The School District of Osceola County, Florida

2023-2024

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PROFESSIONAL DEVELOPMENT HANDBOOK

PD Handbook
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It is the responsibility of the Professional Development Department and the instructional leaders and coaches at each school and department to ensure that all professional development provided in The School District of Osceola County is high-quality, research-based professional development. Professional development is intended to enable personnel to perform their task with maximum effectiveness.   High quality professional development:

- ♦ Deepens teachers' content knowledge
- ♦ Provides opportunities for practice, research and reflection
- ♦ Facilitates transfer of learning through job-embedded practices
- ♦ Demonstrates lasting impact in teaching practices and student learning

Professional Learning

All Professional Development that is eligible for master inservice credit must include the standards as described in the Florida Department of Education's Professional Learning Standards. Participants in professional learning activities earn inservice credit for learning time, implementation, and evaluation. Participants will receive inservice credit when all of the following criteria have been successfully met:

- Participation in the professional learning activity
- Implementation of the new learning
- Evaluation of the impact of the new learning on professional practice and students
- Evidence of above is submitted to the facilitator for assessment

Florida's Professional Learning Standards

The standards define Florida's core expectations for high-quality professional learning systems, opportunities, and form the foundation of our district's professional learning system and catalog. There are seven standards grouped into five domains.

Foundation
    Leadership
Needs & Planning
    Professional Learning Needs
    Professional Learning Resources
Learning
    Learning Outcomes
    Learning Designs
Implementing
    Implementation of Learning
Evaluating
    Evaluation of Professional Learning

Domains of Florida's Professional Learning Standards

PLANNING · LEARNING · IMPLEMENTING · EVALUATING · FOUNDATION

Attendance

You must attend at least 80% of a workshop to get points. If you attend less than 100%, but more than 80%, you get a pro-rated number of points equal to one point for one FULL hour.

How do I know how many inservice points a workshop will be?

Courses are assigned a value based on the amount of time that a course, implementation and evaluation will take to complete. Typically, you get one point for each FULL hour of the professional learning activity and the implementation. You can only earn master inservice points for professional development activities that incorporate the PD Cycle.

If I completed a course last year, can I get credit for it this year?

FLDOE requires that PD records be submitted at the end of each school year for the fiscal year in which the credit was earned. If the inservice credit was not assigned prior to June 30 of the year in which the course was held, then inservice credit cannot be awarded.

Eligible Inservice Activities

Professional Development provides master inservice credit for professional learning activities that increase the skills or knowledge of administrative, instructional and professional support staff to perform their assigned responsibilities. For instructional staff, professional development is intended to improve their instructional skills and the academic performance of students. Master inservice points can be awarded for learning time and for implementation of learning (points may not be earned for travel or meal time). Points are not given for less than one hour increments. Examples of activities that earn master inservice points include job-related workshops, conferences, and work with Professional Learning Communities (PLCs) that increase employees knowledge, skills, or behaviors.

Non-Eligible Activities

Participants will not receive inservice points for activities that are part of their assigned job task or activities pertaining to personal improvement not directly related to his/her job responsibility. Examples of activities not eligible for inservice points include but are not limited to: administering/scoring tests for students or teachers, testing/screening students, attending meetings or informational sessions (state, team, department, grade level meetings), curriculum writing, work groups/sessions, religious instruction or activities, sporting events, museum visits, project fairs, discussion groups, lesson planning, receptions, performances, chaperoning activities involving students, award presentations, serving on councils/committees/advisory boards, non-job related workshops or conferences, college courses which are remedial (Florida course codes begin with "O"), home video/audio instruction, and independent study from a non-accredited college. Additionally, an employee may only receive points for the same workshop once within a five year (validity).

Using My Professional Growth System

PD Management System

My Professional Growth System (MyPGS) is the online system that allows employees of The School District of Osceola County to track their professional growth with the professional learning management system, which also stores archived evaluations for the 2014 thru 2018 school years. The Professional Development Department manages the professional learning management system, which provides employees access to their professional development records and available opportunities. MyPGS provides course search features and manages online registration for courses. Course participants also complete online evaluations through the system, which provides access to data to analyze the effectiveness of any professional development activity.

How do I access MyPGS?

For a step-by-step instruction guide, you may refer to the help guide link for Log-In help. Open your web browser and enter the SDOC ClassLink portal via the following link

https://launchpad.classlink.com/osceola or use the ClassLink desktop icon. Use your Active Directory Login for the username and password fields and click "Login". Click on the MyPGS icon to access the My Professional Growth System.

For password or login assistance, use the "Login Help" link on the ClassLink homepage. If you are unable to log-in, please contact the Help Desk directly at 407-870-4000. If you are a charter school employee unable to log-in, you may need to contact Help Desk for charter set-up instructions.

When can new employees register for workshops?

New employees to the School District can register for workshops immediately after the first day of regular employment.

How do I register for a course?

Under the Professional Development tab of MyPGS, use the calendar or the search function to find workshops. After reviewing the information for the course and finding the desired section, click "Register" and "Next". You will see a message displayed that you have registered for the course.

For a step-by-step instruction guide, you may refer to the help guide tab for course registration help.

How do I cancel my registration if I cannot attend a course?

If you cannot attend a course, please withdraw from it by selecting the course under "My Courses" in the Professional Development tab and select "withdraw". This option is not available the day before the course. For last minute withdraws, please contact the instructor. Note that multiple absences or "no show" may result in an inability to take future courses within the district.

What does "wait list" status mean?

You have been placed on a wait list for the course. If a registered participant withdraws prior to the course start date, you may be moved to "registered" status and you will receive an automated email notification from the MyPGS system.

Can't I just show up at a workshop without registering on MyPGS?

No, pre-registration allows the instructor to have sufficient materials, guarantees that the participant will have a seat (for some workshops we pay by the participant), and an opportunity to earn inservice points if you attend the entire workshop and complete the requirements. Participants that show up without pre-registering risk earning zero points.

Am I required to complete an online survey?

Participants must complete the online course evaluation in order to receive Master Inservice credit for the course. If the course survey is not completed, you will not receive inservice credit because you have not met all of the requirements for awarding Master Inservice points. You can view pending surveys on the Professional Development tab on MyPGS under "Course Surveys". For a step-by-step instruction guide, you may refer to the help guide tab for Course Surveys in MyPGS.

I completed a course but I do not have a course survey in the PD tab?

Course Surveys are automatically sent to participants once the instructor indicates in the MyPGS system that all course requirements, assignments and attendance have been met by the participants. Participants will receive an email instructing them to go to their Professional Development tab to complete the course survey. Course instructors will not mark participants as completed until sufficient time is allowed for implementation and completion of course requirements/assignments. Contact your course instructor to determine specific due dates for requirements.

How do I find how many points I have?

You will be able to access your inservice record through the "Home" tab of the Professional Growth System "My Transcripts." The transcript will include a record of all workshops, conferences, and college courses taken since July 1, 2003 and all ESOL and Reading courses. Certification points may be used to qualify for instructional staff's recertification.

I can't find a workshop on my transcript?

Common problems include:

1. Incomplete or missing Course Surveys. You will find pending surveys on your Professional Development tab in MyPGS, under the heading "Course Surveys". If an employee does not complete the Course Survey, points are not awarded.
2. Incomplete External PD requests. You will need to complete the second part of an External PD request once you have attended. Under the External PD tab, select the "Owned by Me" option from the pull down menu to view External PD requests that need your action. Complete the attendance, survey, and submit for final approval and credit, or … #3

3. You did not complete the course. If you receive "0" points for a workshop, chances are you did not complete 80% of the time requirement, and therefore, were not awarded any points. If you have verified all of the above and still have missing courses, complete a Transcript Verification Request and send via courier or email to profdevhelp@osceolaschools.net to the Professional Development Department for review.

May I attend a makeup session for a missed workshop?

It is up to the discretion of the presenter as to whether a make-up session will be offered for emergency situations. All make-up sessions must be approved by the Professional Development department in advance and the presenter must send the request in writing. Make-ups must be at least the same length as the original session and must be similar in content and activity. Note that all endorsement courses (ESOL, gifted, and reading) require 100% attendance for successful completion and are not eligible for make-up sessions. Note that participants must attend the full workshop and successfully complete all course assignments to be eligible for inservice credit and stipends.

External PD

Information

What is an External Professional Development? External PDs include professional learning activities such as conferences and workshops not offered by The School District of Osceola County, Florida. Examples: Conferences (AVID, PLC, FETC, etc…), Webinars, FDLRS Workshops, PDA-ESE courses, Seminars, TECO and ALCO courses, etc. To participate in External PD, participants must complete an External PD request through MyPGS using the guidelines below.

External PD Timeline

External PD activities must be for professional learning relevant to the participants current job assignment for inservice credit. Each request must be submitted at least 10 days prior to the date of the activity via the External PD tab in MyPGS (see help guide). Out of state requests must be submitted at least 30 days prior to the event as they require School Board approval. Please confirm school board agenda timelines to ensure a timely submission. Each request must be approved prior to the date of the activity.

Submitting an External PD Request

External PDs require a two part review; Part I is completed prior to participating in the activity and reviewed for approval, and Part II is completed within 30 days following the participation in the professional learning activity reviewed for credit. Master Inservice points are assigned once both parts have been completed. For a step-by-step instruction guide, you may refer to the help guide to process your External PD.

Part I:

1. Requests must be submitted through the External PD tab on MyPGS. Requests must be submitted to PD at least 10 days prior to the activity date.

2. For all out of state travel the request must be submitted to PD at least thirty (30) days in advance of the activity for submission to the school board agenda. School board approval is required for all out of state requests. When completing the request, indicate "Yes" next to "Out of State".

3. Complete general information and objective of the course. For beginning and ending dates, include travel time (time of departure and time of return). An agenda showing dates and times must be attached to your request when you submit it.

4. Enter the estimated cost to the District; include travel, registration, hotel, meals, parking, tolls, etc. Complete the cost center section (facility code which is paying for the travel). You must secure the permission of that facility before travel.

5. Indicate if the activity is a workshop, conference or college course (PSS only).

6. Agendas, and Certificates must be attached (in PDF only as JPEG/PNG and HTML are currently not acceptable) to the External PD Part 2. If you cannot attach an agenda or have difficulty completing the form, write a note in the PD Help text box and submit the form to "Prof Dev Help". The PD staff will review and provide assistance.

7. Once form is completed, click on "Submit to Supervisor" and select your immediate supervisor (school principal or district administrator) by selecting their name from the list.

Part II:

Complete Part II, after implementation of the new knowledge and within 30 days of participation in the professional learning activity.

1. Complete dates and times of actual training, excluding travel and meal times. Do not include registration time or performances, meetings, etc. Points are not given for less than one hour increments.

2. Complete the Course Survey, including detailed information of implementation and impact of the learning on professional practice and student achievement. Attach updated agendas or certificates earned.

3. Submit for Approval. Once reviewed and approved by PD, the course will appear in your transcript with the inservice credit earned.

4. If reimbursement is requested, print a copy of the final External PD request and submit along with the Reimbursement Voucher for Traveling Expenses and receipts to the Finance Department for processing.

I completed an External PD for a conference after I attended, can I still earn inservice credit?

In order to earn inservice credit for an External PD activity (conference, webinar, virtual learning or workshop outside of the district), an External PD MyPGS transaction must be completed and approved prior to participation in the activity. Refer to section titled External PD for timeline details.

Do I need to submit my college courses as External PD in MyPGS?

Professional Support Staff may submit college courses that are relevant to their current job assignments by submitting an External PD request. Unless you hold a teaching certificate, the credit will be applied to non-certification inservice points. Instructional and Administrative Staff do not need to submit college courses to MyPGS. For FLDOE recertification, instructional and administrative staff will need official college transcripts sent to Certification as a record of completed college courses.

Professional Support Staff

Incentive

The School District of Osceola County provides an inservice incentive supplement to Professional Support Staff for the commitment to continued professional learning.

Who is eligible for inservice incentive supplements?

Any full or part-time, benefited, Professional Support Staff (PSS) will receive an inservice check granted they have met the inservice point requirements. Inservice Supplements will be awarded in the Fall to Professional Support Staff according to the number of Inservice Points they have earned as of June 30th of the current year. Only points earned within the most recent ten years will be awarded a supplement as the following schedule shows:

Points	Amount
90 - 179 points	$125
180 - 269 points	$250
270 - 359 points	$375
360 - 449 points	$500
450 - 539 points	$625
540 - 629 points	$750
630 - 719 points	$875
720 & up	$1000

PSS employees must be at work or on paid leave, the day the check is issued to be eligible for the inservice check. Note that failure to complete course surveys in MyPGS impacts the number of inservice credits earned and may impact the supplement pay.

Surveys must be completed by July 31st to ensure that your records are accurate.

How do I determine how many inservice points I have that count toward the inservice supplement?

Your transcript will list courses taken and inservice credit earned for each course. You can view your transcript under the "Home" tab in MyPGS on the "My Transcripts" button. Be sure to count only the points earned within the most recent ten years to determine your inservice supplement. All courses must be completed by June 30th of the year to be included in the total used as the basis for the inservice incentive (corresponding survey must be completed by July 31st). External PD requests must be completed within 30 days of the end of the activity to be awarded inservice points. To aid in the processing of your inservice supplement, we ask that all External PD requests be completed by July 15th. For discrepancies with your transcript, complete a Transcript Verification Request by emailing it to Professional Development Staff at profdevhelp@osceolaschools.net.

The School District of Osceola County's Professional Development Department is pleased to be able to provide Endorsement Courses for instructional and administrative personnel to maintain a teaching certificate. Endorsement courses are available online, face to face, or through a blended model, depending on the course at no cost. Courses are available for registration through the My Professional Growth System (MyPGS) each semester. Endorsement courses require 100% attendance and participation for successful course completion and may only be taken one at a time. For additional information on your specific requirements to be highly qualified, contact the Certification Office at CertHelp@osceolaschools.net.

Reading Endorsement Courses

- **Competency 1: Foundations of Reading Instruction (60 hours)**

  Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

- **Competency 2: Application of Research-Based Instructional Practices (60 hours)**

  Participants must complete Competency 1 before taking Competency 2. Teachers will scaffold student learning by applying their learning from Competency 1. Participants must post high quality assignments weekly in this graduate level course.

- **Competency 3: Foundations of Assessment (60 hours)**
  Participants must complete Competencies 1 & 2 before taking Competency 3. Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students.

- **Competency 4: Foundations and Applications of Differentiated Instruction (60 hours)**
  Participants must complete Competencies 1, 2, and 3 before taking Competency 4. Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context.

- **Competency 5: Demonstration of Accomplishment (60 hours)**

  Participants must complete Competencies 1, 2, 3, & 4 before taking Competency 5. Teachers will, through a culminating practicum, demonstrate knowledge of the components of Reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students.

Gifted Endorsement Courses

- **Nature and Needs of the Gifted (60 hours)**

  Participants will be able to demonstrate knowledge of skills in the identification of the nature and needs of gifted students to include student characteristics, cognitive, social and emotional needs, history, and current research, and identification and placement.

- **Guidance and Counseling of Gifted Students (60 hours)**

  Participants will demonstrate knowledge and skills in guidance and counseling of students who are gifted to include motivation, self-image, intra and interpersonal skills, career options, emotional and social needs, and communication strategies.

- **Educational Procedures and Curriculum for the Gifted (60 hours)**

  Participants will align student data, student educational plans, curriculum timelines, informational resources and gifted education strategies to produce lesson plans and units of instruction for differentiated delivery in their classrooms.

- **Theory and Development of Creativity (60 hours)**

  Participants will demonstrate knowledge and skills in theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

- **Education of Special Populations of Gifted Students (60 hours)**

  Participants will demonstrate knowledge and skills in educating special populations for gifted students, including student characteristics and programmatic adaptations of students who are minorities, underachievers, students who are gifted and disabled, experientially disadvantaged and highly gifted.

ESOL Endorsement Courses

The English for Speakers of Other Languages (ESOL) Endorsement Courses are based on the teacher's category. The following ESOL courses are offered in our district to meet requirements for the categories. Contact the Certification Office to determine your category and course needs.

- **Competency 1 – Methods of Teaching ESOL (60 hours)**

  Participants will be able to develop the attitudes, skills, and knowledge to identify the needs of LEP students.

- **Competency 2 – Applied Linguistics (60 hours)**

  Participants will be able to acquire knowledge about language and the communication process.

- **Competency 3 – ESOL Curriculum and Materials Development (60 hours)**

  Participants will be able to plan for standards-based instruction of ELL students.

- **Competency 4 – ESOL Testing and Evaluation (60 hours)**

  Participants will be able to understand issues and concepts of formative and summative assessment for ELL students.

- **Competency 5 – Cross-Cultural Communications – (60 hours)**

  Participants will be able to acquire and use knowledge of culture to modify instruction and create a classroom environment that fosters understanding and appreciation of cultural diversity.

- **Methods of Teaching ESOL for Category III Teachers - (18 hours)**

  Participants will be able to develop the attitudes, skills, and knowledge to identify the needs of LEP students.

Athletic Coaching Endorsement

Educators have long seen the need for an Athletic Coaching Endorsement as a coverage on the Florida Educator's Certificate, as well as to provide quality instruction to volunteer and non-teacher coaches. Teachers who wish to add the Athletic Coaching Endorsement to their Certificate must have at least three semester hours in three major areas, Fundamentals of Coaching, First Aid-Health and Safety, and a Sport Specific Course. In addition, they must hold current Cardiopulmonary Resuscitation (CPR) certification from an agency approved by the Florida Department of Health. All newly hired coaches hired after July 1, 2013 must successfully complete specific coursework through the National Federation of High Schools learning program (NFHSlearn.com) and apply for the endorsement. Newly hired coaches have until June 30 of their third (3rd) year of employment to complete all requirements. In order to receive the endorsement, teachers will be required to verify by transcript or by district in-service records that they have met all of the requirements.

ASD Endorsement Courses

The program curriculum includes coursework and associated experiences in the nature of Autism Spectrum Disorder (ASD); the use of assistive and instructional technology and natural augmentative communication systems; behavior management and positive behavior supports for students, the assessment and diagnosis, and authentic field-based experiences when working with students who are diagnosed with ASD. These courses may be taken one at a time. Priority for these courses will be provided to teachers who are currently working with students with ASD and who need the endorsement for their current positions.

- **Competency 1: Nature and Needs (60 hours)**

   This course is designed to enable the participant to identify characteristics associated with Autism Spectrum Disorders (ASD), to understand current trends and methodologies used in the instruction of these students, and to become familiar with current formal and informal assessments used in diagnosis, instructional planning and data collection.

- **Competency 2: Assistive Technology and Alternative/Augmentative Communication (60 hours)**

   This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems and literacy for students with Autism Spectrum Disorders (ASD).

- **Competency 3: Behavior Management and Positive Behavioral Support (60 hours)**

   This course is designed to enable the participant to develop and implement positive behavior support plans and design behavior management techniques for students with ASD.

- **Competency 4: Implementation of Field Experience (60 hours)**

   This course is designed to enable the participant to become familiar with current formal and informal assessments used in diagnosis and instructional planning for students with Autism Spectrum Disorders (ASD) and to integrate interventions and curriculum planning in academics, social skills, behavior, and communication. This course will integrate all the knowledge regarding interaction, teaching strategies and curriculum (academics, behavior, communication, and life skills) for students with ASD. As a result of completion of this in-service activity, the participant will use strategies appropriate for students with ASD.

Courses in MyPGS are submitted by designated Course Creators (each school or department has two). They are the professional development contacts at each school/department that are able to assist employees with managing MyPGS.

Course Creator Training

Training for Course Creators will be held each school year to introduce them to the system and to update existing course creators with changes to the MyPGS system. Course Creators will also receive information on best practices in professional development as part of this annual update.

Course Creator Responsibilities

Course Creators are responsible for sharing new information on the use of the MyPGS system with their respective schools/departments. Course Creators are also responsible for submitting courses for their school/department into the MyPGS system at least 10 days prior to the professional learning event to provide time for approval and participant sign-up. Each workshop is reviewed individually by the Professional Development staff to determine if it meets the FLDOE PD Cycle, approved or denied, and given an appropriate component number. If date or other changes are needed once approved, contact PD by emailing Prof Dev Help on Outlook for assistance.

Instructor Responsibilities

It is the responsibility of the Course Instructor and/or Course Creator to complete a course once a course is submitted. Please note:

1. The MyPGS sign in sheets are the official record for all PD activities.

2. Enter attendance in MyPGS using the sign in sheets and ensure participant completion of course requirements.

3. Under "Grade/Roster Status," update registration status to "complete" or "incomplete" and the grade to "credit" or "no credit" for each participant. If setting a participant to "incomplete" also set points to 0. Participants who sign up and do not complete the course will remain in the course roster are marked as "incomplete" and would receive "no points."

4. Under "Credit Hours" adjust points.

5. Select "Submit Credit" to lock the roster once all updates above are completed.

6. Send the original roster to the PD Dept.

For detailed directions, refer to "How to Close a Course" found in the "Help Guides" on MyPGS.

COMPASS _to Success_
New Educator Programs

The Professional Development Department provides support and professional development for all new educational personnel. Creating opportunities for mentoring, professional learning, accountability and student success, COMPASS is an umbrella that covers induction and ongoing New Educator Symposiums. All teachers new to Osceola County (experienced and non-experienced) are assigned an Instructional Mentor, New Teacher Lead, and or buddy to assist them with the physical, personal, institutional, and instructional needs of being a new educator. Teachers who are in the alternative certification program will be assigned a Instructional Mentor, or New Teacher Lead.

COMPASS to Success Induction

The COMPASS to Success Induction is a four-day event prior to pre-planning which introduces new educators to the culture of Osceola County Schools. Topics include: district resources, curriculum and materials, instructional strategies, and the strategic plan.

New Educator Symposiums

In partnership with the Curriculum and Instruction Department, New Educator Symposiums are held in the evenings and provide novice educators with opportunities to network as well as professional learning topics including as state standards, content literacy, data indicators for student progress, methods for teaching students with disabilities, methods for teaching students of limited English proficiency, and techniques for safe learning environment .

Alternative Certification Routes

New Educators seeking to obtain Professional Certification may benefit from the following programs depending on their unique requirements from the Florida Department of Education:

Professional Development Competency Program (PDCP)

PDCP's purpose is to guide new SDOC staff on a Temporary Teaching Certificate through a holistic learning experience that will result in all program completers being eligible for Professional Certification. For more information, please direct all program inquiries to pdcp@osceolaschools.net.

Osceola Professional Educator Competency Program (OPEC)

OPEC is available to all instructional staff district-wide who require completion of a "Professional Education Competency Program" on their state-issued Statement of Eligibility.

_i_ For program details, contact our department by emailing us at: profdevhelp@osceolaschools.net or call 407-518-2940.

New Teacher Experience

The PD Department is committed to supporting beginning educators at all sites across the district. In partnership with school-based leadership, our new teachers were invited to join teacher leaders for a 4-day program to help them prepare for the start of the school year. Program content included school culture, digital tools, preparing to deliver instruction, accountability systems, and life-work balance.

Instructional Mentors and Instructional Coaches

The School District of Osceola County is committed to Producing Results through Osceola's LEARN (Lead, Elevate, Accelerate, Retain, Nurture) Team by vetting, training, maintaining, and compensating Instructional Mentors at high-need schools. The Instructional Mentors teach half-day and are released half day to support new teachers. Two Instructional Coaches from each of the high-needs schools are also compensated for engaging in a partnership with The New Teacher Center and it's research-based, high-leverage tools for teacher retention, accelerated practice, and student achievement.

For more information contact us at: profdevhelp@osceolaschools.net or call 407-518-2940.

If you have questions about your certification, contact the Certification Department at: CertHelp@osceolaschools.net.

Clinical Educator Skills

In accordance with Florida Statutes, Section 1004.04 (6)(b), "All SDOC instructional personnel who supervise or direct teacher preparation students during field experience courses or internships must have evidence of 'clinical educator' training and must successfully demonstrate effective classroom management strategies which consistently result in improved student performance." The Clinical Educator Skills course includes two hours of pre-work, two hours face-to-face, and two hours of post-work surrounding the four essential skills: Mindset, Content Planning, Expert Observer and Targeted Feedback.

Students With Disabilities and 40-Hour Reading Requirements for Florida Educator Certification Renewal

As part of the in-service credit needed for recertification, at least one semester hour (20 hours) in teaching students with disabilities (SWD) must be earned during each renewal period. Courses available may be found in MyPGS. Courses that apply toward this requirement begin with "SWD."

Starting in the 2025 certification renewal year, 40 in-service points are required, which include the use of explicit, systematic approaches to reading instruction for specific certifications. We offer an Exploring Explicit Reading Instruction (RDD) course to satisfy the 40-hour reading renewal requirement which can be found in MyPGS as well.

Marzano Instructional Framework

The Marzano Focused Teacher Evaluation Model (FTEM) is utilized to support standards-based instruction with rigor in Osceola classrooms. FTEM identifies research-based strategies that, when utilized with fidelity, create causal links to raising student achievement. Professional Development along with Curriculum and Instruction support teachers as they incorporate these instructional strategies for planning, teaching and learning.

LSi MARZANO CENTER

Marzano Focused Teacher Evaluation Model
Standards-Based Classroom with Rigor

STANDARDS-BASED PLANNING
- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

STANDARDS-BASED INSTRUCTION
- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

CONDITIONS FOR LEARNING
- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

PROFESSIONAL RESPONSIBILITIES
- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

877.411.7114 | marzanocenter.com

Professional Development
Learning Center

The Professional Development Learning Center (PDLC) houses department staff offices and five training rooms used for district employee learning activities. Space may be reserved for courses offered by district staff. PDLC rooms are equipped with SMART TVs, Audio/Visual capabilities and recording, as well as classroom materials. To reserve rooms please follow instructions on the request form provided on the PD Department website or inquire via profdevhelp@osceolaschools.net or by phone at the main office 407-518-2940.

Please visit the Professional Development district website for more details on what we offer. Refer also to the employee SDOC Resources platform for more frequent updates with timely information including endorsement course schedules, forms, and other calendar announcements.

2320 New Beginnings Road, Bldg. #1
Kissimmee, Florida 34744

O: 407-518-2940   F: 407-518-2988

E-mail: profdevhelp@osceolaschools.net

District Website:

https://www.osceolaschools.net/Domain/152

School District of
OSCEOLA COUNTY
FLORIDA