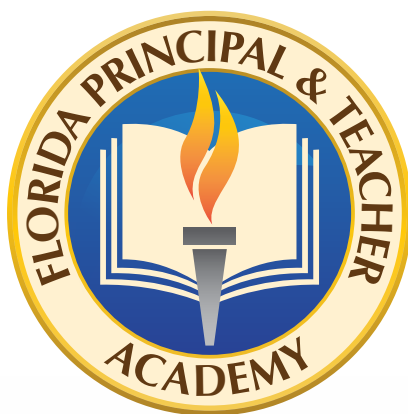


# Florida Consortium of Public Charter Schools Master Inservice Professional Development Plan

## **COURSE CATALOG 2019-2020**

Online Courses and  
Onsite Workshops for  
Instructional Personnel  
and School Leaders



## **Online Courses**

### **Delivered through Educational Impact**

- Classroom Management & Environment
- Compliance Training
- Early Childhood
- K-12 Best Practices
- Literacy
- New Teacher Training & Mentoring
- School Leadership
- School Safety
- Special Needs, Interventions, ESL & Gifted
- Technology in the Classroom

## **Onsite Workshops**

### **Provided by Corwin**

- Leadership Workshops
- Teacher Workshops

# About the Florida Principal & Teacher Academy

**T**he Florida Principal & Teacher Academy offers high quality, self-paced, state-approved online professional development courses by Educational Impact and onsite workshops by Corwin for administrators and instructional staff that align with the Florida Educator Accomplished Practices (FEAPs) and the Florida Principal Leadership Standards (FPLS). For the benefit of schools using the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for Classroom Teachers and the Evaluation System for School-Based Administrators, the courses have also been aligned to these systems.

Participants of the online professional development system can learn at their own pace, from home or school, at any time, and take as many courses as they choose from the available courses. Through completion of online courses and additional required assignments, educators are able to earn inservice points to be used for recertification. Participants must submit evidence of completion of each course, along with completed tasks and forms, to FCPCS in order to receive inservice points.

## How to Register for Online Courses

1. Go to [www.floridaacademy.org](http://www.floridaacademy.org).
2. Scroll to the bottom of the page and pay the fee: \$149 for unlimited access to all courses for one year.
3. You will be emailed a user ID and password, and instructions for completing course requirements and applying for inservice points.

Upon registering for a course through the Florida Principal & Teacher Academy, the participant will receive instructions for completing the course as well as the additional tasks and forms required by FCPCS. The goal is to provide quality professional development for educators while offering them the opportunity to earn inservice points for recertification.

## How to Request Onsite Workshops through Corwin

Live, onsite workshops delivered by Corwin are now part of the FCPCS Master Inservice Professional Development Plan. By participating in these workshops, teachers and administrators at FCPCS member schools can earn inservice points towards recertification.

Descriptions and prices of Corwin's Teacher and Leadership workshops are on pages 35-42 of this catalog. To schedule a workshop, please visit the Florida Principal and Teacher Academy website at [www.floridaacademy.org](http://www.floridaacademy.org) and click on "Schedule an onsite Workshop through Corwin."

***For more information, please contact the Florida Principal & Teacher Academy at [info@floridaacademy.org](mailto:info@floridaacademy.org).***



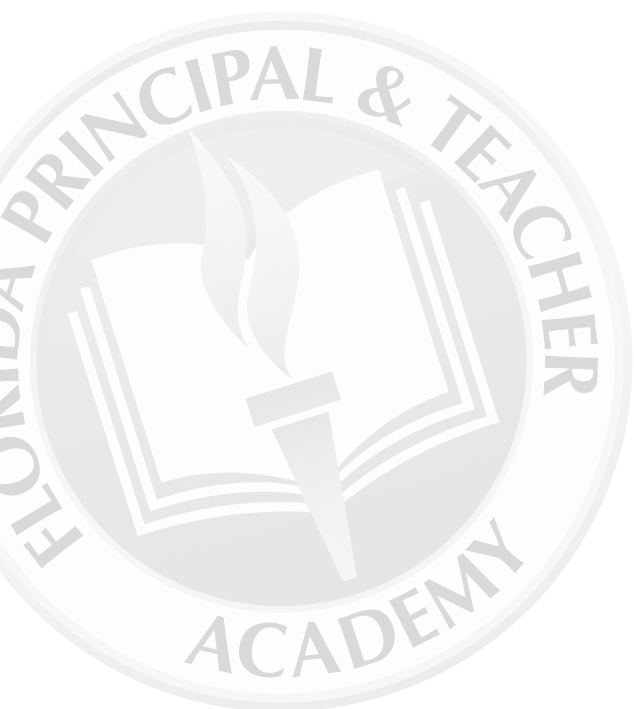
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## Maximizing Instructional Time

### Course Overview:

Have you ever done the math to calculate how many hours in the day your students spend actively engaged in learning? Student achievement is impacted directly by having more hours of good quality teaching. Seems obvious, doesn't it?! In this course, you will consider the importance of streamlining your classroom routines and managing student behavior through practical tips and examples.

**Course Length:**  
5.5 hrs

**Course Code:**  
MGMT14

**Inservice Points Awarded:**  
16

**FEAP:** 2

**FPCPS Evaluation Alignment:** B.1



**Course Length:**  
4.5 hrs

**Course Code:**  
MGMT84

**Inservice Points Awarded:**  
15

**FEAP:** 2

**FPCPS Evaluation Alignment:** B.6

## Improving Classroom Environment

### Course Overview:

Have you created a classroom environment of respect and rapport with clear procedures and smooth transitions? Learning cannot happen in a chaotic classroom! This course provides an overview of classroom management basics while exploring five key components of an effective classroom environment.



## Arranging the Classroom Effectively Series

### Course Overview:

Research on the physical classroom environment has shown that the choices you make regarding arrangement can affect the behavior of both students and teachers and that a well-structured classroom improves student academic and behavioral outcomes. This course will get you thinking about your classroom environment and how you have organized your physical space.

Choose the course for your grade level:

**Elementary**  
Course Length: 4 hrs  
Course Code: MGMT15

**Intermediate**  
Course Length: 4 hrs  
Course Code: MGMT16

**Secondary**  
Course Length: 4 hrs  
Course Code: MGMT17

**FEAP:** 2  
**FPCPS Evaluation Alignment:** B.1



Choose the course for your grade level:

**Elementary**  
Course Length: 4 hrs  
Course Code: MGMT72a

**Intermediate**  
Course Length: 4 hrs  
Course Code: MGMT72b

**Secondary**  
Course Length: 4.5 hrs  
Course Code: MGMT72c  
**FEAP:** 2  
**FPCPS Evaluation Alignment:** B.4, B.6

## Building Positive Relationships and Classroom Culture Series

### Course Overview:

A culture of mutual respect, care and trust between students and teachers goes a long way in building a classroom of engaged students who take pride in their work. In this course, explore the qualities that characterize effective and caring teachers.



## Positive Behavior Supports in Action

### Course Overview:

When students know how to behave in the classroom, not only will they feel safe, but they will be better able to achieve academic success. Throughout this course you will be introduced to the Positive Behavior Support system for managing student behavior in the classroom. You will learn how to create effective rules, and discover how a three-tiered system of support can be effective in creating an atmosphere of positive discipline in your school.

**Course Length:**  
4 hrs

**Course Code:**  
MGMT325

**Inservice Points Awarded:**  
14

**FEAP:** 2

**FPCPS Evaluation Alignment:** B.4, B.6



**Course Length:**  
3.5 hrs

**Course Code:**  
MGMT89

**Inservice Points Awarded:**  
14

**FEAP:** 2

**FPCPS Evaluation Alignment:** B.2

## Setting High Expectations in your Classroom

### Course Overview:

Teachers' expectations affect their moment-to-moment interactions with the children they teach in so many ways. Studies have shown that teachers give the students who are expected to succeed more time to answer questions, more specific feedback and more approval. They consistently touch, nod and smile at those kids more. Are you aware of your own tendencies? This course will challenge you to be aware of your differential expectations and prepare you to establish a culture for learning that creates success for all.



## Bullying Prevention

### Course Overview:

Bullying is a serious problem affecting youth in communities all across America, and all adults have a role in helping to stop it. The information in this course will ensure each participant has a better understanding of bullying and is equipped with the tools and resources to take action.

**Course Length:**  
3 hrs

**Course Code:**  
MGMT76

**Inservice Points Awarded:**  
13

**FEAP:** 2, 6

**FCPCS Evaluation  
Alignment:** B.4, F.1



**Course Length:**  
6 hrs

**Course Code:**  
MGMT324

**Inservice Points  
Awarded:**  
16

**FEAP:** 2

**FCPCS Evaluation  
Alignment:** B.6

## Managing the Defiant Child

### Course Overview:

Teachers who cannot manage student behavior in their classroom are limited in their overall effectiveness in almost every other area of teaching. In this course, you will learn from Dr. Anthony Scannella, a straight talking educator and psychotherapist. What strategies work well with students who are defiant? Add some new communication strategies to your repertoire and find out if your own personality style clashes with the challenging students in your classroom.



## Child Abuse: Recognition & Reporting

**Course Length:**  
3 hrs

**Course Code:**  
COMP75

**Inservice Points Awarded:**  
13

**FEAP:** 6

**FPLS:** 10

**FCPCS Evaluation Alignment:** F.1, F.2  
Admin-10.1, 10.3

### Course Overview:

Child abuse and neglect are serious topics for educators. This course is designed to help teacher address the problem of child maltreatment by learning how to recognize possible abuse/neglect, report it to the appropriate agency and provide support to children who may have been victimized. Learn about the types of child abuse, how to respond to a child's disclosure, how to report abuse and some do's and don'ts when talking to children and parents.



**Course Length:**  
4 hrs

**Course Code:**  
COMP61

**Inservice Points Awarded:**  
14

**FEAP:** NA

**FCPCS Evaluation Alignment:** NA

## Blood Borne Pathogens for School Employees

### Course Overview:

As you know, children end up with cuts, scraped knees, and bruises. Students of all ages hurt themselves in the classroom, on the playground, and on the playing field. As a professional in the educational system, it is vitally important that you become aware of the potential danger of blood-borne pathogens. It is important that all school personnel be trained on what to do if anyone is exposed to blood and potentially infectious bodily fluid.



## Sexual Harassment in Schools

### Course Overview:

Sexual harassment happens to almost 80% of students in some form or another. It can also happen in the school environment to teachers and other employees. This course will provide you with an overview of the definition and laws surrounding the subject of sexual harassment and give you information about responding to harassment and reporting protocols.

**Course Length:**  
2 hrs

**Course Code:**  
COMP96

**Inservice Points Awarded:**  
12

**FEAP:** 6

**FCPCS Evaluation Alignment:** F.1





## Play, Move and Feel – ECE Developmental Milestones

### Course Overview:

As an Early Childhood Educator, you are shaping the foundation of your students' development every day. Wow- what a responsibility! In this course, you will explore the physical and emotional milestones and consider how they impact a child's ability to learn and form successful connections throughout their lives.

**Course Length:**  
2 hrs

**Course Code:**  
ECE102

**Inservice Points Awarded:**  
12

**FEAP:** 1

**FCPCS Evaluation  
Alignment:** A.6



## Instructional Strategies for Early Childhood Educators

### Course Overview:

Teaching and learning in an early childhood classroom can look more like fun and play than instruction...and that is exactly how it should be! Always keeping things fresh and fun can be a challenge at times. In this course, you will learn strategies for effectively teaching a young child language and literacy, math, science and social studies in age-appropriate ways. These strategies will assist you in the important job of preparing your students for kindergarten.

**Course Length:**  
2.5 hours

**Course Code:**  
ECE103

**Inservice Points Awarded:**  
13

**FEAP:** 3

**FCPCS Evaluation  
Alignment:** C.1





## Creating a Student-Centered Learning Environment

### Course Overview:

In this course, you will learn what it means to have a student centered learning environment. Key elements are establishing a culture for learning, getting to know your students, providing choices, creating active learning activities and structuring student-centered projects.

**Course Length:**  
6 hrs

**Course Code:**  
K12-1

**Inservice Points Awarded:**  
16

**FEAP:** 1, 2, 3

**FCPCS Evaluation Alignment:** A.3, A.6, B.1, B.2, B.3, C.1, C.2, C.3, C.4 Admin - 2.2



## Strategies for Differentiated Instruction

### Course Overview:

A master teacher demonstrates flexibility in her instruction, can make changes on the fly and is responsive to the diverse needs of learners. In this course, you will examine learning styles and focus on specific strategies for differentiating instruction in your classroom. Learn from top educational experts like Dr. Carol Tomlinson, watch a PD workshop delivered by lead teachers and view classroom examples.

**Course Length:**  
7.5 hrs

**Course Code:**  
K12-6

**Inservice Points Awarded:**  
18

**FEAP:** 1,2,3

**FCPCS Evaluation Alignment:** A.5, B.3, C.3, C.4



## Connecting Lessons to Big Ideas and Background Knowledge

### Course Overview:

Research has shown that prior knowledge is one of the most important factors in determining comprehension. Prior knowledge is critical for interpreting text. As a result, teachers must make connections to students' background knowledge when introducing new concepts. This course will help you activate prior knowledge by designing lessons around big ideas, using graphic organizers, making cross curricular connections and incorporating hooks and bridges.

**Course Length:**  
5.5 hrs

**Course Code:**  
K12-3

**Inservice Points Awarded:**  
16

**FEAP:** 1, 3

**FCPCS Evaluation Alignment:** A.1, A.2, C.5



## Raise the Rigor with Higher Level Thinking Skills

### Course Overview:

Learning theories remind us that the person who is doing the thinking is the person doing the learning. Are your students truly engaged in challenging activities that require them to think, evaluate, justify and synthesize? This course includes classroom examples, ideas for questioning, a review of Bloom's Taxonomy and a compare/contrast strategy that can be adapted for every grade level.

**Course Length:**  
5.5 hrs

**Course Code:**  
K-122

**Inservice Points Awarded:**  
16

**FEAP:** 1,2,3

**FCPCS Evaluation Alignment:** A.1, B.2, C.1, C.6



## An Introduction to Differentiated Instruction

### Course Overview:

Differentiation is the key to meeting the varying needs of the students in your classroom. In this course, you will watch several videos from differentiated instruction workshops around the country. Your facilitators will take you through the basics of DI including myths, definitions, pre-assessments, grouping strategies and tiered activities.

**Course Length:**  
7 hrs

**Course Code:**  
K12-5

**Inservice Points Awarded:**  
17

**FEAP:** 1,3,4,5

**FCPCS Evaluation Alignment:** A.5, C.3, D.1, E.3



## Connecting to Students' Learning Styles

### Course Overview:

In order to differentiate instruction and truly create a student-centered learning environment, it is imperative that teachers really know their students. In this course, you will explore learning styles and multiple intelligences. Most importantly, you will be challenged to think about the big picture and how to teach your students self awareness.

**Course Length:**  
5.5 hrs

**Course Code:**  
K12-4

**Inservice Points Awarded:**  
16

**FEAP:** 3,4

**FCPCS Evaluation Alignment:** C.3, D.4



## Backwards Teaching: Using 3 Part Lessons in Math

### Course Overview:

Are you looking for a new way to engage your students in Math instruction? In this practical course, learn how to incorporate Activation, Problem-Solving and Consolidation. Teachers act as facilitators by allowing students to share solutions to make connections between their own ideas and the ideas of others. This course explains each phase and provides examples, strategies and tips for implementing these lessons into K-12 math classrooms.

**Course Length:**  
3.5 hrs

**Course Code:**  
K12-67

**Inservice Points Awarded:**  
14

**FEAP:** 1, 3

**FCPCS Evaluation  
Alignment:** A.6, C.1



**Choose the course for your grade level:**

**Elementary**  
Course Length: 5 hrs  
Course Code: K12-8

**Intermediate**  
Course Length: 5.5 hrs  
Course Code: K12-9

**Secondary**  
Course Length: 5 hrs  
Course Code: K12-10

**FEAP:** 3

**FCPCS Evaluation  
Alignment:** C.1

## Student Engagement Series

### Course Overview:

Student engagement is not the same as student participation! Busy students are not necessarily engaged cognitively. This course is designed to provide you with an overview of research-based instructional practices like critical thinking activities and high level questioning strategies. This practical course is filled with real classroom examples specific to your grade level.



## Instructional Planning in Real Classrooms

### Course Overview:

There's no better way to learn instructional planning strategies than by watching other teachers in action. This course will provide learners with instructional planning techniques based on the findings of leading researchers like Charlotte Danielson, Robert Marzano and Jay McTighe. The results of instructional planning will be seen in real classrooms.

**Course Length:**  
6.5 hrs

**Course Code:**  
K12-7

**Inservice Points Awarded:**  
17

**FEAP:** 1

**FCPCS Evaluation  
Alignment:** A.1-A.6



**Choose the course for your grade level**

**Elementary**  
Course Length: 6.5 hrs  
Course Code: K12-11

**Intermediate**  
Course Length: 6 hrs  
Course Code: K12-12

**Secondary**  
Course Length: 6 hrs  
Course Code: K12-13

**FEAP:** 3

**FCPCS Evaluation  
Alignment:** C.1

## Active Learning Series

### Course Overview:

We know that students retain about 10% of what they read, 20% of what they hear and 90% of what they do. Research shows that students learn more when they are engaged in active learning. In this course, you will learn some quick strategies for increasing the level of activity in your lessons and gain insight into the important elements of an active learning classroom.



## Assessment for Learning

### Course Overview:

There's so much more to assessment than paper and pencil tests. This course will deepen your understanding of formative assessments and provide ideas for demonstrate quickly checking for comprehension and involving students in self-assessing. You will be empowered to take corrective steps in the learning process by using assessments for learning. You will also be guided through the process of selecting the right assessment for each situation.

**Course Length:**  
5.5 hrs

**Course Code:**  
K12-314

**Inservice Points Awarded:**  
16

**FEAP:** 4

**FCPCS Evaluation  
Alignment:** D.1-D.6

“Explore new critical thinking activities and high level questioning strategies through practical courses filled with real classroom examples specific to your grade level.”



## Learning Goals and Success Criteria

### Course Overview:

In this course, you will learn about the key elements of instructional outcomes and how to organize lessons and units around big ideas and essential understandings. You will also investigate how to involve students in the process so they know what successful learning looks like. By co-constructing success criteria with students, teachers can incorporate “assessment as learning” activities.

**Course Length:**  
6 hrs

**Course Code:**  
K12-65

**Inservice Points Awarded:**  
16

**FEAP:** 1, 4

**FCPCS Evaluation Alignment:** A.3, A.4, D.2, D.3



## Marzano, Silver and Strong: 5 Practices of Highly Effective Classrooms

### Course Overview:

What are the characteristics of highly effective schools and classrooms? In this practical course, you will learn five important practices that make a huge impact on student achievement. This research-based program was designed by top educational experts, Robert Marzano, Richard Strong and Harvey Silver, and includes excerpts from their live workshop called “The Thoughtful Classroom.”

**Course Length:**  
7 hrs

**Course Code:**  
K12-318

**Inservice Points Awarded:**  
17

**FEAP:** 2,3,4

**FCPCS Evaluation Alignment:** B.1-B.6 C.1-C.6, D.1, D.3



## Exceptional Teaching in Action Series

### Course Overview:

What makes a teacher truly exceptional? Why do students move on with their lives but remember and talk about certain teachers for the rest of their lives? This course will focus on best practices of exceptional teachers. You will have the unique opportunity to watch them in action and hear play-by-play commentary from experts as they point out exactly what each teacher is doing right. Expert commentary is based on three popular teacher evaluation rubrics; Danielson, Marzano and Stronge.

**Choose the course for your grade level:**

**Elementary**  
Course Length: 4 hrs  
Course Code: K12-88a

**Intermediate**  
Course Length: 4 hrs  
Course Code: K12-88b

**Secondary**  
Course Length: 4 hrs  
Course Code: K12-88c

**FEAP:** 3

**FCPCS Evaluation Alignment:** C.1-C.6



## Project Based Learning

### Course Overview:

Project based learning allows students to take charge of their learning and discover the answers to essential questions. This course will show you the step-by-step process for implementing PBL in your classroom. You will learn how to promote student engagement, avoid chaos and see real teachers in action.

**Course Length:**  
6 hrs

**Course Code:**  
K12-316

**Inservice Points Awarded:**  
16

**FEAP:** 3

**FCPCS Evaluation Alignment:** C.5, C.6



## K-12: The Four C's of 21st Century Classrooms



### Course Overview:

Fifty years ago, it was enough to master the "Three Rs" (reading, writing and arithmetic). But if today's students want to compete in this global society, they must also be proficient communicators, creators, critical thinkers, and collaborators. In this course, you will observe classroom teachers in action, gain insight from experts and acquire practical strategies for building skills in “The Four Cs”: critical thinking, communication, collaboration and creativity.

**Course Length:**  
2 hrs

**Course Code:**  
K12-138

**Inservice Points Awarded:**  
12

**FEAP:** 1,2,3,4

**FCPCS Evaluation Alignment:** A.6, B.2, C.1, C.2, C.6, D.2



## Differentiation by Process, Product and Content



### Course Overview:

Differentiation does not mean that all children are doing different things! In this brief course, you will gain insight into differentiation methods and observe a classroom lesson that differentiates by process, product and content.

**Course Length:**  
2 hrs

**Course Code:**  
K12-121.1

**Inservice Points Awarded:**  
12

**FEAP:** 1,2,3,4

**FCPCS Evaluation Alignment:** A.2, A.3, A.6, B.2, B.3, B.4, C.3, D.1, E.3



## Enhancing Learning with Family Involvement

### Course Overview:

Effective parent-teacher communication builds working relationships that can support strong home-school collaboration and improved educational outcomes. Recent changes in school policies and practices like the accountability movement, inclusion and RTI necessitate that all teachers build strong communication practices to keep families in the loop while meeting the needs of a diverse population.

**Course Length:**  
4.5 hrs

**Course Code:**  
K12-20

**Inservice Points Awarded:**  
15

**FEAP:** 5

**FCPCS Evaluation Alignment:** E.4



## Why Boys? Closing the Literacy Gender Gap

### Course Overview:

Providing equitable opportunities for girls is a familiar topic but providing them for boys is a relatively recent issue. Did you know that boys typically score lower than girls on standardized tests in language arts? Plus, dropout rates are higher for boys than for girls. This popular course will explore the issue and provide 7 strategies for engaging boys and increasing reading and writing skills.

**Course Length:**  
5.5 hrs

**Course Code:**  
K12-64

**Inservice Points Awarded:**  
16

**FEAP:** 3

**FCPCS Evaluation Alignment:** C.3



## Make Learning Relevant with Real World Connections

### Course Overview:

Students are different today. We no longer need to prepare them for a job in industrial times. Today, we need to equip students with 21st Century skills so they can be successful in a rapidly changing world. This course will help you gain insight into the paradigm shift that is happening today and the need to make learning relevant. Real world connections will help your students apply what they are learning and make learning more meaningful.

**Course Length:**  
5.5 hrs

**Course Code:**  
K12-18

**Inservice Points Awarded:**  
16

**FEAP:** 3

**FCPCS Evaluation Alignment:** C.5



## Challenges and Rewards of Team Teaching

### Course Overview:

Also known as *co-teaching* or *collaborative teaching*, team teaching is a strategy used at many grade levels in many schools. But how teams are structured and how well teaming actually works varies widely. Effective teams work collaboratively to plan thematic units and lessons in order to provide a more supportive environment for students. In this course, learn what makes a strong partnership and gain new insights so you can make it work in your setting.

**Course Length:**  
3.5 hrs

**Course Code:**  
K12-111

**Inservice Points Awarded:**  
14

**FEAP:** 3, 5

**FCPCS Evaluation Alignment:** E.4



## Understanding by Design

### Course Overview:

Jay McTighe, author, keynote speaker and educational expert, discusses why it is critical to organize lessons into big ideas and essential understandings. Learn how "big ideas" help students make connections. Participants will examine essential questions and the three stages of backwards design.

**Course Length:**  
2.5 hrs

**Course Code:**  
K12-108

**Inservice Points Awarded:**  
13

**FEAP:** 3

**FCPCS Evaluation Alignment:** C.1



## Professional Responsibilities of Distinguished Teachers

### Course Overview:

Every teacher evaluation system includes at least one component about professionalism. Students, parents and administrators maintain very high expectations of their staff. This course will provide teachers with insight into their professional responsibilities. Distinguished teachers are reflective practitioners, effective communicators and active in their professional community. This course provides opportunities for reflection and self assessment.

**Course Length:**  
5 hrs

**Course Code:**  
K12-19

**Inservice Points Awarded:**  
15

**FEAP:** 6

**FCPCS Evaluation Alignment:** F.1, F.2





## Becoming a Reflective Practitioner

### Course Overview:

Teachers face a myriad of daily choices and decisions that need to be made in the midst of a lesson, student discussion or intervention. Taking time to reflect on these decisions is key to becoming a reflective practitioner. In this course, examine thought-provoking, self-reflection questions and principal conferences that will ensure you play an active role in your own professional growth. Commentary by Charlotte Danielson is provided throughout.

**Course Length:**  
3 hrs

**Course Code:**  
K12-74

**Inservice Points Awarded:**  
13

**FEAP:** 5

**FCPCS Evaluation Alignment:** E.1, E.2



## Teaching Character and Values

### Course Overview:

Why do values matter? What importance do they have in our schools? This course will help you to learn how to infuse values into your classroom, how to incorporate student service projects into your curriculum and how to successfully run student forums to advance character education. You will also learn about teaching abstinence and the importance of parent/community partnerships.

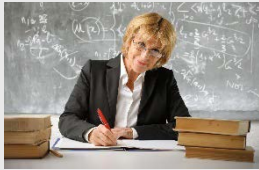
**Course Length:**  
8.5 hrs

**Course Code:**  
K12-332

**Inservice Points Awarded:**  
19

**FEAP:** 2

**FCPCS Evaluation Alignment:** B.4



## Teacher Knowledge of Content and Pedagogy

### Course Overview:

Many teacher evaluation frameworks assess it, but what does "knowledge of content and pedagogy" really mean? Successful teachers have knowledge of their subject matter and an understanding of how best to teach it. Today, pedagogy is undergoing a significant shift as we look for more effective ways to teach 21st century learners. Throughout this course, you will examine your own knowledge of content and pedagogy and be challenged to think differently about the art and science of teaching.

**Course Length:**  
3 hrs

**Course Code:**  
K12-21

**Inservice Points Awarded:**  
13

**FEAP:** 5

**FCPCS Evaluation Alignment:** E.5



## Brain Based Instruction

### Course Overview:

What can we learn from brain research that will help our students to think, learn and communicate effectively? In this course, Dr. Marcus Conyers explores metacognition, input, processing and output in a way that makes sense for educators. Practical strategies are provided to help teachers create and implement brain based lesson plans.

**Course Length:**  
3.5 hrs

**Course Code:**  
K12-331

**Inservice Points Awarded:**  
14

**FEAP:** 3

**FCPCS Evaluation Alignment:** 3.6



## Cultural Awareness in the Classroom

### Course Overview:

As good teachers, we all invest the time and effort to get to know our students. Relationships are the bedrock of good teaching in any classroom. This becomes even more important when teaching in a culturally diverse school. In this introductory course, you will explore several strategies for building trusting relationships with diverse students and creating a community of learners who are respectful, tolerant and culturally aware. Learn how to make any lesson culturally responsive and explore multicultural awareness activities that go beyond the surface.

**Course Length:**  
2 hrs

**Course Code:**  
K12-119

**Inservice Points Awarded:**  
12

**FEAP:** 2

**FCPCS Evaluation Alignment:** B.4



## Deepening Student Learning with Longer Classes

### Course Overview:

Among all the resources teachers wish they had more of, time is always on top of the list. Block scheduling is meant to address those lost teachable moments when students are shuffled to 6-8 classes per day. By dividing the schedule into 4 longer classes per day instead, teachers have more time to delve deeply into content and can plan for hands-on learning and collaborative activities. In this practical course, you will explore how to make the most of a longer instructional block with a 3 part lesson plan.

**Course Length:**  
4 hrs

**Course Code:**  
K12-112

**Inservice Points Awarded:**  
14

**FEAP:** 2

**FCPCS Evaluation Alignment:** B.1



## Adolescent Literacy

### Course Overview:

Struggling readers in middle and high schools face many challenges as the focus changes from “learning to read” to “reading to learn.” Students need to be able to handle academic content and all teachers play an integral part in literacy development. In this course, you will learn strategies for teaching reading in different content areas. Watch numerous classroom examples and observe a guided reading workshop designed for adolescent students.

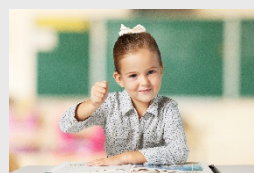
**Course Length:**  
7 hrs

**Course Code:**  
LIT320

**Inservice Points Awarded:**  
17

**FEAP:** 3

**FCPCS Evaluation Alignment:** C.1, C.2, C.5



## Creating an Effective Balanced Literacy Program

### Course Overview:

Research tells us that increasing writing instruction will have a significant impact on student achievement. Do you need some ideas for combining all the elements of guided, independent and shared reading and writing to create a literacy program that works for your students? This course will provide powerful real classroom examples of teachers in action. You will also be introduced to the “craft of writing” through a workshop by literacy expert, Marcia Freeman.

**Course Length:**  
7.5 hrs

**Course Code:**  
LIT319

**Inservice Points Awarded:**  
18

**FEAP:** 1

**FCPCS Evaluation Alignment:** A.1 – A.6



## Understanding Literacy Stages and Assessment

### Course Overview:

As students pass through the stages of literacy, the elements in a literacy program should adapt and change to complement student growth. In this course, you will learn the basics of literacy development and the balanced literacy diet. Explore assessment and progress monitoring with an emphasis on oral reading fluency.

**Course Length:**  
3.5 hrs

**Course Code:**  
LIT51

**Inservice Points Awarded:**  
14

**FEAP:** 1, 2, 3, 4

**FCPCS Evaluation Alignment:** A.5, B.3, C.4, D.2



## Designing Lessons to Inspire Thinking and Learning

### Course Overview:

The behind-the-scenes work of planning and preparation is key to a teacher’s success. Lessons must be designed to engage all learners. This course starts with an introduction to lesson planning. You will also explore the basic elements of every lesson and the need for differentiation and active learning strategies.

**Course Length:**  
5 hrs

**Course Code:**  
LIT321

**Inservice Points Awarded:**  
15

**FEAP:** 1

**FCPCS Evaluation Alignment:** A.3, A.6



## The Big 5 – Essential Components of Reading Instruction

### Course Overview:

Take a moment to think about your literacy block and the time you devote to teaching or doing activities that support each of the five components of reading: phonemic awareness, phonics, fluency, vocabulary and reading comprehension. In this course, you will be challenged to think about each component and what you’re doing to build skills in each area. Gain new strategies you can use tomorrow.

**Course Length:**  
6 hrs

**Course Code:**  
LIT95

**Inservice Points Awarded:**  
16

**FEAP:** 1, 3

**FCPCS Evaluation Alignment:** A.1, A.2, C.1



## Oral Language: The Key to a Strong Literacy

### Course Overview:

Separating oral language, reading and writing is almost impossible because they work together and in part, develop together. An increased focus on oral language skills will benefit both ELL students and native English speakers. This course will highlight the importance of oral language for literacy, academic vocabulary development and practical language strategies. Let’s get students talking!

**Course Length:**  
3.5 hrs

**Course Code:**  
LIT63

**Inservice Points Awarded:**  
14

**FEAP:** 1, 2, 3

**FCPCS Evaluation Alignment:** A.2, A.6, B.5, C.5



## The Daily Five

### Course Overview:

In classrooms that implement the Daily 5, students select from five authentic reading and writing choices and work independently while the teacher facilitates whole-group, small-group or one-on-one lessons. Explore each choice and examine the benefits to implementing The Daily 5:

- 1) Read to Self
- 2) Work on Writing
- 3) Read to Someone
- 4) Listen to Reading
- 5) Word Work

**Course Length:**  
2 hrs

**Course Code:**  
LIT109

**Inservice Points Awarded:**  
12

**FEAP:** 3

**FCPCS Evaluation**  
**Alignment:** C.1 – C.5



## Questioning Strategies for Guided Reading

### Course Overview:

As an elementary teacher, do you sometimes feel like you're in literacy limbo, sandwiched between lower elementary students who are *learning to read*, and the upper elementary students who are *reading to learn*? Do you feel like you're juggling guided reading and skill groups constantly as you strive to meet the needs of all learners, from fluent to proficient? In this course, you will gain new strategies and practical resources for creating prompts and targeted questions to bolster comprehension.

**Course Length:**  
2 hrs

**Course Code:**  
LIT110

**Inservice Points Awarded:**  
12

**FEAP:** 3

**FCPCS Evaluation**  
**Alignment:** C.6



## Every Child a Writer: How to Use Writers' Workshops Effectively

### Course Overview:

If we know from experience that a workshop approach to the teaching of writing works well for aspiring professional writers, why shouldn't we use this approach in our classrooms? In this course, you will learn how to launch a writer's workshop and maintain momentum throughout the school year. Become a writing coach who guides your student authors as they explore their craft instead of spending the majority of class time on spelling tests, grammar worksheets, handwriting practice, and other isolated subskills of writing.

**Choose the course appropriate for your grade level**

**Elementary**  
Course Length: 3 hrs  
Course Code: LIT105  
Inservice Points: 13  
**FEAP:** 3  
**FCPCS Evaluation:** C.1

**Intermediate**  
Course Length: 3.5 hrs  
Course Code: LIT106  
Inservice Points: 13  
**FEAP:** 3  
**FCPCS Evaluation:** C.1

“Gain new strategies and practical resources for creating prompts and targeted questions to bolster comprehension”





## How to Create an Effective Mentoring Program for New Teachers

### Course Overview:

Throughout this course, you will explore videos of first year teachers working closely with a mentor. Learn key characteristics of effective mentors, the importance of getting to know your mentee by building a professional relationship and how to overcome common challenges. Observe how to chunk your mentoring program so it's more manageable for new teachers. Phase 1 focuses on the Classroom Environment and Phase 2 examines Planning and Instruction. Companion courses for new teachers are also available (New Teacher 1 and New Teacher 2)

**Course Length:**  
9.5 hrs

**Course Code:**  
TT86

**Inservice Points Awarded:**  
20

**FPLS:** 4

**FCPCS Evaluation Alignment:** Admin-4.6



## Follow the Journey of 4 First Year Teachers

### Course Overview:

Follow the journey of four new teachers as they navigate through their first year of teaching. Observe them in action from September to the end of the school year. They each face different challenges as they set classroom expectations, implement instructional strategies and deal with the difference between their expectations and reality. See how each teacher worked through issues and reflected on their journey with insight from mentors along the way. Learn from their experiences as you observe them dealing with common challenges and anxieties that face many new teachers.

**Course Length:**  
5 hrs

**Course Code:**  
TT70

**Inservice Points Awarded:**  
15

**FPLS:** 4

**FCPCS Evaluation Alignment:** Admin-4.6



## New Teacher Training 1: Classroom Environment

### Course Overview:

Learn how to create smooth procedures, classroom expectations and a community of learners. You will also have the unique opportunity to observe videos of a first year teacher working with his mentor as he learns how to create an environment of respect and rapport. This is the first course in a 2 part series for New Teacher Training. We hope you will also register for "New Teacher Training 2: Planning and Instruction" upon successful completion of New Teacher Training 1.

**Course Length:**  
4.5 hrs

**Course Code:**  
TT90

**Inservice Points Awarded:**  
15

**FEAP:** 2

**FPLS:** 4

**FCPCS Evaluation Alignment:** B1-B.6, Admin-4.6



## New Teacher Training 2: Planning and Instruction

### Course Overview:

Once you have a solid understanding of the importance of classroom management and feel confident in your ability keep your classroom under control, it's time to focus on the really fun part of teaching - planning and instruction. Through taking this course, you will learn about key elements for planning and preparation, classroom strategies to help boost your instruction, common issues faced by first year teachers, and see an example of what it's like to work with a mentor. This course also includes a unit with valuable resources for first year teachers.

**Course Length:**  
6 hrs

**Course Code:**  
TT85

**Inservice Points Awarded:**  
16

**FEAP:** 1, 3

**FPLS:** 4

**FCPCS Evaluation Alignment:** A.1-A.6, C.1-C.6 Admin-4.6



## The Prepared Substitute Teacher

### Course Overview:

Are you a substitute teacher wondering how you are going to survive and thrive in each new classroom assignment? Be prepared, be professional, and never let them see you sweat! In this course, you will be provided with practical ideas for your substitute teacher bag of tricks. Review teacher professionalism and explore quick and effective strategies for establishing rapport and managing classroom behavior. You will love the printable filler activities available for each grade level.

**Choose the course for your grade level:**

#### Elementary

Course Length: 4 hrs  
Course Code: SUB-1

#### Intermediate

Course Length: 4 hrs  
Course Code: SUB-2

#### Secondary

Course Length: 4 hrs  
Course Code: SUB-3

**FPLS:** 4

**FCPCS Evaluation Alignment:** Admin-4.6



## Leveraging the Power of Teacher Leaders

### Course Overview:

By leveraging the power of teacher leaders, you can make a significant impact on school effectiveness and student achievement. The role of a teacher leader can be initially challenging as you work with new teachers, colleagues and administration. Skills gained in this program will lay a foundation for new leadership skills.

**Course Length:**  
4.5 hrs

**Course Code:**  
TT55

**Inservice Points Awarded:**  
15

**FPLS:** 7

**FCPCS Evaluation Alignment:** Admin-7.1



**Choose the course appropriate for your grade level.**

**Elementary Course Length:**  
12.5 hrs

**Course Code:**  
TT1

**Inservice Points Awarded:**  
23

**FEAP:** 1-6

**FPLS:** 3

**FCPCS Evaluation**

**Alignment:** A,B,C,D,E,F

Admin-3.1



**Intermediate Course Length:**  
12.5 hrs

**Course Code:**  
TT2

**Inservice Points Awarded:**  
23

**FEAP:** 1-6

**FPLS:** 3

**FCPCS Evaluation**

**Alignment:** A,B,C,D,E,F

Admin-3.1



**Secondary Course Length:**  
12.5 hrs

**Course Code:**  
TT3

**Inservice Points Awarded:**  
23

**FEAP:** 1-6

**FPLS:** 3

**FCPCS Evaluation**

**Alignment:** A,B,C,D,E,F

Admin-3.1

## Professional Educator Competencies

### Course Overview:

Establish a positive classroom environment from day one and reduce behavior issues with proactive strategies and streamlined procedures. This course will focus on first year teachers and the components of a positive classroom environment. Learn how to create a classroom environment that fosters respect and rapport between and among students. This course will focus on the importance of planning in your lessons to maintain student engagement and provide differentiated instruction. Explore common issues faced by first year teachers and gain new strategies through a valuable new teacher toolkit.



## Setting School Wide High Expectations

Course Code: LEAD-02-1 Estimated

Completion Time: 3 Hours

Inservice Points Awarded: 13

FPLS: 2

FCPCS Evaluation Alignment: 2.1,2.2,2.3

### Course Overview:

Is your school climate focused on continuous growth and achievement for all? Do your teachers and students feel it and are they inspired to grow and learn? When administrators develop a schoolwide mentality focused on high expectations for both teachers and students, everybody wins. Geared towards administrators, this course will teach the value of setting high expectations and how to establish a culture for learning in your school.

## Standard 2

### Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

#### c. High Expectations

Generates high expectations for learning growth by all students

#### d. Student Performance Focus

Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school

**“When administrators develop a school-wide mentality focused on high expectations for both teachers and students, everybody wins.”**

## Standard 3

### Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

#### a. FEAPS

Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.

#### b. Standards based Instruction

Engages in data analysis for instructional planning and improvement.

#### c. Learning Goals Alignment

Communicates the relationships among academic standards, effective instruction, and student performance.

#### d. Curriculum Alignment

Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.

#### e. Quality Assessments

Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.



## Data Analysis for Standards Based Instruction

**Course Code:** LEAD-03-1

**Estimated Completion Time:** 6 Hours

**Inservice Points Awarded:** 16

**FPLS:** 3

**FCPCS Evaluation Alignment:** 3.2, 3.6

### Course Overview:

This course is meant to help you to learn the principles of data collection and analysis. You will analyze a real school case study and see an example of how to collect and analyze data. You will see how teachers matched assessment results with learning needs and how they used data to refine teaching strategies. You will learn how to use data effectively to make an action plan to improve instruction in your classroom.



## Standards Give Us a Common Language

**Course Code:** LEAD-03-3ab

**Estimated Completion Time:** 4 Hours

**Inservice Points Awarded:** 14

**FPLS:** 3

**FCPCS Evaluation Alignment:** 3.3, 3.4

### Course Overview:

What do standards do? How do we use standards to drive instruction? Throughout this course, you will be challenged to think about standards in a new way. Consider the importance of using power standards and the need for a paradigm shift. Learn from top educational experts like Doug Reeves, Robert Marzano and Charlotte Danielson.



## Beyond Summative Assessment

**Course Code:** LEAD-03-3e

**Estimated Completion Time:** 4 Hours

**Inservice Points Awarded:** 14

**FPLS:** 1, 3

**FCPCS Evaluation Alignment:** 1.2, 3.5

### Course Overview:

Assessment design requires master teachers to consider the various ways to use assessment: 1) assessment for learning; 2) assessment as learning; and 3) assessment of learning. In this course, you will review the elements of assessment design from experts like Charlotte Danielson, Jay McTighe and Rick Stiggins. This course will deepen your understanding of formative assessments, demonstrate various assessment strategies and explain how to involve students in the process.



## Standard 4

### Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

#### a. Actual Improvement

Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.

#### b. Feedback Practices

Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.



## Conferencing, Coaching and Teacher Feedback

**Course Code:** LEAD-04-3  
**Estimated Completion Time:** 8 Hours  
**Inservice Points Awarded:** 18  
**FPLS:** 4  
**FCPCS Evaluation Alignment:** 4.2

### Course Overview:

Classroom observations are an integral part of every teacher evaluation system. How do you learn more about a teacher's planning skills, family communication strategies and professionalism? In this course, you will learn how to lead effective teacher conferences and collaborative artifact parties. Gain insight from real examples of principals and teachers in action.



## Reflecting on Teaching

**Course Code:** LEAD-04-1  
**Estimated Completion Time:** 2.5 Hours  
**Inservice Points Awarded:** 13  
**FPLS:** 4  
**FCPCS Evaluation Alignment:** 4.4

### Course Overview:

Teachers face a myriad of daily choices and decisions that need to be made in the midst of a lesson, student discussion or intervention. Taking time to reflect on these decisions is key to becoming a reflective practitioner. If you believe that all students can learn at a high level and that your performance as a teacher has a direct impact on student learning, then reflection should be an integral part of what you do. In this course, examine questions and principal conferences that ensure you play an active role in your own professional growth.



## Collecting Evidence for Classroom Observation

**Course Code:** LEAD-04-2  
**Estimated Completion Time:** 5 Hours  
**Inservice Points Awarded:** 15  
**FPLS:** 4  
**FCPCS Evaluation Alignment:** 4.4

### Course Overview:

A good evaluation system relies on data which is why it is critical that observers gather evidence and are aware of any biases that may cloud their judgment. This course provides an overview of the importance of teacher evaluation and builds foundation skills in classroom observation.



## The Complete Evaluation Cycle Demystified!

**Course Code:** LEAD-04-4  
**Estimated Completion Time:** 3 Hours  
**Inservice Points Awarded:** 13  
**FPLS:** 4  
**FCPCS Evaluation Alignment:** 4.2

### Course Overview:

In this course, administrators have the unique opportunity to observe the complete evaluation cycle as it unfolds. Observe a teacher and her principal during a pre-conference, classroom lesson and reflection conference. Critique the principal's conferencing skills and gain new insight into what the steps in teacher evaluation actually look like. Many principals also show these videos to their staff to clearly illustrate the complete evaluation cycle to ensure everyone is on the same page.





## Standard 4

**Faculty Development.**  
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

### c. Recruitment and Retention

Employs a faculty with the instructional proficiencies needed for the school population served.

### d. Instructional Initiatives

Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.



**“A strong faculty is essential to the success of any school.”**



## Recruiting, Mentoring and Retaining Staff

**Course Code:** LEAD-04-5  
**Estimated Completion Time:** 5 Hours  
**Inservice Points Awarded:** 15  
**FPLS:** 4  
**FCPCS Evaluation Alignment:** 4.6

### Course Overview:

A strong faculty is essential to the success of any school. Finding and hiring great teachers can be a challenging task for an administrator. Moreover, organizing a structured and efficient mentoring system can be an important part of building effective school culture, and in retaining staff. The objective of this course is to provide educational leaders with resources, tips and advice that will help in hiring, mentoring and retaining talented teachers.



## 21st Century Teaching and Learning

**Course Code:** LEAD-04-6  
**Estimated Completion Time:** 5.5 Hours  
**Inservice Points Awarded:** 15  
**FPLS:** 5  
**FCPCS Evaluation Alignment:** 5.1

### Course Overview:

Students in the 21st century are estimated to have several career changes in their lifetime. Renowned for their work in school technology, Alan November, Ian Jukes and David Warlick, provide powerful insights to empower you to rethink and retool your curriculum in innovative and exciting ways.



## Improving Knowledge of Content and Pedagogy

**Course Code:** LEAD-04-7  
**Estimated Completion Time:** 3 Hours  
**Inservice Points Awarded:** 13  
**FPLS:** 4  
**FCPCS Evaluation Alignment:** 4.4, 4.5, 4.6

### Course Overview:

Many teacher evaluation frameworks assess it but what does “knowledge of content and pedagogy” really mean? Successful teachers have knowledge of their subject matter and an understanding of how best to teach it. This is a critically important aspect of teaching. Teachers can’t teach things they don’t know! Today, pedagogy is undergoing a significant shift as we look for more effective ways to teach 21st century learners. Throughout this course, you will examine your own knowledge of content and pedagogy and be challenged to think differently about the art and science of teaching.



## Standard 4

### **Faculty Development.**

**Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.**

#### **e. Leading Professional Learning**

Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.

#### **f. Faculty Development**

Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year



## **Always Growing, Always Learning – Using PLC's and ILT's**

**Course Code:** LEAD-04-8

**Estimated Completion Time:** 15 hrs.

**Inservice Points Awarded:** 25

**FPLS:** 4

**FCPCS Evaluation Alignment:** 4.5, 4.6

### **Course Overview:**

A professional learning community (PLC) involves much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represents a focus on continuous improvement in staff performance as well as student learning. Instructional learning teams (ILTs) promote school improvement by providing a process through which teachers collaboratively focus on sustained reflection about student learning tasks, instruction and student work. Increase collaboration by learning how to implement PLC's and ILT's in your building.

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## Standard 5

### Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

#### a. Student-Centered Learning Environment

Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.

#### b. Diversity

Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.

#### c. Values All Students

Promotes school and classroom practices that validate and value similarities and differences among students.

**“Teachers will agree that every student is important and deserves the best education possible.”**



## Coaching New Teachers in Classroom Environment

Course Code: LEAD-05-1

Estimated Completion Time: 5 Hours

Inservice Points Awarded: 15

FPLS: 4

FCPCS Evaluation Alignment: 4.6

### Course Overview:

Establish a positive classroom environment from day one and reduce behavior issues with proactive strategies and streamlined procedures. procedures, classroom expectations and a community of learners. You will also have the unique opportunity to observe videos of a first year teacher working with his mentor as he learns how to create an environment of respect and rapport.



## Monitoring Classroom Environment

Course Code: LEAD-05-2

Estimated Completion Time: 2.5 hrs.

Inservice Points Awarded: 13

FPLS: 5

FCPCS Evaluation Alignment: 5.1, 5.4

### Course Overview:

What criteria is often used to evaluate classroom environment? Sometimes you can just feel like you are in the presence of an expert teacher when you walk into a classroom. In this course, principals will explore criteria used in the Danielson and Marzano instructional frameworks. Classroom footage will show teachers demonstrating excellence and after viewing each teacher and listening to the expert analysis, principals will reflect and discuss.



## Standard 5

### Learning Environment.

**Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.**

#### d. Monitors Learning Environment

Provides recurring monitoring and feedback on the quality of the learning environment.

#### e. Success Oriented

Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.



## Special Education Law: A Team Approach

**Course Code:** LEAD-05-3

**Estimated Completion Time:** 3.5 Hours

**Inservice Points Awarded:** 14

**FPLS:** 5

**FCPCS Evaluation Alignment:** 5.5, 5.6

### Course Overview:

As teachers and administrators, we can find ourselves in challenging situations when trying to do what we think is best for our special education students without really knowing if we are complying with the law. During this practical course, you will explore videos that contain common issues that occur when working with IEPs, parent meetings, functional behavior assessments and least restrictive environments. By watching life-like scenarios unfold, you will see what to do and what not to do when working with parents, teachers, principals and district administrators.



## Learning Disabilities, Autism and ADD/ADHD

**Course Code:** LEAD-05-4

**Estimated Completion Time:** 4.5 hrs

**Inservice Points Awarded:** 15

**FPLS:** 5

**FCPCS Evaluation Alignment:** 5.5, 5.6

### Course Overview:

Students come to our classrooms with a variety of diverse learning needs. This course will introduce you to three common issues that our students are faced with: autism, ADD/ADHD, and learning disabilities. You will learn about the definitions, diagnoses and some strategies to help you address achievement gaps and better understand the challenges.



## Standard 5

### Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

#### f. Achievement Gaps

Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.



**“Students come to our classrooms with a variety of diverse learning needs.”**



## Improving Learning for ESL Students

**Course Code:** LEAD-05-5

**Estimated Completion Time:** 2.5 Hours

**Inservice Points Awarded:** 13

**FPLS:** 5

**FCPCS Evaluation Alignment:** 5.6

### Course Overview:

There are now over five million ESL learners in our schools today. Meeting the needs of the ESL learner can be a challenge. This course will provide teachers with the tools to assist their ESL learners and will give them strategies to use with all of their students. The course was designed to include real classroom footage and provide strategies and suggestions that teachers can use in their classrooms.

## Standard 6

### Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

#### a. Prioritizing Practices

Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.

#### b. Problem Solving

Uses critical thinking and problem solving techniques to define problems and identify solutions.

#### c. Quality Control

Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.

#### d. Distributive Leadership

Empowers others and distributes leadership when appropriate.

#### e. Technology Integration

Uses effective technology integration to enhance decision making and efficiency throughout the school.



## Collaborative School Leadership and Team Building

**Course Code:** LEAD-06-1  
**Estimated Completion Time:** 4 Hours  
**Inservice Points Awarded:** 14  
**FPLS:** 6  
**FCPCS Evaluation Alignment:** 6.4

### Course Overview:

This course is intended to help you, the school leader, to develop strong teams, enhance your leadership capacity through collaboration, and improve your own skills as the chief educational strategist for your school. Using the process of ADPIE (Assess, Design, Plan, Implement, Evaluate) you receive a straight forward, and effective course that will set you apart from the ordinary principal.



## Decision Making, Problem Solving and Change

**Course Code:** LEAD-06-2  
**Estimated Completion Time:** 3 Hours  
**Inservice Points Awarded:** 13  
**FPLS:** 6  
**FCPCS Evaluation Alignment:** 6.2

### Course Overview:

School leadership is an increasingly difficult job. Parents are becoming more vocal...students are presenting with a greater number of special needs... teacher effectiveness needs to be monitored... government mandates are demanding reports and disclosures...all of these pressures require a leader who can make critical decisions and solve problems. This course will challenge you to think about your school vision and decision making process. Learn how to create a change process that results in whole school reform..



## Improving School Wide Technology Integration

**Course Code:** LEAD-06-4  
**Estimated Completion Time:** 4.5 Hours  
**Inservice Points Awarded:** 13  
**FPLS:** 6  
**FCPCS Evaluation Alignment:** 6.5

### Course Overview:

Today's students have grown up in a world where the internet, mobile phones, laptops, tablets and social media are commonplace. These "digital natives" are developing new habits, skills and approaches to their own learning. Teachers are adapting their methodologies in order to reach and teach their students. Learn how to create a technology integration plan to enhance your instruction.





## Standard 7

### Leadership Development

**Effective school leaders actively cultivate, support, and develop other leaders within the organization.**

#### a. Cultivates Emerging Leaders

Identifies and cultivates potential and emerging leaders.

#### b. Delegation

Provides evidence of delegation and trust in subordinate leaders.

#### c. Succession Management

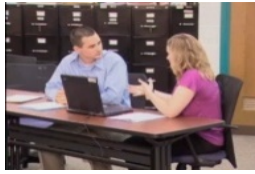
Plans for succession management in key positions.

#### d. Promotes Teacher-Leadership Functions

Promotes teacher-leadership functions focused on instructional proficiency and student learning.

#### e. Community of Learners

Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.



## Cultivating Emerging Leaders

**Course Code:** LEAD-07-2

**Estimated Completion Time:** 3 Hours

**Inservice Points Awarded:** 13

**FPLS:** 7

**FCPCS Evaluation Alignment:** 7.1

### Course Overview:

A principal's day to day interactions with students and teachers are very important for the improvement of teaching and learning in the school. Leadership matters! In this course, you will be challenged to think about growing your leadership team and cultivating emerging leaders.



## School, Family and Community Connections

**Course Code:** LEAD-07-1

**Estimated Completion Time:** 4 Hours

**Inservice Points Awarded:** 14

**FPLS:** 7, 9

**FCPCS Evaluation Alignment:** 7.5, 9.5

### Course Overview:

Making connections with families and community organizations will contribute to your school culture and student achievement. A school leader must develop cooperative relationships with all school stakeholders. In this course, you will explore some new ideas for family and community involvement to meet the diverse learning needs of your students.



## Standard 8

### **School Management.**

**Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.**

#### **a. Organizational Skills**

Organizes time, tasks and projects effectively with clear objectives and coherent plans.

#### **b. Time Management**

Establishes appropriate deadlines for him/herself and the entire organization.

#### **c. Collegial Learning Resources**

Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.

#### **d. Strategic Instructional Resourcing**

Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

**“It has never been more crucial than it is now for principals to be true instructional leaders in their buildings...”**



## **School Management Tips for Principals**

**Course Code:** LEAD-08-1

**Estimated Completion Time:** 3 Hours

**Inservice Points Awarded:** 13

**FPLS:** 8

**FCPS Evaluation Alignment:** 8.1-8.4

### **Course Overview:**

The school day is constant go-go-go. Most principals arrive a couple hours before students and staff and stay at least that long at the end of the day to tackle the email, phone calls and paperwork. Finding time is a huge issue for principals. It has never been more crucial than it is now for principals to be true instructional leaders in their buildings, and at the same time there has never been more paperwork requirements piled on. In this course, principals will examine their priorities and explore some tips and strategies for staying focused on what's most important. Explore strategies for managing time, staff, student schedules, school activity funds and the budget.

## Standard 9

### Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

#### a. Active Listening

Actively listens to and learns from students, staff, parents, and community stakeholders.

#### b. Recognizes Individual Performance

#### c. Clear Goals and Expectations

Communicates student expectations and performance information

#### d. Accessibility

Maintains high visibility at school and in the community

#### e. Constructive Conversations

Engages students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

#### f. Utilizes Appropriate Technology

Utilizes appropriate technologies for communication and collaboration; and

#### g. Ensures Timely Information

Ensures faculty receives timely information about student learning requirements, academic standards, and all other administrative decisions.

## Standard 10

### Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

#### a. Ethics and Integrity

Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.

#### b. Resiliency

Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success.

#### c. Commitment

Demonstrates a commitment to the success of all students, identifying barriers and the impact on the well-being of the school, families, and community.

#### d. Professional Learning

Engages in professional learning that improves professional practice in alignment with the needs of the school system.

#### e. Professional Conduct

Demonstrates willingness to admit error and learn.

#### f. Self Improvement

Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.



### Communication

**Course Code:** LEAD-09-1  
**Estimated Completion Time:** 2.5 hrs.  
**Inservice Points Awarded:** 13  
**FPLS:** 9  
**FCPCS Evaluation Alignment:** 9.1-9.7

#### Course Overview:

School leaders need to be great communicators. Effective principals are active listeners and are highly visible in the school and community. In this course, explore strategies for communicating and collaborating with students, staff, parents and the community.



### Professional and Ethical Behaviors of School Principals

**Course Code:** LEAD-10-1  
**Estimated Completion Time:** 3 hours  
**Inservice Points Awarded:** 13  
**FPLS:** 10  
**FCPCS Evaluation Alignment:** 10.1

#### Course Overview:

Teachers want to work for you, parents and community members respect you, and students love you because you truly are invested in them. You are committed to your school and your profession. You are an effective school principal. Throughout this course, you will gain insight into ethics, integrity, resiliency and commitment by exploring two case studies of urban school leaders. They illustrate personal and professional behaviors consistent with quality practices in education and community leadership





**Course Length:**  
12 hrs

**Course Code:**  
SAFE335

**Inservice Points Awarded:**  
22

**FPLS:** 5, 9

**FCPCS Evaluation**

**Alignment:** Admin-5.1,  
9.5, 9.7

## School Safety and Violence Prevention

### Course Overview:

When it comes to school safety and violence prevention, there are no excuses. Gain insight into the issues of “teenage time bombs,” early warning signs and effective interventions. Building security experts, law enforcement officials and national hostage experts will help you separate fear from fact. Learn about school security, bomb threats, hostage situations, crisis planning and law enforcement. Learn how to create or update your school’s emergency response plans to ensure you are prepared for all possible scenarios. This course will help all school staff be better prepared should a school crisis ever occur.



**Course Length:**  
6 hrs

**Course Code:**  
SAFE333

**Inservice Points Awarded:**  
17

**FPLS:** 5, 9

**FCPCS Evaluation**  
**Alignment:** Admin-5.1, 9.7

## A Roadmap to School Indoor Environmental Quality

### Course Overview:

According to the U.S. Department of Education, about 40 percent of schools report at least one unsatisfactory environmental condition, such as poor ventilation, heating or lighting problems or poor physical security. Nearly 11 million students attend these schools.



## Working With Struggling Readers

### Course Overview:

Many children struggle with reading and the US literacy rate is declining. The facts are startling. This course will help you gain insight into the science of reading, assessment options and strategies to support struggling readers.

**Course Length:**  
5 hrs

**Course Code:**  
SNI62

**Inservice Points Awarded:**  
15

**FEAP:** 2, 3, 4

**FPLS:** 5

**FCPCS Evaluation Alignment:** B.3, C.3, C.4, D.4  
Admin-5.5, 5.6



## Understanding Autism

### Course Overview:

Autism Spectrum Disorder is a disorder of neural development characterized by impaired social interaction and verbal and non-verbal communication, and by restricted, repetitive or stereotyped behavior. In this course, you will learn about Autism Spectrum Disorder, Asperger's Disorder, Pervasive Developmental Disorder (PDD-NOS) and Childhood Disintegrative Disorder (CDD).

**Course Length:**  
4 hrs

**Course Code:**  
SNI58

**Inservice Points Awarded:**  
14

**FEAP:** 2

**FPLS:** 5

**FCPCS Evaluation Alignment:** B.3, B.4  
Admin-5.1, 5.2, 5.3, 5.4, 5.6



## A Leadership Primer for Mastering RTI

### Course Overview:

Throughout this course, you will learn systems and support required at various leadership levels, building capacity including, assessing, readiness and preparing for RTI implementation. You will explore key aspects for engaging families and communities in the RTI process and will learn to proactively plan for workload issues, fiscal considerations and RTI process assessment, including assessing essential components in the RTI process.

**Course Length:**  
6.5 hrs

**Course Code:**  
SNI327

**Inservice Points Awarded:**  
17

**FEAP:** 3, 4

**FPLS:** 5

**FCPCS Evaluation Alignment:** C.3, D.1, D.3  
Admin-5.5, 5.6



## Mastering RTI - A Step by Step Approach

### Course Overview:

RTI is not a special education initiative! Many educators continue to have questions about this comprehensive academic and behavioral intervention process. A step by step approach for implementing RTI that ensures ALL students learn. Explore universal screening, progress monitoring, data-based decisions, scientifically based interventions and the importance of implementing with fidelity.

**Course Length:**  
6.5 hrs

**Course Code:**  
SNI326

**Inservice Points Awarded:**  
17

**FEAP:** 3, 4

**FPLS:** 5

**FCPCS Evaluation Alignment:** C.3, D.1, D.3  
Admin-5.5, 5.6



## Effective Intervention Assistance Teams

### Course Overview:

Two heads are better than one. This adage is never truer than when a student is struggling academically. Understanding the value of education in life, educators have created a process by which they can offer timely and effective intervention to the struggling student. This process is known as "Intervention Assistance Teaming" or IAT. Throughout this course you will learn all there is to know about the IAT model and how it can be used to break the pattern of failure in your school.

**Course Length:**  
4 hrs

**Course Code:**  
SNI329

**Inservice Points Awarded:**  
14

**FEAP:** 3

**FPLS:** 5

**FCPCS Evaluation Alignment:** C.3, C.4  
Admin-5.5, 5.6



## Inclusion Breakthrough

### Course Overview:

Teachers will agree that every student is important and deserves the best education possible. However, including all students in regular classrooms has been something that not all teachers are prepared for. Research has shown, that with the right training and support, all students can benefit from an inclusive educational environment. The purpose of this course is to show teachers and paraprofessionals how to make inclusion work.

**Course Length:**  
6 hrs

**Course Code:**  
SNI328

**Inservice Points Awarded:**  
16

**FEAP:** 2, 3

**FPLS:** 5

**FCPCS Evaluation Alignment:** C.1, C.6, D.3  
Admin-2.3, 3.4



## Teaching the Gifted and Talented

### Course Overview:

Studies conducted during the last few decades have demonstrated both the need for and the benefits of gifted education programs. Of special interest are the benefits that occur for ALL children when gifted education strategies are implemented effectively. In this course, you will explore the nature of giftedness and strategies to connect with high ability students.

**Course Length:**  
7 hrs

**Course Code:**  
SNI31

**Inservice Points Awarded:**  
17

**FEAP:** 2, 3

**FPLS:** 2, 3

**FCPCS Evaluation Alignment:** C.1, C.6, D.3  
Admin-2.3, 3,4



**Course Length:**  
7 hrs

**Course Code:**  
SNI47

**Inservice Points Awarded:**  
17

**FEAP:** 2, 3

**FPLS:** 2, 3

**FCPCS Evaluation Alignment:** B.2, C.1, C.6  
Admin-2.3, 3,4

## Leading Gifted and Talented Education

### Course Overview:

In this customized course for administrators, you will explore the nature of giftedness, GT programming basics and effective instructional and assessment strategies.



## The ADD/ADHD Student

### Course Overview:

ADD/ADHD is likely the single-most common learning and behavioral problem for kids. It's also a major problem for adults, resulting in relationship breakups, job failures, and a great deal of underachievement. You will learn the answers to some commonly asked questions, examine the diagnostic process, gain new insight into what it's like to have ADD/ADHD and explore effective teaching strategies that make a difference.

**Course Length:**  
5 hrs

**Course Code:**  
SNI59

**Inservice Points Awarded:**  
15

**FEAP:** 2, 3

**FPLS:** 5

**FCPCS Evaluation Alignment:** B.3, B.4  
Admin-5.6



**Course Length:**  
3.5 hrs

**Course Code:**  
SNI87

**Inservice Points Awarded:**  
14

**FEAP:** NA

**FPLS:** NA

**FCPCS Evaluation Alignment:** NA

## Special Education Law: 12 Common Scenarios

### Course Overview:

As teachers and administrators, we can find ourselves in challenging situations when trying to do what we think is best for our special education students without really knowing if we are complying with the law. During this practical course, you will explore videos that contain common issues that occur when working with IEPs, parent meetings, functional behavior assessments and least restrictive environments.



## Learning Disabilities: From Identification to Intervention

### Course Overview:

Far too often, learning disabilities aren't even identified until a child starts school. Many students with learning disabilities have average to above-average intelligence and display no signs of difficulty, except when they attempt the specific academic tasks that challenge their particular area of cognitive processing. Throughout this course, you will explore the different types of learning disabilities and better understand the realities for people living with these disorders. Learn how to use explicit instruction in learning strategies, differentiation and direct instruction.

**Course Length:**  
6.5 hrs

**Course Code:**  
SNI60

**Inservice Points Awarded:**  
17

**FEAP:** 4

**FPLS:** 5

**FCPCS Evaluation Alignment:** D.1, D.3, D.4  
Admin-5.1, 5.5



**Course Length:**  
9 hrs

**Course Code:**  
SNI317

**Inservice Points Awarded:**  
19

**FEAP:** 2, 3

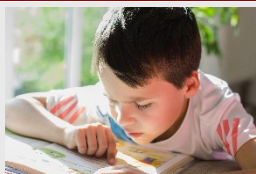
**FPLS:** 5

**FCPCS Evaluation Alignment:** B.2, B.3, C.2, C.3, C.4  
Admin-5.1, 5.2, 5.5, 5.6

## Teaching the ESL Learner

### Course Overview:

There are now over five million ESL learners in our schools today. Meeting the needs of the ESL learner can be a challenge. This course will provide teachers with the tools to assist their ESL learners and will give them strategies to use with all of their students. The course was designed to include real classroom footage and provide strategies and suggestions that teachers can use in their classrooms.



## Dyslexia in the Classroom

### Course Overview:

Individuals with dyslexia are unique and their challenges with reading, spelling, and/or speaking vary greatly from person to person. It is crucial to be able to recognize the signs of symptoms of dyslexia. The earlier a child is evaluated, the sooner he or she can obtain the assistance (s)he needs to succeed in school. In this course, you will learn about the signs of dyslexia, common misconceptions and classroom strategies and accommodations that can make a real difference. You will also be introduced to a multisensory approach to instruction and explore the need for a structured literacy program.

**Course Length:**  
2.5 hrs

**Course Code:**  
SNINJ2

**Inservice Points Awarded:**  
13

**FEAP:** 1, 2, 3

**FCPCS Evaluation Alignment:** A.2, A.6, B.1, B.3, C.2, C.3



**Course Length:**  
4.5 hrs

**Course Code:**  
SNI32.2

**Inservice Points Awarded:**  
15

**FEAP:** 2, 3

**FPLS:** 2, 3

**FCPCS Evaluation Alignment:** B.2, C.1, C.6 Admin-2.3, 3.4

## Acceleration of Student Learning for Advanced Students

### Course Overview:

All students come to school wanting to learn and grow. Working with gifted students requires classroom and curriculum modifications that will challenge and best meet their higher-level learning needs. Effectively modifying curriculum can bring about results that are highly rewarding for both teachers and students. The assignments and resources in this course will teach you about modifying curriculum, content, and processes to best meet the needs of your gifted and advanced level students.



## Autism in the Classroom

### Course Overview:

What's more rewarding than watching a child with autism blossom in their learning right before your eyes? Educating students with autism is an intensive undertaking, that involves many working parts and people. This course will provide you with practical instructional strategies to use when working with your students with autism. Explore classroom modifications, constant time delay, task analysis, visual supports, social cues and more.

**Course Length:**  
3.5 hrs

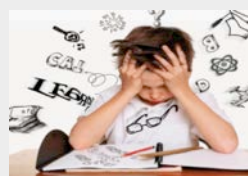
**Course Code:**  
SNI58.3

**Inservice Points Awarded:**  
14

**FEAP:** 2

**FPLS:** 5

**FCPCS Evaluation Alignment:** B.3, B.4 Admin-5.1, 5.2, 5.3, 5.4, 5.6



## Dyslexia Accommodations for K-12 Teachers

NEW

### Course Overview:

Early identification and treatment are key to helping individuals with dyslexia achieve in school and in life. The right academic accommodations and modifications will level the playing field for students with dyslexia...they do not give an unfair advantage. An accommodation can be the bridge between success and failure. In this course, you will review the signs of dyslexia and explore easy accommodations all teachers can make in their classrooms.

**Course Length:**  
2.5 hrs

**Course Code:**  
SNINJ5

**Inservice Points Awarded:**  
13

**FEAP:** 1,2,3,4

**FCPCS Evaluation Alignment:** A.2, A.6, B.1-B.4, C.1-3, D.1, D.3, D.4



## Sensory Processing Disorder – Classroom Strategies

NEW

### Course Overview:

Some kids seem to have trouble handling the information their senses take in. Because of SPD (Sensory Processing Disorder), they have difficulty responding normally to sensations that others hardly notice or simply take in stride. This can be tough on kids and get in the way of them functioning effectively in school, learning, and making friends. In this course, you will learn how to identify signals that a student is experiencing issues related to SPD and effective ways to help them navigate in school, where senses can be overloaded and overwhelming.

**Course Length:**  
2 hrs

**Course Code:**  
SNI124

**Inservice Points Awarded:**  
12

**FEAP:** 1,2,4

**FCPCS Evaluation Alignment:** A.6, B.2, B.3, D.3, D.4



## Beyond Behavior Modification

NEW

### Course Overview:

Behavior modification and positive reinforcement strategies don't work for all students. If they have been impacted by trauma and adverse childhood experiences, you need to think differently about how to connect and respond. In this course, you will explore 10 suggestions that will help you better connect with your most challenging students.

**Course Length:**  
1.5 hrs

**Course Code:**  
SNI137

**Inservice Points Awarded:**  
12

**FEAP:** 2

**FCPCS Evaluation Alignment:** B.6



## ACES 101 – The Profound Impact of Adverse Childhood Experiences



### Course Overview:

The impact of trauma and its long-term effects on overall health has garnered a great deal of media attention in the last few years. More than likely, you've heard terms like trauma-informed or trauma-aware. Although you've heard these terms, you may be wondering, what does this have to do with me, as a teacher?

This course will teach you about the impact of ACEs, adverse childhood experiences, and how these relate to behavioral and academic issues in school. You will learn about effective strategies for working with trauma-impacted students in the classroom and the importance of building relationships that can counter the long-term effects of trauma on your students.

**Course Length:**  
2 hrs

**Course Code:**  
ECE136

**Inservice Points Awarded:**  
12

**FEAP:** 2

**FCPCS Evaluation**

**Alignment:** B.4





## 6 C's of Technology Integration

### Course Overview:

People have been using the term "21st Century Skills" for more than two decades. What does this actually mean and what impact does it have on instruction? Gain insight from experts, Michael Fullan and Alan November, and examine how to use technology to build character, global citizenship, communication, critical thinking, collaboration and creativity.

**Course Length:**  
5 hrs

**Course Code:**  
TECH66

**Inservice Points Awarded:**  
15

**FEAP:** 3

**FPLS:** 4

**FCPCS Evaluation Alignment:** C.6  
Admin-4.4



**Course Length:**  
4 hrs

**Course Code:**  
TECH83

**Inservice Points Awarded:**  
14

**FEAP:** 3

**FPLS:** 4

**FCPCS Evaluation Alignment:** C.6  
Admin-4.4

## Tech Savvy Classroom and the 1:1 Initiative

### Course Overview:

Teaching at a 1:1 school or one that's headed that way? Learn about ways to prepare, best practices and pitfalls to avoid in one-device-per-student learning environments. The single most important benefit of 1:1 technology is that it allows teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. Learn how to make it work in your classroom through this thought provoking course.



## Innovating with Technology: Teaching 1 Lesson, 5 Ways

### Course Overview:

In this unique course, one high school teacher is challenged to teach the same lesson in multiple ways in order to illustrate different approaches to instruction. He rises to the challenge by using interactive whiteboards, 1:1 devices, blended learning and 100% online learning. Get inspired to be innovative in your classroom in similar ways, learn tips for using each technology and review the principles of good instruction when integrating technology in your classroom.

**Course Length:**  
6.5 hrs

**Course Code:**  
TECH104

**Inservice Points Awarded:**  
17

**FEAP:** 3

**FPLS:** 4

**FCPCS Evaluation Alignment:** C.6  
Admin-4.4



**Course Length:**  
10 hrs

**Course Code:**  
TECH69

**Inservice Points Awarded:**  
20

**FEAP:** 3

**FPLS:** 4

**FCPCS Evaluation Alignment:** C.6  
Admin-4.4

## Proven Online Teaching Strategies

### Course Overview:

What does a virtual classroom look like and how does it work? This comprehensive course includes numerous examples of online teachers in action so you can see how they modify traditional instructional strategies to make them work in a virtual environment. Learn how to establish a sense of community and rapport between students who may never actually meet one another. You will also examine three pillars of engagement necessary for successful online instruction and gain insight into the tools and technology you need to create an effective cyber school.



## 21st Century Teaching and Learning

### Course Overview:

Students in the 21st Century are estimated to have several career changes in their lifetime. Renowned for their work in school technology, Alan November, Ian Jukes and David Warlick, provide powerful insights and empower you to rethink and retool your curriculum in innovative and exciting ways. Examine the characteristics of 21st Century teachers and make a plan for improving your skills.

**Course Length:**  
4 hrs

**Course Code:**  
TECH323a

**Inservice Points Awarded:**  
14

**FEAP:** 3

**FPLS:** 4

**FCPCS Evaluation Alignment:** C.6  
Admin-5.1, 5.2, 5.3, 5.4, 5.5, 5.6



**Course Length:**  
1.5 hrs

**Course Code:**  
TECH139

**Inservice Points Awarded:**  
12

**FEAP:** 2

**FCPCS Evaluation Alignment:** B.1

## Good Teaching with Interactive White Boards

NEW

### Course Overview:

Over the last decade or so, Interactive White Boards (IWBs) have proliferated in schools in the U.S. and across much of the world. Some teachers have embraced them, and others, well ... not so much. In this course, you will explore best practices for getting the most out of your IWB while always staying focused on good teaching.

# Corwin Workshops

## For School Leaders and Teacher Leaders

**T**he Florida Principal & Teacher Academy now offers live, onsite workshops delivered by Corwin at FCPCS member schools.

These courses are part of the state-approved FCPCS Master Inservice Professional Development Plan. Teachers and administrators who participate in these workshops can earn inservice points towards recertification directly from the Florida Department of Education's Bureau of Educator Certification.

The 20 available workshops for School Leaders and Teacher Leaders are described on the following pages.

### How to Request Onsite Workshops through Corwin

To schedule a workshop, please visit the Florida Principal and Teacher Academy website at [www.floridaacademy.org](http://www.floridaacademy.org) and click on “Schedule an onsite Workshop through Corwin.” Follow the directions for submitting a registration form.

*For more information, please contact the  
Florida Principal & Teacher Academy at  
[info@floridaacademy.org](mailto:info@floridaacademy.org).*





Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded	FPLS	FCPCS Evaluation Alignment
<b>Leading Instructional Transformation Part I &amp; II</b>	Principals, assistant principals, and teacher leaders will gain skills to self-assess and adjust their leadership practices to ultimately result in improved student and staff performance. Part I engages leaders in understanding and applying research-based leadership actions that are linked to improving student achievement. Part II covers how to leverage social capital, maximize collaboration time, and differentiate for staff needs in order to improve teaching and learning.	2 days (14 hrs)  Follow-up Assignments	14  10	2, 3, 4, 5, 7, 9, 10	2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.6, 5.2, 5.3, 5.4, 5.6, 7.1, 7.4, 9.2, 9.6, 9.7, 10.4
<b>Guiding Teacher Growth: Feedback and Conversation Techniques That Work</b>	This seminar also centers on improving instructional leadership. The focus here is on feedback and conversation techniques to help guide teacher reflection, and ultimately result in teacher growth and improved capacity to consistently deliver high quality instruction in the classroom. Participants will learn about best feedback practices for walk-throughs, post-observation conferences, PLCs, grade level meetings, teacher team conferences, and various other formats where instructional feedback can be provided. Additionally, they will learn to improve their conversation techniques in order to insure that messages are received, understood, and, most importantly, embraced.	1 day (7 hrs)  Follow-up Assignments	7  10	3, 4, 5, 6, 8, 9, 10	3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 8.3, 9.4, 9.7, 10.3 10.4
<b>Accomplishing Goals Through Successful Change Management</b>	Why is school change difficult? Learn about the stages individuals experience when implementing a change and how to honor these stages to ensure the change initiative successful. The workshop will also include the ways organizations resist change and how to prepare in advance for this resistance.	1 day (7 hrs)  Follow-up Assignments	7  10	2, 3, 4, 5, 6, 7, 9, 10	2.1, 3.1, 4.1, 4.6, 5.1, 5.5, 6.2, 6.3, 6.4, 7.1, 7.2, 8.3, 9.1, 9.2, 9.4, 9.6, 9.7, 10.2, 10.5, 10.6

Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded	FPLS	FCPCS Evaluation Alignment
<b>Creating an Accountable School Culture: Strengthening Personal and Collective Accountability for Results</b>	This seminar is focused on building a school culture in which individuals, teams, and the faculty at large embrace accountability for results in their schools, and eliminate blame and excuse making. Leaders will learn how build credibility; communicate with clarity, and model personal accountability to build a culture of collective accountability.	1 day (7 hrs)  Follow-up Assignments	7  10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 2.1, 2.3, 2.4, 3.2, 3.3, 3.5, 4.1, 4.2, 4.4, 4.6, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.4, 8.1, 8.4, 9.3, 9.4, 9.5, 10.3, 10.5, 10.6
<b>Understanding and Leveraging 3 Super Factors That Matter Most to Student Learning</b>	Based on the newest findings from John Hattie's research, leaders will focus on understanding three of the top influences that make the biggest difference to students' learning. These influences are separate from the effects of teaching practices. Rather, they represent how teachers conduct themselves in the classroom, their beliefs about students' capacity, their ability to connect with students, and their beliefs about what they and their colleagues can accomplish in their classrooms.	1 day (7 hrs)  Follow-up Assignments	7  10	2, 3, 4, 5, 6, 7, 9, 10	2.1, 2.3, 2.4, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.5, 5.6, 6.1, 6.3, 6.4, 7.2, 7.4, 7.5, 9.1, 9.3, 9.4, 10.2, 10.3, 10.4, 10.5
<b>Leadership for Equity and Excellence in ALL Classrooms</b>	As schools and communities become more and more diverse, it is important for school leaders to become equity champions to insure a world class education for all of their learners. The presenter will rely on research from Stanford University as well as the works from equity thought leaders Gary Howard, Zaretta Hammond, Eddie Moore, and Randall and Delores Lindsey. Participants will engage in discussions about the moral imperative of equity work in all schools and then explore practical evidence-based strategies to make classrooms more inclusive and welcoming for students from all walks of life. Leaders will analyze 7 principles of culturally responsive teaching as well as strategies to work with staff to recognize and mediate their own biases.	1 day (7 hrs)  Follow-up Assignments	7  10	2, 3, 4, 5, 6, 7, 9, 10	2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.3, 7.4, 9.1, 9.3, 9.4, 9.5, 10.3

Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded	FPLS	FCPCS Evaluation Alignment
<b>Leveraging a Formative Assessment Process for Improved Student Motivation and Learning</b>	This seminar is designed to help school leaders focus on research-based strategies to result in improved student achievement. Many schools use formative assessments as a way to identify student learning needs and adjust instruction accordingly. However, what has been missing from their work is the use of formative assessment in classrooms as part of the instructional process, minute by minute, day by day. Based on the research by John Hattie, Dylan Wiliam, and other leaders in the areas of feedback and formative assessment, participants will understand the findings from the most current, comprehensive studies to date on the process of formative assessment and apply their learning to the work in their schools. This process includes the development of learning targets and success criteria, engaging students in peer and self-assessment using the success criteria, and helping teachers give quality feedback that moves students closer to the learning target.	1 day (7 hrs)  Follow-up Assignments	7  10	2, 3, 4, 5, 6, 7, 8, 10	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 4.4, 4.5, 5.5, 5.6, 6.1, 7.4, 8.3, 10.3, 10.4
<b>Activating Courageous Leadership for School Success</b>	Based on the educational research by Marzano, McNulty and Waters in School Leadership That Works, and supported by contemporary research by John Hattie and the Wallace Foundation, as well as studies about leadership overall, participants will learn about the role of courage in school leadership. Expectations and demands on school principals are ever increasing making the job extremely complex. This seminar honors this complexity and gives light to the everyday courage it takes to lead effectively in today's schools. Four types of courageous leadership will be examined and applied to the most difficult school leadership challenges. Specifically, moral courage, empathetic courage, disciplined courage and intellectual courage will frame the day around leadership practices that build trust, ensure accountability and encourage risk-taking and innovation. Most importantly, participants will understand how to develop a courageous mindset to effectively conquer the challenges they face, and lead their schools to success.	1 day (7 hrs)  Follow-up Assignments	7  10	3, 4, 5, 6, 7, 8, 9, 10	3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.4, 9.1, 9.5, 10.2, 10.3, 10.5

Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded	FPLS	FCPCS Evaluation Alignment
<b>Creating a School Culture Based on the Spirit of Cooperation and Shared Leadership</b>	The focus during this workshop will be on the importance of creating a culture of cooperation and collective effort in schools. Based on the evidence gleaned from current research that demonstrates the positive relationship between collaborative relationships and increasing student achievement, participants will explore how to build a culture of commitment in their schools using a collective leadership approach. Participants will be exposed to a variety of strategies to create a culture of cooperation, as well as practice several conversation techniques that facilitate collective leadership. Cooperative learning strategies will be used throughout the seminar to enable participants to experience a collaborative culture, and feel, see, and hear what needs to occur in their work environments.	1 day (7 hrs)  Follow-up Assignments	7  10	2, 3, 4, 5, 6, 7, 8, 9, 10	2.1, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3, 4.5, 5.1, 5.4, 5.5, 5.6, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 8.3, 9.1, 9.2, 9.4, 9.5, 10.5
<b>Establishing and Leveraging a School Vision and Mission to Build a High-Performance Team</b>	This seminar is intended to engage leaders in deep thinking about the importance and benefits of establishing a purpose-driven vision and mission to bind the staff together for a greater good. So many teachers are “burned out” and many school leaders are stressed out. This is the result of a lack of attention to the greater good of the work. All schools experience missteps, mistakes and miscalculations on their journeys to excellence. It is how they handle these disappointments and setbacks that determine if they bounce back and how they go forward. A high-performance team is resilient, purpose-driven and focused on the work that matters most to students. Research tells us that there are distinct and powerful qualities of leaders who are team builders. The participants will explore these qualities, along with new and surprising research on what motivates people to give more of themselves at work, and how leaders can get twice the productivity from their people.	1 day (7 hrs)  Follow-up Assignments	7  10	2, 3, 4, 5, 6, 7, 8, 9, 10	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.4, 7.5, 8.1, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5, 9.7, 10.2, 10.3, 10.4, 10.5

Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded- www	FEAP	FCPCS Teacher Evaluation Alignment
<b>Visible Learning Foundation Day</b>	Visible Learning plus is an in-depth school change model of professional learning based on the world's most powerful evidence base on student achievement developed by John Hattie. Through Visible Learning plus, school-based teams systematically examine effective instructional practice to make substantial gains in student achievement. In this foundational workshop, participants will discuss the most important messages from the Visible Learning research and understand what does - and doesn't - make a significant difference to student achievement.	Keynote (2 hrs)	2	4, 5	D.1, E.1, E.2, E.3, E.5
		1 day (7 hrs.)	7		
		3 days (21 hrs)	21		
		Follow-up Assignments	10		
<b>Making Literacy Learning Visible</b>	This workshop demonstrates how using the right approach at the right time can help you design classroom experiences more intentionally that hit the surface, deep, and transfer phases of learning. This workshop covers Visible Learning research, its connections to surface, deep, and transfer learning as it relates to literacy, the most impactful approaches to use in each stage of learning, and the tools for measuring your impact on student learning.	Keynote (2 hrs)	2	1, 3, 4	A.3, A.4, A.5, A.6, C.1, C.3, C.4, D.1, D.2, D.3
		1 day (7 hrs.)	7		
		5 days (35 hrs)	35		
		Follow-up Assignments	10		



Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded-	FEAP	FCPCS Teacher Evaluation Alignment
<b>Making Mathematics Learning Visible</b>	This full-day workshop demonstrates how using the right approach at the right time helps educators intentionally design classroom experiences that hit the surface, deep, and transfer phases of mathematics learning. This framework helps educators reach the level of rigor today's students must meet through the combination of conceptual understanding, procedural fluency, and application. The workshop also delves into the role of clear learning intentions and success criteria as the first step to better learning, as well as the kinds of rich mathematical tasks and mathematical discourse central to each phase of learning. Participants will be actively engaged in doing mathematics during the session.	Keynote (2 hrs)	2	1, 3, 5	A.1, A.3, C.1, E.3
		1 day (7 hrs.)	7		
		5 days (35 hrs)	35		
		Follow-up Assignments	10		
<b>Visible Learning Inside Series: Feedback That Makes Learning Visible</b>	The Visible Learning research tells us that feedback has a big impact on student achievement. This seminar focuses on effective types of feedback and ways to provide effective feedback to your students.	1 day (7 hrs.)	7	4	D.5
		Follow-up Assignments	10		
<b>Teacher Clarity</b>	When teachers gain clarity and work together to focus in on the most important standards, they address 80-90% of what is assessed statewide. With ongoing, embedded formative assessment aligned to clear learning intentions and criteria for success, the result is a visible learner who is assessment-capable and equipped with strategies to take ownership of learning.	2 days (14 hrs)	14	4	D.2
		Follow-up Assignments	10		

Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded- www	FEAP	FCPCS Teacher Evaluation Alignment
<b>High Expectations Teaching</b>	What do successful teachers say and do in daily practice to build resiliency and grit in low-confidence, struggling students? Learn the subtle but powerful classroom moves that help students develop a growth mindset, plus perseverance strategies, confidence builders, and ways to directly teach students the attributes of effective effort and how to exert it.	3 days (21 hrs.)	21	2	B.2
		4 days (28 hrs)	28		
		5 days (35 hrs)	35		
		Follow-up Assignments	10		
<b>Fisher &amp; Frey Close and Critical Reading</b>	The Fisher & Frey Close and Critical Reading Workshops help teachers deepen their understanding of what quality reading instruction really looks like. Participants will understand how to choose appropriate texts, learn about the gradual release of responsibility framework to help students become increasingly independent, discover how to effectively implement close reading through a variety of strategies, and learn how to formatively assess students based on the artifacts created during reading instruction.	1 day (7 hrs.)	7	1, 2, 3, 4	A.2, A.3, A.4, A.5, A.6, B.2, B.3, B.5, C.1, C.2, C.3, C.4, C.5, C.6, D.1, D.2, D.3, D.4
		5 days (35 hrs)	35		
		10 days (70 hrs)	70		
		Follow-up Assignments	10		
<b>Concept Based Curriculum and Instruction</b>	Innovators don't invent without a deep understanding of how the world works. With this foundation, they apply conceptual understanding to solve new problems. This workshop provides tools for helping students uncover conceptual relationships and transfer them to new situations.	2 days (14 hrs)	14	3	C.5, C.6
		Follow-up Assignments	10		

Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded- www	FEAP	FCPCS Teacher Evaluation Alignment
<b>Social Emotional Learning: Changing the Culture of School Discipline</b>	This workshop is designed to provide an overview of how to create effective social-emotional behavior systems: Tier 1 (school wide), Tier 2 (small group targeted), and Tier 3 (individualized) in schools. This workshop will provide examples for educators on how to incorporate social-emotional practices in each tier of intervention in order to support a culture of school discipline that focuses on teaching behaviors similar to teaching academics.	1 day (7 hrs.)	7	2	B.6
		5 days (35 hrs)	35		
		Follow-up Assignments	10		
<b>Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain</b>	Experience 20 instructional strategies (based on brain research and learning style theory) that maximize memory and minimize forgetting. Increase learning for all students when strategies like drawing, metaphor, movement, music, and storytelling are used to teach curriculum objectives and meet international standards. Ensure that brains retain key concepts, not only for tests, but for life! This workshop has been called both professionally and personally life-changing and lots of fun!	1 day (7 hrs.)  Follow-up Assignments	7  10	1, 3	A.3, A.6, B.2, C.3