

Professional Learning Catalog



2021-2022

PROFESSIONAL LEARNING CATALOG

BREVARD COUNTY

SECTION 1

MISSION STATEMENT

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- **Florida Statutes**
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ALPHABETICAL INDEX – PROFESSIONAL LEARNING CATALOG

PROFESSIONAL DEVELOPMENT MISSION STATEMENT

Our mission is to provide a systemic approach for professional development supporting a culture of excellence by maximizing district resources.

STATE REQUIREMENTS

I. PURPOSES OF THE PROFESSIONAL LEARNING CATALOG

The Brevard County Professional Learning Catalog serves as:

- (1) a comprehensive compendium of information on professional growth activities developed in accordance with state guidelines;
- (2) a working handbook for personnel of the school system charged with responsibilities to plan, deliver, follow up, and evaluate programs for professional development;
- (3) a source of data and information to the Florida Department of Education for reporting responsibilities to the Commissioner and the legislature.

II. SYNOPSIS OF APPLICABLE STATUTES AND RULES

FLORIDA STATUTES

s. [1003.631, FS](#), **Schools of Excellence**

Provides for instructional personnel, the substitution of 1 school year of employment at a School of Excellence for 20 inservice points towards the renewal of a professional certificate, up to 60 inservice points in a 5-year cycle.

s. [1012.22 \(i\), FS](#), **Comprehensive Program of Staff Development**

Provides that the board shall develop a comprehensive program of staff development that incorporates school improvement plans and is aligned with principal leadership training as part of the plan

s. [1012.42, FS](#), **Teacher Teaching Out of Field: Assistance**

Provides the board shall adopt and implement a plan to assist any teacher teaching out-of-field, and priority consideration in professional development activities shall be given to a teacher who is teaching out-of-field.

s. [1012.56, FS](#), **Educator Certification Requirements**

Provides requirements, regulations and provisions for initial certification; testing required for certification.

s. [1012.56\(8\), FS](#), **Professional Development Certification Program and Professional Educator Competency Program**

Provides for alternative teacher preparation programs and specifies requirements.

s. [1012.585, FS](#), **Renewal of Certificate**

Provides direction for professional certificate renewal of state-issued certificates. Includes certification procedures via inservice training.

s. [1012.72, FS](#), **Dale Hickam Excellent Teaching Program**

Permits state funding for National Board Certified Teachers. The legislature did not provide funding for bonuses for the 2019-2020 academic year

s. [1012.98, FS](#), **School Community Professional Development Act**

Requires collaboration among Florida Department of Education, public community colleges and universities, public school districts, and public schools to establish a coordinated system of professional development. The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

s. [1012.985, FS](#), **Regional Professional Development Academies**

Provides for institutions of higher education and school district collaboration and a wide range of targeted inservice training to attain world class standards in educators.

s. [1012.986, FS](#), **William Cecil Golden Professional Development Program for School Leaders**

Provides standards and support for school principals as instructional leaders through multiple delivery systems.

STATE BOARD OF EDUCATION RULES

[6A-4.0051, FAC](#), **Renewal and Reinstatement of a Professional Educator's Certificate**

Defines a professional certificate and requirements to receive a certificate. Defines requirements for renewal procedure via college credit, inservice training, subject area tests and National Board Certification. Describes procedures for retention of certification of one or more coverages. Describes general requirements including validity periods, submission of application, approval procedure by superintendent, and special provision for extensions.

[6A-5.065, FAC](#), **Educator Accomplished Practices**

Lists the core standards for effective educators that serve as the foundation for teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems in Florida.

6A-5.066, FAC, **Approval of Teacher Preparation Programs**

Describes multiple pathways for demonstrating the standards required to qualify for a Professional Florida Educator's Certificate. Sets forth requirements and implementation of the approval process for each type of educator preparation program offered by a Florida postsecondary institution, public school district or private provider.

6A-5.071, FAC, **Professional Learning Catalog**

Describes the requirements for school district professional learning catalogs, formerly known as master inservice plan, by establishing standards for high-quality professional learning; outlining the requirements for professional learning catalog components; setting submission, amendment, and review criteria; providing specifications for awarding inservice points; and prescribing record maintenance and data reporting requirements.

6A-5.080, FAC, **Florida Principal Leadership Standards**

Lists and describes the four Domains and ten Standards of the Principal Leadership Standards for ensuring that school leaders possess abilities and skills to perform designated tasks in a high-performing manner.

6A-5.081, FAC, **Approval of School Leadership Programs**

Sets forth requirements for approval of each type of school leadership program offered by a Florida Postsecondary institution or public school district. Initial certification in educational leadership and certification as a School Principal requirements and procedures are described.

Standards and Procedures for Professional Learning

National Standards

The Learning Forward national organization developed standards to increase educator effectiveness and results for all students. These seven standards are embedded in both the Florida Evaluation Protocol and the Brevard County Professional Development System. Inservice providers use these standards to create and develop meaningful professional learning experiences for all educators.

Learning Communities committed to continuous improvement are developed in district and school collaborations.

Leadership requires skillful leaders who create support systems for professional learning.

Resources are prioritized, monitored, and coordinated for educator learning.

Data is revered and analyzed to plan, assess, and evaluate professional learning.

Learning Designs integrate theory, research, and models of human learning to achieve outcomes.

Implementation for long-term change is promoted through sustained and targeted professional learning.

Outcomes are aligned with educator performance and student curriculum standards.

DISTRICT REQUIREMENTS

Inservice activities are designed to update and enhance the competencies required to carry out assigned duties and responsibilities through the acquisition of attitudes, skills, and knowledge. The completion of assigned duties or responsibilities are not legitimate activities for use of inservice funds or the awarding of inservice credits, unless a training component has been designed and evaluated as a prerequisite for job success. The Professional Learning Catalog and the ProGOE² system are used to grant inservice credits and maintain registration and training records for current full-time employees with an active ProGOE² profile.

ELIGIBILITY TO ATTEND INSERVICE ACTIVITIES AND OBTAIN DISTRICT-MAINTAINED INSERVICE RECORDS

Any educator who is certified by the state of Florida and who lives in Brevard County is eligible to attend inservices offered on Professional Development Days; non-employees may be registered for inservice sessions only by district staff and only on a “space-available” basis on the last day of registration for inservice training.

Educators who are not full-time employees of BPS must maintain evidence of their individual inservice training, as district records in ProGOE² will be maintained **only for full-time employees of BPS who have an active profile in ProGOE²**. Non-employee certificates for previous full time employees for successful completion of a workshop must be requested at the inservice activity; these individual documents are designed to be kept by individuals and submitted to the Office of Professional Learning and Development within the semester that the credit is earned. At that time, the documents will be reviewed by the Director of Professional Learning and Development or designee and verification of inservice credits will be placed into the inservice system. At the time of certificate renewal, verification will be made to the Department of Education when the individual completes an application for renewal with the Florida Department of Education.

ACTIVITIES INELIGIBLE FOR INSERVICE CREDIT

1. Business, faculty/staff, committee, or advisory meetings with no training component;
2. Registration;
3. Testing or screening of students;
4. Bargaining Agenda meetings’
5. Record-keeping;
6. Chaperoning or supervising students’
7. Work accomplished under a work contract;
8. Serving as an inservice facilitator;
9. Supervising students participating in clinics, contests, or other competitions;

10. Supervision of interns or field experiences;
11. Any activity for which the participant's learning is not planned as an inservice activity and evaluated by a supervisor or coordinator of the activity;
12. Coursework or training needed for a non-teaching task and not related to teaching

APPROVAL PROCEDURES FOR INSERVICE CREDITS

All inservice credits are awarded through the Office of Professional Learning and Development when it is determined that rules and procedures were followed appropriately and evaluation of participant learning and implementation is verified. Documentation of attendance and successful completion of follow up is a requirement for any inservice credits awarded; one inservice credit can be awarded per hour of inservice contact. The inservice transcript in ProGOE² should reflect all inservice credits. When requesting inservice credit for a professional growth activity, the criteria below must be met:

1. All inservice activities must be addressed in an approved component in the Professional Learning Catalog.
2. Properly completed Inservice Component Records/ProGOE² sign in sheets must be entered into the ProGOE² electronic inservice management system within the school year the inservice was held.
3. A copy of the follow-up/implementation instrument or documentation must be kept on file with the original inservice record/sign in sheets for five years.
4. For individual inservice credits awards, a ProGOE² Transfer Request must be submitted to the Office of Professional Learning and Development with a printed agenda and a written follow up; submission must occur during the semester the professional growth activity was completed. For summer activities, the ProGOE² Transfer Request, agenda, and follow up may be submitted to the Office of Professional Learning and Development during the first semester following the activity.
5. The required district online evaluation survey must be completed for individual professional development credits to be placed on the inservice transcripts in ProGOE².
6. A workshop, conference, or other activity conducted by persons not affiliated with the Brevard County School Board must meet the following conditions if inservice credits are to be awarded:
 - a. A professionally qualified individual or group shall organize and direct the activity, in collaboration with Brevard County's Office of Professional Learning and Development;
 - b. There is official written documentation of an agenda, objectives which match a component in the Professional Learning Catalog, length of activity, and participant follow-up/implementation verification;
 - c. The topic to be addressed must be relevant to the participant's content area, school improvement processes, or district strategic plan;
 - d. The participant must submit verification of attendance and successful completion for the training times for which inservice credits are requested;

- e. The number of credits awarded will be determined by the Office Professional Learning and Development, based on the number of training hours which are verified and documented.
7. Educational travel may be approved for credit, up to a maximum of 30 credits within a validity period (maximum of 3 credits per day), when the following conditions are met:
 - a. Travel is directly related to teaching assignment;
 - b. Participant maintains a detailed travel log, with dates and times, inservice activities, and summaries of new learnings listed;
 - c. Upon return to work, a lesson unit using materials and ideas gained during the educational travel is taught and verified by an observer, using the Education Travel Inservice Evaluation Instrument form;
 - d. A Request for Transfer of Credits is completed online through ProGOE²;
 - e. Supporting documentation including travel log and completed Educational Travel Inservice Evaluation form is sent to the Director of Professional Learning and Development within the school year when the activity was completed;
 - f. The number of inservice credits awarded will be determined by the Director of Professional Learning and Development, based on the number of training hours permitted, verified, and documented.
 8. Requests for Instructor Inservice Credit for teaching a 60-hour course may be approved to a maximum of 60 credits per course per validity period.

ESOL (English for Speakers of Other Languages) Reading, and SWD Banking Procedures

Purpose of ESOL, Reading, and SWD Banking

The purpose of ESOL, Reading, and Students with Disabilities (SWD) banking is to allow teachers to use these credits to renew their certificates in the future if they do not need the inservice credits during the validity period in which they are earned. Any full time BPS teacher is eligible to take ESOL, Reading, or SWD courses. Some teachers, however, are **required** to take these classes. To assist teachers in using this credit earned, the Florida Department of Education allows “banking” of inservice credits. ESOL, Reading, and SWD credits are eligible for banking.

Banking Rules

For ESOL, Reading, and SWD inservices, there is no maximum number of credits that can be “banked”, and there is no time limit for teachers who hold a five-year professional certificate. “Excess” ESOL, Reading, and SWD credits for these teachers can be banked until they are needed. SWD college equivalent courses earned post-employment through a state accredited master’s program may also be banked up to 120 inservice credits, (2 college courses), and must be banked during the validity period they are earned.

Teachers with a Temporary Certificate

Any ESOL, Reading, or SWD credits earned on a temporary certificate must be used when the teacher renews his/her five-year professional certificate for the first time. These credits are not automatically put into the “bank”; however, when the teacher renews his/her professional certificate for the first time, Office of Professional Learning and Development staff checks his/her inservice records and adds any earned ESOL, Reading, or SWD credits to his/her total renewal credits. For ESOL, Reading, or SWD inservice credits earned while the teacher held a temporary certificate, the Office of Professional Learning and Development cannot “bank” those credits beyond the first five-year renewal.

Banking Procedures

The actual “banking” is processed by the Office of Professional Learning and Development through the electronic inservice management system. When a teacher renews his/her certificate, the individual inservice report is scanned for any ESOL, Reading, or SWD credits. If he/she needs 120 inservice credits to renew, and he/she has ESOL, Reading, or SWD credits, any ESOL, Reading, or SWD credits in excess of 120 is subtracted from the total used and put in the “bank”.

NOTE: Teachers holding certification in more than four areas, excluding endorsements, require use of more than 120 inservice credits to renew a teaching certificate in order to maintain all the areas of certification. If the teacher has ESOL, Reading, or SWD credits in the “bank”, and he/she needs them to renew a certificate, credits are taken out of the “bank” and added to the total inservice credits. Prior to 7/1/97, these credits were required by the Florida Department of Education to be used whether needed or not.

Any ESOL, Reading, or SWD credits earned by a teacher who holds a five-year professional certificate can be used as needed and when needed. For example, if the teacher needs 120 credits to renew and has 150 (ESOL, Reading, and/or SWD) credits, 120 credits will be taken for the renewal, and the other 30 credits will remain in the “bank” until needed for a future renewal.

PROGRAM OBJECTIVES

The Office of Professional Learning and Development will:

1. Provide assistance to school-based inservice providers to meet identified district priorities and School Improvement Plans;
2. Provide district inservice programs and core training for program needs;
3. Administer and monitor the Brevard County Induction Program;
4. Provide inservice training for district administrative, teaching, and support staffs;
5. Encourage and facilitate personal and professional growth for all personnel of the School Board of Brevard County;
6. Maintain the Professional Learning and Development Office as an effective response agent for inservice needs of the district;
7. Manage specific system-wide planning and resource allocation efforts in the area of Professional Development;
8. Act as a coordinating agency for professional development information useful to all School Board personnel;
9. Coordinate all district Add-On Certification programs including ESOL, Gifted, Reading, and Athletic Coaching;

10. Collaborate with other district offices to connect professional development with the District Strategic Plan, School Improvement process, student achievement data, and Training Needs Assessment results;
11. Maintain all inservice and certification records in an efficient and effective manner for the renewal of teaching certificates of active employees who meet criteria through inservice credits maintained in the ProGOE².
12. Collaborate with Institutions of Higher Education to provide University Collaboration Team activities for Brevard teachers as appropriate;
13. Collaborate with educators and community groups to provide inservice activities for Brevard teachers as appropriate;
14. Allocate the Professional Development district and school budgets efficiently and effectively;
15. Design methods and strategies to link Professional Development with student achievement for evaluation of the Professional Development System;
16. Administer the ProGOE² system for maintaining accurate inservice records;
17. Coordinate District Professional Development Day communication and implementation using the district training calendar to ensure maximum efficiency and effectiveness;
18. Communicate linkages among the District Strategic Plan training initiatives, Instructional Leadership Evaluation System, Instructional Staff Evaluation System, and Professional Practices Rubrics.

MANAGEMENT STRATEGIES

The Office of Professional Learning and Development will:

1. Plan inservice training comprehensively through involvement of all personnel via linkage with the district Strategic Plan, School Improvement Plans, teachers, administrators, and district core programs;
2. Provide a comprehensive system of inservice training through collaboration between school-based and district personnel, between Institutions of Higher Education and the Office of Professional Learning and Development, and between community agencies and Professional Learning;
3. Identify and monitor active employees who are eligible for district maintenance of an active profile in ProGOE² for inservice record keeping;
4. Maintain all inservice and certification records and files in an efficient and effective manner;
5. Train district staff and ProGOE² Inservice Representatives on the functionality of the inservice system in ProGOE².
6. Develop policies, procedures, and Professional Development training programs for the district through feedback from participants, administrators, Resource Teachers, and other school board employees;
7. Support school-based training cadres to enhance inservice programs and offerings to build school capacity and teacher leadership;
8. Use time and resources effectively to provide an excellent professional development system with regular evaluation and resulting modification;
9. Administer all Florida Department of Education approved Add-On Certification programs efficiently and effectively;
10. Coordinate cross-functional teams to implement district training programs

11. Design and implement follow up / implementation training and support through Professional Learning Communities, Classroom Walkthroughs, and focus group feedback;
12. Support core training initiatives district-wide to include all school board employees;
13. Collect evaluation data regarding implementation of training and the impact of staff development on students, teachers, and schools via ProGOE²;
14. Promote school Professional Learning Communities and early release days for professional development
15. Evaluate planning, learning, implementation, and results of professional development programs with input from a variety of staff members and cross-functional teams;

NEEDS ASSESSMENT PROCEDURES

Comprehensive needs assessment includes input from multiple sources. School Improvement Plans include priority school needs for training. Core training, school-based training, and individual training needs are identified through the district's Strategic Plan objectives, performance appraisal, achievement data from the students in the class/school, and Insight Survey data.

The Office of Professional Learning and Development recommends implementation methods based on priority training needs compiled from state, district, and school data. In addition to employee perceived needs, school improvement needs, and student achievement needs, district curriculum needs, mandated programs and performance appraisal data provide focus for planning, learning, implementation, and evaluation activities at the district level. Individual schools perform their own needs assessments and determine school-based needs, which may replicate or be different from district needs. Schools plan to meet their individual needs during identified building inservice days, early-release Professional Development days, and in extended training projects identified and implemented with the collaboration of district staff in cross-functional teams. Site inservice representatives (SIR) and administrators are encouraged to participate in ongoing needs assessment throughout the year at their sites, taking into consideration the unique characteristics and needs of a particular school culture.

EVALUATION DATA

PARTICIPANT EVALUATION

Each training session entered into ProGOE² is based on a component in the Professional Learning Catalog and requires an online evaluation of training. The designer of the inservice activity specifies additional evaluation methods for the inservice. If a test is given, successful participants must have an 80% or higher score. Participants must complete evidence of implementation in addition to the online evaluation to receive inservice credits on their inservice transcripts.

FOLLOW-UP/ IMPLEMENTATION ACTIVITIES

All workshops or activities that are eligible for inservice credits require follow-up/implementation evidence by the participants. Follow-up evidence documents both participant learning and implementation of the training in the classroom or on the job. The types of follow-up which may be implemented are: structured mentoring/coaching (by coaches, mentors knowledgeable others not part of the district's personnel evaluation process,

monitoring/feedback on the learning-may include direct observation, conferencing, oral reflection and/or lesson practice demonstration modeling); independent learning/action research (related to job responsibilities, specific professional learning goals or deliberate practice growth target should include evidence of monitoring job-embedded implementation of targeted learning); collaborative planning-monitoring (and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues); participant product (related to training or learning process may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples for resulting student work, and / or collegial training resources); lesson study group participation (monitoring and feedback focused on both the research-based lesson study process and impact of the process on lessons implemented); electronic-interactive (with ongoing monitoring and feedback via online or face-to-face facilitation on targeted learning); electronic-non-interactive (with learning monitored thru online comprehension checks and / or participant's summative reports or modeling to peers or supervisors); Evaluation of practice indicators (the practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicator/components/domains are employed to monitor and provide feedback on implementation of the professional learning.

Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains). District staff and site-based staff facilitate follow-up/implementation activities aligned with the Florida Staff Development Evaluation Protocol. Data is collected on follow-up via inservice records in ProGOE² and hard copies are filed in the Professional Learning and Development Office or with the coordinator of the training.

PROGRAM EVALUATION

Inservice programs are evaluated by program coordinators, who collate the data from individual workshops and who write summary reports using data regarding particular programs. Online evaluations are completed for all ProGOE² inservice activities by every participant district-wide; results are collected and reported to the Department of Education annually. Add-on Certification Program Evaluations are submitted to the Bureau of Educator Recruitment and Professional Development for review and approval to ensure that program is comparable to the certification requirements for the coverage area specified.

Specific Professional Development programs were developed from objectives in the district Strategic Plan. Strategic Plan objectives are monitored regularly and used as one form of program evaluation. Support Staff workshops are determined by supervisors, the District Strategic Plan, district staff based on job performance needs assessments, and participant surveys.

Workshops or courses that are developed with the intent that teachers implement activities in the classroom include some type of program evaluation to gather data on student results correlated with training. The types of student data used for program evaluation are statewide assessments or teacher-made assessments or performance requirements. District staff and site-based staff facilitate evaluation activities aligned with the Florida Professional Development Evaluation Protocol. Data is collected on program evaluation/student data via inservice records and Professional Development Plans at the school sites.

District staff members use reports provided by the Florida Professional Development Evaluation Protocol reviews which take place in a multi-year cycle to analyze interview reports at three levels: district; school; and individual teacher perceptions and experiences with the district's professional development system. The individual strand data on planning, learning, implementing, and evaluating professional development provides comparison data to help identify strengths and developmental needs within the system.

STUDENT EVALUATION

All workshops for teachers that are designed to be implemented in the classroom include some type of student achievement documentation linked to the implementation activities of the participants. For school-based training, collective impact of the training must be documented by correlating student achievement data with the inservice programs utilized. Student achievement data is reported in School Improvement Plans, statewide assessments, district assessments, and school-based assessments, as well as student performance checklists.

STAFF EVALUATION

Classroom teachers measure the effects of professional development on their classroom practices. School leaders evaluate changes in instructional leadership practices. Other educators evaluate changes in practice around student services or task achievement outcomes. All workshops for instructional staff are designed to evaluate the impact and/or fidelity of the implementation. The trainings all fall under one of these categories: changes in instructional or learning environment practices (implemented in the classroom or directly with students observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress); changes in instructional leadership (or faculty development practices observed or measured impact on leader proficiency, faculty or students); changes in student services (support practices); other changes in practices (supporting effective implementation of job responsibilities observed or measured impact on specific on specific job responsibilities); fidelity of implementation (of the professional learning process where impact on the job is not or cannot be observed or measured, evaluation is on alignment or actual training/development with planned high quality professional learning design and specific learning objectives(s)); changes in observed educator (proficiency in implementing targeted state standards or initiatives – e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS); changes in observed educator (proficiency in practices that occur generally without students present - e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues).

ALPHABETICAL INDEX – PROFESSIONAL LEARNING CATALOG

Professional Learning Catalog components are posted on the district web site and in ProGOE² for easy access by inservice providers. All Professional Learning Catalog components are reviewed annually by district staff, curriculum resource teachers and updated as needed by the Office of Professional Learning and Development.

Professional Learning Catalog

Alphabetic Listing



Office of Professional Learning and Development

2021-2022

Title	Name
Activities Integrating Math and Science (AIMS) Workshop	1-009-005-C.pdf
Administrators' Curriculum Workshops	7-501-003-C.pdf
Adult Basic Education	8-300-001-C.pdf
Adult Education Program	8-301-001-C.pdf
Adult Education Program Review - In Search of Compliance	8-301-005-C.pdf
Adult Education: FCAT Strategies	8-300-005-C.pdf
Adult Education: GED Today And Tomorrow	8-300-012-C.pdf
Adult Education: GED-2014 - Making New Connections	8-300-011-C.pdf
Adult Education: Learning Disabilities	8-303-001-C.pdf
Adult Education: Roadmap to Implementing Adult Basic Education	8-300-007-B.pdf
Adult Education: Serving Adults With Disabilities	8-303-002-C.pdf
Adult Education: Workforce Development Competencies	8-301-004-C.pdf
Adult Learning: Fine Tuning Your Training to Inspire Action	7-507-040-C.pdf
Adult Student Retention	8-301-003-C.pdf
Adult Teacher Competencies	8-300-002-C.pdf
Advanced Placement	1-007-002-C.pdf
Advancement Via Individual Determination (AVID)	2-400-001-C.pdf
Advisement Program	8-405-001-C.pdf
American Red Cross - CPR/AED/First Aid Training	6-014-001-C.pdf
American Red Cross - Disaster Shelter Management	8-511-001-C.pdf
American Red Cross - First Aid Course	8-014-001-C.pdf
American Red Cross - Water Safety Instructor Course	8-014-002-C.pdf
American Red Cross Cardiopulmonary Resuscitation (CPR) Instructor Course	8-511-002-C.pdf
Anti-Bullying Harassment	6-410-004-C.pdf
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	2-101-001-A.pdf
Art - Discipline Based Art Education	1-000-003-C.pdf
Art - Excellent Program/Action Research	1-000-007-C.pdf
Art - Secondary	1-000-002-C.pdf
Art - Teaching Basic Skills	1-000-001-C.pdf
Art - Visual Arts Workshop	1-000-006-C.pdf
Art Ed/Thematic Interdisciplinary Instruction	1-000-004-C.pdf
Art Materials as Instructional Enhancement	1-000-005-C.pdf
Articulation for Systemic Change	7-409-001-C.pdf
Assessments, Multiple	4-401-003-C.pdf
Athletic Coaching - Sports Medicine	1-506-003-A.pdf
Athletic Coaching - Sports Specific	1-506-002-A.pdf
Athletic Coaching - Theory	1-506-004-A.pdf
Athletic Director Training	1-506-005-C.pdf
Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience	2-100-033-A.pdf
Bargaining 101 for Administrators	7-507-056-G.pdf

Title	Name
BEST Standards - Benchmarks for Excellent Student Thinking	1-007-006-C .pdf
Budget Essentials for Administrators	7-507-053-G.pdf
Building Academic Vocabulary - Reading	1-013-023-C.pdf
Care to Read	4-013-003-C.pdf
Career and Technical Education	1-211-007-C.pdf
Career and Technical Education/Accountability	4-211-002-C.pdf
Career and Technical Education/Connecting School With the Real World	1-211-005-C.pdf
Career and Technical Education/Curriculum Consideration	1-211-002-C.pdf
Career and Technical Education/Employability	1-211-003-C.pdf
Career and Technical Education/Facility and Equipment	6-211-002-C.pdf
Career and Technical Education/Planning and Evaluating	2-211-002-C.pdf
Career and Technical Education/Program Improvements	4-211-001-C.pdf
Career and Technical Education: Work-Based Learning Internship Program	8-210-001-C .pdf
Career Preparation	8-211-001-C.pdf
CET for Student Services	7-406-007-C.pdf
CET/Induction Training for Mentor Teachers	8-406-001-C.pdf
CHAMPS/DSC - A Positive Approach to Classroom Management	6-404-004-C.pdf
CHAMPS/DSC - Facilitator Training	6-404-005-C.pdf
Character Education	6-406-001-C.pdf
Classroom Walk-Through	8-409-010-F.pdf
Clinical Educator Refresher Training	8-406-004-C.pdf
Coaching and Mentoring for Administrators	7-507-065-G.pdf
Coaching for Peer Coaching Teams	8-406-003-C.pdf
Coaching/Field Experience Observations On Site	8-409-003-C.pdf
Collaborative Leadership	7-507-066-G.pdf
Communications	7-507-001-C.pdf
Community/School Involvement	7-424-001-C.pdf
Conflict Resolution/Peer Mediation	6-511-003-C.pdf
Conscious Discipline	6-403-002-C.pdf
Cooperative Learning Strategies	2-408-006-C.pdf
Co-Teaching for Inclusion	8-409-009-C.pdf
Creating a High Performance Learning Culture	7-507-064-F.pdf
Crisis Prevention and Intervention (CPI)	5-404-004-C.pdf
CRISS: Creating Independence Through Student-Owned Strategies	2-007-005-C.pdf
Curriculum Alignment	1-007-005-C.pdf
Curriculum Connections	1-007-004-C.pdf
Custodial Training	8-510-002-E.pdf
Customer Service	7-506-001-C.pdf
Data Analysis to Make Instructional Decisions	7-507-054-G.pdf
Decision Making	7-507-048-G.pdf

Title	Name
Developmentally Appropriate Prekindergarten Curriculum	1-012-001-C.pdf
Differentiated Instruction	2-408-016-C.pdf
Discipline Workshop Series for Administrators	7-513-002-C.pdf
Discipline/Classroom Management Strategies	5-404-001-C.pdf
Disciplinary Instructionally Specific Curriculum Options for Literacy (Disco)- Reading	1-013-033-A.pdf
District Unified Programs and Textbooks	1-514-001-C.pdf
Drama	1-006-002-C.pdf
Driver Education	1-014-001-C.pdf
Dropout Prevention Strategies	1-405-001-C.pdf
Early Childhood Teaching Skills for Teachers (K-3)	2-401-001-C.pdf
Edmentum Reading Technology Program	3-013-001-C.pdf
Educational Impact Online Courses for Differentiated Instruction	2-408-021-C.pdf
Educational Research & Dissemination (ER&D) Beginning Reading Instruction (BRI)	1-013-044-C.pdf
Educational Research & Dissemination (ER&D) Foundations of Effective Teaching I: Organizing the Classroom Environment for Teaching and Learning	1-404-001-C.pdf
Educational Research & Dissemination (ER&D) Instructional Implications for ELA/Literacy Aligned with Florida Standards	1-008-010-C.pdf
Educational Research and Dissemination (ER&D) - Managing Behavior in School Communities	5-404-010-C.pdf
Educational Research and Dissemination (ER&D) Advancing English/Language Arts Alignment With Common Core Implementation	1-008-008-C.pdf
Educational Research and Dissemination (ER&D) Delivering Effective Professional Development	2-408-034-C.pdf
Educational Research and Dissemination (ER&D) Instructional Strategies That Work	2-408-020-C.pdf
Educational Research and Dissemination (ER&D) Mindful Strategies for All	6-414-001-C.pdf
Educational Research and Dissemination (ER&D) Parent and Family Involvement/School Home Connection	8-413-001-C.pdf
Educational Research and Dissemination (ER&D) Reading Comprehension Instruction	1-013-042-C.pdf
Educational Research and Dissemination (ER&D) Strategies for Student Success	2-408-037-C.pdf
Educational Research and Dissemination (ER&D) Thinking Math for Middle School: Journey to Algebra	1-009-011-C.pdf
Educational Research and Dissemination (ER&D) Thinking Math: 3-5	1-009-010-C.pdf
Educational Research and Dissemination (ER&D) Thinking Mathematics	1-009-002-C.pdf
Elementary Leading and Learning Conference (District Use Only)	1-007-007-C.pdf
Elementary Mathematics Seminars	2-009-005-C.pdf
Elementary Reading/Language Arts Seminars	1-013-032-C.pdf
Emergent Literacy Course for Voluntary Prekindergarten (VPK) Instructors	1-012-003-C.pdf
Energy Behavior Modification Training	8-510-003-C.pdf
Enrichment	1-408-010-C.pdf
Environmental Training for Support Staff	8-510-004C.pdf
Equity and Diversity-Harry T. and Harriette V. Moore Legacy (District Use Only)	1-016-009-C .pdf
Equity and First Amendment Issues Related to Instruction	8-410-003-C.pdf
Equity in Athletics	7-503-002-C.pdf
ESN: ASD Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience	5-101-001-A.pdf
ESN: ASD Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with ASD with Field Experience	3-100-001-A.pdf
ESN: ASD Nature and Needs, Assessment, and Diagnosis of ASD with Field Experience	2-103-001-A.pdf
ESN: Assistive Technology in the Classroom	3-100-003-C.pdf

Title	Name
ESN: Assistive Technology Success: Leveling the Playing Field	3-100-009-C.pdf
ESN: Augmentative and Alternative Communication (AAC) for Students with Complex Communication Needs (CCN)	2-100-033-C .pdf
ESN: Autism	1-105-014-C.pdf
ESN: Autism/ABA Course Series from Maximum Potential	1-105-017-C.pdf
ESN: Behavior Management	5-101-002-C.pdf
ESN: Computerized IEP	3-103-001-C.pdf
ESN: Deaf/Hard-of-Hearing	2-100-007-C.pdf
ESN: Emotional Behavioral Disability - Methodology	2-100-006-C.pdf
ESN: Emotional Behavioral Disability - Subject Content	1-105-006-C.pdf
ESN: ESE Alternate Assessment	1-105-015-C.pdf
ESN: ESE Inclusive Practices	1-105-013-C.pdf
ESN: Evaluating ESE Programs	4-102-001-C.pdf
ESN: Exceptional Student Needs	1-105-001-C.pdf
ESN: Exceptional Students in the Regular Classroom	2-100-001-C.pdf
ESN: Instructional Techniques and Materials for Exceptional Student Education	2-105-001-C.pdf
ESN: Intellectual Disabilities/Methodology	2-100-022-C.pdf
ESN: Intellectual Disabilities/Subject Content	1-105-018-C.pdf
ESN: Legal and Compliance Issues in Exceptional Student Education	1-103-003-C.pdf
ESN: Low Incidence/Methodology	2-100-002-C.pdf
ESN: Low Incidence/Subject Content	1-105-003-C.pdf
ESN: Matrix	1-103-004-C.pdf
ESN: Medicaid Billing/Data Entry	3-103-005-C.pdf
ESN: OT/PT Functional Independence Needs in the Educational Setting	2-100-020-C.pdf
ESN: OT/PT Functional Mobility, Gross Motor Skills, and Functional Sitting Posture and Seating	2-100-021-C.pdf
ESN: PD Pathways for First Year ESE Teachers	2-100-034-C .pdf
ESN: PEER Training	3-103-006-C.pdf
ESN: Prekindergarten Handicapped/Methodology	2-100-003-C.pdf
ESN: Prekindergarten Handicapped/Subject Content	1-105-002-C.pdf
ESN: Psychological Services	8-409-004-C.pdf
ESN: QIEP (Ages 3-12)	3-103-002-C.pdf
ESN: Social - Emotional Methodology	2-100-026-C.pdf
ESN: Specific Learning Disabilities/Subject Content	1-105-007-C.pdf
ESN: Speech Language Impaired Subject Content	8-102-001-C.pdf
ESN: Speech-Language Impaired/Methodology	2-100-008-C.pdf
ESN: TECHNOLOGY	3-100-007-C.pdf
ESN: Technology Summer Institute	3-100-002-C.pdf
ESN: Transition and Self-Determination	2-100-019-C.pdf
ESN: Transition QIEP (Ages 13+)	3-103-003-C.pdf
ESN: Varying Exceptionalities/Subject Content	1-105-004-C.pdf
ESOL - 18-Hour Course	1-700-002-C.pdf

Title	Name
ESOL - Administration and Implementation	1-704-002-C.pdf
ESOL - Administration Cultural Awareness	1-705-004-C.pdf
ESOL - Administration Foundations	1-705-002-C.pdf
ESOL - Administration Teacher Evaluation	1-705-003-C.pdf
ESOL - Adult Education Administrators and Staff	1-703-002-C.pdf
ESOL - Adult ESOL Instructional Improvement	1-700-004-C.pdf
ESOL - Applied Linguistics	1-702-002-A.pdf
ESOL - Assessment Inservice Training (this inservice does not count towards the ESOL Endorsement Program)	1-701-002-C.pdf
ESOL - Cross-Cultural Communications	1-705-005-A.pdf
ESOL - Curriculum and Materials Development	1-703-003-A.pdf
ESOL - Methods of Teaching English to Speakers of Other Languages	1-700-005-A.pdf
ESOL - Survey Course	1-700-099-C.pdf
ESOL - Teaching Assistant Training	1-704-001-C.pdf
ESOL - Testing and Evaluation	1-701-003-A.pdf
ESOL - Trainer Course	1-700-003-C.pdf
Ethical Leadership	7-503-001-C.pdf
Evaluation Procedures	8-410-004-C.pdf
Facilitative Leadership - Advanced	7-507-045-G.pdf
Facilitative Leadership: Tapping the Power of Participation (FL-TPP) Training of Trainers	7-507-046-G.pdf
Family Involvement	8-413-002-C.pdf
Financial Literacy	8-506-002-C.pdf
Financial Services Training	8-504-001-E.pdf
Florida Educator Accomplished Practices (FEAPs)	2-506-002-C.pdf
Florida Principal Leadership Standards - Domain 1: Student Achievement	7-507-067-G.pdf
Florida Principal Leadership Standards - Domain 2: Instructional Leadership	7-507-068-G.pdf
Florida Principal Leadership Standards - Domain 4: Professional and Ethical Behavior	7-507-070-G.pdf
Florida Principal Leadership Standards - Domain 3: Organizational Leadership	7-507-069-G.pdf
Florida Standards Enhancement	1-408-013-C.pdf
Florida's Small Group Planning and Problem-Solving (SGPPS) Process	4-507-001-C.pdf
Focus on Student Achievement	4-417-001-C.pdf
Food Services - Equipment Use and Care Test	8-505-002-C.pdf
Food Services - Introduction to Brevard	8-505-001-C.pdf
Food Services - Nutrition Education	8-505-003-C.pdf
Food Services - Quantity Foods	8-505-006-C.pdf
Food Services Management	8-505-004-C.pdf
Foreign Language - Assessing Student Performance	4-004-001-C.pdf
Foundations of Reading Instruction and Applications in Research-Based Instructional Practices-Reading Competencies 1 and 2 Combined Course	1-013-040-A.pdf
General Competencies (Non-Instructional)	8-509-001-E.pdf
General Methods In Career And Technical Education	2-211-003-C.pdf
Gesell Readiness Observation	4-401-001-C.pdf

Title	Name
Gesell Training - Cadre	4-401-002-C.pdf
Gifted - Creativity (Endorsement Program)	1-106-001-A.pdf
Gifted - Guidance and Counseling (Endorsement Program)	1-106-002-A.pdf
Gifted - Nature and Needs of the Gifted (Endorsement Program)	1-106-003-A.pdf
Gifted - Nature of Exceptional Student Needs	1-106-006-C.pdf
Gifted - Procedures and Curriculum (Endorsement Program)	1-106-004-A.pdf
Gifted - Special Populations (Endorsement Program)	1-106-005-A.pdf
Gifted - Strategies for Enhancement	1-106-007-C.pdf
Grantsmanship Training	8-417-001-C.pdf
Guidance - Career Education	1-002-002-C.pdf
Guidance Awareness for Certificated Personnel	1-414-001-C.pdf
Health Education	1-005-001-C.pdf
Health Management Lifestyle (Wellness)	8-506-001-C.pdf
Industry Certification Instruction and Preparation	1-211-008-C.pdf
Industry/Work Experience for Career and Technical Ed Teachers	1-209-001-C.pdf
Inservice Workshop Instructor	8-501-003-C.pdf
Instructional Materials Adoption Process	1-514-003-C.pdf
Integrated Curriculum	1-007-003-C.pdf
Integrated Learning and Evaluation	1-408-015-C.pdf
Interdisciplinary Teaming	1-501-001-C.pdf
International Baccalaureate Learning Community	7-406-009-C.pdf
International Baccalaureate Training	1-409-001-C.pdf
Internet and Web Sites, The	3-409-010-C.pdf
Job Orientation for Teachers	8-410-001-C.pdf
JROTC - Leadership	1-417-001-C.pdf
Kindergarten Literacy Strategies	1-007-001-C.pdf
Labor Relations 101	7-506-002-C.pdf
Language Arts	1-008-001-C.pdf
Language Arts - Secondary	1-008-002-C.pdf
Leader in Me Program Training	7-507-041-C.pdf
Leadership Training	7-507-042-G.pdf
Legal and Health Issues for Teachers and Staff	6-410-001-C.pdf
Legal Issue for School Administrators	8-410-005-C.pdf
Legal, Professional, and Ethical Responsibilities	8-410-002-C.pdf
Lesson Study	1-408-011-C.pdf
Literacy Centers - Grades K-6 (Reading)	1-013-025-C.pdf
Literacy Design Collaborative (LDC): Modules of Study which Align with Common Core State Standards	1-008-009-C.pdf
Literacy First Process - Reading	1-013-004-C.pdf
Literacy Leadership - Reading	1-013-041-C.pdf
Management Training Skills I - Instructional Program Management	7-507-057-G.pdf

Title	Name
Management Training Skills II - Human Resources	7-507-058-G.pdf
Management Training Skills III - School Operations and Facilities	7-507-059-G.pdf
Management Training Skills IV: Student Support Services, Professional Practices, Technology	7-507-060-G.pdf
Mathematics - Implementing Reform in Secondary Mathematics	1-009-012-C.pdf
Mathematics - Updating Content Area Teaching Strategies	2-009-001-C.pdf
Mathematics Implementation K-12	1-009-014-C.pdf
Maximize Your Classroom Management Through CARE Strategies: Confident. Aware. Resilient. Excellent.	6-406-003-C.pdf
Media - Technology Integrated Instruction	3-407-003-C.pdf
Media Center - Management	1-407-002-C.pdf
Media Center - Program Promotion	2-407-002-C.pdf
Media Centers - Maintenance and Use of Instructional Technology	3-407-002-C.pdf
Media Centers - School Based	3-407-001-C.pdf
Media Specialists K-12	1-407-001-C.pdf
Mental Health - Prevention Programs	8-409-002-C.pdf
Mentoring - Brevard County Induction Program	8-409-001-C.pdf
Methods of Instruction	2-408-004-C.pdf
Middle Years Program Training	1-409-002-C.pdf
Mock Disaster Drill(s)	6-410-003-C.pdf
Motivating "At Risk" Students	2-405-001-C.pdf
Multiage Classroom Grouping Strategies for K-6	2-408-025-C.pdf
Multicultural Awareness (including the Holocaust)	1-412-001-C.pdf
Multi-Tiered System of Supports (MTSS)	4-401-006-C.pdf
Music - General	1-010-001-C.pdf
Music - Instrumental	1-010-002-C.pdf
Music - Seminars	1-010-004-C.pdf
Music - String Pedagogy	1-010-006-C.pdf
Music - Vocal	1-010-003-C.pdf
Music Festival - All County	1-010-005-C.pdf
National Board for Professional Teaching Standards (NBPTS)	8-416-001-C.pdf
National Board Mentoring	8-416-003-C.pdf
National Board Portfolio Learning	8-416-002-C.pdf
Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	2-102-001-A.pdf
Nine (9) Essential Skills for the Love and Logic Classroom	6-404-003-C.pdf
No Child Left Behind School Coordinator Training	7-507-026-C.pdf
Nuts and Bolts of a Primary Writing Workshop - Reading	1-013-024-C.pdf
Online Facilitator Training	3-409-017-C.pdf
Pacesetter Mathematics "Pre-Calculus Through Modeling" Teacher Training	1-009-004-C.pdf
Parent Education	6-413-001-C.pdf
Parent Involvement Strategies	1-413-001-C.pdf
Parents as Partners	1-406-001-C.pdf

Title	Name
Payroll and Data Entry Training	8-410-001-E.pdf
PDA Online Module: Battelle Development Inventory 2nd Edition	4-012-001-C.pdf
PDA Online Module: DeafEd Express Online Professional Learning Course	2-100-029-C.pdf
PDA Online Module: Differentiating Mathematics Instruction For K-12	2-009-006-C.pdf
PDA Online Module: Differentiating Science Instruction For K-12	2-015-006-C.pdf
PDA Online Module: Effective Teaching Practices for Students with Disabilities: Focusing on the Content Area	2-100-025-C.pdf
PDA Online Module: Engaging Learners Through Informative Assessment	2-401-005-C.pdf
PDA Online Module: English Language Learners (ELLs) for Therapists Online Professional Learning Course	8-700-001-C.pdf
PDA Online Module: Exceptional Student Education Matrix	3-100-006-C.pdf
PDA Online Module: Exploring Structured Literacy	2-013-010-C.pdf
PDA Online Module: Foundations of Exceptional Student Education	1-103-001-C.pdf
PDA Online Module: Inclusive Practices for the Developmentally Appropriate Pre-K Classroom	2-012-002-C.pdf
PDA Online Module: Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs	2-100-032-C.pdf
PDA Online Module: Integrating Standards Aligned Instruction Across the Tiers Online Professional Learning Course	2-415-001-C.pdf
PDA Online Module: Integrating Student Services for Inclusive Schools Online Professional Learning Course	7-420-001-C.pdf
PDA Online Module: Introduction to a Multi-tiered System of Supports (Intro to MTSS)	4-103-001-C.pdf
PDA Online Module: Introduction to Differentiating Instruction: Responding to All Learners	2-100-023-C.pdf
PDA Online Module: Language Reading Connection Online Professional Learning Course	2-409-005-C.pdf
PDA Online Module: Leadership for Inclusion of Students with Disabilities Online Professional Learning Course	7-513-001-C.pdf
PDA Online Module: Leading Within an MTSS	2-103-002-C.pdf
PDA Online Module: Paraprofessionals Support for Students with Disabilities	2-103-001-E.pdf
PDA Online Module: PBS: Understanding Student Behavior (HQ)	5-101-007-C.pdf
PDA Online Module: Positive Behavior Intervention Support (PBIS) Module	4-415-001-C.pdf
PDA Online Module: Professional Development Alternatives Differentiating Reading Instruction For Students: Making it Explicit-Competency 4	1-013-039-A.pdf
PDA Online Module: Reading Difficulties, Disabilities and Dyslexia Online Professional Learning Course	2-408-038-C.pdf
PDA Online Module: Secondary Transition Online Professional Learning Course	1-103-005-C.pdf
PDA Online Module: Strategies to Support PreK Activities and Routines	2-012-003-C.pdf
PDA Online Module: Teaching Students with Disabilities for Physical Education	2-100-030-C.pdf
PDA Online Module: Teaching Students with Disabilities in the Fine Arts Online Professional Learning Course	2-100-028-C.pdf
PDA Online Module: Teaching Students with Disabilities Online Professional Development Module	2-100-024-C.pdf
PDA Online Module: Technology for Student Success: An Introduction	3-100-004-C.pdf
PDA Online Module: Universal Design for Learning -Lesson Plans Online Professional Learning Course	2-404-004-C.pdf
PDA Online Module: Usher Syndrome Screening Online Professional Learning Course	4-102-003-C.pdf
PDA Online Module: Assessment and Evaluation	4-102-002-C.pdf
PDA Online Module: Instructional Practices in ESE	2-100-017-C.pdf
PDA Online Module: Interpersonal Interactions and Participation	2-100-018-C.pdf
PDA Online Module: Introduction to Assistive Technology	3-100-012-C.pdf
PDA Online Module: Language Development and Communication	2-100-016-C.pdf
PDA Online Module: Math Difficulties, Disabilities, and Dyscalculia	2-100-031-C.pdf
PDA Online Module: Surrogate Parent	8-104-001-C.pdf

Title	Name
PDA Online Module: Technology for the Diverse Classroom	3-100-011-C .pdf
PDA Online Module: Technology to Support Reading Comprehension	3-100-010-C .pdf
PDA Online Module: Transition	1-103-002-C.pdf
PDA Online Modules: Developmentally Appropriate Practices in Inclusive Pre-K Settings	2-012-004-C.doc
PDA: Structured Literacy through a Multi-Sensory Approach Online Professional Learning Course	2-408-039-C .pdf
Physical Education - Excellent Programs/Action Research	1-011-002-C.pdf
Physical Education - Teaching	1-011-001-C.pdf
Planning: Creating High Quality Units	1-408-016-C.pdf
Position Allocation Reporting and Control (Understanding PAR and Position Control)	7-507-055-G.pdf
Prekindergarten Subject Content/Curriculum	1-012-002-C.pdf
Prekindergarten Teaching Skills	2-012-001-C.pdf
Principles and Philosophy of Career and Technical Education	1-211-006-C.pdf
Professional Enhancement Program (PEP)	7-507-043-G.pdf
Professional Learning Communities	1-507-001-C.pdf
Purchasing and Warehouse Services	8-509-003-E.pdf
Quality Schools: Advanced	7-406-004-C.pdf
Quality Schools: Basic	7-406-003-C.pdf
Quality Schools: Certification Workshop	7-406-002-C.pdf
Quality Schools: Overview	7-406-001-C.pdf
Rachel's Challenge	6-406-002-C.pdf
Reading - Application of Research-Based Instructional Practices (Competency 2)	1-013-035-A.pdf
Reading - Assessment	4-013-002-C.pdf
Reading - Coaches Training	1-013-019- C.pdf
Reading - Comprehension Instruction	1-013-007-C.pdf
Reading - Demonstration of Accomplishment (Competency 5)	1-013-038-A.pdf
Reading - Foundations and Applications of Differentiated Instruction (Competency 4)	1-013-037-A.pdf
Reading - Foundations of Assessment (Competency 3)	1-013-036-A.pdf
Reading - Foundations of Reading Instruction (Competency 1)	1-013-034-A.pdf
Reading - Integrated Language Arts	1-013-003-C.pdf
Reading - Junior Great Books	1-013-026-C.pdf
Reading - Learning Differences Supports and Interventions for Neurodiverse Students	1-013-043-C.pdf
Reading - Reading Intervention System: Voyager	1-013-020-C.pdf
Reading - Scientifically-Based Reading Research (SBRR)	1-013-017-C.pdf
Reading - Small Group Strategies	4-013-001-C.pdf
Reading - Steps to Guided Reading	1-013-005-C.pdf
Reading Facilitator Training - For PD	1-013-010-C.pdf
Reading First	1-013-018-C.pdf
Reading First Academy	1-013-016-C.pdf
Reading First DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	1-013-008-C.pdf
Reading Implementation Plan	1-013-022-C.pdf

Title	Name
Reading in the Content Courses (READ:S)	1-013-006-C.pdf
Reading Vocabulary - In a Word	1-013-021-C.pdf
Reading/Literature	1-013-001-C.pdf
Reasonable Force	6-511-002-C.pdf
Research - Based Best Practices for the Classroom	2-408-019-C.pdf
Responsive Classroom Level I	5-404-005-C.pdf
Responsive Classroom Level II	5-404-006-C.pdf
Ruby Payne's Framework for Understanding Poverty: Instructional Applications	2-404-003-C.pdf
SACS CASI Standards/School Renewal	8-512-003-C.pdf
Safe Schools	6-410-002-C.pdf
Safety Course	1-511-001-C.pdf
Safety Education	8-014-003-C.pdf
Safety in Career and Technical Education Programs	6-211-001-C.pdf
School Accounting/Property Control	8-509-002-E.pdf
School Age Child Care Personnel Inservice	1-012-004-C.pdf
School Enhancement Strategies	4-506-001-C.pdf
School Improvement Planning and Training	4-512-001-C.pdf
School Leadership Team Training	8-506-004-C.pdf
Schools of Excellence (district use only)	8-521-001-C.pdf
Science - General	2-015-003-C.pdf
Science at NASA	1-015-007-C.pdf
Science Implementation K-6	1-015-006-C.pdf
Science Seminar/Conference	2-015-005-C.pdf
Secondary Science - Biological	1-015-004-C.pdf
Secondary Science - Content	1-015-001-C.pdf
Secondary Science Earth/Space	1-015-003-C.pdf
Secondary Science - Methods	2-015-001-C.pdf
Secondary Science - Physical	1-015-005-C.pdf
Secondary Science - Technology	3-015-001-C.pdf
Secondary Science Symposium	1-015-011-C.pdf
Security Services	6-511-001-C.pdf
Service Learning	2-600-001-C.pdf
Seven Habits of Highly Effective People	7-507-041-G.pdf
Social Studies Content	1-016-001-C.pdf
Social Studies Methods	2-016-001-C.pdf
Social Studies Seminars	1-016-006-C.pdf
Social Studies Technology	3-016-001-C.pdf
Spelling - Word Study in the Elementary Grades	1-008-007-C.pdf
SSNP: Secondary Schools of National Prominence - Rigor, Relevance and Relationships	1-409-005-C.pdf
SSNP: Secondary Schools of National Prominence Content - Curriculum	1-409-003-C.pdf

Title	Name
SSNP: Secondary Schools of National Prominence Guidance	1-409-004-C.pdf
Standards: Meeting the Standards by Looking at Teacher Assignments and Student Work	4-416-001-C.pdf
STEAM - Science, Technology, Engineering, Arts and Math	1-015-012-C.pdf
Strategic Instruction Model (SIM) - Unit Organizer	1-105-016-C.pdf
StrengthsPerformance	7-507-052-G.pdf
Student Assistance Awareness for Certificated Personnel	1-403-001-C.pdf
Student Database Training - TERMS	8-508-002-C.pdf
Students In Transition	8-410-007-C.pdf
Study Skills	1-408-012-C.pdf
Subject Area Leadership Training	1-514-002-C.pdf
Suicide Prevention	1-414-002-C.pdf
Summer Industrial Fellowships for Teachers - SIFT	1-409-007-C.pdf
Teachers Analyzing Literature with Kids (TALK)-Reading	1-013-002-C.pdf
Teaching, Collaboration, and Peer Coaching for Student Achievement	1-408-014-C.pdf
Team Building	8-506-003-C.pdf
Team Teaching	8-409-007-C.pdf
Tech Prep/School-to-Work	1-210-001-C.pdf
Technology - Origins of the US Constitution	3-016-002-C.pdf
Technology - Supreme Court and Freedom Issues	3-016-003-C.pdf
Technology - The Civil War	3-016-005-C.pdf
Technology Applications	3-409-002-C.pdf
Technology Applications - Intermediate	3-409-003-C.pdf
Technology in Mathematics Classrooms	3-009-001-C.pdf
Technology Integration - Internet and Website Design	3-409-025-C.pdf
Technology Integration - Digital Images in the Classroom	3-409-023-C.pdf
Technology Integration - Digital Video in the Classroom	3-409-026-C.pdf
Technology Integration - Discussion Boards and E-Mail in the Classroom	3-409-024-C.pdf
Technology Integration - Graphic Organizers in the Classroom	3-409-022-C.pdf
Technology Integration - Podcasting in the Classroom	3-409-021-C.pdf
Technology Integration - PowerMedia Plus in the Classroom	3-409-020-C.pdf
Technology Integration - RM Easiteach in the Classroom	3-409-028-C.pdf
Technology Integration - Technology Applications in the Classroom	3-409-016-C.pdf
Technology Integration - Thinkfinity in the Classroom	3-409-027-C.pdf
Technology Integration - Tools for the Enhancement of Blended Learning	3-409-030-C.pdf
Technology Literacy	3-409-004-C.pdf
Technology Specialist Training	3-508-001-C.pdf
Technology: Application Development Skills for IBM iSeries	3-409-029-C.pdf
Test Preparation for Certification Examinations for FL Educators	8-409-008-C.pdf
Thinking Maps	2-408-018-C.pdf
Title I	7-501-001-C.pdf

Title	Name
Tobacco Prevention Training	6-410-005-C.pdf
Trainer Preparation for State - District Programs	1-409-006-C.pdf
Travel - Educational	7-501-002-C.pdf
Travel and Rental Car Procedure Training	8 410 002 E.pdf
True Colors	7-507-047-G.pdf
Universal Design for Learning	2-100-027-C.pdf
USF Online-Effective Online Teaching and Relationship Building	3-408-001-C.pdf
Voluntary Prekindergarten (VPK) Assessment Administration	4-401-005-C.pdf
Voluntary Prekindergarten (VPK) Assessment Instructional Implications	2-401-004-C.pdf
Work Experience for Career and Technical/Academic Integration	1-211-004-C.pdf
World Language - Teaching	2-004-009-C.pdf
World Language Seminar/Conference	1-004-027-C.pdf
World Languages - ADAPTING INSTRUCTIONAL MATERIALS	1-004-026-C.pdf
Writing	1-017-002-C.pdf
Writing Across the Content Areas	1-017-001-C.pdf
Writing Assessment	1-017-008-C.pdf
Writing Inspires Literacy Development (WILD)	1-017-005-C.pdf
Writing Mechanics	1-017-007-C.pdf
Writing Process	1-017-003-C.pdf
Writing Workshop: Creating a Classroom of Young Authors	1-017-004-C.pdf
Writing: Six Traits of Effective Writing	1-017-006-C.pdf
Youth Suicide Awareness and Prevention	6-403-001-C.pdf
Youth Suicide Awareness and Prevention - (Online)	1-414-003-C.pdf