

# Professional Learning Catalog



2022-2023

# **PROFESSIONAL LEARNING CATALOG**

## **BREVARD COUNTY**

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## **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 ProGOE<sup>2</sup> system are used to grant inservice credits and maintain registration and training records for current full-time employees with an active ProGOE<sup>2</sup> 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 ProGOE<sup>2</sup> will be maintained **only for full-time employees of BPS who have an active profile in ProGOE<sup>2</sup>**. 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 ProGOE<sup>2</sup> 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/ProGOE<sup>2</sup> sign in sheets must be entered into the ProGOE<sup>2</sup> 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 ProGOE<sup>2</sup> 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 ProGOE<sup>2</sup> 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 ProGOE<sup>2</sup>.
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 ProGOE<sup>2</sup>;
    - 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 ProGOE<sup>2</sup>.
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 ProGOE<sup>2</sup> 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 ProGOE<sup>2</sup> for inservice record keeping;
4. Maintain all inservice and certification records and files in an efficient and effective manner;
5. Train district staff and ProGOE<sup>2</sup> Inservice Representatives on the functionality of the inservice system in ProGOE<sup>2</sup>.
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 ProGOE<sup>2</sup>;
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 ProGOE<sup>2</sup> 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 ProGOE<sup>2</sup> 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 ProGOE<sup>2</sup> 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/ILDG 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 ProGOE<sup>2</sup> 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

2022-2023

Alpha	Title	Name
A	Activities Integrating Math and Science (AIMS) Workshop	<a href="#">1-009-005-C.pdf</a>
A	Administrators' Curriculum Workshops	<a href="#">7-501-003-C.pdf</a>
A	Adult Basic Education	<a href="#">8-300-001-C.pdf</a>
A	Adult Education Program	<a href="#">8-301-001-C.pdf</a>
A	Adult Education Program Review - In Search of Compliance	<a href="#">8-301-005-C.pdf</a>
A	Adult Education: FCAT Strategies	<a href="#">8-300-005-C.pdf</a>
A	Adult Education: GED Today And Tomorrow	<a href="#">8-300-012-C.pdf</a>
A	Adult Education: GED-2014 - Making New Connections	<a href="#">8-300-011-C.pdf</a>
A	Adult Education: Learning Disabilities	<a href="#">8-303-001-C.pdf</a>
A	Adult Education: Roadmap to Implementing Adult Basic Education	<a href="#">8-300-007-B.pdf</a>
A	Adult Education: Serving Adults With Disabilities	<a href="#">8-303-002-C.pdf</a>
A	Adult Education: Workforce Development Competencies	<a href="#">8-301-004-C.pdf</a>
A	Adult Learning: Fine Tuning Your Training to Inspire Action	<a href="#">7-507-040-C.pdf</a>
A	Adult Student Retention	<a href="#">8-301-003-C.pdf</a>
A	Adult Teacher Competencies	<a href="#">8-300-002-C.pdf</a>
A	Advanced Placement	<a href="#">1-007-002-C.pdf</a>
A	Advancement Via Individual Determination (AVID)	<a href="#">2-400-001-C.pdf</a>
A	Advisement Program	<a href="#">8-405-001-C.pdf</a>
A	American Red Cross - CPR/AED/First Aid Training	<a href="#">6-014-001-C.pdf</a>
A	American Red Cross - Disaster Shelter Management	<a href="#">8-511-001-C.pdf</a>
A	American Red Cross - First Aid Course	<a href="#">8-014-001-C.pdf</a>
A	American Red Cross - Water Safety Instructor Course	<a href="#">8-014-002-C.pdf</a>
A	American Red Cross Cardiopulmonary Resuscitation (CPR) Instructor Course	<a href="#">8-511-002-C.pdf</a>
A	Anti-Bullying Harassment	<a href="#">6-410-004-C.pdf</a>
A	AP Academy Year 1 (District Use Only)	<a href="#">7-507-071-G .pdf</a>
A	AP Academy Year 2 (District Use Only)	<a href="#">7-507-072-G.pdf</a>
A	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	<a href="#">2-101-001-A.pdf</a>
A	Art - Discipline Based Art Education	<a href="#">1-000-003-C.pdf</a>
A	Art - Excellent Program/Action Research	<a href="#">1-000-007-C.pdf</a>
A	Art - Secondary	<a href="#">1-000-002-C.pdf</a>
A	Art - Teaching Basic Skills	<a href="#">1-000-001-C.pdf</a>
A	Art - Visual Arts Workshop	<a href="#">1-000-006-C.pdf</a>
A	Art Ed/Thematic Interdisciplinary Instruction	<a href="#">1-000-004-C.pdf</a>
A	Art Materials as Instructional Enhancement	<a href="#">1-000-005-C.pdf</a>
A	Articulation for Systemic Change	<a href="#">7-409-001-C.pdf</a>
A	Assessments, Multiple	<a href="#">4-401-003-C.pdf</a>
A	Athletic Coaching - Sports Medicine	<a href="#">1-506-003-A.pdf</a>
A	Athletic Coaching - Sports Specific	<a href="#">1-506-002-A.pdf</a>
A	Athletic Coaching - Theory	<a href="#">1-506-004-A.pdf</a>
A	Athletic Director Training	<a href="#">1-506-005-C.pdf</a>
A	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience	<a href="#">2-100-033-A.pdf</a>
B	Bargaining 101 for Administrators	<a href="#">7-507-056-G.pdf</a>
B	BEST Standards - Benchmarks for Excellent Student Thinking	<a href="#">1-007-006-C .pdf</a>
B	Budget Essentials for Administrators	<a href="#">7-507-053-G.pdf</a>
B	Building Academic Vocabulary - Reading	<a href="#">1-013-023-C.pdf</a>
C	Care to Read	<a href="#">4-013-003-C.pdf</a>
C	Career and Technical Education	<a href="#">1-211-007-C.pdf</a>

Alpha	Title	Name
C	Career and Technical Education/Accountability	<a href="#">4-211-002-C.pdf</a>
C	Career and Technical Education/Connecting School With the Real World	<a href="#">1-211-005-C.pdf</a>
C	Career and Technical Education/Curriculum Consideration	<a href="#">1-211-002-C.pdf</a>
C	Career and Technical Education/Employability	<a href="#">1-211-003-C.pdf</a>
C	Career and Technical Education/Facility and Equipment	<a href="#">6-211-002-C.pdf</a>
C	Career and Technical Education/Planning and Evaluating	<a href="#">2-211-002-C.pdf</a>
C	Career and Technical Education/Program Improvements	<a href="#">4-211-001-C.pdf</a>
C	Career and Technical Education: Work-Based Learning Internship Program	<a href="#">8-210-001-C .pdf</a>
C	Career Preparation	<a href="#">8-211-001-C.pdf</a>
C	CET for Student Services	<a href="#">7-406-007-C.pdf</a>
C	CET/Induction Training for Mentor Teachers	<a href="#">8-406-001-C.pdf</a>
C	CHAMPS/DSC - A Positive Approach to Classroom Management	<a href="#">6-404-004-C.pdf</a>
C	CHAMPS/DSC - Facilitator Training	<a href="#">6-404-005-C.pdf</a>
C	Character Education	<a href="#">6-406-001-C.pdf</a>
C	Classroom Walk-Through	<a href="#">8-409-010-F.pdf</a>
C	Clinical Educator Refresher Training	<a href="#">8-406-004-C.pdf</a>
C	Coaching and Mentoring for Administrators	<a href="#">7-507-065-G.pdf</a>
C	Coaching for Peer Coaching Teams	<a href="#">8-406-003-C.pdf</a>
C	Coaching/Field Experience Observations On Site	<a href="#">8-409-003-C.pdf</a>
C	Collaborative Leadership	<a href="#">7-507-066-G.pdf</a>
C	Communications	<a href="#">7-507-001-C.pdf</a>
C	Community/School Involvement	<a href="#">7-424-001-C.pdf</a>
C	Conflict Resolution/Peer Mediation	<a href="#">6-511-003-C.pdf</a>
C	Conscious Discipline	<a href="#">6-403-002-C.pdf</a>
C	Cooperative Learning Strategies	<a href="#">2-408-006-C.pdf</a>
C	Co-Teaching for Inclusion	<a href="#">8-409-009-C.pdf</a>
C	Creating a High Performance Learning Culture	<a href="#">7-507-064-F.pdf</a>
C	Crisis Prevention and Intervention (CPI)	<a href="#">5-404-004-C.pdf</a>
C	CRISS: Creating Independence Through Student-Owned Strategies	<a href="#">2-007-005-C.pdf</a>
C	Curriculum Alignment	<a href="#">1-007-005-C.pdf</a>
C	Curriculum Connections	<a href="#">1-007-004-C.pdf</a>
C	Custodial Training	<a href="#">8-510-002-E.pdf</a>
C	Customer Service	<a href="#">7-506-001-C.pdf</a>
D	Data Analysis to Make Instructional Decisions	<a href="#">7-507-054-G.pdf</a>
D	Decision Making	<a href="#">7-507-048-G.pdf</a>
D	Developmentally Appropriate Prekindergarten Curriculum	<a href="#">1-012-001-C.pdf</a>
D	Diffierentiated Instruction	<a href="#">2-408-016-C.pdf</a>
D	Discipline Workshop Series for Administrators	<a href="#">7-513-002-C.pdf</a>
D	Discipline/Classroom Management Strategies	<a href="#">5-404-001-C.pdf</a>
D	Disciplinary Instructionally Specific Curriculum Options for Literacy (Disco)- Reading	<a href="#">1-013-033-A.pdf</a>
D	District Unified Programs and Textbooks	<a href="#">1-514-001-C.pdf</a>
D	Drama	<a href="#">1-006-002-C.pdf</a>
D	Driver Education	<a href="#">1-014-001-C.pdf</a>
D	Dropout Prevention Strategies	<a href="#">1-405-001-C.pdf</a>
E	Early Childhood Teaching Skills for Teachers (K-3)	<a href="#">2-401-001-C.pdf</a>
E	Edmentum Reading Technology Program	<a href="#">3-013-001-C.pdf</a>
E	Educational Impact Online Courses for Differentiated Instruction	<a href="#">2-408-021-C.pdf</a>



Alpha	Title	Name
E	Educational Research & Dissemination (ER&D) Beginning Reading Instruction (BRI)	<a href="#">1-013-044-C.pdf</a>
E	Educational Research & Dissemination (ER&D) Foundations of Effective Teaching I: Organizing the Classroom Environment for Teaching and Learning	<a href="#">1-404-001-C.pdf</a>
E	Educational Research & Dissemination (ER&D) Instructional Implications for ELA/Literacy Aligned with Florida Standards	<a href="#">1-008-010-C.pdf</a>
E	Educational Research and Dissemination (ER&D) - Managing Behavior in School Communities	<a href="#">5-404-010-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Advancing English/Language Arts Alignment With Common Core Implementation	<a href="#">1-008-008-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Delivering Effective Professional Development	<a href="#">2-408-034-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Instructional Strategies That Work	<a href="#">2-408-020-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Mindful Strategies for All	<a href="#">6-414-001-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Parent and Family Involvement/School Home Connection	<a href="#">8-413-001-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Reading Comprehension Instruction	<a href="#">1-013-042-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Strategies for Student Success	<a href="#">2-408-037-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Thinking Math for Middle School: Journey to Algebra	<a href="#">1-009-011-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Thinking Math: 3-5	<a href="#">1-009-010-C.pdf</a>
E	Educational Research and Dissemination (ER&D) Thinking Mathematics	<a href="#">1-009-002-C.pdf</a>
E	Elementary Leading and Learning Conference (District Use Only)	<a href="#">1-007-007-C.pdf</a>
E	Elementary Mathematics Seminars	<a href="#">2-009-005-C.pdf</a>
E	Elementary Reading/Language Arts Seminars	<a href="#">1-013-032-C.pdf</a>
E	Emergent Literacy Course for Voluntary Prekindergarten (VPK) Instructors	<a href="#">1-012-003-C.pdf</a>
E	Energy Behavior Modification Training	<a href="#">8-510-003-C.pdf</a>
E	Enrichment	<a href="#">1-408-010-C.pdf</a>
E	Environmental Training for Support Staff	<a href="#">8-510-004C.pdf</a>
E	Equity and Diversity-Harry T. and Harriette V. Moore Legacy (District Use Only)	<a href="#">1-016-009-C .pdf</a>
E	Equity and First Amendment Issues Related to Instruction	<a href="#">8-410-003-C.pdf</a>
E	Equity in Athletics	<a href="#">7-503-002-C.pdf</a>
E	ESN: ASD Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience	<a href="#">5-101-001-A.pdf</a>
E	ESN: ASD Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with ASD with Field Experience	<a href="#">3-100-001-A.pdf</a>
E	ESN: ASD Nature and Needs, Assessment, and Diagnosis of ASD with Field Experience	<a href="#">2-103-001-A.pdf</a>
E	ESN: Assistive Technology in the Classroom	<a href="#">3-100-003-C.pdf</a>
E	ESN: Assistive Technology Success: Leveling the Playing Field	<a href="#">3-100-009-C.pdf</a>
E	ESN: Augmentative and Alternative Communication (AAC) for Students with Complex Communication Needs (CCN)	<a href="#">2-100-033-C .pdf</a>
E	ESN: Autism	<a href="#">1-105-014-C.pdf</a>
E	ESN: Autism/ABA Course Series from Maximum Potential	<a href="#">1-105-017-C.pdf</a>
E	ESN: Behavior Management	<a href="#">5-101-002-C.pdf</a>
E	ESN: Computerized IEP	<a href="#">3-103-001-C.pdf</a>
E	ESN: Deaf/Hard-of-Hearing	<a href="#">2-100-007-C.pdf</a>
E	ESN: Emotional Behavioral Disability - Methodology	<a href="#">2-100-006-C.pdf</a>
E	ESN: Emotional Behavioral Disability - Subject Content	<a href="#">1-105-006-C.pdf</a>
E	ESN: ESE Alternate Assessment	<a href="#">1-105-015-C.pdf</a>
E	ESN: ESE Inclusive Practices	<a href="#">1-105-013-C.pdf</a>
E	ESN: Evaluating ESE Programs	<a href="#">4-102-001-C.pdf</a>
E	ESN: Exceptional Student Needs	<a href="#">1-105-001-C.pdf</a>
E	ESN: Exceptional Students in the Regular Classroom	<a href="#">2-100-001-C.pdf</a>
E	ESN: Instructional Techniques and Materials for Exceptional Student Education	<a href="#">2-105-001-C.pdf</a>
E	ESN: Intellectual Disabilities/Methodology	<a href="#">2-100-022-C.pdf</a>
E	ESN: Intellectual Disabilities/Subject Content	<a href="#">1-105-018-C.pdf</a>
E	ESN: Legal and Compliance Issues in Exceptional Student Education	<a href="#">1-103-003-C.pdf</a>
E	ESN: Low Incidence/Methodology	<a href="#">2-100-002-C.pdf</a>

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E	ESN: Low Incidence/Subject Content	<a href="#">1-105-003-C.pdf</a>
E	ESN: Matrix	<a href="#">1-103-004-C.pdf</a>
E	ESN: Medicaid Billing/Data Entry	<a href="#">3-103-005-C.pdf</a>
E	ESN: OT/PT Functional Independence Needs in the Educational Setting	<a href="#">2-100-020-C.pdf</a>
E	ESN: OT/PT Functional Mobility, Gross Motor Skills, and Functional Sitting Posture and Seating	<a href="#">2-100-021-C.pdf</a>
E	ESN: PD Pathways for First Year ESE Teachers	<a href="#">2-100-034-C .pdf</a>
E	ESN: PEER Training	<a href="#">3-103-006-C.pdf</a>
E	ESN: Prekindergarten Handicapped/Methodology	<a href="#">2-100-003-C.pdf</a>
E	ESN: Prekindergarten Handicapped/Subject Content	<a href="#">1-105-002-C.pdf</a>
E	ESN: Psychological Services	<a href="#">8-409-004-C.pdf</a>
E	ESN: QIEP (Ages 3-12)	<a href="#">3-103-002-C.pdf</a>
E	ESN: Social Emotional Methodology	<a href="#">2-100-026-C.pdf</a>
E	ESN: Specific Learning Disabilities/Subject Content	<a href="#">1-105-007-C.pdf</a>
E	ESN: Speech Language Impaired Subject Content	<a href="#">8-102-001-C.pdf</a>
E	ESN: Speech-Language Impaired/Methodology	<a href="#">2-100-008-C.pdf</a>
E	ESN: TECHNOLOGY	<a href="#">3-100-007-C.pdf</a>
E	ESN: Technology Summer Institute	<a href="#">3-100-002-C.pdf</a>
E	ESN: Transition and Self-Determination	<a href="#">2-100-019-C.pdf</a>
E	ESN: Transition QIEP (Ages 13+)	<a href="#">3-103-003-C.pdf</a>
E	ESN: Varying Exceptionalities/Subject Content	<a href="#">1-105-004-C.pdf</a>
E	ESOL - 18-Hour Course	<a href="#">1-700-002-C.pdf</a>
E	ESOL - Administration and Implementation	<a href="#">1-704-002-C.pdf</a>
E	ESOL - Administration Cultural Awareness	<a href="#">1-705-004-C.pdf</a>
E	ESOL - Administration Foundations	<a href="#">1-705-002-C.pdf</a>
E	ESOL - Administration Teacher Evaluation	<a href="#">1-705-003-C.pdf</a>
E	ESOL - Adult Education Administrators and Staff	<a href="#">1-703-002-C.pdf</a>
E	ESOL - Adult ESOL Instructional Improvement	<a href="#">1-700-004-C.pdf</a>
E	ESOL - Applied Linguistics	<a href="#">1-702-002-A.pdf</a>
E	ESOL - Assessment Inservice Training (this inservice does not count towards the ESOL Endorsement Program)	<a href="#">1-701-002-C.pdf</a>
E	ESOL - Cross-Cultural Communications	<a href="#">1-705-005-A.pdf</a>
E	ESOL - Curriculum and Materials Development	<a href="#">1-703-003-A.pdf</a>
E	ESOL - Methods of Teaching English to Speakers of Other Languages	<a href="#">1-700-005-A.pdf</a>
E	ESOL - Survey Course	<a href="#">1-700-099-C.pdf</a>
E	ESOL - Teaching Assistant Training	<a href="#">1-704-001-C.pdf</a>
E	ESOL - Testing and Evaluation	<a href="#">1-701-003-A.pdf</a>
E	ESOL - Trainer Course	<a href="#">1-700-003-C.pdf</a>
E	Ethical Leadership	<a href="#">7-503-001-C.pdf</a>
E	Evaluation Procedures	<a href="#">8-410-004-C.pdf</a>
F	Facilitative Leadership - Advanced	<a href="#">7-507-045-G.pdf</a>
F	Facilitative Leadership: Tapping the Power of Participation (FL-TPP) Training of Trainers	<a href="#">7-507-046-G.pdf</a>
F	Family Involvement	<a href="#">8-413-002-C.pdf</a>
F	Financial Literacy	<a href="#">8-506-002-C.pdf</a>
F	Financial Services Training	<a href="#">8-504-001-E.pdf</a>
F	Florida Center for Reading Research- Reading Comp 1 & 2	<a href="#">1-013-045-C .pdf</a>
F	Florida Center for Reading Research-Reading Comp 3	<a href="#">1-013-046-C .pdf</a>
F	Florida Center for Reading Research-Reading Comp 4	<a href="#">1-013-047-C .pdf</a>
F	Florida Center for Reading Research-Reading Comp 5	<a href="#">1-013-048-C .pdf</a>

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F	Florida Educator Accomplished Practices (FEAPs)	<a href="#">2-506-002-C.pdf</a>
F	Florida Principal Leadership Standards - Domain 1: Student Achievement	<a href="#">7-507-067-G.pdf</a>
F	Florida Principal Leadership Standards - Domain 2: Instructional Leadership	<a href="#">7-507-068-G.pdf</a>
F	Florida Principal Leadership Standards - Domain 4: Professional and Ethical Behavior	<a href="#">7-507-070-G.pdf</a>
F	Florida Principal Leadership Standards - Domain 3: Organizational Leadership	<a href="#">7-507-069-G.pdf</a>
F	Florida Standards Enhancement	<a href="#">1-408-013-C.pdf</a>
F	Florida's Small Group Planning and Problem-Solving (SGPPS) Process	<a href="#">4-507-001-C.pdf</a>
F	Focus on Student Achievement	<a href="#">4-417-001-C.pdf</a>
F	Food Services - Equipment Use and Care Test	<a href="#">8-505-002-C.pdf</a>
F	Food Services - Introduction to Brevard	<a href="#">8-505-001-C.pdf</a>
F	Food Services - Nutrition Education	<a href="#">8-505-003-C.pdf</a>
F	Food Services - Quantity Foods	<a href="#">8-505-006-C.pdf</a>
F	Food Services Management	<a href="#">8-505-004-C.pdf</a>
F	Foreign Language - Assessing Student Performance	<a href="#">4-004-001-C.pdf</a>
F	Foundations of Reading Instruction and Applications in Research-Based Instructional Practices-Reading Competencies 1 and 2 Combined Course	<a href="#">1-013-040-A.pdf</a>
G	General Competencies (Non-Instructional)	<a href="#">8-509-001-E.pdf</a>
G	General Methods In Career And Technical Education	<a href="#">2-211-003-C.pdf</a>
G	Gesell Readiness Observation	<a href="#">4-401-001-C.pdf</a>
G	Gesell Training - Cadre	<a href="#">4-401-002-C.pdf</a>
G	Gifted - Creativity (Endorsement Program)	<a href="#">1-106-001-A.pdf</a>
G	Gifted - Guidance and Counseling (Endorsement Program)	<a href="#">1-106-002-A.pdf</a>
G	Gifted - Nature and Needs of the Gifted (Endorsement Program)	<a href="#">1-106-003-A.pdf</a>
G	Gifted - Nature of Exceptional Student Needs	<a href="#">1-106-006-C.pdf</a>
G	Gifted - Procedures and Curriculum (Endorsement Program)	<a href="#">1-106-004-A.pdf</a>
G	Gifted - Special Populations (Endorsement Program)	<a href="#">1-106-005-A.pdf</a>
G	Gifted - Strategies for Enhancement	<a href="#">1-106-007-C.pdf</a>
G	Grantsmanship Training	<a href="#">8-417-001-C.pdf</a>
G	Guidance - Career Education	<a href="#">1-002-002-C.pdf</a>
G	Guidance Awareness for Certificated Personnel	<a href="#">1-414-001-C.pdf</a>
H	Health Education	<a href="#">1-005-001-C.pdf</a>
H	Health Management Lifestyle (Wellness)	<a href="#">8-506-001-C.pdf</a>
I	Industry Certification Instruction and Preparation	<a href="#">1-211-008-C.pdf</a>
I	Industry/Work Experience for Career and Technical Ed Teachers	<a href="#">1-209-001-C.pdf</a>
I	Inservice Workshop Instructor	<a href="#">8-501-003-C.pdf</a>
I	Instructional Materials Adoption Process	<a href="#">1-514-003-C.pdf</a>
I	Integrated Curriculum	<a href="#">1-007-003-C.pdf</a>
I	Integrated Learning and Evaluation	<a href="#">1-408-015-C.pdf</a>
I	Interdisciplinary Teaming	<a href="#">1-501-001-C.pdf</a>
I	International Baccalaureate Learning Community	<a href="#">7-406-009-C.pdf</a>
I	International Baccalaureate Training	<a href="#">1-409-001-C.pdf</a>
I	Internet and Web Sites, The	<a href="#">3-409-010-C.pdf</a>
J	Job Orientation for Teachers	<a href="#">8-410-001-C.pdf</a>
J	JROTC - Leadership	<a href="#">1-417-001-C.pdf</a>
K	Kindergarten Literacy Strategies	<a href="#">1-007-001-C.pdf</a>
L	Labor Relations 101	<a href="#">7-506-002-C.pdf</a>
L	Language Arts	<a href="#">1-008-001-C.pdf</a>
L	Language Arts - Secondary	<a href="#">1-008-002-C.pdf</a>

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L	Leader in Me Program Training	<a href="#">7-507-041-C.pdf</a>
L	Leadership Training	<a href="#">7-507-042-G.pdf</a>
L	Legal and Health Issues for Teachers and Staff	<a href="#">6-410-001-C.pdf</a>
L	Legal Issue for School Administrators	<a href="#">8-410-005-C.pdf</a>
L	Legal, Professional, and Ethical Responsibilities	<a href="#">8-410-002-C.pdf</a>
L	Lesson Study	<a href="#">1-408-011-C.pdf</a>
L	Literacy Centers - Grades K-6 (Reading)	<a href="#">1-013-025-C.pdf</a>
L	Literacy Design Collaborative (LDC): Modules of Study which Align with Common Core State Standards	<a href="#">1-008-009-C.pdf</a>
L	Literacy First Process - Reading	<a href="#">1-013-004-C.pdf</a>
L	Literacy Leadership - Reading	<a href="#">1-013-041-C.pdf</a>
M	Management Training Skills I - Instructional Program Management	<a href="#">7-507-057-G.pdf</a>
M	Management Training Skills II - Human Resources	<a href="#">7-507-058-G.pdf</a>
M	Management Training Skills III - School Operations and Facilities	<a href="#">7-507-059-G.pdf</a>
M	Management Training Skills IV: Student Support Services, Professional Practices, Technology	<a href="#">7-507-060-G.pdf</a>
M	Mathematics - Implementing Reform in Secondary Mathematics	<a href="#">1-009-012-C.pdf</a>
M	Mathematics - Updating Content Area Teaching Strategies	<a href="#">2-009-001-C.pdf</a>
M	Mathematics Implementation K-12	<a href="#">1-009-014-C.pdf</a>
M	Maximize Your Classroom Management Through CARE Strategies: Confident. Aware. Resilient. Excellent.	<a href="#">6-406-003-C.pdf</a>
M	Media - Technology Integrated Instruction	<a href="#">3-407-003-C.pdf</a>
M	Media Center - Management	<a href="#">1-407-002-C.pdf</a>
M	Media Center - Program Promotion	<a href="#">2-407-002-C.pdf</a>
M	Media Centers - Maintenance and Use of Instructional Technology	<a href="#">3-407-002-C.pdf</a>
M	Media Centers - School Based	<a href="#">3-407-001-C.pdf</a>
M	Media Specialists K-12	<a href="#">1-407-001-C.pdf</a>
M	Mental Health - Prevention Programs	<a href="#">8-409-002-C.pdf</a>
M	Mentoring - Brevard County Induction Program	<a href="#">8-409-001-C.pdf</a>
M	Methods of Instruction	<a href="#">2-408-004-C.pdf</a>
M	Middle Years Program Training	<a href="#">1-409-002-C.pdf</a>
M	Mock Disaster Drill(s)	<a href="#">6-410-003-C.pdf</a>
M	Motivating "At Risk" Students	<a href="#">2-405-001-C.pdf</a>
M	Multiage Classroom Grouping Strategies for K-6	<a href="#">2-408-025-C.pdf</a>
M	Multicultural Awareness (including the Holocaust)	<a href="#">1-412-001-C.pdf</a>
M	Multi-Tiered System of Supports (MTSS)	<a href="#">4-401-006-C.pdf</a>
M	Music - General	<a href="#">1-010-001-C.pdf</a>
M	Music - Instrumental	<a href="#">1-010-002-C.pdf</a>
M	Music - Seminars	<a href="#">1-010-004-C.pdf</a>
M	Music - String Pedagogy	<a href="#">1-010-006-C.pdf</a>
M	Music - Vocal	<a href="#">1-010-003-C.pdf</a>
M	Music Festival - All County	<a href="#">1-010-005-C.pdf</a>
N	National Board for Professional Teaching Standards (NBPTS)	<a href="#">8-416-001-C.pdf</a>
N	National Board Mentoring	<a href="#">8-416-003-C.pdf</a>
N	National Board Portfolio Learning	<a href="#">8-416-002-C.pdf</a>
N	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	<a href="#">2-102-001-A.pdf</a>
N	Nine (9) Essential Skills for the Love and Logic Classroom	<a href="#">6-404-003-C.pdf</a>
N	No Child Left Behind School Coordinator Training	<a href="#">7-507-026-C.pdf</a>
N	Nuts and Bolts of a Primary Writing Workshop - Reading	<a href="#">1-013-024-C.pdf</a>
O	Online Facilitator Training	<a href="#">3-409-017-C.pdf</a>

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P	Pacesetter Mathematics "Pre-Calculus Through Modeling" Teacher Training	<a href="#">1-009-004-C.pdf</a>
P	Parent Education	<a href="#">6-413-001-C.pdf</a>
P	Parent Involvement Strategies	<a href="#">1-413-001-C.pdf</a>
P	Parents as Partners	<a href="#">1-406-001-C.pdf</a>
P	Payroll and Data Entry Training	<a href="#">8-410-001-E.pdf</a>
P	PDA Online Module: Battelle Development Inventory 2nd Edition	<a href="#">4-012-001-C.pdf</a>
P	PDA Online Module: Building Inclusive Schools	<a href="#">2-100-037-C.doc</a>
P	PDA Online Module: DeafEd Express Online Professional Learning Course	<a href="#">2-100-029-C.pdf</a>
P	PDA Online Module: Differentiating Mathematics Instruction For K-12	<a href="#">2-009-006-C.pdf</a>
P	PDA Online Module: Differentiating Science Instruction For K-12	<a href="#">2-015-006-C.pdf</a>
P	PDA Online Module: Effective Teaching Practices for Students with Disabilities: Focusing on the Content Area	<a href="#">2-100-025-C.pdf</a>
P	PDA Online Module: Engaging Learners Through Informative Assessment	<a href="#">2-401-005-C.pdf</a>
P	PDA Online Module: English Language Learners (ELLs) for Therapists Online Professional Learning Course	<a href="#">8-700-001-C.pdf</a>
P	PDA Online Module: Exceptional Student Education Matrix	<a href="#">3-100-006-C.pdf</a>
P	PDA Online Module: Exploring Structured Literacy	<a href="#">2-013-010-C.pdf</a>
P	PDA Online Module: Foundations of Exceptional Student Education	<a href="#">1-103-001-C.pdf</a>
P	PDA Online Module: Inclusive Practices for the Developmentally Appropriate Pre-K Classroom	<a href="#">2-012-002-C.pdf</a>
P	PDA Online Module: Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs	<a href="#">2-100-032-C.pdf</a>
P	PDA Online Module: Integrating Standards Aligned Instruction Across the Tiers Online Professional Learning Course	<a href="#">2-415-001-C.pdf</a>
P	PDA Online Module: Integrating Student Services for Inclusive Schools Online Professional Learning Course	<a href="#">7-420-001-C.pdf</a>
P	PDA Online Module: Introduction to a Multi-tiered System of Supports (Intro to MTSS)	<a href="#">4-103-001-C.pdf</a>
P	PDA Online Module: Introduction to Differentiating Instruction: Responding to All Learners	<a href="#">2-100-023-C.pdf</a>
P	PDA Online Module: Language Reading Connection Online Professional Learning Course	<a href="#">2-409-005-C.pdf</a>
P	PDA Online Module: Leadership for Inclusion of Students with Disabilities Online Professional Learning Course	<a href="#">7-513-001-C.pdf</a>
P	PDA Online Module: Leading Within an MTSS	<a href="#">2-103-002-C.pdf</a>
P	PDA Online Module: Paraprofessionals Support for Students with Disabilities	<a href="#">2-103-001-E.pdf</a>
P	PDA Online Module: PBS: Understanding Student Behavior (HQ)	<a href="#">5-101-007-C.pdf</a>
P	PDA Online Module: Positive Behavior Intervention Support (PBIS) Module	<a href="#">4-415-001-C.pdf</a>
P	PDA Online Module: Professional Development Alternatives Differentiating Reading Instruction For Students: Making it Explicit-Competency 4	<a href="#">1-013-039-A.pdf</a>
P	PDA Online Module: Reading Difficulties, Disabilities and Dyslexia Online Professional Learning Course	<a href="#">2-408-038-C.pdf</a>
P	PDA Online Module: Strategies to Support PreK Activities and Routines	<a href="#">2-012-003-C.pdf</a>
P	PDA Online Module: Teaching Students with Disabilities for Physical Education	<a href="#">2-100-030-C.pdf</a>
P	PDA Online Module: Teaching Students with Disabilities in the Fine Arts Online Professional Learning Course	<a href="#">2-100-028-C.pdf</a>
P	PDA Online Module: Teaching Students with Disabilities Online Professional Development Module	<a href="#">2-100-024-C.pdf</a>
P	PDA Online Module: Technology for Student Success: An Introduction	<a href="#">3-100-004-C.pdf</a>
P	PDA Online Module: Universal Design for Learning -Lesson Plans Online Professional Learning Course	<a href="#">2-404-004-C.pdf</a>
P	PDA Online Module: Usher Syndrome Screening Online Professional Learning Course	<a href="#">4-102-003-C.pdf</a>
P	PDA Online Module: Assessment and Evaluation	<a href="#">4-102-002-C.pdf</a>
P	PDA Online Module: Child Outcome Summary Process	<a href="#">4-103-002-C.pdf</a>
P	PDA Online Module: Instructional Practices in ESE	<a href="#">2-100-017-C.pdf</a>
P	PDA Online Module: Interpersonal Interactions and Participation	<a href="#">2-100-018-C.pdf</a>
P	PDA Online Module: Introduction to Assistive Technology	<a href="#">3-100-012-C.pdf</a>
P	PDA Online Module: Language Development and Communication	<a href="#">2-100-016-C.pdf</a>
P	PDA Online Module: Math Difficulties, Disabilities, and Dyscalculia	<a href="#">2-100-031-C.pdf</a>
P	PDA Online Module: Secondary Transition-Developing and Implementing an Effective Program	<a href="#">1-103-006-C.pdf</a>
P	PDA Online Module: Surrogate Parent	<a href="#">8-104-001-C.pdf</a>
P	PDA Online Module: Technology for the Diverse Classroom	<a href="#">3-100-011-C.pdf</a>

Alpha	Title	Name
P	PDA Online Module: Technology to Support Reading Comprehension	<a href="#">3-100-010-C .pdf</a>
P	PDA Online Module: Transition	<a href="#">1-103-002-C.pdf</a>
P	PDA Online Modules: Developmentally Appropriate Practices in Inclusive Pre-K Settings	<a href="#">2-012-004-C.doc</a>
P	PDA: Structured Literacy through a Multi-Sensory Approach Online Professional Learning Course	<a href="#">2-408-039-C .pdf</a>
P	Physical Education - Excellent Programs/Action Research	<a href="#">1-011-002-C.pdf</a>
P	Physical Education - Teaching	<a href="#">1-011-001-C.pdf</a>
P	Planning: Creating High Quality Units	<a href="#">1-408-016-C.pdf</a>
P	Position Allocation Reporting and Control (Understanding PAR and Position Control)	<a href="#">7-507-055-G.pdf</a>
P	Prekindergarten Subject Content/Curriculum	<a href="#">1-012-002-C.pdf</a>
P	Prekindergarten Teaching Skills	<a href="#">2-012-001-C.pdf</a>
P	Principles and Philosophy of Career and Technical Education	<a href="#">1-211-006-C.pdf</a>
P	Professional Enhancement Program (PEP)	<a href="#">7-507-043-G.pdf</a>
P	Professional Learning Communities	<a href="#">1-507-001-C.pdf</a>
P	Purchasing and Warehouse Services	<a href="#">8-509-003-E.pdf</a>
Q	Quality Schools: Advanced	<a href="#">7-406-004-C.pdf</a>
Q	Quality Schools: Basic	<a href="#">7-406-003-C.pdf</a>
Q	Quality Schools: Certification Workshop	<a href="#">7-406-002-C.pdf</a>
Q	Quality Schools: Overview	<a href="#">7-406-001-C.pdf</a>
R	Rachel's Challenge	<a href="#">6-406-002-C.pdf</a>
R	Reading - Application of Research-Based Instructional Practices (Competency 2)	<a href="#">1-013-035-A.pdf</a>
R	Reading - Assessment	<a href="#">4-013-002-C.pdf</a>
R	Reading - Coaches Training	<a href="#">1-013-019- C.pdf</a>
R	Reading - Comprehension Instruction	<a href="#">1-013-007-C.pdf</a>
R	Reading - Demonstration of Accomplishment (Competency 5)	<a href="#">1-013-038-A.pdf</a>
R	Reading - Foundations and Applications of Differentiated Instruction (Competency 4)	<a href="#">1-013-037-A.pdf</a>
R	Reading - Foundations of Assessment (Competency 3)	<a href="#">1-013-036-A.pdf</a>
R	Reading - Foundations of Reading Instruction (Competency 1)	<a href="#">1-013-034-A.pdf</a>
R	Reading - Integrated Language Arts	<a href="#">1-013-003-C.pdf</a>
R	Reading - Junior Great Books	<a href="#">1-013-026-C.pdf</a>
R	Reading - Learning Differences Supports and Interventions for Neurodiverse Students	<a href="#">1-013-043-C.pdf</a>
R	Reading - Orton Gillingham Strategies for Structured Literacy	<a href="#">2-013-011-C .pdf</a>
R	Reading - Reading Intervention System: Voyager	<a href="#">1-013-020-C.pdf</a>
R	Reading - Scientifically-Based Reading Research (SBRR)	<a href="#">1-013-017-C.pdf</a>
R	Reading - Small Group Strategies	<a href="#">4-013-001-C.pdf</a>
R	Reading - Steps to Guided Reading	<a href="#">1-013-005-C.pdf</a>
R	Reading Challenges 1: Dyslexia and More	<a href="#">2-100-035-C .pdf</a>
R	Reading Challenges 2: Structured Literacy	<a href="#">2-100-036-C .pdf</a>
R	Reading Facilitator Training - For PD	<a href="#">1-013-010-C.pdf</a>
R	Reading First	<a href="#">1-013-018-C.pdf</a>
R	Reading First Academy	<a href="#">1-013-016-C.pdf</a>
R	Reading First DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	<a href="#">1-013-008-C.pdf</a>
R	Reading Implementation Plan	<a href="#">1-013-022-C.pdf</a>
R	Reading in the Content Courses (READ:S)	<a href="#">1-013-006-C.pdf</a>
R	Reading Vocabulary - In a Word	<a href="#">1-013-021-C.pdf</a>
R	Reading/Literature	<a href="#">1-013-001-C.pdf</a>
R	Reasonable Force	<a href="#">6-511-002-C.pdf</a>
R	Research - Based Best Practices for the Classroom	<a href="#">2-408-019-C.pdf</a>

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R	Responsive Classroom Level I	<a href="#">5-404-005-C.pdf</a>
R	Responsive Classroom Level II	<a href="#">5-404-006-C.pdf</a>
R	Ruby Payne's Framework for Understanding Poverty: Instructional Applications	<a href="#">2-404-003-C.pdf</a>
S	SACS CASI Standards/School Renewal	<a href="#">8-512-003-C.pdf</a>
S	Safe Schools	<a href="#">6-410-002-C.pdf</a>
S	Safety Course	<a href="#">1-511-001-C.pdf</a>
S	Safety Education	<a href="#">8-014-003-C.pdf</a>
S	Safety in Career and Technical Education Programs	<a href="#">6-211-001-C.pdf</a>
S	School Accounting/Property Control	<a href="#">8-509-002-E.pdf</a>
S	School Age Child Care Personnel Inservice	<a href="#">1-012-004-C.pdf</a>
S	School Enhancement Strategies	<a href="#">4-506-001-C.pdf</a>
S	School Improvement Planning and Training	<a href="#">4-512-001-C.pdf</a>
S	School Leadership Team Training	<a href="#">8-506-004-C.pdf</a>
S	Schools of Excellence (district use only)	<a href="#">8-521-001-C.pdf</a>
S	Science - General	<a href="#">2-015-003-C.pdf</a>
S	Science at NASA	<a href="#">1-015-007-C.pdf</a>
S	Science Implementation K-6	<a href="#">1-015-006-C.pdf</a>
S	Science Seminar/Conference	<a href="#">2-015-005-C.pdf</a>
S	Secondary Science - Biological	<a href="#">1-015-004-C.pdf</a>
S	Secondary Science - Content	<a href="#">1-015-001-C.pdf</a>
S	Secondary Science Earth/Space	<a href="#">1-015-003-C.pdf</a>
S	Secondary Science - Methods	<a href="#">2-015-001-C.pdf</a>
S	Secondary Science - Physical	<a href="#">1-015-005-C.pdf</a>
S	Secondary Science - Technology	<a href="#">3-015-001-C.pdf</a>
S	Secondary Science Symposium	<a href="#">1-015-011-C.pdf</a>
S	Security Services	<a href="#">6-511-001-C.pdf</a>
S	Service Learning	<a href="#">2-600-001-C.pdf</a>
S	Seven Habits of Highly Effective People	<a href="#">7-507-041-G.pdf</a>
S	Social Studies Content	<a href="#">1-016-001-C.pdf</a>
S	Social Studies Methods	<a href="#">2-016-001-C.pdf</a>
S	Social Studies Seminars	<a href="#">1-016-006-C.pdf</a>
S	Social Studies Technology	<a href="#">3-016-001-C.pdf</a>
S	Spelling - Word Study in the Elementary Grades	<a href="#">1-008-007-C.pdf</a>
S	SSNP: Secondary Schools of National Prominence - Rigor, Relevance and Relationships	<a href="#">1-409-005-C.pdf</a>
S	SSNP: Secondary Schools of National Prominence Content - Curriculum	<a href="#">1-409-003-C.pdf</a>
S	SSNP: Secondary Schools of National Prominence Guidance	<a href="#">1-409-004-C.pdf</a>
S	Standards: Meeting the Standards by Looking at Teacher Assignments and Student Work	<a href="#">4-416-001-C.pdf</a>
S	STEAM - Science, Technology, Engineering, Arts and Math	<a href="#">1-015-012-C.pdf</a>
S	Strategic Instruction Model (SIM) - Unit Organizer	<a href="#">1-105-016-C.pdf</a>
S	StrengthsPerformance	<a href="#">7-507-052-G.pdf</a>
S	Student Assistance Awareness for Certificated Personnel	<a href="#">1-403-001-C.pdf</a>
S	Student Database Training - TERMS	<a href="#">8-508-002-C.pdf</a>
S	Students In Transition	<a href="#">8-410-007-C.pdf</a>
S	Study Skills	<a href="#">1-408-012-C.pdf</a>
S	Subject Area Leadership Training	<a href="#">1-514-002-C.pdf</a>
S	Suicide Prevention	<a href="#">1-414-002-C.pdf</a>
S	Summer Industrial Fellowships for Teachers - SIFT	<a href="#">1-409-007-C.pdf</a>

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T	Teachers Analyzing Literature with Kids (TALK)-Reading	<a href="#">1-013-002-C.pdf</a>
T	Teaching, Collaboration, and Peer Coaching for Student Achievement	<a href="#">1-408-014-C.pdf</a>
T	Team Building	<a href="#">8-506-003-C.pdf</a>
T	Team Teaching	<a href="#">8-409-007-C.pdf</a>
T	Tech Prep/School-to-Work	<a href="#">1-210-001-C.pdf</a>
T	Technology - Origins of the US Constitution	<a href="#">3-016-002-C.pdf</a>
T	Technology - Supreme Court and Freedom Issues	<a href="#">3-016-003-C.pdf</a>
T	Technology - The Civil War	<a href="#">3-016-005-C.pdf</a>
T	Technology Applications	<a href="#">3-409-002-C.pdf</a>
T	Technology Applications - Intermediate	<a href="#">3-409-003-C.pdf</a>
T	Technology in Mathematics Classrooms	<a href="#">3-009-001-C.pdf</a>
T	Technology Integration - Internet and Website Design	<a href="#">3-409-025-C.pdf</a>
T	Technology Integration - Digital Images in the Classroom	<a href="#">3-409-023-C.pdf</a>
T	Technology Integration - Digital Video in the Classroom	<a href="#">3-409-026-C.pdf</a>
T	Technology Integration - Discussion Boards and E-Mail in the Classroom	<a href="#">3-409-024-C.pdf</a>
T	Technology Integration - Graphic Organizers in the Classroom	<a href="#">3-409-022-C.pdf</a>
T	Technology Integration - Podcasting in the Classroom	<a href="#">3-409-021-C.pdf</a>
T	Technology Integration - PowerMedia Plus in the Classroom	<a href="#">3-409-020-C.pdf</a>
T	Technology Integration - RM Easiteach in the Classroom	<a href="#">3-409-028-C.pdf</a>
T	Technology Integration - Technology Applications in the Classroom	<a href="#">3-409-016-C.pdf</a>
T	Technology Integration - Thinkfinity in the Classroom	<a href="#">3-409-027-C.pdf</a>
T	Technology Integration - Tools for the Enhancement of Blended Learning	<a href="#">3-409-030-C.pdf</a>
T	Technology Literacy	<a href="#">3-409-004-C.pdf</a>
T	Technology Specialist Training	<a href="#">3-508-001-C.pdf</a>
T	Technology: Application Development Skills for IBM iSeries	<a href="#">3-409-029-C.pdf</a>
T	Test Preparation for Certification Examinations for FL Educators	<a href="#">8-409-008-C.pdf</a>
T	Thinking Maps	<a href="#">2-408-018-C.pdf</a>
T	Title I	<a href="#">7-501-001-C.pdf</a>
T	Tobacco Prevention Training	<a href="#">6-410-005-C.pdf</a>
T	Trainer Preparation for State - District Programs	<a href="#">1-409-006-C.pdf</a>
T	Travel - Educational	<a href="#">7-501-002-C.pdf</a>
T	Travel and Rental Car Procedure Training	<a href="#">8-410-002-E.pdf</a>
T	True Colors	<a href="#">7-507-047-G.pdf</a>
U	Universal Design for Learning	<a href="#">2-100-027-C.pdf</a>
U	USF Online-Effective Online Teaching and Relationship Building	<a href="#">3-408-001-C.pdf</a>
V	Voluntary Prekindergarten (VPK) Assessment Administration	<a href="#">4-401-005-C.pdf</a>
V	Voluntary Prekindergarten (VPK) Assessment Instructional Implications	<a href="#">2-401-004-C.pdf</a>
W	Work Experience for Career and Technical/Academic Integration	<a href="#">1-211-004-C.pdf</a>
W	World Language - Teaching	<a href="#">2-004-009-C.pdf</a>
W	World Language Seminar/Conference	<a href="#">1-004-027-C.pdf</a>
W	World Languages - ADAPTING INSTRUCTIONAL MATERIALS	<a href="#">1-004-026-C.pdf</a>
W	Writing	<a href="#">1-017-002-C.pdf</a>
W	Writing Across the Content Areas	<a href="#">1-017-001-C.pdf</a>
W	Writing Assessment	<a href="#">1-017-008-C.pdf</a>
W	Writing Inspires Literacy Development (WILD)	<a href="#">1-017-005-C.pdf</a>
W	Writing Mechanics	<a href="#">1-017-007-C.pdf</a>
W	Writing Process	<a href="#">1-017-003-C.pdf</a>



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W	Writing Workshop: Creating a Classroom of Young Authors	<a href="#">1-017-004-C.pdf</a>
W	Writing: Six Traits of Effective Writing	<a href="#">1-017-006-C.pdf</a>
Y	Youth Suicide Awareness and Prevention	<a href="#">6-403-001-C.pdf</a>
Y	Youth Suicide Awareness and Prevention - (Online)	<a href="#">1-414-003-C.pdf</a>