AGENDA

REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

February 23, 2021

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

<u>ITEMS FOR CONSENT</u>

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
    a. January 26, 2021, 4:30 p.m. – School Board Workshop
    b. January 26, 2021, 6:00 p.m. – Regular School Board Meeting
    c. February 9, 2021, 5:00 p.m. – Special School Board Meeting
    d. February 9, 2021, 6:00 p.m. – School Board Workshop

    ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) – **SEE PAGE #3**
    a. Personnel 2020 – 2021

    ACTION REQUESTED: The Superintendent recommends approval.

    b. Increases in Compensation for Substitute Teachers – **SEE PAGE #5**

    Fund Source: Any fund from which Substitute Teachers are paid (primarily General Fund)
    Amount: For 2020 – 2021 fiscal year, Estimated $10,000

    ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

   a. Contracted Services with Soliant Health and Gadsden County School Board **SEE PAGE #7**

      Fund Source: FEFP dollars
      Amount: $59.00 per hour

      ACTION REQUESTED: The Superintendent recommends approval.

   b. Autism Spectrum K-12 and Florida Gifted Add-on Endorsement Plans **SEE PAGE #13**

      Fund Source: N/A
      Amount: N/A

      ACTION REQUESTED: The Superintendent recommends approval.

8. STUDENT MATTERS – **SEE ATTACHMENT**

   a. Student Expulsion – See back-up material

      Case #13-2021-0051

      ACTION REQUESTED: The Superintendent recommends approval.

   b. Case #16-2021-0051

      ACTION REQUESTED: The Superintendent recommends approval.

<u>ITEMS FOR DISCUSSION</u>

9. FACILITIES UPDATE

10. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

11. SCHOOL BOARD REQUESTS AND CONCERNS

12. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

"Putting Children First"

Elijah Key
Superintendent
keye@gcpsmail.com

February 23, 2021

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2020-2021

The following February 23, 2021.

Description Per DOE Classification	DOE Object#	#Employees February 2021
Classroom Teachers and Other Certified	120 & 130	362.00
Administrators	110	55.00
Non-Instructional	150, 160, & 170	382.00
		799.00

Sincerely,

Elijah Key, Jr.

Elijah Key, Jr.
Superintendent of Schools

AGENDA ITEM 6A INSTRUCTIONAL AND NON INSTRUCTIONAL 2020/2021

INSTRUCTIONAL

Name	Location	Position	Effective Date
Braham, Radian	GCHS	Teacher	01/11/2021
Brown, James	JASMS	Teacher	02/01/2021
Copeland, Robert, Jr.	JASMS	Teacher	02/08/2021
Frederick, Cassandra	GWM	Teacher	01/19/2021
Leland, Latara	JASMS	Teacher	01/20/2021
Pringle, Meishikia	HMS	Teacher	01/28/2021
Smith, Brenton	GCHS	Teacher	01/11/2021
Starke, Erica	GWM	Teacher	02/08/2021
Thompson,-Wilson, Ingrid	HMS	Teacher	01/11/2021

NON INSTRUCTIONAL

Name	Location	Position	Effective Date
Aikens, Sabrina	Transportation	Bus Aide	02/02/2021
Black, O'Hara	GCHS	Assistant Principal	01/19/2021
Hurchins, Alana	WGMS	Educational Paraprofessional	01/29/2021
Moore, Miracle	Transportation	Bus Aide	01/27/2021
Riles, Dominique	JASMS	Custodian	02/04/2021
Weston, Freddie	JASMS	Custodial Assistant	02/04/2021
Olguin, Ana	HMS	ESE Paraprofessional	02/11/2021

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

LEAVE

Name	Location/Position	Beginning Date	Ending Date
Brown, Daphne	GWM/Ed. Paraprofessional	01/15/2021	03/22/2021
Dawson, Lydia	SSES/Teacher	02/02/2021	04/02/2021
Estrada, Jaquelin	Federal Programs	02/16/2021	06/30/2021
Griffin, Beverly	CES/Ed. Paraprofessional	01/04/2021	06/23/2021
Kelly, Sanura	JASMS/Teacher	02/15/2021	05/10/2021
Monroe, Chenell	Transportation/Bus Aide	02/02/2021	04/01/2021

RESIGNATION

Name	Location	Position	Effective Date
Black, O'Hara*	GCHS	Instructional	01/15/2021
Bradwell, Tanaya	WGMS	Teacher	01/21/2021
Brincefield, Ashley	GCHS	SFS Worker	01/21/2021
Brown, Jamecia	Transportation	Bus Driver	02/03/2021
Henry, Stephanie	JASMS	SFS Worker	01/26/2021
Nolan, Dianne	GBES	Teacher	01/08/2021
Street, Jalen	GEMS	Ed. Paraprofessional	02/10/2021
Winters, Victor	JASMS	Teacher	01/29/2021
Wood, Charita	WGMS	SFS Worker	01/20/2021

*Resigned to accept another position within the District

RETIREMENT	Location	Position	Effective Date
Mills, Cyril	GWM	Teacher	02/01/2021

OUT OF FIELD

Name	Location	Are out of Field	Number of Periods
Copeland, Robert, Jr.	JASMS	Physical Education	All Periods
Frederick, Cassandra	GWM	Elementary Education	All Periods
Leland, Latara	JASMS	ESE	All Periods
Starke, Erica	GWM	Elementary Education	All Periods

TERMINATION

Employee # 0052-02032021-01 is recommended for suspension with pay beginning January 27, 2021 through February 23, 2021, at which time on February 23, 2021, employee will be recommended for termination.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6b

DATE OF SCHOOL BOARD MEETING: February 23, 2021

TITLE OF AGENDA ITEMS: Increases in Compensation for Substitute Teachers

DIVISION: Superintendent of Schools

PURPOSE AND SUMMARY OF ITEMS: Board approval is requested for increasing the Compensation for Substitute Teachers in accordance with the attached memorandum. This action will align the Substitute Teachers Salary with the Florida minimum wage requirements.

In addition, working conditions related to COVID-19 cause recruiting for Substitute Teachers difficult. An increase in the rate of pay will potentially make locating Substitute Teachers easier.

FUND SOURCE:	**Any fund from which Substitute Teachers are paid (primarily General Fund)**
AMOUNT:	**For 2020-2021 fiscal year, Estimated $10,000**
PREPARED BY:	**Elijah Key, Jr.**
POSITION:	**Superintendent of Schools**

SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gadsdenschools.org

"Putting Children First"

Elijah Key
Superintendent
keye@gcpsmail.com

MEMORANDUM

TO: Gadsden County School Board

FROM: Elijah Key, Jr.
Superintendent of Schools

DATE: February 16, 2021

SUBJECT: Proposed Increases in Compensation for Substitute Teachers

The rates of compensation for Substitute Teachers are established within the Classified Salary Schedule approved by the Gadsden County School Board. The published rates are as follows:

Educational Qualifications for Substitute Teacher	Per Day	Per Hour
Master Degree or Equivalent	$73.30	$10.0000
Bachelors Degree or Equivalent	$69.53	$ 9.5000
Associate Degree or Equivalent	$65.97	$ 9.0000
Less than Two Years of College	$62.01	$ 8.4600

Effective January 1, 2021, the minimum wage in Florida changed to $8.56 per hour. By September 30, 2021, the minimum wage will increase to $10.00 per hour, and then continue to go up $1.00 per hour each year until 2026.

In this context as well as try to recruit more qualified personnel to serve as Substitute Teachers, I recommend that the rates be changed as listed below:

Educational Qualifications for Substitute Teacher	Per Day	Per Hour
Master Degree or Equivalent	$84.30	$11.5000
Bachelors Degree or Equivalent	$80.63	$11.0000
Associate Degree or Equivalent	$76.97	$10.5000
Less than Two Years of College	$73.30	$10.0000

Thank you for your consideration of this important issue.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: **February 23, 2021**

TITLE OF AGENDA ITEM: **Contracted Services with Soliant Health and Gadsden County School Board**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

YES This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM :(Type and Double Space)

This Addendum will provide Sign Language Interpreter Services for students who are Deaf/Hard of Hearing. Services will include Teletherapy and in person services. Services include, but are not limited to the following: intervention services, IEP development, consultation, collaboration and support to families, school staff and administrators.

SOURCE: **FEEP dollars**

AMOUNT: **$59.00 per hour**

PREPARED BY: **Sharon B. Thomas** SBT

POSITION: **Director of Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered ____

CHAIRMAN'S SIGNATURE: page(s) numbered ____

This form is to be duplicated on light blue paper.

Proof read by: Christa Bascom

Soliant

ADDENDUM A
Terms of Teleservices Assignment

This Terms of Teleservices Assignment is subject to the terms and conditions of that certain Client Services Agreement between the parties outlined below.

Assignment Details
Soliant Health, LLC will contract with VocoVision for the provisions of telepractice services to Client. Client will pay Soliant Health, LLC for the hours worked by Telepractitioner under the following terms:

Telepractitioner:	Jeannie Oldfather		
Client:	Gadsden County Schools		
Assignment Start Date:	02/22/2021	**Assignment End Date:**	06/18/2021
Position:	SLI		
Hours per Week:	35.0		
Bill Rate per Hour	$ 55.0	*Bill Rate is all-inclusive*	
Technology Fee:	$ N/A		
	One VocoVision station per full time position at no cost. Additional stations can be provided with a $1,000 per unit refundable deposit and $200 per unit nonrefundable configuration and shipping charge. Deposit will be refunded to the school district upon return of the station(s) in working condition within fifteen (15) days of the assignment being completed.		
Miscellaneous:	Not Applicable		

** Sales tax will be added to professional fees if required by state law and client is not a tax-exempt entity.*

Gadsden County Schools		**SOLIANT HEALTH, LLC**	
DocuSigned by: Sharon Thomas 5F8ACFAB36A549E...	2/12/2021	DocuSigned by: Clay Ricks 2B65CCB4A82C4B4...	2/12/2021
Client Representative Signature	Date	Soliant Health Signature	Date
Sharon Thomas		Clay Ricks	
Print Name		Print Name	
ESE/Student Services Director		VocoVision Account Executive	
Title		Title	

ADDENDUM B
Teleservices Provisions

Client Responsibilities. Client agrees to the following items to facilitate VocoVision's provision of Services:

(a) Client shall be responsible for providing a secure environment for VocoVision hardware and software ("Equipment") installed and operated at Client's designated location(s).

(b) Client will provide sufficient infrastructure to support the proper operation of the Equipment, including network connectivity equal or superior to DSL access.

(c) Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards.

(d) Client warrants that it will not use the Equipment for any purpose other than as contemplated hereunder, and acknowledges that VocoVision is not responsible for any damages associated with such impermissible use.

(e) Client agrees to provide appropriate local support to facilitate remote telepractitioner's ability to fulfill the responsibilities outlined in Addendum C: Duties and Responsibilities.

Scheduling. Client agrees to the minimum hours of Services per week as stipulated in Addendum A: Terms of Teleservices Assignment, and will schedule the appropriate number of student speech sessions and other related services each week to meet or exceed the minimum hours requirement. Client and telepractitioner will agree upon a weekly schedule for Services which will be loaded into the VocoVision system. Any revisions to the schedule must be submitted to the VocoVision Operations Department no later than 12:00 PM EST Friday for Services the following week. VocoVision requires a 24-hour notice to cancel scheduled Services. One cancellation without notice is permitted per school year. Additional cancellations with less than 24 hours' notice will be billed at the regular rate. Note that VocoVision telepractitioners are encouraged to complete non-therapy work (e.g., paperwork, planning, file reviews, etc.) during any such cancellation time.

Administrative Responsibilities. Client shall be responsible for orienting telepractitioners to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to individual education plans or Client-specific program plans. During the contracted assignment, should telepractitioners fail to submit paperwork as required per Client's policies and procedures, Client must notify VocoVision in writing within three (3) business days of alleged failure. Failure to notify VocoVision within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioners. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the telepractitioners. Failure to notify VocoVision prior to the fourth (4th) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioner.

Gadsden County Schools		**SOLIANT HEALTH, LLC**	
DocuSigned by: Sharon Thomas 5F6ACFAB36A549E...	2/12/2021	DocuSigned by: Clay Ricks 2B63CCB4A82C4B5...	2/12/2021
Client Representative Signature	Date	Soliant Health Signature	Date
Sharon Thomas		Clay Ricks	
Print Name		Print Name	
ESE/Student Services Director		VocoVision Account Executive	
Title		Title	

Soliant

DDENDUM C
Duties and Responsibilities

Duties and Responsibilities

The duties and responsibilities of a Telepractitioner include, but are not limited to the following:

- Collaborates with the school district to identify students' communication characteristics, support resources, as well as any physical, sensory, cognitive, behavioral and motivational needs to determine the benefit a student may receive through telepractice.
- Collaborates with the school district to determine assessment resources - including their potential benefits and limitations - in the telepractice setting, and to develop a plan to assess students appropriately.
- Monitors effectiveness of services, and modifies evaluation and treatment plans as needed.
- Maintains appropriate documentation of delivered services in a format consistent with professional standards and client requirements.
- Complies with state and federal regulations to maintain student privacy and security.
- Facilitates behavior management strategies in students as appropriate.
- Provides information and counseling to families and school personnel as needed

Gadsden County Schools

DocuSigned by:
Sharon Thomas 2/12/2021
Client Representative Signature Date

Sharon Thomas
Print Name

ESE/Student Services Director
Title

SOLIANT HEALTH, LLC

DocuSigned by:
Clay Ricks 2/12/2021
Soliant Health Signature Date

Clay Ricks
Print Name

VocoVision Account Executive
Title

ADDENDUM D
VocoVision Equipment Policies

VocoVision Damaged Equipment Policy

If, during the course of contracted services, VocoVision computer equipment sustains damage or is missing components (keyboard, audio accessories, etc.), it should be reported immediately to the VocoVision Operations Department at 1-866-779-7005. Replacement equipment will be shipped to Client as needed. The costs of repairing or replacing the equipment (including shipping) will be charged to Client, but in no case shall exceed $1,000 per unit.

At the end of the VocoVision contract period, all equipment must be returned in original packaging within 15 days of completion of services. All returned equipment will be inspected for both physical and internal damage. If equipment is found to be damaged, VocoVision reserves the right to withhold from Client deposit the cost of repairing or replacing the damaged equipment. If no Client deposit exists, VocoVision will bill Client for such charges and will provide supporting documentation of all costs.

Please initial DS SJ

Packaging

All packaging, boxes and containers used to ship VocoVision equipment are considered property of VocoVision and must not be discarded. Packaging should be stored and kept in good condition during the course of the contract and must be used for return shipping at the conclusion of services. If VocoVision packaging is lost or damaged, Client is solely responsible for obtaining replacement packaging to ensure undamaged return of equipment to VocoVision. In such cases, we strongly recommend the use of a professional packaging and shipping service, such as the UPS Store or a FedEx retail location.

Please initial DS SJ

Jeannie

EXPERIENCE

Hands Up Communication, Cedar Rapids, IA — *Independent Contractor/ Sign Language Interpreter*

January 2017 - PRESENT

- Follow ethical codes that protect the confidentiality of information.
- Educate students, parents, staff, and teachers about the roles and functions of educational interpreters.
- Follow classroom schedule and interpret as dictated by individual student's IEP and as assigned by the teacher of the deaf and hard of hearing and/or classroom teacher.
- Interpret sign to voice and voice to sign.
- Facilitate communication between faculty, staff, and other classmates.
- Act as a language model and mentor; fostering social development in the educational setting.
- Confer regularly with classroom teachers prior to lessons in order to understand the material and prepare interpreted messages.
- Follow ethical codes that protect the confidentiality of information.
- Allow deaf and hard of hearing individuals access to what is being said in a variety of situations.

EDUCATION

Scott Community College, Bettendorf, IA — *Associate in Applied Science (A.A.S) American Sign Language- English Interpreting*

December 2016

SKILLS

- Communication Skills in ASL and English
- Problem solving and conflict resolution
- Flexibility and willingness to adapt to different situations
- Collaboration and Teamwork
- Interpersonal Skills
- Organization
- Time management
- Using Screenscatify

Certifications

Sign Language Interpreter and Transliterator

LANGUAGES

American Sign Language

English

References

References available upon request.

SUMMARY SHEET
RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. ____7b_______

DATE OF SCHOOL BOARD MEETING: February 23, 2021

TITLE OF AGENDA ITEM: Autism Spectrum K-12 and Florida Gifted Add-on Endorsement Plans

DIVISION: Professional Learning Services

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Florida Diagnostic & Learning Resources System (FDLRS) team members have reviewed and verified accuracy of the Autism Spectrum K-12 and Florida Gifted Add-on Endorsement Plans developed through the GCPS-PAEC partnership. These plans were submitted to the Board last year for approval, because substantial revisions were made to the plans in place at the time, although the plans were officially due to expire this spring. PAEC went through the approval process at that time to ensure the information in the plans being used were accurate and up-to-date. A final review of the information in the plans has been completed and there are no changes since the time of that revision.

Attached are the PAEC Florida Gifted and Autism Spectrum Disorder K-12 Add-On Endorsement Plans for approval, which will be submitted to FLDOE in April

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Ella-Mae Daniel

POSITION: Director, Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered ___________

CHAIRMAN'S SIGNATURE: page(s) numbered __________________

REVIEWED BY: ____________________

INSERVICE PROGRAM

FOR ADD-ON ENDORSEMENT

IN THE AREA OF

AUTISM SPECTRUM DISORDER K-12

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, FL 32428
(850) 638-6131

Recommended to the Gadsden County School Board on February 23, 2021____

____
Mr. Elijah Key, Superintendent

Approved by the Gadsden County School Board on February 23, 2021

____
Mr. Leroy McMillan, Chairman of the Board

PAEC
Panhandle Area
Educational Consortium

Advancing Schools and Communities for Student Success
Every Student, Every Day!

INSERVICE PROGRAM

FOR ADDING AN ENDORSEMENT IN

Autism Spectrum Disorder K-12

TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared by the

Panhandle Area Educational Consortium

2021-2026

PAEC
Panhandle Area
Educational Consortium

Advancing Schools and Communities for Student Success
Every Student, Every Day!

753 West Boulevard
Chipley, FL 32428
www.paec.org
850-638-6131
Toll free: 1-877-873-7232

TABLE OF CONTENTS

Autism Spectrum Disorder Add-On Endorsement

I. Title

In-service Program for Adding an Endorsement in Autism Spectrum Disorder

II. Program Rationale and Purpose

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.stml

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health(1:59 births, 2018),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

The add-on endorsement is designed for teachers who currently hold a bachelor’s or higher degree with certification in any exceptional student education area.

III. Curriculum

Competencies

Competencies to be addressed in the program are

- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,
- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Specialization/Professional Studies

Specialization requirements for the Autism Spectrum Disorder Endorsement follow and are listed at: https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.01796.
Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

Nationally Recognized Guidelines

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the National Professional Development Center on Autism Spectrum Disorder, 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included.

St. John’s County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans, as well as course descriptions for state universities, were all consulted in the development of the autism endorsement plan.

IV. Instructional Design and Delivery

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

Instructional Strands

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
1. The Basics of Autism 2. History and Assessment 3. Evidence Based Practices 4. Parental Involvement 5. Sensory Differences 6. Visual Schedules 7. Social Narratives and Social Skills 8. Structured Work Systems 9. Quality Individualized Education Program (IEP)	1. Challenging Behavior in Autism 2. Applied Behavioral Analysis (ABA) 3. Decreasing Challenging Behavior 4. The Power of Reinforcement 5. Social Skills 6. Beginning the Functional Behavioral Assessment (FBA) 7. Self-Monitoring 8. Data Collection 9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)	1. The Basics-Communication in Autism Spectrum Disorders 2. Augmentative/Alternative Communication Systems (AAC) 3. AAC in the School Setting 4. Functional Communication Training 5. Assistive Technology 6. Technology Aided Instruction and Intervention (TAII) 7. Communication and Collaboration in the School 8. Transition and Community Based Instruction 9. Transition

REQUIRED PROFESSIONAL LEARNING COMPONENTS

Component Number	Professional Learning Plan Inservice Points	Component Title
2-103-545	80	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
5-101-546	80	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
3-100-547	80	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Title: Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
Component Number 2-103-545
Function: 2
Focus Area: 103
Local Sequence: 545

Number of Inservice Points: 80

Course Description: *Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience* is a brief description of content or general objectives
Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒ Academic content standards for student achievement
☒ Assessment and tracking student progress
☒ Collegial learning practices
☒ Continuous Improvement practices
☒ Digital Learning/Technology Infusion
☐ Evaluation system indicators/rubrics/components
☒ Instructional design and lesson planning
☐ Instructional leadership (as per FPLS standards)
☒ Learning environment (as per FEAPS standards)
☐ Mastery of a specific instructional practice:
☐ Mastery of a specific leadership practice:
☐ Multi-tiered System of Supports (MTSS)
☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
☐ Non-Classroom Instructional staff proficiencies supporting student success
☐ Organizational leadership proficiencies (as per FPLS)
☒ Professional and ethical behavior
☒ Regulatory or compliance requirements
☐ Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1		☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,		☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3		☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4		☐ 3.4.3, 3.4.7

IMPACT AREAS

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
    a. criteria for determining eligibility (medical and educational)
    b. autism-specific instruments
    c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).

13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
    a. opportunities to enhance communicative initiations and interactions;
    b. opportunities for appropriate play and leisure activities;
    c. self-regulation and self-control;
    d. sensory-motor concerns and
    e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and How? to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and data-based decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: B
Electronic, Interactive
WHAT will occur during this professional development component delivery?
Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations

- Action research

HOW?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant’s learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: R:

Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course’s required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project Date 2019-2020

Title: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
Component Number 5-101-546
Function: 5
Focus Area: 101
Local Sequence Number: 546
Number of Inservice Points: 80

Course Description
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience provides participants with an understanding of How? applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒ Academic content standards for student achievement
☒ Assessment and tracking student progress
☒ Collegial learning practices
☒ Continuous Improvement practices
☒ Digital Learning/Technology Infusion
☐ Evaluation system indicators/rubrics/components
☒ Instructional design and lesson planning
☐ Instructional leadership (as per FPLS standards)
☒ Learning environment (as per FEAPS standards)
☐ Mastery of a specific instructional practice:
☐ Mastery of a specific leadership practice:
☐ Multi-tiered System of Supports (MTSS)
☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
☐ Non-Classroom Instructional staff proficiencies supporting student success
☐ Organizational leadership proficiencies (as per FPLS)
☒ Professional and ethical behavior
☒ Regulatory or compliance requirements
☐ Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	**School**	**District**
Planning	☒ 1.1.1		☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,		☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3		☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4		☐ 3.4.3, 3.4.7

IMPACT AREAS

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

Educators will:

1. Identify social and behavioral issues associated with ASD and How? those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive andnon-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.

14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations
- Action research

HOW?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant’s learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R.

Electronic, Interactive, with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning.

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact
Evaluation Method for Staff Data Base Code: A
Evaluation Method for Students Database Code: B

Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course’s required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project
Date 2019-2020

Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
Component Number: 3-100-547
Function: 3
Focus Area: 100
Local Sequence Number: 547
Number of Inservice Points: 80

Course Description: *Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience* is a course to teach participants to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒ Academic content standards for student achievement
☒ Assessment and tracking student progress
☒ Collegial learning practices
☒ Continuous Improvement practices
☒ Digital Learning/Technology Infusion
☐ Evaluation system indicators/rubrics/components
☒ Instructional design and lesson planning
☐ Instructional leadership (as per FPLS standards)
☒ Learning environment (as per FEAPS standards)
☐ Mastery of a specific instructional practice:
☐ Mastery of a specific leadership practice:
☐ Multi-tiered System of Supports (MTSS)
☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
☐ Non-Classroom Instructional staff proficiencies supporting student success
☐ Organizational leadership proficiencies (as per FPLS)
☒ Professional and ethical behavior
☒ Regulatory or compliance requirements
☐ Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1		☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,		☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3		☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4		☐ 3.4.3, 3.4.7

IMPACT AREAS

☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
   a. Single message
   b. Picture communication systems
   c. Manual communication boards
   d. Voice output communication devices
   e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe How? to individualize a communication system for an individual student.

a. Identify vocabulary the student would need in specific environments.
b. Identify opportunities where the student would need to communicate.

7. Describe How? to manipulate the classroom/school environment to promote communication, including the use of "sabotage".

8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
    a. communication
    b. social interactions
    c. academics
    d. daily living
    e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and How? the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe How? individuals with autism are included in transition planning in your district.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: B
Electronic, Interactive, (includes facilitation supporting development/application on the job)
WHAT will occur during this professional development component delivery?
Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations
- Action research

HOW?
Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant’s learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R

Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course’s required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project
Date 2019-202O

Autism Spectrum Disorder Matrix

Competency Number*	Component Number	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards	Method of Competency Demonstration
Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience				
2a	2-103-545	1, 3	DDA.1.K1, DDA.1.K2, DDA.1.K3, SEDAS.1.S1, SEDAS.1.S2, DDA.6.K4, SEDAS.1.K5, SEDAS.1.S3, SEDAS.4.S1	1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2d, 2e	2-103-545	2, 4, 5, 6	DDA.6.K3, SEDAS.4.K1, DDA.1.K1, DDA.1.K8, DDA.6.K5, DDA.6.K1, SEDAS.1.K1, DDA.4.K1, DDA.4.K3, SEDAS.1.K2, SEDAS.1.K3	1. Research project that addresses history as well as medical diagnosis and educational eligibility 2. Describe autism specific instruments and process used for comprehensive evaluation 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2e	2-103-545	14, 20, 22	DDA.1.K4, DDA.4.K2, DDA.5.S11, SEDAS.1.S3 SEDAS.3.S8, SEDAS.3.S11, SEDAS.3.S14, DDA.2.S6, DDA.5.K1, DDA.5.S9, DDA.5.S5, SEDAS.3.S5	1. Research Evidence-based Practices (EBP) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a	2-103-545	7, 8	DDA.7.K1, SEDAS.1.S10, SEDAS.6.K1, SEDAS.6.K2, SEDAS.7.S4, DDA.6.K7	1. Research data regarding parental involvement in schools and how this can be improved in their own school 2. Application exercise that include a dialogue between facilitator and educators

				3. Self-reflection 4. Quiz
2a	2-103-545	15	DDA.1.K4	1. Sensory graphic organizer 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2e	2-103-545	19	DDA.3.S4, SEDAS.3.S9	1. Development and implementation of visual schedules 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e	2-103-545	16, 17	DDA.2.S2, DDA.3.S5, DDA.5.S12, SEDAS.3.K1, DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2	1. Development and implementation of a social narrative 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a,2e	2-103-545	17, 18	DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2, DDA.2.S1, DDA3.S3, DDA.5.S13, SEDAS.3.K4	1. Development and implementation of structured work system; including progress monitoring tool 2. Develop and implement a visual to support the use of the structured work system 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2d, 2e	2-103-545	9, 10, 11, 12, 13, 21	DDA.6.K2, SEDAS.1.S6, SEDAS.3.S1, DDA.2.S4, DDA.4.K4,	1. Analysis of assessment results 2. Development of IEP SMART goals

			DDA.5.S1, DDA.5.S3, SEDAS.1.S5, SEDAS.3.S14, DDA.5.S4, DDA.5.S14, DDA.5.S16, SEDAS.1.S6, SEDAS.3.S12, DDA.2.S4, DDA.3.S6, DDA.4.S1, DDA.5.S16, SEDAS.1.K4, SEDAS.1.S4, SEDAS.2.K2	3. Make decisions regarding accommodations and instructional strategies 4. Field experience application of course concepts 5. Quiz
Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience				
2a, 2c, 2e	5-101-546	1, 2, 4	DDA.1.K1, DDA.1.K6, DDA.1.K8, DDA.1.K9, SEDAS.1.K1, SEDAS.1.S1, DDA.1.K7, DDA.1.K4, SEDAS.1.S2, SEDAS.3.K2	1. Research project 2. Development of IEP SMART goals for social/emotional/behavior 3. Field experience application of course concepts 4. Quiz
2c	5-101-546	3, 5, 6		1. Research basic principles of ABA 2. Choose an Evidenced Based Practice in the area of behavior to research 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	5-101-546	11, 12, 16	SEDAS.3.S11, SEDAS.4.K1, SEDAS.1.K2, SEDAS.6.K2, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Collect behavioral data (ABC) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e	5-101-546	7, 8, 13, 14, 15	DDA.6.K7, SEDAS.3.S12, DDA.2.S1, DDA.3.S3,	1. Develop token economy system 2. Identify target/replacement behavior

			DDA.3.S5, DDA.3.S6, DDA.4.K2, DDA.5.S11, DDA.5.S12, DDA.5.S13, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S14, SEDAS.4.K1, SEDAS.1.S5, DDA.5.S5, DDA.5.S10, DDA.6.K4, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.S5, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	3. Analyze reinforcer assessment 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d, 2e	5-101-546	9	DDA.1.K9, DDA.2.S1, DDA.2.S3, DDA.3.S1, DDA.3.S5, DDA.5.S5, DDA.5.S11, DDA.5.S12, DDA.5.S15, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4	1. Administer Functional Social Skills Assessment (FSSA) 2. Complete the Visual Social Skills Profile based on results of FSSA 3. Create and implement a social skills lesson that addresses the deficits from the above 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d, 2e	5-101-546	17, 18	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8, DDA.4.S2, DDA.4.S3,	1. Use ABC data to develop a hypothesis for the function of behavior 2. Research and design an intervention strategy that matches the function of the competing behavior

				3. Implement intervention and collect data 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c	5-101-546	10	DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4, SEDAS.3.S11, SEDAS.3.S12	1. Develop and implement a self-monitoring system 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2c, 2e	5-101-546	19	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	5-101-546	20	DDA.4.S2, DDA.4.S3, DDA.5.S5, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	1. Develop an FBA and PBIP based on data results 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience				
2a	3-100-547	1	DDA.1.K2, DDA.1.K5, SEDAS.1.K1, SEDAS.1.S1, SEDAS.1.S2	1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection

				4. Quiz
2b, 2e	3-100-547	2, 3, 4, 6	DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, SEDAS.1.S5, SEDAS.1.S6, SEDAS.2.K1, SEDAS.3.K3, SEDAS.3.S6, SEDAS.6.S3, DDA.1.K5, DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.4.K2, DDA.4.K4, DDA.5.S4, DDA.5.S13, DDA.5.S15, SEDAS.3.S7	1. Research AAC devices; including PECS 2. Individualize AAC for a student 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b	3-100-547	5, 7	DDA.1.K5, DDA.2.S2, DDA.3.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.5.K1, DDA.5.S2, DDA.5.S3, DDA.5.S10, DDA.5.S14, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.6.S3, DDA.4.S1, DDA.4.S2, SEDAS.3.S5, SEDAS.3.S10	1. Research AAC devices 2. Integration of AAC into classroom environment/curriculum 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2c, 2e	3-100-547	8	DDA.4.S2, DDA.5.S2, DDA.5.S5, DDA.5.S13, DDA.5.S15, DDA.6.K5, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5	1. Identify interfering behavior 2. Implement the Functional Communication Training (FTC) strategy 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b	3-100-547	10, 11, 12	DDA.2.S4, DDA.4.K2, DDA.5.S2, DDA.5.S15,	1. Research technology supports 2. Provide examples of low, mid, and high tech supports

			DDA.7.K1, SEDAS.1.S5, SEDAS.1.S7, DDA.1.K5, DDA.1.K8, DDA.2.S2, DDA.3.S2, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.K4, DDA.5.S2, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	3. Review district AT evaluation process 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Quiz
2b, 2e	3-100-547	11, 12	DDA.1.K5, DDA.1.K8, DDA.2.S1, DDA.3.S2, DDA.3.S4, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.K4, DDA.5.S2, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15, SEDAS.2.K1,	1. Research Technology Aided Instruction and Intervention (TAII) resources 2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz

			SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	
2a	3-100-547	9	DDA.2.S2, DDA.5.K1, DDA.K.S14, DDA.6.K6, DDA.7.K1, SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2, SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5, SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S4, SEDAS.7.S3, SEDAS.7.S4	1. Describe collaboration and communication with stakeholders; including paras and service providers 2. Describe collaboration and communication among and between special education and general education teachers 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a	3-100-547	13, 14	DDA.2.S1, DDA.5.S6, DDA.5.S7, DDA.5.S8, DDA.7.K1, SEDAS.3.S12, SEDAS.3.S13, SEDAS.5.S1, DDA.3.K1, DDA.5.K2, DDA.6.K2, DDA.6.K6, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.K4, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.6.S1, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5	1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2d, 2e	3-100-547	15, 16	DDA.3.K1, DDA.4.K2, DDA.4.K3, DDA.4.K4, DDA.4.S1,	1. Research transition assessments

			DDA.5.K2, DDA.5.S6, DDA.5.S7, DDA.5.S14, DDA.5.S16, DDA.6.K2, DDA.6.K6, DDA.7.K1, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.S2, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S5, DDA.5.K2	2. Use assessment data to develop post-secondary transition IEP goals 3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

*Note** Competency Number based upon Rule 6A-4.01796

Instructor Qualifications

Selection of instructors for the Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master’s degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

<u>V.</u> Completion Requirements

Program Completion

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor’s or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: nature of autism spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion. Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program

In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Upon successful completion of all three required courses, the participant will be provided with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder K-12.

Competency Demonstration

All those pursuing the addition of the Autism Spectrum Disorder Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

Competency Verification

College and/or university coursework may be substituted for portions of the Autism Spectrum Disorder Add-on Endorsement requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the instructor that there is reasonable equivalence between the college/university courses and the add-on courses. Decisions will be made at the local level, in collaboration with the teacher certification office and the professional development office. Certificates will be issued to successful completers as a record of competency completion.

VI. Program Evaluation

Evaluation Plan

The overall effectiveness of the Autism Spectrum Disorder Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on 100% of the specific objectives).
2. Each training component will be evaluated by utilizing staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Annual Review

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

An annual review of the efficacy of the program will be conducted by Exceptional Student Education administration in the school district via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan*. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional development offered outside of the endorsement program.

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

Descriptive Data

Formal program evaluation will provide the following data:

1. Number of teachers who are out-of-field in autism spectrum disorders
2. Number and percentage of the above that have enrolled in the add-on program
3. Number of enrollees dropped for nonperformance
4. Number and percentage of program completers
5. Number and percentage of program completers teaching in the district

2. Client Satisfaction Data

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs
2. The quality of instruction is consistent with professional development standards
3. The curriculum is pertinent to their classroom and professional development needs
4. The pace, quantity, and quality of assignments are compatible with their primary

teaching responsibilities

3. Supervisory Evaluation Data

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others

   Evidence exists of tangible benefit to students accruing from add-on training

Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

VII. Management

The FDLRS organization will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.
Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training will be offered by districts and regional service providers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Autism Spectrum Disorder Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 80 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education by electronically submitting a CTE-115 Form to the Bureau of Educator Certification at Florida Department of Education.

Transfer and Utilization of Credit (College or Inservice)

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office. Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

- The component is of equivalent or higher content level

- The component was earned as part of a Florida-approved Add-On Certification Program

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district certification specialist will assist the participant in filing the necessary online application and collecting the fees associated with adding the Autism Spectrum Disorders Endorsement to the educator's teaching certificate. The district will electronically submit the CT-115 form to the Bureau of Educator Certification verifying completion of the add-on program."

APPENDIX

VERIFICATION OF INSERVICE POINTS APPLICABLE TOWARD ADD-ON CERTIFICATION

FLORIDA AUTISM SPECTRUM DISORDER K-12 (Optional FormA)

NAME:

DISTRICT: SCHOOL:

Course Name		Points on File
1.	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience (80 points minimum)	
2.	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)	
3.	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)	

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add- on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Autism Spectrum Disorder inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Autism Spectrum Disorder provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Autism Spectrum Disorder. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Points Required		**Points Verified**		**Deficiency (if any)**	**District Initials**
Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience (80 points minimum)					
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)					
Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)					
TOTAL POINTS REQUIRED 240	**TOTAL POINTS VERIFIED**				

Signature District Official: Date:

FOR (name of district) DISTRICT OFFICE OF CERTIFICATION USE ONLY.

Status of Application:

_____ Sent to Florida Department of Education _____Returned for Additional Verification

Date______________________ **By** ______________________

INSERVICE PROGRAM

FOR ADD-ON ENDORSEMENT

IN THE AREA OF

FLORIDA GIFTED

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, FL 32428
(850) 638-6131

Recommended to the Gadsden County School Board on February 23, 2021____

Mr. Elijah Key, Superintendent

Approved by Gadsden County School Board on February 23, 2021

Mr. Leroy McMillian, Chairman of the Board

PAEC
Panhandle Area
Educational Consortium

Advancing Schools and Communities for Student Success
Every Student, Every Day!

INSERVICE PROGRAM

FOR ADDING AN ENDORSEMENT IN

Florida Gifted

TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared by the

Panhandle Area Educational Consortium

2021-2026

Advancing Schools and Communities for Student Success
Every Student, Every Day!

753 West Boulevard
Chipley, FL 32428
www.paec.org
850-638-6131
Toll free: 1-877-873-7232

TABLE OF CONTENTS

Gifted Add-On Endorsement

I. Title

In-service Program for Adding an Endorsement in Florida Gifted

II. Program and Rationale and Purpose

The Gifted Endorsement is designed to increase the level of knowledge, expertise, and understanding of educators working with students who are gifted. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues associated with students who are gifted. It is designed to foster an understanding of historical state and national trends, policies, and guidelines in order to ensure implementation of appropriate academic curriculum, differentiation strategies, educational intervention, and support for this diverse population.

III. Curriculum

Competencies

The specialization competencies for the District Alternative Program for Add-On Certification: Gifted Endorsement were developed by a Florida Department of Education sponsored certification task force, representing statewide stakeholders and constituent groups. The competencies are grouped to correlate with the major components of the Rule 6A-4.01791, F.A.C.; Specialization Requirements for the Gifted Endorsement-Academic Class. In addition, the Council for Exceptional Children (CEC) and the National Association for Gifted Children (NAGC), two national organizations committed to promoting quality training programs, were used as resources in the final development of the competencies.

Competency 1.0: Participants will demonstrate an awareness of the following:

- The historical foundation of gifted education
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents
- The process of screening and identifying students who are gifted
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted
- The essential role of collaboration to support students who are gifted and teachers

Competency 2.0: Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Competency 3.0: Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1,2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3,7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5,7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Competency 4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:
- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1 -4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

Competency 5.0: Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:
- Knowledge of the nature and definition of creativity
- Self-reflection and strategies to enhance personal creativity
- Ideas and strategies for teaching students to develop and use their creativity

Specialization

6A-4.01791 Specialization Requirements for the Gifted Endorsement--Academic Class Beginning July 1, 1992. (Florida Statute):

(1) A bachelor's or higher degree with certification in an academic class coverage, and

(2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:

(a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;

(b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;

(c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;

(d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and

(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

(3) This rule shall take effect July 1, 1992.

Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-New 7-1-92.

Nationally Recognized Guidelines

To address the broad disparity in teacher training for teachers of gifted children, the NAGC, the Council for Exceptional Children (CEC), and its division, The Association for the Gifted (TAG), have recently completed a three-year collaborative project to develop a set of research-based standards for educators: The Teacher Knowledge and Skill Standards for Gifted and Talented. In developing the standards, the organizations worked closely with the Interstate New Teacher and Assessment and Support Consortium (INTASC), a division of the National Council for Accreditation for Teacher Education (NCATE), that provides a national forum to set and meet standards for teacher licensure and professional development. Closely aligned with INTASC's ten Model Standards for Teacher Licensure, the Teacher Knowledge and Skill Standards for Gifted and Talented were created to assist state departments of public instruction in developing standards for teachers of gifted children, grades K-12, and to provide college and universities with a framework for teacher education programs.

Identification and summary of the ten standards include teacher knowledge and understanding of the following:

- Foundations, the research-based evidence, philosophies, laws and policies, and various historical and human perspectives in the evolving field of gifted education;
- Development and Characteristics of Learners, including those with exceptional learning needs and those without;
- Individual Learning Differences, which include the effects that giftedness as well as diversity can have on one's learning;
- Instructional Strategies, which are based on evidence-based research and are specific to gifted and talented students;
- Learning Environments and Social Interactions that promote creativity, cultural understanding, diversity, safety, and emotional well-being, and full student engagement in the learning process;
- Language and Communication and the important role they play in talent development; effective teaching strategies for oral and written communication skills; and individual language proficiencies and cultural and linguistic differences;
- Instructional Planning that reflects both long- and short-range goals and objectives for individual giftedness;
- Assessment in multiple forms that can be used for identification, progress, instruction, and evaluation of gifted learners;
- Professional and Ethical Practice standards in all situations, both in dealing with students and in staying abreast of new evidence and more effective teaching techniques;
- Collaboration with families, other educators, and appropriate service and support personnel for gifted children and gifted programs.

The complete text for the NAGC Standards can be found at http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education.

IV. Instructional Design and Delivery

Instructional Strands

There are five instructional strands included in the Gifted Add-On Endorsement Program. These strands have been developed to ensure that teachers meet the competencies required for teaching in Florida's gifted programs and to support quality training on a statewide basis.
The five instructional strands and major topics are the following:

Instructional Strands	Topics
1. Nature and Needs of Students Who Are Gifted	Defining Giftedness & Exploring Foundations Understanding Giftedness Identifying Giftedness Educating the Gifted Managing Gifted Services
2. Curriculum Development for the Gifted	Key Terms and Concepts of Gifted Curriculum Programs and State Standards Principles of Differentiated Instruction and Universal Design for Learning Curriculum Models Curriculum and Instructional Strategies Selecting Resources, Materials, and Technology Providing a Continuum of Services Student Outcomes and Educational Plan Communicating and Advocating Effectively
3. Guidance and Counseling for the Gifted	Understanding the Gifted Developmental Characteristics of Gifted Children Phenomenological Experience of Gifted Children Strengths and Vulnerabilities Personality Variance of the Gifted and Highly Gifted Special Populations From Risk to Resiliency Opportunities in Education Placement Counseling, Guidance, and Career Placement Advocates for the Gifted

	Parenting the Gifted Child and Family Dynamics
4. Education of Special Populations of Gifted Students	Identification of Special Populations of Gifted Students Diverse Types of Gifted Students Multicultural Gifted Education Ethnicity Linguistic Diversity Underachievement Socio-economic and Educational Disadvantage Twice-Exceptional Students Diverse Family Structures and Pressures Gender and LGBTQ+ Young and Highly Gifted Evaluation of Effective Programs for Special Populations of Gifted Students
5. Theory and Development of Creativity	Valuing Creativity Defining Creativity Developing and Nurturing Creativity Measuring Creativity and Assessing Creative Outcomes Personalization and Commitment to Creativity

V. Inservice Codes

Primary Purpose	Implementation Methods
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building - Non-instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/ Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-interactive T. Evaluation of Practice
Learning (Delivery) Methods	Evaluation (Staff/Participant)
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-interactive D. Learning Community/ Lesson Study Group E. Independent Inquiry F. Structured Coaching/ Mentoring G. Implementation of "High Effect" Practice(s) H. Job-Embedded I. Deliberate Practice J. Problem Solving Process	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
Florida Educator Accomplished Practices (FEAP)	Evaluation (Students)
Quality of Instruction A.1 Instructional Design and Lesson Planning A.2 The Learning Environment A. 3 Instructional Delivery and Facilitation A.4 Assessment Continuous Improvement, Responsibility, and Ethics B.1: Continuous Professional Improvement B.2 Professional Responsibility and Ethical Conduct	A. Results of State or District-Developed/ Standardized Growth Measure(s) B. Results of School/ Teacher- Constructed Student Growth Measure(s) that Track Student Progress C. Portfolios of Student Work D. Observation of Student Performance E. Other Performance Assessment(s) F. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

VI. Program Content/Curriculum

Title: Nature and Needs of Students Who Are Gifted
Component Number 2-106-511
Number of Inservice Points: 60

Course Description: *Nature and Needs of Students Who Are Gifted* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. Nature and Needs of Students Who Are Gifted provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants.

Competency 1.0
Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The historical foundation of gifted education (6.2)
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents (1.1, 1.2)
- The process of screening and identifying students who are gifted (4.3)
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted (4.4, 4.5)
- The essential role of collaboration to support students who are gifted and teachers (7.1, 7.2, 7.3)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC).*

The content has been organized around five topics:

- Defining Giftedness and Exploring Foundations
- Understanding Giftedness
- Identifying the Gifted
- Educating the Gifted
- Managing Gifted Programs

- Within these five topics are 20 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge &Skill Standards for Gifted and Talented Education (2013).*

Specific Objectives:

Topic 1: Defining Giftedness and Exploring Foundations

- Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
- Demonstrate an understanding of major historical and contemporary trends that influence gifted education.
- Demonstrate knowledge of the historical, national, and state definitions of giftedness.
- Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida.

Topic 2: Understanding Giftedness

- Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
- Identify the needs and challenges associated with common gifted characteristics.
- Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.
- Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.

Topic 3: Identifying the Gifted

- Identify issues related to the identification of students who may be gifted.
- Examine district screening practices and identification procedures.
- Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.

Topic 4: Educating the Gifted

- Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment.
- Analyze the relationship among gifted programming, differentiation, and identification criteria.
- Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.
- Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
- Describe the characteristics and competencies of effective teachers of students who are gifted.

Topic 5: Managing Gifted Services

- Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs.

- Identify and interpret implications of current research that impacts gifted education.
- Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
- Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

Professional Learning Delivery, Implementation, and Evaluation:
To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions:
Each participant will complete one or more of the following component activities:
Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A, B, E, I, J
Implementation Methods: P, R, T
Evaluation Methods:
    Staff: A, F, G
    Student: A, D, F, Z
FEAP: A.2, A.3, A.4, B.1

Title: Curriculum and Instructional Strategies for Teaching Gifted Students
Component Number 2-106-540
Number of Inservice Points: 60

Course Description: *Curriculum and Instructional Strategies for Teaching Gifted Students* provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

Competency 2.0
Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (1.1, 1.2, 3.2, 3.4)
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (3.1, 3.4, 5.1)
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (5.1-5.5, 6.2, 6.3)
- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. (3.1-3.4, 5.1-5.5)
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (2.4, 5.4, 7.3)
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC.).*

The content has been organized around 12 topics:

- Key Terms & Concepts
- Program & State Standards
- Principles of DI & UDL
- Curriculum Models
- Curriculum & Instructional Strategies
- Selecting Resources, Materials, & Technology

- Instructional Needs & Strategies
- Designing Units of Instruction
- Providing a Continuum of Services
- Student Outcomes & the Educational Plan
- Communicating & Advocating Effectively
- Program Evaluation
-

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).*

Specific Objectives:

Topic 1: Key Terms & Concepts

- Justify the need to differentiate of adapt instruction to respond to the needs of the gifted learner.
- Demonstrate understanding of the terminology used in the development of curriculum for the gifted.

Topic 2: Program & State Standards

- Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students.

Topic 3: Principles of DI & UDL

- Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL).

Topic 4: Curriculum Models

- Demonstrate the ability to evaluate models for teaching gifted curriculum.

Topic 5: Curriculum & Instructional Strategies

- Develop an understanding of the issues of equity and excellence as they relate to gifted.
- Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.
- Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
- Appreciate the role of assessment as an instructional strategy.

Topic 6: Selecting Resources, Materials, & Technology

- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

Topic 7: Instructional Needs & Strategies

- Demonstrate the ability to match instructional strategies to individual needs of learners.
- Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.

Topic 8: Designing Units of Instruction

- Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners.

Topic 9: Providing a Continuum of Services

- Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.

Topic 10: Student Outcomes & the Educational Plan

- Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Topic 11: Communicating & Advocating Effectively

- Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.

Topic 12: Program Evaluation

- Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
- Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
- Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
- Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

Professional Learning Delivery, Implementation, and Evaluation:
To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions
Each participant will complete one or more of the following component activities:
Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A
Learning (Delivery) Methods: A, B, E, H, I, J
Implementation Methods: P, R, T
Evaluation Methods:
    Staff: A, F, G
    Student: C, E
FEAP: A.1, A.2, A.3, A.4, B.1

Title: Guidance and Counseling for Gifted Students
Component Number: 2-106-542
Number of Inservice Points: 60

Course Description: *Guidance and Counseling for the Gifted* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

Competency 3.0
Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC).*

The content has been organized around twelve topics:
- Understanding the Gifted
- Developmental Characteristics of Gifted Children
- Phenomenological Experience of Being Gifted
- Strengths and Vulnerabilities
- Personality Variance of the Gifted and Highly Gifted
- Special Populations
- From Risk to Resiliency
- Opportunities in Educational Placement
- Counseling, Guidance, and Career Placement
- Supporting Social Skills and Leadership Development
- Advocates for the Gifted
- Parenting the Gifted Child and Family Dynamics

Within these 12 topics are 45 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).*

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1,2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3,7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Specific Objectives:

Topic 1: Understanding the Gifted

- Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.

Topic 2: Developmental Characteristics

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

Topic 3: Phenomenological Experience

- Understand the inner experience of gifted children.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
- Understand the distinguishing characteristics of emotional and spiritual giftedness.

Topic 4: Strengths and Vulnerabilities

- Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand the vulnerabilities that are due to a specific circumstance.

Topic 5: Personality Variance

- Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
- Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

Topic 6: Special Populations

- Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

Topic 7: From Risk to Resiliency

- Identify risk factors and resiliency as related to gifted students.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.

Topic 8: Opportunities in Educational Placement

- Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M.
- Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being.

- Compare and contrast Florida's Acceleration Statute 1002.3105 f.s. with your district's schools' policies and activities for acceleration.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

Topic 9: Counseling, Guidance, and Career Placement

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

Topic 10: Supporting Social Skills and Leadership Development

- Learn how to help students develop social skills and inspire leadership.
- Support gifted children's experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

Topic 11: Advocates for the Gifted

Acquire and refine the knowledge and skills needed to advocate for gifted learners.

- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.

Topic 12: Parenting and Family Dynamics

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them."

Topics developed in Guidance and Counseling for the Gifted address various objectives that attempt to answer 12 broad questions:

- What does it mean to be gifted?

- What characteristics do gifted individuals display across their lives to differentiate them from same-age peers?
- What is the phenomenological experience of a gifted individual?
- How do the strengths and vulnerabilities of gifted individuals impact their lives?
- How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
- How can we identify and support a gifted child who displays atypical characteristics due to life differences?
- How can we help foster resiliency in at-risk gifted students?
- How can schools support our brightest students?
- How can we help students learn what they want to do, not just what others think they should do?
- How can we facilitate social skills and leadership development in students?
- How can advocates positively affect others' understanding and acceptance of gifted children's needs?
- What is different about parenting a gifted child?

Delivery Methods

Both facilitator and participants may use a variety of formats to augment this course. Some suggestions follow:

- Multiple presentation formats i.e.: Google Slides, Prezi, PowerPoint, Keynote
- Formative Assessment tools such i.e.: Google forms, Quizlet, Kahoot, Socrative
- Other formats appropriate for this course

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions
Each participant will complete one or more of the following component activities:
Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A
Learning (Delivery) Methods: A, B, E, H, I, J
Implementation Methods: P, R, T
Evaluation Methods:
    Staff: A, F, G
    Student: A, D, F, Z
FEAP: A.2, A.3, A.4, B.1

Title: Education of Special Populations of Gifted Students
Component Number: 2-106-512
Number of Inservice Points: 60

Course Description: *Education of Special Populations of Gifted Students* course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

Competency 4.0
Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1 -4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC.).*

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council* *for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).*

The course begins with a review of central concepts of giftedness in relation to diversity and current practices in identification, and then it is structured into three perspectives:

- Socio-cultural issues that examine global and geographical differences; ethnicity, religion, and linguistic diversity
- Personal issues that examine underachievement, physical disabilities, behavioral and emotional disorders, and learning disabilities
- Community issues that examine economic and educational disadvantaged; diverse family structures and pressures; the young gifted, highly gifted, and precocious; and gender differences

Topics developed in Education of Special Populations of Gifted Students address various objectives that attempt to answer four broad questions:
- Who are they?
- How do you find and identify them?
- Why do diverse gifted students need different programs and curricular options?
- How can you judge the effectiveness of the programs for diverse students?

The content has been organized around 12 topics:
- Identification of Special Populations
- Diverse Types of Gifted Students
- Multicultural Gifted Education: Incidence of Special Populations of Gifted
- Ethnicity
- Linguistic Diversity
- Underachievement
- Socio-Economic & Educational Disadvantage
- Twice-Exceptional Students
- Diverse Family Structures & Pressures
- Gender & LGBTQ+
- Young & Highly Gifted
- Evaluation of Effective Programs for Special Populations

Within these 12 topics are 57 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).*

Specific Objectives:

Topic 1: Identification of Special Populations

- Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. -6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
- Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification procedures with the needs of special populations.

Topic 2: Diverse Types of Gifted Students

- Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
- Understand the learning needs and challenges of diverse types of gifted students.
- Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students.
- Examine the challenges of finding gifted students from underserved populations.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

Topic 3: Multicultural Gifted Education: Incidence of Special Populations of Gifted

- Examine the nature of giftedness in relation to multicultural principles and underserved populations.
- Acquire knowledge of diversity focus of national standards in gifted education.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Examine personal cultural competencies.

Topic 4: Ethnicity

- Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
- Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
- Identify the characteristics of specific ethnic groups of gifted students.
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.

Topic 5: Linguistic Diversity

- Understand the characteristics and needs of linguistic minority gifted students.
- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
- Examine ways to identify high potential linguistic minority students.
- Identify strategies to effectively work with linguistic minority students.
- Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students.

Topic 6: Underachievement

- Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.

- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
- Explore ways to identify gifted students from special populations who are unsuccessful in school.
- Examine the characteristics and needs of these students.
- Identify strategies to assist these students.

Topic 7: Socio-Economic & Educational Disadvantage

- Identify and describe low socio-economic status populations that are underserved.
- Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
- Identify inhibiting socio-economic factors that have prevented services for low-income gifted children.
- Identify key research on identification of disadvantaged gifted students from underserved populations.
- Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
- Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
- Research promising programs and services for socio-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.

Topic 8: Twice-Exceptional Students

- Clarify and define diverse types of gifted twice-exceptional students.
- Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities.
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice-exceptional.

Topic 9: Diverse Family Structures & Pressures

- Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
- Identify the unique characteristics and needs of gifted students from diverse family structures.
- Identify strategies for stimulating personal growth of gifted students from diverse families.
- Identify community support systems for diverse families of gifted students.

Topic 10: Gender & LGBTQ+

- Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+.
- Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students.
- Explore the contribution of mentorships in their education.

Topic 11: Young & Highly Gifted

- Examine concepts of age-appropriate development in relation to concepts of giftedness.
- Understand the needs and characteristics of very young gifted students.
- Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
- Understand the needs and characteristics of highly gifted students.
- Identify problems, challenges and present options for developing skills in highly gifted students.
- Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Topic 12: Evaluation of Effective Programs for Special Populations

- Identify and describe criteria of effective programs.
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- Identify instructional methods that accommodate the needs of special populations.
- Identify key research on programs for special populations.
- Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

Professional Learning Delivery, Implementation, and Evaluation:
To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions
Each participant will complete one or more of the following component activities:
Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A
Learning (Delivery) Methods: A, B, E, H, I, J
Implementation Methods: P, R, T
Evaluation Methods:
    Staff: A, F, G
    Student: B
FEAP: A.1, A.2, A.3, A.4, B.1, B.2

Title: Gifted: Theory and Development of Creativity
Component Number: 2-106-543
Number of Inservice Points: 60

Course Description: *Theory and Development of Creativity* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Competency 5.0
Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity (1.2, 3.2, 5.1).
- Self-reflection and strategies to enhance personal creativity (1.1, 3.2, 5.5, 6.4).
- Ideas and strategies for teaching students to develop and use their creativity (5.1, 5.2, 5.3, 5.4, 5.5).

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC.).*

The content has been organized around 5 topics:

- Valuing Creativity
- Defining Creativity
- Developing and Nurturing Creativity
- Measuring Creativity and Assessing Creative Outcomes
- Personalization and Commitment to Creativity

Within these 5 topics are 19 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).*

Specific Objectives:

Topic 1: Valuing Creativity

- Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society.
- Demonstrate an understanding of how creative thinking can be used to address problems in society.
- Describe the impact of creativity on personal growth and self-actualization.

Topic 2: Defining Creativity

- Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
- Review research in the field of creativity and apply it to a classroom setting.
- Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration.
- Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.

Topic 3: Developing and Nurturing Creativity

- Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression.
- Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
- Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
- Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
- Develop instructional plans to integrate creativity within and across the content areas on process and product.

Topic 4: Measuring Creativity and Assessing Creative Outcomes

- Understand the role of assessment of creativity and the use of tests and inventories.
- Describe, compare, and evaluate different instruments for measuring creativity.
- Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
- Describe traits and appropriate criteria used to assess creative outcomes and products.

Topic 5: Personalization and Commitment to Creativity

- Explore and analyze the ethical issues surrounding creativity.
- Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions
Each participant will complete one or more of the following component activities:
Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A
Learning (Delivery) Methods: A, B, E, H, I, J
Implementation Methods: P, R, T
Evaluation Methods:
  Staff: A, F, G
  Student: Z
FEAP: A.1 A.2, A.3, A.4, B.1

Gifted Endorsement Matrix

Competency	Specific NAGC Standards	Method of Competency Demonstration
1.0 : Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: • The historical foundation of gifted education • The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents • The process of screening and identifying students who are gifted • The knowledge of issues involved with planning, developing, and implementing services for students who are gifted • The essential role of collaboration to support students who are gifted and teachers	1.1, 1.2, 4.3, 4.4, 4.5, 6.2, 7.1, 7.2, 7.3	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study
2.0 : Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: • Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. • Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.	1.1, 1.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 7.3	Discussions, Student Observations, Student Assessments, Presentations, Projects, Case study, Lesson plan, Unit of Study

- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. - Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. - Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5.		
3.0 Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following: - Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1) - Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5) - Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5) - Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3) - Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1,2.4, 4.3, 4.4) - Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3) - Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5) - Use knowledge of social skills training to assist students who are gifted in developing healthy	1.1, 1.2, 2.2, 3.1, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3	Quizzes, discussions, classroom observations, district staff interviews, district policy review, student interviews, presentations, student assessments, projects

relationships and displaying leadership capability. (2.2, 7.3) • Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3,7.1-7.3) • Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3) • Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3) • Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3) • Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)		
4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: • The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3). • The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5). • The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5). • Skills to assist in the screening and identification process (4.1 -4.5).	1.1, 2.3, 4.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study, Lesson Plan

- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5) - The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3). - Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)		
5.0 : Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: - Knowledge of the nature and definition of creativity. - Self-reflection and strategies to enhance personal creativity. - Ideas and strategies for teaching students to develop and use their creativity.	1.1, 1.2, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study

VII. Instructor Qualifications

Selection of instructors for the Gifted Endorsement Add-on Endorsement Program will be based on the following minimum selection criteria:

- Current Florida teaching certificate (or the equivalent) with gifted endorsement,
- Minimum three years successful teaching experience in gifted education
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module.

VIII. Completion Requirements

Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within is required for program completion. Satisfactory completion of individual components for add-on purposes may be demonstrated through:

A. Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
B. Verification of successful demonstration of all applicable competencies within a component of another district's Gifted add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,
C. Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials. This review shall be conducted by personnel from the district's staff development office.

Competency Demonstration

All those attempting to add the Gifted Endorsement to their Florida Educator's Certificates must earn a minimum of 300 in-service points by successfully completing the prescribed set of in-service components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. In-service training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and follow-up activities.

Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the Gifted Add-on Endorsement Program. Certificates will be issued to successful completers as a record of competency completion.

IX. Program Evaluation

Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Gifted Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

D. Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.
E. Participants, using district staff development program procedures, will evaluate each training component.

F. The program may be assessed by participants, instructors, staff development personnel, district Gifted director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.
G. The budget for Gifted Endorsement will mostly be borne by the participating district. Participants may be able to participate in FDLRS-sponsored courses or districtsponsored courses that are offered free of charge.
H. Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

Annual Review

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

1. Descriptive Data
   - Number of teachers who are out-of-field in Gifted
   - Number and percentages of out-of-field that have enrolled in the add-on program
   - Number of program completers
2. Client Satisfaction Data
   - Attitudes of candidates will be surveyed to determine the extent to which:
   - The program is meeting candidate needs.
   - The quality of instruction is consistent with professional development standards.
   - The curriculum is pertinent to their coaching and professional development needs.
   - The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.
3. Supervisory Evaluation Data
   - The add-on certification program is meeting school and program needs.
   - Skills acquired in add-on training are practiced and shared with others.
   - Evidence exists of tangible benefits to students accruing from add-on training.
   - Implementation of the program is cost and time effective.
   - The data collected during the annual review will be used to determine overall program performance

X. Management

1. **State Program Oversight**: The FDLRS organization will be responsible for the overall management of the Gifted Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.
2. **District Director of Professional Development**: Each district's Director of Professional Development Services is designated by the Superintendent of Schools for monitoring the implementation of the Florida Gifted Endorsement Program and has the responsibility for submitting an evaluation transfer credit and coordinating the delivery of the program's in-service components.

3. **Professional Learning Catalog**: The Florida Gifted Add-On Endorsement Program is a part of the district's professional learning catalog.

4. **Records**:
    a. **Participant** – The district will maintain a file on each program participant containing performance, advisement, transfer, component completion and all other necessary data. Records are also maintained in the PAEC ePDC and are accessible digitally.
    b. **Component** – The district will maintain a file for each component offered containing performance and other evaluative data, instructor personnel data, and other necessary information.
    c. **Program** – District records will be in compliance with the standards of the add-on endorsement program and applicable State Board Rules.

Candidate Application and Admission

Certified teachers who plan to add the endorsement to their current certificate.
In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Gifted Endorsement, credit for completed coursework will be accepted by PAEC and the participant's professional development director under the following conditions:

α. Participant obtains approval to register for the course PRIOR to enrolling, from the PAEC Program Consultant and/or the participant's district professional development director.
β. The course is taught by an instructor who meets the Instructor Qualifications as described in the instructor section.
χ. The course provider provides an authentic transcript of completed coursework with the authorized signature affixed.
δ. The provider is able to provide a course description and completion and completion requirements, upon request.

NOTE: Acceptance of coursework completion under conditions stated above went into effect on October 1, 2010. Those who completed coursework prior to October 1, 2010 shall be "grandfathered" in and receive credit as long as work was done no earlier than 2000. Credit awarded from different providers prior to January 1, 2000 will not be accepted.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Gifted Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Gifted Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district certification specialist will assist the participant in filing the necessary online application and collecting the fees associated with adding the Florida Gifted Endorsement to the educator’s teaching certificate. The district will electronically submit the CT-115 form to the Bureau of Educator Certification verifying completion of the add-on program.”

APPENDIX

VERIFICATION OF INSERVICE POINTS
APPLICABLE TOWARD ADD-ON CERTIFICATION
FLORIDA GIFTED ENDORSEMENT (Optional Form A)

NAME:

DISTRICT: SCHOOL:

Course Name		Points on File
1.	Nature and Needs of Students Who Are Gifted (60 points minimum)	
2.	Curriculum and Instructional Strategies for Teaching Gifted Students (60 points minimum)	
3.	Guidance and Counseling for Gifted Students (60 points minimum)	
4.	Education of Special Populations of Gifted Students (60 points minimum)	
5.	Gifted: Theory and Development of Creativity (60 points minimum)	

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study. Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Points Required		**Points Verified**		**Deficiency (if any)**	**District Initials**
Nature and Needs of Students Who Are Gifted (60 points minimum)					
Curriculum and Instructional Strategies for Teaching Gifted Students (60 points minimum)					
Guidance and Counseling for Gifted Students (60 points minimum)					
Education of Special Populations of Gifted Students (60 points minimum)					
Gifted: Theory and Development of Creativity (60 points minimum)					
Nature and Needs of Students Who Are Gifted (60 points minimum)					
TOTAL POINTS REQUIRED 300	**TOTAL POINTS VERIFIED**				

Signature Program Coordinator Date:

FOR DISTRICT OFFICE OF CERTIFICATION USE ONLY.
(name of district)

Status of Application:

_____ Sent to Florida Department of Education _____Returned for Additional Verification

Date__________________________________ **By** ________________________________