLAUF , BENIGNA	1	
				7512063C - 13/003	Vision, Mission, Values	BRYANT , CHAROLETTE	1	
						POLLAUF , BENIGNA	1	
				7512064C - 13/003	Managing the School Improvement Plan	BRYANT , CHAROLETTE	1	
						POLLAUF , BENIGNA	1	
		REBMAN , MICHAEL	1					
		512 Total						7
		700	ESOL - Methods of Teaching	1700010C - 14/001	ESOL STRATEGIES Online 18	RICHARDS , CHARLES	1	
		700 Total						1
		702	ESOL - Applied Linguistics	1702001C - 14/001	ESOL APPLIED LINGUISTICS ONLINE 60	BRADLEY , APRIL	1	
		702 Total						1
		Not Graded Total						54
		FAIRMOUNT PARK ELEME Total						95

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
GULFPORT ELEMENTARY	Graded	008	Language Arts	1008035C - 13/007	Core Connections Literacy Training	LUDLUM , KATHY	1		
						MCCORD , KAREN	1		
				1008035C - 13/011	Core Connections Literacy Training	DAWSON , ANN	1		
						1008035C - 14/010	Core Connections Literacy Training	BARNARD , PATRICIA	1
								1008035C - 14/012	Core Connections Literacy Training
		008 Total						5	
		009	Mathematics	1009077C - 14/001	K-2 Summer Mathematics Institute	BALCE , SENEN	1		
						BEHRING , P. CHRISTINE	1		
						DAWSON , ANN	1		
						PAOLILLO , JULIA	1		
				1009078C - 14/001	3-5 Summer Mathematics Institute	KALEITA , TRACEY	1		
		009 Total						5	
		408	Instructional Strategies	2408111C - 13/001	PreK-2 Teachers and Specialists	Pilot Teacher Evaluation Domains 1-4	BEHRING , P. CHRISTINE	1	
							LAWLESS , JENNIFER	1	
				2408112C - 14/001	Pilot Evaluation Unit Planning	BALCE , SENEN	1		
						BEHRING , P. CHRISTINE	1		
						MANLEY , NICOLE	1		
		408 Total						5	
		700	ESOL - Methods of Teaching	1700013C - 13/003	ESOL Essentials	MANLEY , NICOLE	1		
		700 Total						1	
		702	ESOL - Applied Linguistics	1702002C - 13/003	ESOL APPLIED LINGUISTICS	MANLEY , NICOLE	1		
				1702002C - 13/004	ESOL APPLIED LINGUISTICS	BALCE , SENEN	1		
				1702002C - 13/005	ESOL APPLIED LINGUISTICS	EATMAN , KELLY	1		
		702 Total						3	
		703	ESOL - Curriculum & Materials	1703001C - 13/003	ESOL CURRICULUM	EATMAN , KELLY	1		
						MANLEY , NICOLE	1		
						ROTH , WILLIAM	1		
				1703001C - 13/004	ESOL CURRICULUM	BALCE , SENEN	1		
		703 Total						4	
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/001	ESOL CROSS CULTURAL COMMUNICATION	DORSET , BERNADETTE	1		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
GULFPORT ELEMENTARY	Graded	705	ESOL - Cross-Cultural Communication &	1705001C - 13/001	ESOL CROSS CULTURAL COMMUNICATION	EATMAN , KELLY	1	
						ROTH , WILLIAM	1	
		705 Total						3
		Graded Total						26
	Not Graded	003	Computer Scienct/Tech Ed	1003004C - 14/001	Microsoft in the Classroom, Back to School Showcase	BALCE , SENEN	1	
						LEE , MONIQUE	1	
		003 Total						2
		008	Language Arts	1008035C - 13/010	Core Connections Literacy Training	DAWSON , ANN	1	
				1008035C - 14/018	Core Connections Literacy Training	ROACH , LAURA	1	
				1008035C - 14/019	Core Connections Literacy Training	BAINS , DIANE	1	
				1008035C - 14/021	Core Connections Literacy Training	BAINS , DIANE	1	
		008 Total						4
		009	Mathematics	1009077C - 14/002	K-2 Summer Mathematics Institute	BARNARD , PATRICIA	1	
				1009078C - 14/002	3-5 Summer Mathematics Institute	SNODGRASS , VICKI	1	
						WAHL , AMANDA	1	
		009 Total						3
		010	Music	1010037C - 14/001	PERFORMING ARTS WKSHP 6	ANDERSON , JESSICA	1	
		010 Total						1
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	JACKSON , NEALA	1	
		016 Total						1
		100	Instructional Strategies	1100041C - 13/002	ESY CURRICULUM 6	JACKSON , JEFFREY	1	
						WALPOLE , BEATRICE	1	
		100 Total						2
		103	Procedural/Legal Requirements	8103035C - 14/001	Gifted Program Rules	KELLY , JENNIFER	1	
		103 Total						1
		408	Instructional Strategies	2408111C - 13/001 PreK-2 Teachers and Specialists	Pilot Teacher Evaluation Domains 1-4	ANTHONY , ANNETTE	1	
						BAINS , DIANE	1	
						BALCE , SENEN	1	
						BARNARD , PATRICIA	1	

Summer 2013 Pro Ed Classes							
Count of Student Graded							
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total
GULFPORT ELEMENTARY	Not Graded	408	Instructional Strategies	2408111C - 13/001	Pilot Teacher Evaluation Domains 1-4	DAWSON , ANN	1
						DEWINDT , ANNA	1
						HUBBLE , KAREN	1
						LUDLUM , KATHY	1
						MCCORD , KAREN	1
						MCGHEE , VENUS	1
						MULHOLLAND , DONNA	1
						TEMPLES , MICHAEL	1
						WILSON-HALL , ESTELLA	1
				2408111C - 13/002 3-5 Teachers and Specialists	Pilot Teacher Evaluation Domains 1-4	BALLARD , DAWN	1
						KALEITA , TRACEY	1
						MIDDLEBROOKS , FREDDIE	1
						O'CULL , DONALD	1
						PETERSBURG , CRAIG	1
						SANKOVITCH , DON	1
						SHERARD , HEATHER	1
				2408112C - 14/001	Pilot Evaluation Unit Planning	BARNARD , PATRICIA	1
						DATSEVA , SVETLANA	1
						DAWSON , ANN	1
						FORTE , RENEE	1
						LAWLESS , JENNIFER	1
						MCCORD , KAREN	1
						ROTH , WILLIAM	1
				2408112C - 14/002	Pilot Evaluation Unit Planning	MIDDLEBROOKS , FREDDIE	1
						PETERSBURG , CRAIG	1
				2408115C - 14/001	Pilot Evaluation Domain 1: Framework and Protocol	PRIBBLE , JAMES	1
				2408118C - 14/001	Pilot Evaluation: Domain Training for School Leaders	PRIBBLE , JAMES	1
				2408118C - 14/002	Pilot Evaluation: Domain Training for School Leaders	PRIBBLE , JAMES	1
				2408118C - 14/003	Pilot Evaluation: Domain Training for School Leaders	PRIBBLE , JAMES	1
				7408011C - 13/001	Action Plans and Strategies to Support Goals	BUTLER , BRENDA	1
						O'CULL , DONALD	1
						PRIBBLE , JAMES	1

			Summer 2013 Pro Ed Classes				
Count of Student Graded							
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total
GULFPORT ELEMENTARY	Not Graded	408 Total					36
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute	KALEITA , TRACEY	1
						O'CULL , DONALD	1
		411 Total					2
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	BUTLER , BRENDA	1
				4417002C - 14/001	Pilot Evaluation Assessment Building	BALCE , SENEN	1
		417 Total					2
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	LEE , MONIQUE	1
				8508042C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 1	LEE , MONIQUE	1
				8508043C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 2	LEE , MONIQUE	1
				8508044C - 14/001	FOCUS/SIS WALK-IN SCHEDULING	LEE , MONIQUE	1
		508 Total					4
		512	School Improvement	4512016C - 13/001	Goal Setting,	BUTLER , BRENDA	1
						O'CULL , DONALD	1
						PRIBBLE , JAMES	1
				7512063C - 13/003	Vision, Mission, Values	BUTLER , BRENDA	1
						O'CULL , DONALD	1
						PRIBBLE , JAMES	1
				7512064C - 13/003	Managing the School Improvement Plan	BUTLER , BRENDA	1
						O'CULL , DONALD	1
						PRIBBLE , JAMES	1
		512 Total					9
		700	ESOL - Methods of Teaching	1700012C - 14/001	ESOL Essentials ONLINE	CAMPBELL , SUSAN	1
		700 Total					1
		701	ESOL- Testing & Evaluation	1701002C - 14/001	ESOL TESTING ONLINE	WALPOLE , BEATRICE	1
		701 Total					1
		703	ESOL - Curriculum & Materials	1703003C - 14/001	ESOL CURRICULUM ONLINE	LAWLESS , JENNIFER	1

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
GULFPORT ELEMENTARY	Not Graded	703 Total					1	
	Not Graded Total						70	
GULFPORT ELEMENTARY Total							96	
HIGH POINT ELEMENTAR	Graded	008	Language Arts	1008035C - 13/011	Core Connections Literacy Training	KAY , ELAINE	1	
				1008035C - 13/012	Core Connections Literacy Training	CANGEMI , KAREN	1	
				1008035C - 13/013	Core Connections Literacy Training	CLARK , SHELBY	1	
						PIOLI , MILDRED	1	
				1008035C - 14/003	Core Connections Literacy Training	GALLACE , MACKENZIE	1	
						STRYKER , WENDY	1	
				1008035C - 14/011	Core Connections Literacy Training	KAY , ELAINE	1	
						LOVE-IRVIN , TIA	1	
		008 Total						8
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	CLARK , SHELBY	1	
						LOVE-IRVIN , TIA	1	
						PIOLI , MILDRED	1	
						SCOTT , ANDREA	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	GALLACE , MACKENZIE	1	
						STRYKER , WENDY	1	
		1009078C - 14/001	3-5 Summer Mathematics Institute	YATES , LOYDA	1			
		009 Total						7
		100	Instructional Strategies	1100046C - 14/001	Best Practices in Gifted Education	BARBUR , PATRICIA	1	
				1100046C - 14/002	Best Practices in Gifted Education	BARBUR , PATRICIA	1	
				1100046C - 14/003	Best Practices in Gifted Education	BARBUR , PATRICIA	1	
				1100046C - 14/004	Best Practices in Gifted Education	BARBUR , PATRICIA	1	
		100 Total						4
		403	Bahavioral Interventions	6403083C - 14/001	REPORTING CHILD ABUSE	MEDVEDEV , LISA	1	
				6403122C - 13/001	Classroom Management for High Structure Elementary Classrooms	GALLACE , MACKENZIE	1	
						WILSON , TRACEY	1	
		403 Total						3
		507		Leadership Skills/Communication/Critical Thinking		7507073C - 13/004	QUALITY CONCEPTS 6	REEDER , KALLIE

			Summer 2013 Pro Ed Classes				
Count of Student Graded							
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total
HIGH POINT ELEMENTAR	Graded	507 Total					1
		700	ESOL - Methods of Teaching	1700013C - 13/002	ESOL Essentials	BLAKESLEE , STACI	1
		700 Total					1
		703	ESOL - Curriculum & Materials	1703001C - 13/003 1703001C - 13/004	ESOL CURRICULUM	FOX , BARBARA	1
					ESOL CURRICULUM	BLAKESLEE , STACI	1
						DICKMAN , CATHLEEN	1
						SORENSEN , GAIL	1
						WARNER , JENNIFER	1
		703 Total					5
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/002	ESOL CROSS CULTURAL COMMUNICATION	DICKMAN , CATHLEEN	1
						WARNER , JENNIFER	1
				1705001C - 13/003	ESOL CROSS CULTURAL COMMUNICATION	DE FRANCESCO , ANTONINA FOX , BARBARA	1 1
		705 Total					4
		Graded Total					
	Not Graded	008	Language Arts	1008035C - 14/015	Core Connections Literacy Training	STEWART , KAREN	1
				1008035C - 14/016	Core Connections Literacy Training	SPIEWAK , VICTORIA	1
				1008035C - 14/017	Core Connections Literacy Training	BAHR , LISA	1
				1008035C - 14/020	Core Connections Literacy Training	FANSLOW , LEANNA	1
		008 Total					4
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	BAIRD , MOLLY	1
				1009078C - 14/001	3-5 Summer Mathematics Institute	DISTAULA , SHANON	1
				1009078C - 14/002	3-5 Summer Mathematics Institute	DISTAULA , SHANON	1
						WILSON , TRACEY	1
		009 Total					4
		015	Science	1015050C - 13/030	STANDARDS BASED SCIENCE 3	YATES , LOYDA	1
		015 Total					1
		100	Instructional Strategies	1100014C - 14/002	AUTISM SUMMER INSTITUTE	TESAR , BRIANNA	1
		100 Total					1

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
HIGH POINT ELEMENTAR	Not Graded	302	Adult English for Speakers of Other Languages (ESOL)	3302002C - 14/001	Use of iPad with ELLs	ADAMS , MOLLY	1		
						HAUBENESTEL , JANICE	1		
						LAPLANTE , JOYCE	1		
						MCKAY , SHERYL	1		
		302 Total							4
		402	Attendance	6402001C - 14/001	Child Study Teams	MEDVEDEV , LISA	1		
		402 Total							1
		404	Classroom Management & Organization/Learning Environment	2404023C - 13/001	Train the Trainer for New Teacher Institute	CANGEMI , KAREN	1		
		404 Total							1
		406	Human Relations/Communications Skills	2406002C - 14/001	PEER MEDIATION	MEDVEDEV , LISA	1		
		406 Total							1
		414	Physical and Mental Health Issues	6414007C - 14/001	SUICIDE PREVENTION	MEDVEDEV , LISA	1		
		414 Total							1
		415	Problem Solving Teams	7415020C - 14/001	Role of School Culture in Collaborative Inquiry (MTSS/Problem Solving)	BREWSTER , JULIE	1		
				7415022C - 14/001	MTSS/RtI Data Camp	BREWSTER , JULIE	1		
		415 Total							2
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	ROBINSON , CAROLLAINE	1		
						TAYLOR , SUSAN	1		
		417 Total							2
		700	ESOL - Methods of Teaching	1700008C - 14/001	ESOL STRATEGIES 6	LAPLANTE , JOYCE	1		
		700 Total							1
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	FANSLOW , LEANNA	1		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
HIGH POINT ELEMENTAR	Not Graded	705 Total					1	
	Not Graded Total						24	
HIGH POINT ELEMENTAR Total							57	
LAKEWOOD ELEMENTARY	Graded	008	Language Arts	1008035C - 13/004	Core Connections Literacy Training	FRANKLIN , SARAH	1	
				1008035C - 13/007	Core Connections Literacy Training	BURGETT , ANNA	1	
						WARREN , KATHLEEN	1	
				1008035C - 13/009	Core Connections Literacy Training	SHERMAN , JUDITH	1	
				1008035C - 13/010	Core Connections Literacy Training	BAIR , SHIRLEY	1	
						GLICK , JENNIFER	1	
						HALL , DONNA	1	
						PRICE , LYNN	1	
				1008035C - 13/011	Core Connections Literacy Training	BERTERO , KARA	1	
				1008035C - 14/003	Core Connections Literacy Training	BERTERO , KARA	1	
				1008035C - 14/011	Core Connections Literacy Training	STRICKLAND , CASEY	1	
						STRICKLAND , JENNA	1	
		008 Total						12
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	CUMMINS , ANGELA	1	
						PRICE , LYNN	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	ASH , APRIL	1	
						BERTERO , KARA	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	Greenfield , Abby	1	
		SHERMAN , JUDITH	1					
		1009078C - 14/001	3-5 Summer Mathematics Institute	MOREHEAD , LARONA	1			
		009 Total						7
		013	Reading	1013043C - 13/002	LM-B: Seeing Stars	DORN , JENNIFER	1	
				1013044C - 13/002	LM-B: Visualizing and Verbalizing	DORN , JENNIFER	1	
				1013047C - 13/001	LM-B:Introduction to School Services	DORN , JENNIFER	1	
		013 Total						3
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	KIDD , CYNTHIA	1	
						MOREHEAD , LARONA	1	
		016 Total						2
		103	Procedural/Legal Requirements	7103014C - 14/001	Developing Quality Measurable IEPs	DORN , JENNIFER		1

			Summer 2013 Pro Ed Classes				
Count of Student Graded							
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total
LAKEWOOD ELEMENTARY	Graded	103 Total					1
		400	Academic Interventions	2400015C - 14/001	AVID STRATEGIES EXTERNAL 30	BUSCH , MICHAEL	1
						KIDD , CYNTHIA	1
						MOBLEY , DEBORAH	1
						MOREHEAD , LARONA	1
						SHERMAN , JUDITH	1
						STRAWMYER , JENNIFER	1
						400 Total	
		403	Bahavioral Interventions	6403083C - 14/001	REPORTING CHILD ABUSE	HOLZER , LEAH	1
				6403122C - 13/002	Classroom Management for High Structure Elementary Classrooms	BERTERO , KARA	1
		403 Total					2
		404	Classroom Management & Organization/Learning Environment	6404041C - 13/003	11 Principles of Character Education strategies	HOLZER , LEAH	1
		404 Total					1
		408	Instructional Strategies	2408107C - 13/001	C.A.R.E. Strategies 12	GLICK , JENNIFER	1
		408 Total					1
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute	DORN , JENNIFER	1
						NOORBAKHSH , KIMBERLE	1
		411 Total					2
		415	Problem Solving Teams	7415020C - 13/001	Role of School Culture in Collaborative Inquiry (MTSS/Problem Solving)	HOLZER , LEAH	1
		415 Total					1
		417	Program Administration, Evaluation, Accountability	4417001C - 14/007	Data Warehouse General Access Training	KIDD , CYNTHIA	1
		417 Total					1
		701	ESOL- Testing & Evaluation	1701001C - 13/004	ESOL TESTING 60	MOBLEY , DEBORAH	1
		701 Total					1

			Summer 2013 Pro Ed Classes							
Count of Student Graded										
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total			
LAKEWOOD ELEMENTARY	Graded	702	ESOL - Applied Linguistics	1702002C - 13/003	ESOL APPLIED LINGUISTICS	MOBLEY , DEBORAH	1			
				1702002C - 13/005	ESOL APPLIED LINGUISTICS	MOREHEAD , LARONA	1			
		702 Total						2		
		703	ESOL - Curriculum & Materials	1703001C - 13/002 1703001C - 13/004	ESOL CURRICULUM ESOL CURRICULUM	WARREN , KATHLEEN	1			
						BUSCH , MICHAEL	1			
						MOBLEY , DEBORAH	1			
						SHERMAN , JUDITH	1			
		703 Total						4		
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/001 1705001C - 13/003	ESOL CROSS CULTURAL COMMUNICATION ESOL CROSS CULTURAL COMMUNICATION	STRAWMYER , JENNIFER	1			
						GLICK , JENNIFER	1			
						WARREN , KATHLEEN	1			
		705 Total						3		
		Graded Total						49		
		Not Graded		003	Computer Scienc/Tech Ed	1003004C - 14/001	Microsoft in the Classroom, Back to School Showcase	STRICKLAND , CASEY	1	
								003 Total		
				008	Language Arts	1008035C - 13/007 1008035C - 14/019 1008035C - 14/020	Core Connections Literacy Training Core Connections Literacy Training	ASH , APRIL	1	
								ROEGIERS JENSEN , ALEXIS	1	
								BAIR , SHIRLEY	1	
								BUSCH , MICHAEL	1	
								EARLY , MICHELLE	1	
								MARLAND , MEGAN	1	
								MORRIS , AUTUMN	1	
				008 Total						7
009	Mathematics			1009077C - 13/001 1009077C - 14/001 1009078C - 14/001 1009078C - 14/002	K-2 Summer Mathematics Institute K-2 Summer Mathematics Institute 3-5 Summer Mathematics Institute 3-5 Summer Mathematics Institute	MORRIS , AUTUMN	1			
						ROEGIERS JENSEN , ALEXIS	1			
						STRICKLAND , JENNA	1			
						WARREN , KATHLEEN	1			
						GREEN , PATRICIA	1			
009 Total						6				

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
LAKEWOOD ELEMENTARY	Not Graded	016	Social Studies	1016071C - 13/002	Diversity and Character Institute	KIDD , CYNTHIA	1	
		016 Total						1
		400	Academic Interventions	2400015C - 14/001	AVID STRATEGIES EXTERNAL 30	GREEN , PATRICIA	1	
						KNUDSEN , LIZA	1	
						LEWIS , DIANE	1	
						LIVINGSTON , ALICEN	1	
		400 Total						4
		402	Attendance	6402001C - 14/001	Child Study Teams	HOLZER , LEAH	1	
		402 Total						1
		403	Bahavioral Interventions	6403122C - 14/001	Classroom Management for High Structure Elementary Classrooms	PRICE , LYNN	1	
		403 Total						1
		404	Classroom Management & Organization/Learning Environment	2404023C - 13/001	Train the Trainer for New Teacher Institute	BAIR , SHIRLEY	1	
						EARLY , MICHELLE	1	
						HALL , DONNA	1	
				5404071C - 14/001	New Teacher Institute	BERTERO , KARA	1	
				8404057C - 14/001	The Highly Engaged Classroom	NOORBAKSH , KIMBERLE	1	
		404 Total						5
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	BERTERO , KARA	1	
						STRICKLAND , CASEY	1	
				7408011C - 14/001	Action Plans and Strategies to Support Goals	HOLZER , LEAH	1	
				7408011C - 14/002	Action Plans and Strategies to Support Goals	BALDWIN , STACIA	1	
						DORN , JENNIFER	1	
						KIDD , CYNTHIA	1	
						NOORBAKSH , KIMBERLE	1	
						WILLIAMS-MACON , BRANDIE	1	
		408 Total						8
		414	Physical and Mental Health Issues	6414007C - 14/001	SUICIDE PREVENTION	HOLZER , LEAH	1	
		414 Total						1

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
LAKEWOOD ELEMENTARY	Not Graded	415	Problem Solving Teams	7415022C - 14/001	MTSS/RtI Data Camp	BALDWIN , STACIA	1		
						HOLZER , LEAH	1		
		415 Total						2	
		512	School Improvement	4512016C - 14/002	Goal Setting,	BALDWIN , STACIA	1		
						DORN , JENNIFER	1		
						KIDD , CYNTHIA	1		
						NOORBAKSH , KIMBERLE	1		
						WILLIAMS-MACON , BRANDIE	1		
						7512068C - 14/002	Differentiated Accountability Regional Summer Academies	DORN , JENNIFER	1
								KIDD , CYNTHIA	1
								MOREHEAD , LARONA	1
		NOORBAKSH , KIMBERLE	1						
		WILLIAMS-MACON , BRANDIE	1						
		512 Total						10	
		700	ESOL - Methods of Teaching	1700010C - 14/001	ESOL STRATEGIES Online 18	FOWLER , CONNIE	1		
		700 Total						1	
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	STRICKLAND , JOSEPH	1		
		705 Total						1	
		Not Graded Total						49	
LAKEWOOD ELEMENTARY Total							98		

		Summer 2013 Pro Ed Classes						
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
LEALMAN AVE ELEMENTA	Graded	000	Art	1000032C - 13/004	PHOTOGRAPHING ARTWORK	DEVICK , PERRY	1	
		000 Total						1
		008	Language Arts	1008035C - 13/001	Core Connections Literacy Training	CLARKE , KATHLEEN	1	
				1008035C - 13/005	Core Connections Literacy Training	CLARKE , KATHLEEN	1	
						WHITE , COLEEN	1	
				1008035C - 13/007	Core Connections Literacy Training	KING , ROBERTA	1	
				1008035C - 13/010	Core Connections Literacy Training	SHARP , MELISSA	1	
				1008035C - 13/011	Core Connections Literacy Training	BROWN , LINDA	1	
				1008035C - 14/001	Core Connections Literacy Training	GRIGG , JANICE	1	
				1008035C - 14/011	Core Connections Literacy Training	CASH , LAMAR	1	
						READ , DIANA	1	
						REAZOR , DANIELA	1	
		1008035C - 14/012	Core Connections Literacy Training	KIEDROWSKI , CATRIONA	1			
				WILLIAMS , CHRISTINE	1			
		008 Total						12
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	VAZQUEZ , LISSETTE	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	GRIGG , JANICE	1	
						SHARP , MELISSA	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	BROWN , LINDA	1	
						JENKINS , LINDA	1	
						PANAGIOTACOS , FAITH	1	
						WILLIAMS , CHRISTINE	1	
		1009078C - 14/001	3-5 Summer Mathematics Institute	MENCHACA , SHERYL	1			
		009 Total						8
		100	Instructional Strategies	1100046C - 14/001	Best Practices in Gifted Education	MENCHACA , SHERYL	1	
				1100046C - 14/002	Best Practices in Gifted Education	MENCHACA , SHERYL	1	
				1100046C - 14/003	Best Practices in Gifted Education	MENCHACA , SHERYL	1	
				1100046C - 14/004	Best Practices in Gifted Education	MENCHACA , SHERYL	1	
		100 Total						4
		103	Procedural/Legal Requirements	7103002C - 14/001	MATRIX OF SERVICES TRAINING	HAYDUKE , LINDY	1	
		103 Total						1
		403	Bahavioral Interventions	6403122C - 13/001	Classroom Management for High Structure Elementary Classrooms	KING , ROBERTA	1	
403 Total						1		

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
LEALMAN AVE ELEMENTA	Graded	508	Management Information Services	8508039C - 14/001	Focus/SIS for ALL Users -- An Overview	GRIGG , JANICE	1		
				8508040C - 14/001	Focus/SIS Teacher Part 1	GRIGG , JANICE	1		
		508 Total						2	
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	BELIVEAU , NICOLE	1		
						MAVRES , ANNETTE	1		
						PANAGIOTACOS , FAITH	1		
						PAQUETTE , BONITA	1		
						VAZQUEZ , LISSETTE	1		
		512 Total						5	
		700	ESOL - Methods of Teaching	1700013C - 13/001	ESOL Essentials	FERRELL , CEDRIC	1		
		700 Total						1	
		703	ESOL - Curriculum & Materials	1703001C - 13/003	ESOL CURRICULUM	FERRELL , CEDRIC	1		
		703 Total						1	
		Graded Total						36	
		Not Graded	000	Art	1000050C - 14/001	Visual Arts Common Core Literacy 12	DEVICK , PERRY	1	
							000 Total		
			003	Computer Scienct/Tech Ed	1003004C - 14/001	Microsoft in the Classroom, Back to School Showcase	BROWN , LINDA	1	
							JENKINS , LINDA	1	
			003 Total						2
	008		Language Arts	1008035C - 13/007	Core Connections Literacy Training	JENKINS , LINDA	1		
						1008035C - 13/011	Core Connections Literacy Training	JENKINS , LINDA	1
						1008035C - 14/014	Core Connections Literacy Training	WILLIAMS , REVA	1
						1008035C - 14/017	Core Connections Literacy Training	LEONARD , REBECCA	1
						VAZQUEZ , LISSETTE			
	008 Total						5		
	009		Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	ANASTASIO , TERI	1		
		CLARK , ANGELA				1			
		1009077C - 14/002		K-2 Summer Mathematics Institute	GRIGG , JANICE	1			
					LEONARD , REBECCA	1			
	1009078C - 13/001	3-5 Summer Mathematics Institute	WILLIAMS , REVA	1					
			BELIVEAU , NICOLE	1					

			Summer 2013 Pro Ed Classes				
Count of Student Graded							
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total
LEALMAN AVE ELEMENTA	Not Graded	009 Total					6
		016	Social Studies	1016037C - 14/003	CIVICS EDUCATION 6	BROWN , LINDA	1
				1016037C - 14/004	CIVICS EDUCATION 6	BELIVEAU , NICOLE	1
				1016071C - 13/002	Diversity and Character Institute	CLARKE , KATHLEEN	1
		016 Total					3
		302	Adult English for Speakers of Other Languages (ESOL)	3302002C - 14/002	Use of iPad with ELLs	LEE , MARGARIT	1
		302 Total					1
		404	Classroom Management & Organization/Learning Environment	5404071C - 14/001	New Teacher Institute	WILLIAMS , CHRISTINE	1
				8404057C - 14/001	The Highly Engaged Classroom	SHARP , MELISSA	1
		404 Total					2
		406	Human Relations/Communications Skills	8406027C - 13/004	Clinical Educator 18	CLARKE , KATHLEEN	1
		406 Total					1
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	GRIGG , JANICE	1
						WILLIAMS , CHRISTINE	1
				3408091C - 14/001	SMART BOARD ONLINE 18	BROWN , LINDA	1
						GRIGG , JANICE	1
						VAZQUEZ , LISSETTE	1
		7408011C - 13/001	Action Plans and Strategies to Support Goals	MAVRES , ANNETTE	1		
				MENCHACA , SHERYL	1		
				METTETAL , BONNIE	1		
				PAQUETTE , BONITA	1		
		408 Total					9
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	MAVRES , ANNETTE	1
				4417001C - 14/008	Data Warehouse General Access Training	PAQUETTE , BONITA	1
		417 Total					2
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	GRIGG , JANICE	1

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
LEALMAN AVE ELEMENTA	Not Graded	508	Management Information Services	8508039C - 14/001	Focus/SIS for ALL Users -- An Overview	WILLIAMS , CHRISTINE	1	
				8508041C - 14/001	Focus/SIS Teacher Part 2	GRIGG , JANICE	1	
		508 Total						3
		512	School Improvement	4512016C - 13/001	Goal Setting,	MAVRES , ANNETTE	1	
						MENCHACA , SHERYL	1	
						METTETAL , BONNIE	1	
						PAQUETTE , BONITA	1	
						7512065C - 13/001	CCSS Summer Institute	JENKINS , LINDA
		512 Total						5
		Not Graded Total						40
LEALMAN AVE ELEMENTA Total							76	

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MAXIMO ELEMENTARY	Graded	000	Art	1000051C - 14/001	Visual Arts Assement of Student Work	URBANO , ALICIA	1	
		000 Total						1
		003	Computer Scient/Tech Ed	3003110C - 14/001	Word 2010, Introduction 6	BEATON , GAYLE	1	
		003 Total						1
		008	Language Arts	1008035C - 13/002	Core Connections Literacy Training	HOSFORD , MARY	1	
				1008035C - 13/005	Core Connections Literacy Training	HOSFORD , MARY	1	
				1008035C - 13/008	Core Connections Literacy Training	MARSHALL , CINDI	1	
						MCCLAIN , STEPHANIE	1	
				1008035C - 14/001	Core Connections Literacy Training	OUGH , AMBER	1	
						SHETLER , DENISE	1	
				1008035C - 14/003	Core Connections Literacy Training	CUMPSTON , LONNIE	1	
		1008035C - 14/009	Core Connections Literacy Training	BURNS , JENNIFER	1			
		008 Total						8
		009	Mathematics	1009077C - 14/001	K-2 Summer Mathematics Institute	CUMPSTON , LONNIE	1	
						KINNY , ELIZABETH	1	
						OUGH , AMBER	1	
						SHETLER , DENISE	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	BRACKX , LOROL	1	
		MCCLAIN , STEPHANIE	1					
		009 Total						6
		011	Physical Education	2011011C - 13/003	Literacy in Physical Education	GRIMES , ASHLEY	1	
		011 Total						1
		403	Bahavioral Interventions	6403001C - 14/001	BULLYING PREVENTION 12	GUGLIELMO , JILL	1	
						NELLENBACH , RENEE	1	
				6403122C - 13/001	Classroom Management for High Structure Elementary Classrooms	URBANO , ALICIA	1	
		GUGLIELMO , JILL	1					
		403 Total						4
		407	Instructional Media Services	2407010C - 14/001	Driving Students Deep into Text	LUKAT , KAREN	1	
		407 Total						1
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute	LOPEZ , JUSTINE	1	

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
MAXIMO ELEMENTARY	Graded	411 Total						1	
		417	Program Administration, Evaluation, Accountability	4417001C - 14/007	Data Warehouse General Access Training	LATZKE , RANDI		1	
		417 Total						1	
		512	School Improvement	7512068C - 14/001	Differentiated Accountability Regional Summer Academies	LATZKE , RANDI		1	
						SIEVERT , STEPHANIE		1	
		512 Total						2	
		Graded Total						26	
		Not Graded	000	Art	1000049C - 14/001	Digital Arts Lab 24	URBANO , ALICIA		1
			000 Total						1
	008		Language Arts	1008035C - 14/013	Core Connections Literacy Training	CAVAZUTI , ANNE		1	
						GRASHER , ANGELA		1	
						LOPEZ , JUSTINE		1	
						MAAS , JENNIFER		1	
				1008035C - 14/016	Core Connections Literacy Training	KINNY , ELIZABETH		1	
						SIMON , VERONICA		1	
				1008035C - 14/019	Core Connections Literacy Training	ADAMS , MELANIE		1	
						BRACKX , LOROL		1	
						BURKE , JENNIFER		1	
						KOSTER , RYAN		1	
						NIESEN , REBEKAH		1	
						SIEVERT , STEPHANIE		1	
						THORPE , MICHELLE		1	
						TRIPPETT , KELLY		1	
	WARE , ANNE		1						
	WOODY , NICCOLE		1						
	1008035C - 14/021		Core Connections Literacy Training	MORROW , SHARINA		1			
008 Total						17			
009	Mathematics	1009077C - 14/002	K-2 Summer Mathematics Institute	RIANI , BRIANNA		1			
		1009078C - 13/001	3-5 Summer Mathematics Institute	TRIPPETT , KELLY		1			
		1009078C - 14/001	3-5 Summer Mathematics Institute	WARE , ANNE		1			
		1009078C - 14/002	3-5 Summer Mathematics Institute	KELLEY , WILLIE		1			
009 Total						4			

				Summer 2013 Pro Ed Classes				
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MAXIMO ELEMENTARY	Not Graded	015	Science	1015050C - 14/000	STANDARDS BASED SCIENCE 3	KELLEY , WILLIE	1	
		015 Total						1
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	NELLENBACH , RENEE	1	
		016 Total						1
		100	Instructional Strategies	1100042C - 14/001	Frameworks I	WITHERSPOON , IVETHA	1	
				1100043C - 14/001	Frameworks for Gifted II	WITHERSPOON , IVETHA	1	
				1100046C - 14/005	Best Practices in Gifted Education	WITHERSPOON , IVETHA	1	
				1100046C - 14/006	Best Practices in Gifted Education	WITHERSPOON , IVETHA	1	
		100 Total						4
		103	Procedural/Legal Requirements	7103010C - 14/001	Gifted Education Plan	WITHERSPOON , IVETHA	1	
				7103010C - 14/002	Gifted Education Plan	WITHERSPOON , IVETHA	1	
				8103035C - 14/001	Gifted Program Rules	WITHERSPOON , IVETHA	1	
				8103035C - 14/002	Gifted Program Rules	WITHERSPOON , IVETHA	1	
		103 Total						4
		404	Classroom Management & Organization/Learning Environment	2404023C - 13/001	Train the Trainer for New Teacher Institute	GRIMES , ASHLEY	1	
						TRIPPETT , KELLY	1	
				5404071C - 14/001	New Teacher Institute	BUTLER , KIM	1	
						COFFMAN , SHELBY	1	
						CUMPSTON , LONNIE	1	
						KOSTER , RYAN	1	
						MAXON , DENISE	1	
						PUYOT , AIMEE	1	
				8404057C - 14/001	The Highly Engaged Classroom	BUTLER , KIM	1	
						COFFMAN , SHELBY	1	
		CUMPSTON , LONNIE	1					
		KOSTER , RYAN	1					
		404 Total						14
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	BUTLER , KIM	1	
						COFFMAN , SHELBY	1	
						CUMPSTON , LONNIE	1	
KOSTER , RYAN	1							

				Summer 2013 Pro Ed Classes					
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
MAXIMO ELEMENTARY	Not Graded	408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	MAXON , DENISE	1		
						PUYOT , AIMEE	1		
				3408091C - 14/001	SMART BOARD ONLINE 18	BUTLER , KIM	1		
						CALDWELL , MARCIA	1		
						CAVAZUTI , ANNE	1		
						CHARLES , ANITA	1		
						GRASHER , ANGELA	1		
						LOPEZ , JUSTINE	1		
						MAAS , JENNIFER	1		
						MAXON , DENISE	1		
						SHETLER , DENISE	1		
						SINE , CAROLINE	1		
						THORPE , MICHELLE	1		
						URBANO , ALICIA	1		
						WARE , ANNE	1		
				7408011C - 13/001	Action Plans and Strategies to Support Goals	LATZKE , RANDI	1		
						NELLENBACH , RENEE	1		
		408 Total							21
		415	Problem Solving Teams	7415020C - 14/001	Role of School Culture in Collaborative Inquiry (MTSS/Problem Solving)	GUGLIELMO , JILL	1		
		415 Total							1
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	LATZKE , RANDI	1		
						NELLENBACH , RENEE	1		
		417 Total							2
		512	School Improvement	4512016C - 13/001	Goal Setting,	LATZKE , RANDI	1		
						NELLENBACH , RENEE	1		
				4512016C - 14/002	Goal Setting,	PORTER , JACQUELINE	1		
				7512068C - 14/001	Differentiated Accountability Regional Summer Academies	BRACKX , LOROL	1		
						BURNS , JENNIFER	1		
						HOSFORD , MARY	1		
						MARSHALL , CINDI	1		
				MCCLAIN , STEPHANIE	1				
				NELLENBACH , RENEE	1				

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MAXIMO ELEMENTARY	Not Graded	512 Total						9
		700	ESOL - Methods of Teaching	1700005C - 14/001	ESOL METHODS ONLINE	BONFANTI , ELIZABETH	1	
		700 Total						1
		703	ESOL - Curriculum & Materials	1703003C - 14/001	ESOL CURRICULUM ONLINE	CALDWELL , MARCIA	1	
		703 Total						1
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	BONFANTI , ELIZABETH	1	
						CALDWELL , MARCIA	1	
		705 Total						2
	Not Graded Total							83
	MAXIMO ELEMENTARY Total							109

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MELROSE ELEMENTARY	Graded	000	Art	1000032C - 13/004	PHOTOGRAPHING ARTWORK	TAYLOR , LEAH	1	
		000 Total						1
		008	Language Arts	1008035C - 13/003	Core Connections Literacy Training	DAVIS , KALI	1	
				1008035C - 13/008	Core Connections Literacy Training	O'NEILL , COLLEEN	1	
				1008035C - 13/013	Core Connections Literacy Training	DENNISON , KIMBERLY	1	
				1008035C - 14/001	Core Connections Literacy Training	DYER , HYACINTH	1	
		008 Total						4
		009	Mathematics	1009077C - 14/001	K-2 Summer Mathematics Institute	ENDICOTT , STACEY	1	
						LUMB , CHRISTOPHER	1	
		009 Total						2
		403	Bahavioral Interventions	6403122C - 13/001	Classroom Management for High Structure Elementary Classrooms	DENNISON , KIMBERLY	1	
		403 Total						1
		407	Instructional Media Services	3407067C - 14/001	Creating Visual Literacy Projects on the iPad	TRUSLER , PATRICIA	1	
		407 Total						1
		417	Program Administration, Evaluation, Accountability	4417001C - 14/007	Data Warehouse General Access Training	GRASSO , NANETTE	1	
		417 Total						1
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	RIVERA , JODI	1	
				8508042C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 1	RIVERA , JODI	1	
				8508043C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 2	RIVERA , JODI	1	
				8508047C - 14/001	FOCUS/SIS Discipline	ENDICOTT , STACEY	1	
		508 Total						4
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	DAVIS , KALI	1	
						WILLIAMS , BENJAMIN	1	
		512 Total						2
		700	ESOL - Methods of Teaching	1700013C - 13/001	ESOL Essentials	DYER , HYACINTH	1	
						O'NEILL , COLLEEN	1	

				Summer 2013 Pro Ed Classes				
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MELROSE ELEMENTARY	Graded	700 Total						2
		701	ESOL- Testing & Evaluation	1701001C - 13/003	ESOL TESTING 60	JOSEPH , SUZANNE	1	
				1701001C - 13/004	ESOL TESTING 60	GOULD , MARLA	1	
				1701001C - 13/005	ESOL TESTING 60	GERDING , RUTH	1	
						HEVIA , TERRI	1	
						JONES , KATHLEEN	1	
		701 Total						5
		702	ESOL - Applied Linguistics	1702002C - 13/003	ESOL APPLIED LINGUISTICS	MATANLE , GEMA	1	
		702 Total						1
		703	ESOL - Curriculum & Materials	1703001C - 13/004	ESOL CURRICULUM	MATANLE , GEMA	1	
		703 Total						1
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/002	ESOL CROSS CULTURAL COMMUNICATION	MATANLE , GEMA	1	
				1705001C - 13/003	ESOL CROSS CULTURAL COMMUNICATION	JOSEPH , SUZANNE	1	
		705 Total						2
	Graded Total						27	
	Not Graded	000	Art	1000031C - 13/002	MAKING VIDEOS IN ART	TAYLOR , LEAH	1	
		000 Total						1
		003	Computer Scienct/Tech Ed	1003004C - 14/001	Microsoft in the Classroom, Back to School Showcase	STREMLER , SYLVIA	1	
		003 Total						1
		008	Language Arts	1008035C - 13/006	Core Connections Literacy Training	STREMLER , SYLVIA	1	
				1008035C - 14/015	Core Connections Literacy Training	GERDING , RUTH	1	
						HEVIA , TERRI	1	
						JONES , KATHLEEN	1	
				1008035C - 14/017	Core Connections Literacy Training	JOSEPH , SUZANNE	1	
				1008035C - 14/021	Core Connections Literacy Training	LUMB , CHRISTOPHER	1	
				1008035C - 14/022	Core Connections Literacy Training	CAMPBELL , AMANDA	1	
		008 Total						8

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MELROSE ELEMENTARY	Not Graded	009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	STREMLER , SYLVIA	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	MCDONALD , TRACEY	1	
				1009077C - 14/002	K-2 Summer Mathematics Institute	DAVIS , KALI	1	
				1009078C - 14/002	3-5 Summer Mathematics Institute	GERDING , RUTH	1	
		009 Total						4
		103	Procedural/Legal Requirements	7103002C - 14/002	MATRIX OF SERVICES TRAINING	WOODS , CARLOTTA	1	
		103 Total						1
		404	Classroom Management & Organization/Learning Environment	2404023C - 13/001	Train the Trainer for New Teacher Institute	LOPEZ , KIMBERLY	1	
						ER&D MANAGING ANTISOCIAL BEHAVIORS 18		
						MAXWELL , CHERYL	1	
				5404071C - 14/001	New Teacher Institute	BARKER , BRENDA	1	
						DAWSON , DAVONTAE	1	
						RICE , KELLY	1	
						ROBBINS , ROSE	1	
						YOUNG , CYNTHIA	1	
						YOUNG , JACQUELINE	1	
				8404057C - 14/001	The Highly Engaged Classroom	BARKER , BRENDA	1	
		RICE , KELLY	1					
		404 Total						10
		407	Instructional Media Services	3407069C - 14/001	Destiny	TRUSLER , PATRICIA	1	
		407 Total						1
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	BARKER , BRENDA	1	
						KIMMEL , ANDREA	1	
						RICE , KELLY	1	
						ROBBINS , ROSE	1	
						YOUNG , CYNTHIA	1	
						YOUNG , JACQUELINE	1	
				3408091C - 14/001	SMART BOARD ONLINE 18	KIMMEL , ANDREA	1	
						MAKER , CASEY	1	
						ROBBINS , ROSE	1	
				7408011C - 14/002	Action Plans and Strategies to Support Goals	YOUNG , JACQUELINE	1	
ENDICOTT , STACEY	1							

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MELROSE ELEMENTARY	Not Graded	408 Total						11
		415	Problem Solving Teams	7415021C - 14/002	Classroom Management for High-Structure Secondary Classrooms	DAWSON , DAVONTAE	1	
				7415022C - 14/001	MTSS/RtI Data Camp	ENDICOTT , STACEY	1	
		415 Total						2
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	ENDICOTT , STACEY	1	
						GRASSO , NANETTE	1	
						LANE , EDWARD	1	
		417 Total						3
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	MCDONALD , TRACEY	1	
				8508046C - 14/001	Focus/SIS Viewing Teacher Reports & Gradebooks	ENDICOTT , STACEY	1	
		508 Total						2
		512	School Improvement	4512016C - 14/002	Goal Setting,	ENDICOTT , STACEY	1	
				7512065C - 13/001	CCSS Summer Institute	DENNISON , KIMBERLY	1	
		512 Total						2
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	CAMPBELL , AMANDA	1	
	705 Total						1	
Not Graded Total						47		
MELROSE ELEMENTARY Total						74		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MILDRED HELMS ELEMEN	Graded	008	Language Arts	1008035C - 13/001	Core Connections Literacy Training	KAY , BONNIE	1	
				1008035C - 13/003	Core Connections Literacy Training	PALIJA , LINDA	1	
				1008035C - 13/006	Core Connections Literacy Training	EARLE , SHARON	1	
				1008035C - 13/012	Core Connections Literacy Training	CONRAD , LAURA	1	
					EARLE , SHARON	1		
				1008035C - 14/011	Core Connections Literacy Training	BARKLEY , KALIE	1	
		008 Total						6
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	LAW , KAREN	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	CALLAHAN , AMANDA	1	
						KAY , BONNIE	1	
						MARKS , HEATHER	1	
						PALIJA , LINDA	1	
						VANTILBURG , ELIZABETH	1	
				1009078C - 14/001	3-5 Summer Mathematics Institute	BRENNAN , SHANNON	1	
						GLEESON , ERIN	1	
						HICKEY , MICHELLE	1	
						HUBBARD , ALISON	1	
						HUENKE , EMILIE	1	
						JOHNSON , ERICA	1	
		009 Total						12
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	BRENNAN , SHANNON	1	
						COWLEY , SANDRA	1	
						EARLE , SHARON	1	
						NICHOLSON , DORIANNE	1	
						VANTILBURG , ELIZABETH	1	
				1016071C - 13/002	Diversity and Character Institute	VANTILBURG , ELIZABETH	1	
		016 Total						6
		100	Instructional Strategies	1100046C - 14/001	Best Practices in Gifted Education	COX , CONNIE	1	
				1100046C - 14/002	Best Practices in Gifted Education	COX , CONNIE	1	
				1100046C - 14/003	Best Practices in Gifted Education	COX , CONNIE	1	
				1100046C - 14/004	Best Practices in Gifted Education	COX , CONNIE	1	
		100 Total						4
		407	Instructional Media Services	3407066C - 14/001	Engaging Students with Technology	BELLINGER , MELISSA	1	
				3407067C - 14/001	Creating Visual Literacy Projects on the iPad	BELLINGER , MELISSA	1	

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MILDRED HELMS ELEMEN	Graded	407 Total					2	
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute	EARLE , SHARON	1	
		411 Total					1	
		417	Program Administration, Evaluation, Accountability	4417001C - 14/004	Data Warehouse General Access Training	COWLEY , SANDRA	1	
		417 Total					1	
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	BRENNAN , SHANNON	1	
						COWLEY , SANDRA	1	
						GLEESON , ERIN	1	
						MARKS , HEATHER	1	
						RISER , MARY	1	
		512 Total					5	
		700	ESOL - Methods of Teaching	1700013C - 13/001	ESOL Essentials	WATKINS , STEPHANIE	1	
					1700013C - 13/002	ESOL Essentials	KAY , BONNIE	1
							RISER , MARY	1
		700 Total					3	
		701	ESOL- Testing & Evaluation	1701001C - 13/004	ESOL TESTING 60	DILLA , SARABETH	1	
						HICKEY , MICHELLE	1	
		701 Total					2	
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/001	ESOL CROSS CULTURAL COMMUNICATION	RISER , MARY	1	
						ROBIDOUX , BARBARA	1	
				1705001C - 13/002	ESOL CROSS CULTURAL COMMUNICATION	WATKINS , STEPHANIE	1	
		705 Total					3	
		Graded Total						45
		Not Graded	008	Language Arts	1008035C - 14/013	Core Connections Literacy Training	GLEESON , ERIN	1
					1008035C - 14/017	Core Connections Literacy Training	RISER , MARY	1
							TORRES , CATHERINE	1
					1008035C - 14/020	Core Connections Literacy Training	YUNCKER , JERRIE	1
1008035C - 14/021	Core Connections Literacy Training				BUTCHER , SARAH	1		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MILDRED HELMS ELEMEN	Not Graded	008	Language Arts	1008035C - 14/021	Core Connections Literacy Training	HUENKE , EMILIE	1	
		008 Total						6
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	BUTCHER , SARAH	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	MAISONET , JULIE	1	
						OSBORNE , ERICA	1	
						RISER , MARY	1	
						1009077C - 14/002	K-2 Summer Mathematics Institute	CASTLE , SARAH
				1009078C - 13/001	3-5 Summer Mathematics Institute	DOIG , ANGELIKI	1	
						HESSE , KRISTIN	1	
				1009078C - 14/002	3-5 Summer Mathematics Institute	MARICONE , KAREN	1	
						DELONG , ADRIENNE	1	
						DILLA , SARABETH	1	
				WATKINS , STEPHANIE				
		009 Total						11
		015	Science	1015050C - 14/000	STANDARDS BASED SCIENCE 3	DILLA , SARABETH	1	
		015 Total						1
		016	Social Studies	1016037C - 14/003	CIVICS EDUCATION 6	PALIJA , LINDA	1	
				1016037C - 14/004	CIVICS EDUCATION 6	PALIJA , LINDA	1	
				1016071C - 13/001	Diversity and Character Institute	HALL , SHERRY	1	
		MAISONET , JULIE						1
		016 Total						4
		302	Adult English for Speakers of Other Languages (ESOL)	3302002C - 14/001	Use of iPad with ELLs	HARTL , JUDITH	1	
				3302002C - 14/002	Use of iPad with ELLs	TORRES , CATHERINE	1	
		302 Total						2
		402	Attendance	6402001C - 14/001	Child Study Teams	KIRBY , LORRAINE	1	
		402 Total						1
		403	Bahavioral Interventions	6403083C - 14/001	REPORTING CHILD ABUSE	KIRBY , LORRAINE	1	
		403 Total						1
		406	Human Relations/Communications Skills	8406027C - 13/004	Clinical Educator 18	BULLOCK , JESSICA	1	
		406 Total						1

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
MILDRED HELMS ELEMEN	Not Graded	408	Instructional Strategies	7408011C - 13/001	Action Plans and Strategies to Support Goals	BRENNAN , SHANNON	1	
						COWLEY , SANDRA	1	
		408 Total						2
		414	Physical and Mental Health Issues	6414007C - 14/001	SUICIDE PREVENTION	KIRBY , LORRAINE	1	
		414 Total						1
		415	Problem Solving Teams	7415022C - 14/001	MTSS/RtI Data Camp	KIRBY , LORRAINE	1	
				7415023C - 14/001	Data Literacy for Improving Learning for All Students	BRENNAN , SHANNON	1	
		415 Total						2
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	BRENNAN , SHANNON	1	
		417 Total						1
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	GLEESON , ERIN	1	
				8508039C - 14/001	Focus/SIS for ALL Users -- An Overview	KIRBY , LORRAINE	1	
		508 Total						2
		512	School Improvement	4512016C - 13/001	Goal Setting,	BRENNAN , SHANNON	1	
						COWLEY , SANDRA	1	
				7512063C - 13/003	Vision, Mission, Values	BRENNAN , SHANNON	1	
				7512064C - 13/003	Managing the School Improvement Plan	BRENNAN , SHANNON	1	
				7512065C - 13/001	CCSS Summer Institute	HUBBARD , ALISON	1	
						POTTINGER , KATHLEEN	1	
		512 Total						6
		700	ESOL - Methods of Teaching	1700008C - 14/001	ESOL STRATEGIES 6	JARAMILLO , IRIS	1	
		700 Total						1
		704	ESOL - Content area ELL Training (Category II, III, IV)	1704003C - 14/001	ESOL FOR COUNSELORS ONLINE 60	KIRBY , LORRAINE	1	
704 Total						1		

			Summer 2013 Pro Ed Classes				
Count of Student Graded							
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total
MILDRED HELMS ELEMEN	Not Graded	705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	NICHOLSON , DORIANNE	1
		705 Total					1
	Not Graded Total						44
MILDRED HELMS ELEMEN Total							89

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
NEW HEIGHTS ELEMENTA	Graded	007	Integrated Curriculum	2007053C - 13/043	PLC Informed Instruction 20 2012-2013	TRULUCK , MARGARET	1	
		007 Total						1
		008	Language Arts	1008035C - 13/003	Core Connections Literacy Training	COLLETTE , CHERYL	1	
				1008035C - 13/007	Core Connections Literacy Training	GODFREY , WENDY	1	
				1008035C - 13/008	Core Connections Literacy Training	CARROLL , ELIZABETH	1	
						ZENGOTITA , SHELLY	1	
				1008035C - 13/009	Core Connections Literacy Training	COLWELL , DIANA	1	
				1008035C - 13/010	Core Connections Literacy Training	CLIFTON , CATHERINE	1	
						SMITH , ESTHER	1	
				1008035C - 13/011	Core Connections Literacy Training	ZIEHL , EMILY	1	
				1008035C - 13/013	Core Connections Literacy Training	KORB , ASHLEY	1	
		WELLER , KAREN	1					
		1008035C - 14/003	Core Connections Literacy Training	LESTER , CATHERINE	1			
		008 Total						11
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	BENCH , KRISTY	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	CLIFTON , CATHERINE	1	
						LESTER , CATHERINE	1	
		009 Total						3
		010	Music	1010028C - 13/003	MUSICTIP 2B	RICHARDSON , PAMELA	1	
		010 Total						1
		100	Instructional Strategies	1100046C - 14/001	Best Practices in Gifted Education	PEREZ , JENNIFER	1	
				1100046C - 14/002	Best Practices in Gifted Education	PEREZ , JENNIFER	1	
				1100046C - 14/003	Best Practices in Gifted Education	PEREZ , JENNIFER	1	
				1100046C - 14/004	Best Practices in Gifted Education	PEREZ , JENNIFER	1	
		100 Total						4
		400	Academic Interventions	2400015C - 14/001	AVID STRATEGIES EXTERNAL 30	AUSTIN , LISA	1	
						MCGEE , KRIS	1	
						ZENGOTITA , SHELLY	1	
		400 Total						3
		408	Instructional Strategies	3408099C - 13/002	Integrating 21st Century Tool & Teaching Strategies into the Classroom	ENOS , ELYSE	1	

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
NEW HEIGHTS ELEMENTA	Graded	408 Total					1	
		417	Program Administration, Evaluation, Accountability	4417001C - 14/005	Data Warehouse General Access Training	AUSTIN , LISA	1	
		417 Total					1	
		507	Leadership Skills/Communication/Critical Thinking	7507078N - 13/007	COD II TRIO	HAZELLIEF , MICHELLE	1	
		507 Total					1	
		508	Management Information Services	8508044C - 14/001	FOCUS/SIS WALK-IN SCHEDULING	ROBERSON , KHALILAH	1	
		508 Total					1	
		700	ESOL - Methods of Teaching	1700013C - 13/001	ESOL Essentials	SMITH , ESTHER	1	
		700 Total					1	
		701	ESOL- Testing & Evaluation	1701001C - 13/004	ESOL TESTING 60	COLE , SUZANNE	1	
		701 Total					1	
		702	ESOL - Applied Linguistics	1702002C - 13/003	ESOL APPLIED LINGUISTICS	MCHUGH , JOELLA	1	
		702 Total					1	
		703	ESOL - Curriculum & Materials	1703001C - 13/003	ESOL CURRICULUM	MCHUGH , JOELLA	1	
				1703001C - 13/004	ESOL CURRICULUM	HINES , ANDREA	1	
		703 Total					2	
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/001	ESOL CROSS CULTURAL COMMUNICATION	COLE , SUZANNE	1	
						WELLER , KAREN	1	
		705 Total					2	
		Graded Total						34
		Not Graded	003	Computer Scienct/Tech Ed	1003004C - 14/001	Microsoft in the Classroom, Back to School Showcase	PETERSON , JEANNETTE	1
							STEWART , AMY	1
							TRULUCK , MARGARET	1
				003 Total				

				Summer 2013 Pro Ed Classes					
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
NEW HEIGHTS ELEMENTA	Not Graded	008	Language Arts	1008035C - 13/007	Core Connections Literacy Training	BENCH , KRISTY	1		
				1008035C - 14/013	Core Connections Literacy Training	DAVE , FRANCESCA	1		
				1008035C - 14/015	Core Connections Literacy Training	HINES , ANDREA	1		
						MCGEE , KRIS	1		
						WILCOXEN , LORENE	1		
				1008035C - 14/019	Core Connections Literacy Training	BARWICK , DHARVETTE	1		
				1008035C - 14/021	Core Connections Literacy Training	ANDERSON , THEODORE	1		
						BARWICK , DHARVETTE	1		
						LACOMBE , JEANNE	1		
						MILLER , SARAH	1		
						PETERSON , JEANNETTE	1		
		008 Total							11
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	DAVE , FRANCESCA	1		
				1009077C - 14/001	K-2 Summer Mathematics Institute	TRULUCK , MARGARET	1		
				1009077C - 14/002	K-2 Summer Mathematics Institute	DAVE , FRANCESCA	1		
				1009078C - 13/001	3-5 Summer Mathematics Institute	ZIEHL , EMILY	1		
				1009078C - 14/002	3-5 Summer Mathematics Institute	CHANCE , BRITTANY	1		
						MATTHIESSEN , MICHAYLA	1		
						MCGEE , KRIS	1		
						WILCOXEN , LORENE	1		
						ZENGOTITA , SHELLY	1		
		009 Total							9
		010	Music	1010037C - 14/001	PERFORMING ARTS WKSHP 6	RICHARDSON , PAMELA	1		
		010 Total							1
		100	Instructional Strategies	1100014C - 14/001	AUTISM SUMMER INSTITUTE	ROUISSE , LINDA	1		
				1100014C - 14/002	AUTISM SUMMER INSTITUTE	ROUISSE , LINDA	1		
				2100226C - 14/001	A Picture Exchange Communication System	COLLETTE , CHERYL	1		
		100 Total							3
		103	Procedural/Legal Requirements	7103002C - 14/003	MATRIX OF SERVICES TRAINING	HUMESKY , NATALIE	1		
		103 Total							1
		400	Academic Interventions	2400015C - 14/001	AVID STRATEGIES EXTERNAL 30	MATTHIESSEN , MICHAYLA	1		
		400 Total							1
		403	Behavioral Interventions	6403083C - 14/001	REPORTING CHILD ABUSE	KORB , ASHLEY	1		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
NEW HEIGHTS ELEMENTA	Not Graded	403	Bahavioral Interventions	6403122C - 14/001	Classroom Management for High Structure Elementary Classrooms	SATCHFIELD , JULIE	1	
		403 Total						2
		404	Classroom Management & Organization/Learning Environment	2404023C - 13/001	Train the Trainer for New Teacher Institute	ZIEHL , EMILY	1	
				5404071C - 14/001	New Teacher Institute	KAWAJA , AARON	1	
				8404058C - 14/001	New Teacher Institute- 6 hour	KAWAJA , AARON	1	
		404 Total						3
		406	Human Relations/Communications Skills	8406028C - 13/014	Clinical Educator 6 - Refresher	GUYETTE , LISA	1	
		406 Total						1
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	KAWAJA , AARON	1	
				3408073C - 14/001	DIGITAL STORY TELLING	HAZELLIEF , MICHELLE	1	
				7408011C - 13/001	Action Plans and Strategies to Support Goals	GUYETTE , LISA	1	
		408 Total						3
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute	DEEGAN , KAYJEAN	1	
		411 Total						1
		415	Problem Solving Teams	7415022C - 14/001	MTSS/RtI Data Camp	HARVEY , CHRISTINA	1	
		415 Total						1
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	AUSTIN , LISA	1	
						STEWART , AMY	1	
		417 Total						2
		507	Leadership Skills/Communication/Critical Thinking	7507078N - 13/008	COD II TRIO	BORBON-MUNOZ , MARIA	1	
		507 Total						1
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	BENCH , KRISTY		

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
NEW HEIGHTS ELEMENTA	Not Graded	508 Total						1
		512	School Improvement	4512016C - 13/001	Goal Setting,	GUYETTE , LISA	1	
				7512063C - 13/003	Vision, Mission, Values	GUYETTE , LISA	1	
				7512064C - 13/003	Managing the School Improvement Plan	GUYETTE , LISA	1	
		512 Total						3
		703	ESOL - Curriculum & Materials	1703003C - 14/001	ESOL CURRICULUM ONLINE	HAZELLIEF , MICHELLE	1	
						WELLER , KAREN	1	
		703 Total						2
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	HAZELLIEF , MICHELLE	1	
								705 Total
	Not Graded Total						50	
NEW HEIGHTS ELEMENTA Total							84	

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
NORTH SHORE ELEMENTA	Graded	008	Language Arts	1008035C - 13/004	Core Connections Literacy Training	LEONE , ANAYANSI	1	
				1008035C - 13/007	Core Connections Literacy Training	BAGGETT , CINDY	1	
				1008035C - 13/008	Core Connections Literacy Training	BROMMELSICK , MICHELLE	1	
				1008035C - 13/011	Core Connections Literacy Training	ALBURY , GARTH	1	
				1008035C - 14/011	Core Connections Literacy Training	WRIGHT , JANET	1	
		008 Total						5
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	WRIGHT , JANET	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	LEONE , ANAYANSI	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	ALBURY , GARTH	1	
						COCHRAN , SANDRA	1	
						MCLEAN , MARY	1	
				1009078C - 14/001	3-5 Summer Mathematics Institute	BAYNARD , SALLY	1	
		009 Total						7
		013	Reading	1013043C - 13/002	LM-B: Seeing Stars	PENDERGRASS , AMY	1	
				1013044C - 13/002	LM-B: Visualizing and Verbalizing	PENDERGRASS , AMY	1	
				1013047C - 13/001	LM-B:Introduction to School Services	PENDERGRASS , AMY	1	
		013 Total						3
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	POPICK , ARLYNE	1	
				1016071C - 13/002	Diversity and Character Institute	POPICK , ARLYNE	1	
		016 Total						2
		408	Instructional Strategies	3408099C - 13/002	Integrating 21st Century Tool & Teaching Strategies into the Classroom	JEFFERS , JILL	1	
		408 Total						1
		417	Program Administration, Evaluation, Accountability	4417001C - 14/007	Data Warehouse General Access Training	DAWSON , WILHEMINA	1	
		417 Total						1
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	DAWSON , WILHEMINA	1	
		512 Total						1
		701	ESOL- Testing & Evaluation	1701001C - 13/004	ESOL TESTING 60	LEONE , ANAYANSI	1	
		701 Total						1

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
NORTH SHORE ELEMENTA	Graded	705	ESOL - Cross-Cultural Communication & Understanding ERT	1705001C - 13/001	ESOL CROSS CULTURAL COMMUNICATION	MIRITELLO , NANCY	1	
		705 Total						1
		Graded Total						22
	Not Graded	000	Art	1000050C - 14/001	Visual Arts Common Core Literacy 12	SZAKACS , DEENA	1	
		000 Total						1
		008	Language Arts	1008035C - 13/007	Core Connections Literacy Training	DAWSON , WILHEMINA	1	
				1008035C - 13/010	Core Connections Literacy Training	WARNER , ASHLEY	1	
				1008035C - 14/016	Core Connections Literacy Training	POPICK , ARLYNE	1	
				1008035C - 14/018	Core Connections Literacy Training	COOL , CHRISTI	1	
						MCDONALD , STEPHANIE	1	
						MCLEAN , MARY	1	
				1008035C - 14/019	Core Connections Literacy Training	POPICK , ARLYNE	1	
				1008035C - 14/021	Core Connections Literacy Training	PIRONE , KAREN	1	
		008 Total						8
		009	Mathematics	1009078C - 13/001	3-5 Summer Mathematics Institute	MCDONALD , STEPHANIE	1	
		009 Total						1
		015	Science	1015050C - 13/029	STANDARDS BASED SCIENCE 3	HEYNE , PAUL	1	
						MCDONALD , STEPHANIE	1	
				1015050C - 13/030	STANDARDS BASED SCIENCE 3	HEYNE , PAUL	1	
						MCDONALD , STEPHANIE	1	
		015 Total						4
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	DAWSON , WILHEMINA	1	
						SZAKACS , DEENA	1	
				1016071C - 13/002	Diversity and Character Institute	HOUSTON , KERRI	1	
						SZAKACS , DEENA	1	
		016 Total						4
		100	Instructional Strategies	1100014C - 14/001	AUTISM SUMMER INSTITUTE	JEFFERS , JILL	1	
						WARNER , ASHLEY	1	
				2100226C - 14/001	A Picture Exchange Communication System	JEFFERS , JILL	1	
WARNER , ASHLEY	1							

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
NORTH SHORE ELEMENTA	Not Graded	100 Total						4
		408	Instructional Strategies	7408011C - 13/001	Action Plans and Strategies to Support Goals	DAWSON , WILHEMINA	1	
		408 Total						1
		415	Problem Solving Teams	7415022C - 14/001	MTSS/RtI Data Camp	LORAND , MARJORIE	1	
		415 Total						1
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	DAWSON , WILHEMINA	1	
						LORAND , MARJORIE	1	
		417 Total						2
		508	Management Information Services	8508042C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 1	ROBINSON , KATHLEEN	1	
				8508044C - 14/001	FOCUS/SIS WALK-IN SCHEDULING	ROBINSON , KATHLEEN	1	
				8508045C - 14/001	Focus/SIS Administrative Attendance	ROBINSON , KATHLEEN	1	
				8508047C - 14/001	FOCUS/SIS Discipline	ROBINSON , KATHLEEN	1	
		508 Total						4
		512	School Improvement	4512016C - 13/001	Goal Setting,	DAWSON , WILHEMINA	1	
						LORAND , MARJORIE	1	
				7512063C - 13/003	Vision, Mission, Values	HALEY , HARRIET	1	
						LORAND , MARJORIE	1	
						MIRITELLO , NANCY	1	
				7512064C - 13/003	Managing the School Improvement Plan	DAWSON , WILHEMINA	1	
						HALEY , HARRIET	1	
			LORAND , MARJORIE	1				
		512 Total						8
		Not Graded Total						38
		NORTH SHORE ELEMENTA Total						

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
PINELLAS PARK ELEMEN	Graded	008	Language Arts	1008035C - 13/002	Core Connections Literacy Training	MERCHANT , VICKIE	1	
				1008035C - 13/013	Core Connections Literacy Training	DUARTE , ROBERT	1	
						FOWLES , ANNE	1	
				1008035C - 14/007	Core Connections Literacy Training	AMMONS , ANGELA	1	
						DAZZO , ROSA	1	
				1008035C - 14/009	Core Connections Literacy Training	DELANEY , MICHELLE	1	
						GOLBOM , DEBORAH	1	
						HART , BARBARA	1	
						JOHNSON , LAURA	1	
						LEO , MARIEL	1	
						OLDANI , JEANNINE	1	
						ROBINSON , MARY	1	
						ROEMER , FRED	1	
				1008035C - 14/012	Core Connections Literacy Training	SOUTH-TORRES , KIMBERLI	1	
		008 Total						14
		009	Mathematics	1009077C - 14/001	K-2 Summer Mathematics Institute	DUARTE , ROBERT	1	
						HEARN , STEPHEN	1	
						KELLEY , JENNIFER	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	DELANEY , MICHELLE	1	
						LEO , MARIEL	1	
						OSWALD , MAGEN	1	
		009 Total						7
		407	Instructional Media Services	3407069C - 14/001	Destiny	EDWARDS , KATHERINE	1	
		407 Total						1
		417	Program Administration, Evaluation, Accountability	4417001C - 14/001	Data Warehouse General Access Training	FREEMAN , LISA	1	
		417 Total						1
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	TORRES , ROMANA	1	
				8508042C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 1	TORRES , ROMANA	1	
				8508043C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 2	TORRES , ROMANA	1	
		508 Total						3
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	HEUMAN , ANGELA	1	

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
PINELLAS PARK ELEMEN	Graded	512	School Improvement	7512068C - 14/001	Differentiated Accountability Regional Summer Academies	LEO , MARIEL	1		
						MORGAN , DANIEL	1		
						PROCIDA , JOAN	1		
		512 Total						4	
		702	ESOL - Applied Linguistics	1702002C - 13/005	ESOL APPLIED LINGUISTICS	GOLBOM , DEBORAH	1		
		702 Total						1	
		Graded Total						31	
		Not Graded	000	Art	1000049C - 14/001	Digital Arts Lab 24	BEAVERSON , JACLYN	1	
			000 Total						1
			008	Language Arts	1008035C - 14/015	Core Connections Literacy Training	BEAUREGARD , KATHLEEN	1	
	1008035C - 14/016				Core Connections Literacy Training	LUPIANI , PATRICIA	1		
	008 Total						2		
	009		Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	DUARTE , ROBERT	1		
				1009078C - 13/001	3-5 Summer Mathematics Institute	KALLAS , VASILIKI	1		
				1009079C - 14/001	6-8 Summer Mathematics Institute	DELANEY , MICHELLE	1		
	009 Total						3		
	015		Science	1015050C - 13/030	STANDARDS BASED SCIENCE 3	ROBINSON , MARY	1		
		1015050C - 14/000		STANDARDS BASED SCIENCE 3	OLDANI , JEANNINE	1			
	015 Total						2		
403	Behavioral Interventions	6403083C - 14/001	REPORTING CHILD ABUSE	PITMAN , AMBER	1				
403 Total						1			
404	Classroom Management & Organization/Learning Environment	5404071C - 14/001	New Teacher Institute	DUARTE , ROBERT	1				
				GOLBOM , DEBORAH	1				
				OSWALD , MAGEN	1				
		8404057C - 14/001	The Highly Engaged Classroom	OSWALD , MAGEN	1				
404 Total						5			
406	Human Relations/Communications Skills	8406027C - 13/004	Clinical Educator 18	HART , BARBARA	1				

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name		Total	
PINELLAS PARK ELEMEN	Not Graded	406	Human Relations/Communications Skills	8406028C - 13/014	Clinical Educator 6 - Refresher	LEO , MARIEL		1	
		406 Total							2
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	DUARTE , ROBERT		1	
						OSWALD , MAGEN		1	
				3408091C - 14/001	SMART BOARD ONLINE 18	LECKEY , JAMIE		1	
				7408011C - 13/001	Action Plans and Strategies to Support Goals	HEUMAN , ANGELA		1	
						PROCIDA , JOAN		1	
		408 Total							5
		415	Problem Solving Teams	7415022C - 14/001	MTSS/Rtl Data Camp	HUCKNALL , CLARISSA		1	
						PROCIDA , JOAN		1	
						ZULOAGA , MERCEDES		1	
		415 Total							3
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	FREEMAN , LISA		1	
						HEUMAN , ANGELA		1	
		417 Total							2
		508	Management Information Services	8508042C - 14/001	FOCUS/SIS Edit All Profile (DMT) -- Part 1	PROCIDA , JOAN		1	
				8508044C - 14/001	FOCUS/SIS WALK-IN SCHEDULING	TORRES , ROMANA		1	
		508 Total							2
		512	School Improvement	4512016C - 13/001	Goal Setting,	HEUMAN , ANGELA		1	
						PROCIDA , JOAN		1	
				7512063C - 13/003	Vision, Mission, Values	HEUMAN , ANGELA		1	
						PROCIDA , JOAN		1	
				7512064C - 13/003	Managing the School Improvement Plan	HEUMAN , ANGELA		1	
						PROCIDA , JOAN		1	
		512 Total							6
		700	ESOL - Methods of Teaching	1700010C - 14/001	ESOL STRATEGIES Online 18	CALKINS , CRYSTAL		1	
		700 Total							1
		701	ESOL- Testing & Evaluation	1701002C - 14/001	ESOL TESTING ONLINE	CALKINS , CRYSTAL		1	

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
PINELLAS PARK ELEMEN	Not Graded	701 Total						1
		702	ESOL - Applied Linguistics	1702001C - 14/001	ESOL APPLIED LINGUISTICS ONLINE 60	CALKINS , CRYSTAL	1	
		702 Total						1
		703	ESOL - Curriculum & Materials	1703003C - 14/001	ESOL CURRICULUM ONLINE	CALKINS , CRYSTAL	1	
		703 Total						1
		704	ESOL - Content area ELL Training (Category II, III, IV)	1704003C - 14/001	ESOL FOR COUNSELORS ONLINE 60	CALKINS , CRYSTAL	1	
		704 Total						1
		Not Graded Total						39
	PINELLAS PARK ELEMEN Total							70

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
PONCE DE LEON ELEMEN	Graded	000	Art	1000051C - 14/001	Visual Arts Assement of Student Work	BRUCE , WENDY	1	
		000 Total						1
		008	Language Arts	1008035C - 13/003	Core Connections Literacy Training	SPARKMAN , AIMEE	1	
				1008035C - 14/008	Core Connections Literacy Training	HOFFMAN , MARILEE	1	
						RITCHIE , CHERYL	1	
		008 Total						3
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	CURLS , CYNTHIA	1	
						GLASMANN MCCONNEL , ANDREA	1	
						LEWICKE , JESSICA	1	
						SCHMIDT , ELIZABETH	1	
						WOODHAM , TONYA	1	
				1009077C - 14/001	K-2 Summer Mathematics Institute	ANDERSON , ANITA	1	
						ASTON , LINDA	1	
						HACKETT , LYNN	1	
						KAMENSKY , REGINA	1	
						WEINBERG , AMY	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	HAMPSON , SHARON	1	
						MANNINO , JUSTIN	1	
						ROSSI , DONNA	1	
				1009078C - 14/001	3-5 Summer Mathematics Institute	SANTORO , KATHLEEN	1	
						STEAGALL , KARISA	1	
		009 Total						15
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	ASTON , LINDA	1	
						GRAHAM , MARGARET	1	
						HARRIS , MARY	1	
						MCGOWAN , PAULA	1	
						OLIVER , LISA	1	
						WEINBERG , AMY	1	
		016 Total						6
		100	Instructional Strategies	1100046C - 14/001	Best Practices in Gifted Education	PARKER , HEIDI	1	
				1100046C - 14/002	Best Practices in Gifted Education	PARKER , HEIDI	1	
				1100046C - 14/003	Best Practices in Gifted Education	PARKER , HEIDI	1	
				1100046C - 14/004	Best Practices in Gifted Education	PARKER , HEIDI	1	
		100 Total						4

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
PONCE DE LEON ELEMEN	Graded	407	Instructional Media Services	3407067C - 14/001	Creating Visual Literacy Projects on the iPad	COLEMAN , DAWN	1		
		407 Total						1	
		417	Program Administration, Evaluation, Accountability	4417001C - 14/004	Data Warehouse General Access Training	SACCASYN , THEA		1	
		417 Total						1	
		508	Management Information Services	8508038C - 14/001	Focus/SIS Enhancements	STEAGALL , KARISA		1	
				8508039C - 14/001	Focus/SIS for ALL Users -- An Overview	STEAGALL , KARISA		1	
				8508040C - 14/001	Focus/SIS Teacher Part 1	STEAGALL , KARISA		1	
		508 Total						3	
		700	ESOL - Methods of Teaching	1700013C - 13/003	ESOL Essentials	ROSSI , DONNA		1	
		700 Total						1	
		701	ESOL- Testing & Evaluation	1701001C - 13/004	ESOL TESTING 60	STONE , HILLARY		1	
		701 Total						1	
		702	ESOL - Applied Linguistics	1702002C - 13/004	ESOL APPLIED LINGUISTICS	BLASSER , TERI		1	
						GRAHAM , MARGARET		1	
				1702002C - 13/005	ESOL APPLIED LINGUISTICS	STEAGALL , KARISA		1	
		702 Total						3	
		703	ESOL - Curriculum & Materials	1703001C - 13/002	ESOL CURRICULUM	STONE , HILLARY		1	
		703 Total						1	
	Graded Total						40		
	Not Graded	Not Graded	003	Computer Scienct/Tech Ed	1003004C - 14/001	Microsoft in the Classroom, Back to School Showcase	STEAGALL , KARISA	1	
			003 Total						1
			008	Language Arts	1008035C - 14/015	Core Connections Literacy Training	HAMPSON , SHARON		1
							ROSSI , DONNA		1
							SANTORO , KATHLEEN		1
					1008035C - 14/019	Core Connections Literacy Training	STEAGALL , KARISA		1
			1008035C - 14/020	Core Connections Literacy Training	RITCHIE , CHERYL		1		
008 Total						5			

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
PONCE DE LEON ELEMEN	Not Graded	009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	KINZINGER , CYNDA	1	
				1009077C - 14/002	K-2 Summer Mathematics Institute	QUILLEN , AMY	1	
				1009078C - 13/001	3-5 Summer Mathematics Institute	BOSTICK , SADRA	1	
						LONG , WENDY	1	
						STEAGALL , KARISA	1	
		009 Total						5
		010	Music	1010037C - 14/001	PERFORMING ARTS WKSHP 6	LEHMANN , LISA	1	
		010 Total						1
		015	Science	1015050C - 14/000	STANDARDS BASED SCIENCE 3	ROSSI , DONNA	1	
		015 Total						1
		016	Social Studies	1016037C - 13/005	CIVICS EDUCATION 6	STEAGALL , KARISA	1	
				1016037C - 13/006	CIVICS EDUCATION 6	STEAGALL , KARISA	1	
				1016037C - 14/003	CIVICS EDUCATION 6	STEAGALL , KARISA	1	
				1016037C - 14/004	CIVICS EDUCATION 6	STEAGALL , KARISA	1	
				1016071C - 13/001	Diversity and Character Institute	HACKETT , LYNN	1	
						QUILLEN , AMY	1	
						SACCASYN , THEA	1	
						VALLE , HERIBERTO	1	
				1016071C - 13/002	Diversity and Character Institute	DOWDEN , KIM	1	
						SACCASYN , THEA	1	
		VALLE , HERIBERTO	1					
		WEINBERG , AMY	1					
		016 Total						12
		100	Instructional Strategies	1100041C - 13/002	ESY CURRICULUM 6	NABLE , BETH	1	
		100 Total						1
		103	Procedural/Legal Requirements	7103002C - 14/003	MATRIX OF SERVICES TRAINING	SARIC , BOJANA	1	
		103 Total						1
		302	Adult English for Speakers of Other Languages (ESOL)	3302002C - 14/002	Use of iPad with ELLs	RITCHIE , CHERYL	1	
		302 Total						1
		404	Classroom Management & Organization/Learning Environment	2404023C - 13/001	Train the Trainer for New Teacher Institute	BRUCE , WENDY	1	

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
PONCE DE LEON ELEMEN	Not Graded	404	Classroom Management &	2404023C - 13/001	Train the Trainer for New Teacher Institute	HOFFMAN , MARILEE	1		
						LEHMANN , LISA	1		
						ZAJAC , MICHELLE	1		
					5404054C - 14/001	ER&D MANAGING ANTISOCIAL BEHAVIORS 18	DURLING , TERESA	1	
				5404071C - 14/001	New Teacher Institute	MAJORS , ASHLEY	1		
						MICKEL , ASHLEY	1		
						STEAGALL , KARISA	1		
						TOENJES , CONSTANCE	1		
				8404057C - 14/001	The Highly Engaged Classroom	MAJORS , ASHLEY	1		
						MICKEL , ASHLEY	1		
						TOENJES , CONSTANCE	1		
		404 Total							12
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	LEHMANN , LISA	1		
						MAJORS , ASHLEY	1		
						MICKEL , ASHLEY	1		
						STEAGALL , KARISA	1		
						TOENJES , CONSTANCE	1		
				3408081C - 14/001	ELLUMINATE ONLINE	DURLING , TERESA	1		
				3408091C - 14/001	SMART BOARD ONLINE 18	STEAGALL , KARISA	1		
				7408011C - 13/001	Action Plans and Strategies to Support Goals	ASTON , LINDA	1		
						BARNUM , JODY	1		
						KAMENSKY , REGINA	1		
						LEWICKE , JESSICA	1		
						SACCASYN , THEA	1		
						SANTORO , KATHLEEN	1		
						ZAJAC , MICHELLE	1		
		408 Total							14
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	SACCASYN , THEA	1		
		417 Total							1
		508	Management Information Services	8508041C - 14/001	Focus/SIS Teacher Part 2	STEAGALL , KARISA	1		
		508 Total							1
		512	School Improvement	4512016C - 13/001	Goal Setting,	ASTON , LINDA	1		
						COLSON , DEBRA	1		

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
PONCE DE LEON ELEMEN	Not Graded	512	School Improvement	4512016C - 13/001	Goal Setting,	KAMENSKY , REGINA	1		
						LEWICKE , JESSICA	1		
						SACCASYN , THEA	1		
						SANTORO , KATHLEEN	1		
				7512065C - 13/001	CCSS Summer Institute	COLSON , DEBRA	1		
		512 Total						7	
		700	ESOL - Methods of Teaching	1700008C - 14/001	ESOL STRATEGIES 6	ANDERSON , ANITA	1		
						RITCHIE , CHERYL	1		
				1700012C - 14/001	ESOL Essentials ONLINE	JOHNSON , ANQUANITA	1		
		700 Total						3	
		702	ESOL - Applied Linguistics	1702001C - 14/001	ESOL APPLIED LINGUISTICS ONLINE 60	JOHNSON , ANQUANITA	1		
						702 Total			
		703	ESOL - Curriculum & Materials	1703003C - 14/001	ESOL CURRICULUM ONLINE	JOHNSON , ANQUANITA	1		
						NABLE , BETH	1		
		703 Total						2	
		705	ESOL - Cross-Cultural Communication & Understanding ERT	1705002C - 14/001	ESOL CROSS CULTURAL COMMUNICATION ONLINE	JOHNSON , ANQUANITA	1		
						705 Total			
		Not Graded Total						70	
		PONCE DE LEON ELEMEN Total							110

			Summer 2013 Pro Ed Classes						
Count of Student Graded									
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total		
SANDY LANE ELEMENTAR	Graded	008	Language Arts	1008035C - 13/006	Core Connections Literacy Training	HARKINS , ANNE	1		
				1008035C - 13/008	Core Connections Literacy Training	BRINK , SARAH	1		
				1008035C - 13/009	Core Connections Literacy Training	BUBOLO , BARBARA	1		
						DUNCAN-DAY , LYNN	1		
						GUEVARA , MA HELEN	1		
						MAHONEY , MARY	1		
						MULLINS , JENNIFER	1		
						THORINGTON , DEIDRE	1		
				1008035C - 13/012	Core Connections Literacy Training	HARKINS , ANNE	1		
						KARLESKY , SARAH	1		
				1008035C - 13/013	Core Connections Literacy Training	BRINK , SARAH	1		
						GUEVARA , MA HELEN	1		
						MAHONEY , MARY	1		
				1008035C - 14/010	Core Connections Literacy Training	NEWTON , LESLIE	1		
		008 Total							14
		009	Mathematics	1009077C - 13/001	K-2 Summer Mathematics Institute	MAHONEY , MARY	1		
						WARNER , JANINE	1		
				1009077C - 14/001	K-2 Summer Mathematics Institute	CULVERHOUSE , GRANT	1		
				1009078C - 13/001	3-5 Summer Mathematics Institute	KARLESKY , SARAH	1		
						MULLINS , JENNIFER	1		
		009 Total							5
		403	Bahavioral Interventions	6403083C - 14/001	REPORTING CHILD ABUSE	HARKINS , ANNE			1
		403 Total							1
		404	Classroom Management & Organization/Learning Environment	6404041C - 13/003	11 Principles of Character Education strategies	BRAUNSCHEIDEL , REANNA		1	
						BUBOLO , BARBARA		1	
						CLIFTON , NICOLE		1	
						DEDERT , MELANIE		1	
						GUEVARA , MA HELEN		1	
						KINNEY , LISA		1	
						NEWTON , LESLIE		1	
						THORINGTON , DEIDRE		1	
						VELEY , AMANDA		1	
						VELEY , MICHAEL		1	
		404 Total							10

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
SANDY LANE ELEMENTAR	Graded	408	Instructional Strategies	3408099C - 13/002	Integrating 21st Century Tool & Teaching Strategies into the Classroom	HARKINS , ANNE	1	
		408 Total						1
		411	Learning Styles, Student Differences	1411002C - 13/001	USFSP Teacher Leaders Institute	CHANDLER , CHARISSA	1	
		411 Total						1
		417	Program Administration, Evaluation, Accountability	4417001C - 14/007	Data Warehouse General Access Training	DEDERT , MELANIE	1	
		417 Total						1
		512	School Improvement	7512065C - 13/001	CCSS Summer Institute	CHANDLER , CHARISSA	1	
						KARLESKY , SARAH	1	
						LARKIN , KEVIN	1	
		512 Total						3
		Graded Total						36
		Not Graded	008	Language Arts	1008035C - 14/017	Core Connections Literacy Training	REYNOLDS , MARION	1
			008 Total					
	009		Mathematics	1009077C - 14/002	K-2 Summer Mathematics Institute	BAKER , KAREN	1	
						CLARK , TANYA	1	
						HEALY , NICOLE	1	
						NEWTON , LESLIE	1	
						PEARSON , PAMELA	1	
						REYNOLDS , MARION	1	
						WENZEL , BARBARA	1	
				1009078C - 14/001	3-5 Summer Mathematics Institute	CLIFTON , NICOLE	1	
				1009078C - 14/002	3-5 Summer Mathematics Institute	BUBOLO , BARBARA	1	
						HARKINS , ANNE	1	
	MERCADO , JUSTIN		1					
	009 Total						13	
	010	Music	1010028C - 13/004	MUSICTIP 2B	ROBINSON , JANAE	1		
			1010037C - 14/001	PERFORMING ARTS WKSHP 6	ROBINSON , JANAE	1		

			Summer 2013 Pro Ed Classes				
Count of Student Graded							
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total
SANDY LANE ELEMENTAR	Not Graded	010 Total					2
		015	Science	1015050C - 14/000	STANDARDS BASED SCIENCE 3	THORINGTON , DEIDRE	1
		015 Total					1
		016	Social Studies	1016071C - 13/001	Diversity and Character Institute	DYER , TERRI	1
				1016071C - 13/002	Diversity and Character Institute	DYER , TERRI	1
		016 Total					2
		103	Procedural/Legal Requirements	7103013C - 14/002	ESE Policies and Procedures/Handbook Training	NEWTON , LESLIE	1
				7103014C - 14/002	Developing Quality Measurable IEPs	HARKINS , ANNE	1
		103 Total					2
		302	Adult English for Speakers of Other Languages (ESOL)	3302002C - 14/001	Use of iPad with ELLs	GUEVARA , MA HELEN	1
				3302002C - 14/002	Use of iPad with ELLs	GUEVARA , MA HELEN	1
		302 Total					2
		404	Classroom Management & Organization/Learning Environment	2404023C - 13/001	Train the Trainer for New Teacher Institute	KARLESKY , SARAH	1
					6404041C - 13/003	11 Principles of Character Education strategies	BENNETT , MARCIA
				BLACKHAM , SHERRY		1	
				BUEHLER , SANDRA		1	
				ESPOSITO , CARRIE		1	
				HOULLIS , CYNTHIA		1	
				NADIG , MARIE	1		
		404 Total					7
		408	Instructional Strategies	2408113C - 14/001	New Teacher Institute Week 2	LORENZ , CHRISTINE	1
				7408011C - 13/001	Action Plans and Strategies to Support Goals	BENNETT , MARCIA	1
					CLIFTON , NICOLE	1	
					DEDERT , MELANIE	1	
					DYER , TERRI	1	
					KINNEY , LISA	1	
		VELEY , MICHAEL	1				

			Summer 2013 Pro Ed Classes					
Count of Student Graded								
Facility Name	Graded/Not Graded	Focus Area	Focus Area Description	Class ID	Class Name	Student Name	Total	
SANDY LANE ELEMENTAR	Not Graded	408	Instructional Strategies	7408011C - 14/002	Action Plans and Strategies to Support Goals	CHANDLER , CHARISSA	1	
		408 Total						8
		415	Problem Solving Teams	7415022C - 14/001	MTSS/RtI Data Camp	BENNETT , MARCIA		1
		415 Total						1
		417	Program Administration, Evaluation, Accountability	1417002C - 14/001	Back to School Leadership Training	CLIFTON , NICOLE	1	
						DEDERT , MELANIE	1	
				4417001C - 14/007	Data Warehouse General Access Training	CLIFTON , NICOLE	1	
		417 Total						3
		508	Management Information Services	8508039C - 14/001	Focus/SIS for ALL Users -- An Overview	HARKINS , ANNE		1
		508 Total						1
		512	School Improvement	4512016C - 13/001	Goal Setting,	BENNETT , MARCIA	1	
						CLIFTON , NICOLE	1	
						DEDERT , MELANIE	1	
						DYER , TERRI	1	
						VELEY , MICHAEL	1	
				4512016C - 14/002	Goal Setting,	CHANDLER , CHARISSA	1	
				7512065C - 13/001	CCSS Summer Institute	VELEY , MICHAEL	1	
		7512065C - 13/002	CCSS Summer Institute	LARKIN , KEVIN	1			
		512 Total						8
		Not Graded Total						51
		SANDY LANE ELEMENTAR Total						

Professional Development

Systematically support the continual and incremental growth of all PCS staff in order to positively affect student achievement

Explicit Slice PD Teachers per IPDP

Provided by the District Elementary ELA department, teachers may receive additional PD aligned to best practices, differentiation and data analysis.

Literacy Coaches

All literacy coaches across district

Receive targeted, in depth PD from Core Connections to build their capacity to model, collaborate, and embed PD in their daily work with teachers at the classroom, school and district level

LLC

Principal, 4 teachers, coaches

Receive ELA PD from Core Connections from a large perspective with the purpose to examine school need and facilitate CCSS ELA implementation at school level

PLC's

All school Personnel

Collaborate to develop lesson plans, examine student work and engage in inquiry, lesson study and on going PD based upon training from Core Connections in conjunction with student data.

LLT

AP, 6 teachers, one from each grade K-5

Receive ELA PD from Core Connections from the perspective of being literacy leaders in the school. Communicate vertically and horizontally with other schools/grade levels. Create exemplar lessons aligned to PCS modules to build a district bank, and work in tandem with LLC to facilitate CCSS ELA implementation at the school and individual grade levels.

Highest Student Achievement

Elementary ELA Common Core Implementation Professional Learning Plan

Moving from theory to practice...collectively



Florida LIIS Minimum Standards

4.0 Facilitator Profile - Lisa Grant			Updated as of 2/26/12		
The system will include district staff information combined with the ability to create and manage professional development offerings and plans					
Item	Requirement Description	Contact	System Name	2012 District Response	Current Response
4.1 Staff Information					
4.1.1	Ability to store demographic information consistent with state data reporting requirements.	Loretta Miller	TERMS	Standard Met	Standard Met
4.1.2	Ability to store staff information including, but not limited to:				
	a. school assignment	Loretta Miller	TERMS	Standard Met	Standard Met
	b. position type	Loretta Miller	TERMS	Standard Met	Standard Met
	c. job classification	Loretta Miller	TERMS	Standard Met	Standard Met
	d. degrees	Loretta Miller	TERMS	Standard Met	Standard Met
	e. certification, including renewal data	Loretta Miller	TERMS	Standard Met	Standard Met
	f. mentoring program activity	Lisa Grant	TERMS	Implementation in Progress	Standard Met
	g. leadership activities	Lisa Grant	MoodleLMS per NB	No Formal Plan	
	h. performance history	Lisa Grant	MoodleLMS per NB	Formal Plan, No Action Yet	
	i. supervision and evaluation history	Lisa Grant	TERMS	Formal Plan, No Action Yet	Standard Met
	j. compensation structure	Carmen Kizer	TERMS/Performance Matters ADMS	Formal Plan, No Action Yet	Standard Met
4.2 Proficiencies					
4.2.1	Ability to store and link staff proficiencies by:				
	a. school level (i.e. pre-k, elementary, middle, high school)	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	b. individual staff (i.e. instructional, leadership, support)	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	c. job classification	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	d. grade level	Lisa Grant	Performance Matters ADMS	Formal Plan, No Action Yet	Standard Met
	e. subject area	Lisa Grant	Performance Matters ADMS	Formal Plan, No Action Yet	Standard Met
	f. group of staff (i.e. teams, lesson study groups, department)	Lisa Grant	MoodleLMS per NB	Formal Plan, No Action Yet	
	g. certification/licensure	Loretta Miller	TERMS	Formal Plan, No Action Yet	
	h. professional development program	Lisa Grant		Formal Plan, No Action Yet	
	i. course description/course catalog	Lisa Grant	Course Code Directory/ Performance Matters	Standard Met	Standard Met
	j. benchmarks	Lisa Grant	Performance Matters ADMS	Formal Plan, No Action Yet	Standard Met
	k. curriculum	Lisa Grant	Performance Matters ADMS	Formal Plan, No Action Yet	Standard Met
	l. instructional materials and/or resources	Lisa Grant	MoodleLMS per NB	Formal Plan, No Action Yet	
	m. assessment strategies	Lisa Grant		No Formal Plan	
	n. student needs	Lisa Grant	MoodleLMS per NB	Formal Plan, No Action Yet	
4.2.2	Ability to categorize staff proficiencies according to:				
	a. skills	Lisa Grant	MoodleLMS per NB	Implementation in Progress	
	b. knowledge	Lisa Grant	MoodleLMS per NB	Implementation in Progress	
	c. behavioral characteristics (i.e. effective oral and/or written communication, strong interpersonal skills)	Lisa Grant	MoodleLMS per NB	Implementation in Progress	
4.2.3	Ability to edit or create new professional development proficiencies.		MoodleLMS per NB	Formal Plan, No Action Yet	
4.3 Professional Development Plans					
4.3.1	Ability to create and update professional development plans including, but not limited to:				
	a. proficiencies required		MoodleLMS per NB	Standard Met	Standard Met
	b. proficiencies mastered, including acquisition date		MoodleLMS per NB	Standard Met	Standard Met
	c. description of how proficiencies will be obtained		MoodleLMS per NB	Standard Met	Standard Met
4.3.2	Ability to store and view information from professional development offerings taken by a teacher including, but not limited to:				
	a. offering name	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	b. offering dates	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	c. offering description	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	d. professional development provider	Lisa Grant	MoodleLMS	Standard Met	Standard Met

Florida LIIS Minimum Standards

4.0 Facilitator Profile - Lisa Grant			Updated as of 2/26/12		
The system will include district staff information combined with the ability to create and manage professional development offerings and plans					
Item	Requirement Description	Contact	System Name	2012 District Response	Current Response
	e. delivery type	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	f. course proficiencies provided	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	g. course proficiencies obtained	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	h. link to job/regulation certifications	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	i. performance objectives	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	j. flag if professional development offering taken for in-service and/or certificate renewal	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	k. professional development credit earned internal and external to school district	Lisa Grant	MoodleLMS	Standard Met	Standard Met
4.3.3	Ability to track mandatory training components including, but not limited to:				
	a. completion of built-in assessments	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	b. user participation	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	c. successful completion of the training	Lisa Grant	MoodleLMS	Standard Met	Standard Met
4.4 Establishing Professional Development Offerings					
4.4.1	Ability to create and utilize a template for developing a professional development offering including, but not limited to:				
	a. rationale and purpose for the proposed professional development offering	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	b. list of the proficiencies embedded in the proposed professional development offering	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	c. a rubric for assessing mastery of each of the associated proficiencies	Lisa Grant	MoodleLMS	Formal Plan, No Action Yet	
	d. a link to specific curricular activities, assessments, instructional activities, instructional materials and/or resources for each of the associated proficiencies	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	e. brief description of the assessment strategies to be used including, but not limited to:				
	i. project	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	ii. test	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	iii. observation	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	iv. a combination of project, test, and/or observation	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	f. type of instructional delivery method including, but not limited to:				
	i. classroom	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	ii. virtual/distance learning	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	iii. web-based	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	iv. audio conferencing	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	v. independent study kit	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	vi. project-based program	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	vii. coaching models of train the trainer, coach-mentor	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	viii. lesson studies groups, professional learning communities, and collaboration by teachers	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	g. type of physical and/or digital learning environment required	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	h. duration	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	i. related prerequisites and/or learner assumptions	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	j. state standards for professional development	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	k. evaluations	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	l. employee classification	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	m. subject area	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	n. grade level	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	o. student needs	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	p. indicator if training is mandatory	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	q. course listing which includes an overview of the class with objectives	Lisa Grant	MoodleLMS	Standard Met	Standard Met
4.4.2	Ability to create professional development program evaluations including, but not limited to these question types:				
	a. single line of text	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	b. multiple lines of text	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	c. multiple choice by drop down	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	d. rating scale by drop down	Lisa Grant	MoodleLMS	Standard Met	Standard Met

Florida LIIS Minimum Standards

4.0 Facilitator Profile - Lisa Grant			Updated as of 2/26/12		
The system will include district staff information combined with the ability to create and manage professional development offerings and plans					
Item	Requirement Description	Contact	System Name	2012 District Response	Current Response
	e. project rubric	Lisa Grant	MoodleLMS	Standard Met	Standard Met
4.4.3	Ability to create and update preapproved professional development instructors.	Lisa Grant	MoodleLMS	Standard Met	Standard Met
4.4.4	Ability to create and update preapproved professional development locations.	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
4.5 Managing/Scheduling Professional Development Offerings					
4.5.1	Ability to create an electronic catalog of professional development offerings.	Lisa Grant	MoodleLMS	Standard Met	Standard Met
4.5.2	Ability to search and view professional development offerings on a variety of parameters including, but not limited to:				
	a. key words	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	b. timeframe	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	c. proficiencies	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	d. employee classification	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	e. subject area	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	f. grade level	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	g. student needs	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	h. school type	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	i. school level	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	j. AYP status	Lisa Grant	MoodleLMS	Formal Plan, No Action Yet	
	k. school	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	l. credit type	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	m. location	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	n. benchmarks	Lisa Grant	MoodleLMS	Formal Plan, No Action Yet	
	o. certificate categories	Lisa Grant	MoodleLMS	Formal Plan, No Action Yet	
4.5.3	Ability to search and view professional development offerings whether offered by the school district or other organizations.	Lisa Grant	MoodleLMS	Standard Met	Standard Met
4.5.4	Ability to schedule professional development offerings including, but not limited to:				
	a. scheduling of multiple sessions of the same activity	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	b. assignment of preapproved locations	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	c. assignment of preapproved instructors	Lisa Grant	MoodleLMS	Standard Met	Standard Met
	d. setting registration as open enrollment or pre-approval	Lisa Grant	MoodleLMS	Standard Met	Standard Met
4.5.5	Ability to make professional development evaluations anonymous or named.	Lisa Grant	MoodleLMS	No Formal Plan	
4.5.6	Ability for users to register online from any Internet, browser-based device including, but not limited to:				
	a. ability for users to register or seek approval to register for all courses online	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	b. ability for users to unregister from any course for which they have registered	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	c. ability for administrator to register another employee	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	d. ability to notify administrator if user unregisters for a class for which the administrator registered that person	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	e. ability for users to change their password online	Lisa Grant		Standard Met	Standard Met
	f. ability for users to recover their password via email	Lisa Grant		No Formal Plan	
	g. ability to block users from double-booking events	Lisa Grant	MoodleLMS per NB	No Formal Plan	
4.5.7	Ability to manage session attendance and results including, but not limited to the ability to:				
	a. view roster of all registered participants	Lisa Grant	Reporting Services per NB	Standard Met	Standard Met
	b. print preformatted scannable sign-in sheet	Lisa Grant	Reporting Services per NB	Standard Met	
	c. add walk-in attendees	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	d. submit session attendance online	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	e. submit final assessment results	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
	f. assign mastery of proficiency levels	Lisa Grant	MoodleLMS per NB	Formal Plan, No Action Yet	
	g. submit seat time online	Lisa Grant	MoodleLMS per NB	Standard Met	Standard Met
4.5.8	Ability to collect evaluation results from a professional development offering.	Lisa Grant	MoodleLMS	Standard Met	Standard Met

This flow chart explains the instructional coaching cycle for increased student achievement based upon Data, Administrator and Supervisor monitoring when working with an individual teacher.

