Professional Development
and
Teacher Resource Guide
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### The Network

FDLRS is a viable coordinated statewide network of 19 Associate Centers delivering effective and cost efficient support services to those involved with students with exceptionalities. These include administrators, professionals, support personnel, non-public school personnel, parents, community agency personnel, university professors, and students.

FDLRS provides support to local initiatives needing state level coordination and collaboration, such as inclusion, educational technology, parental involvement and empowerment, integrated staff development, and collaborative child find activities.

### The Organization

The Florida Diagnostic and Learning Resources System is comprised of five geographical areas consistent with established Department of Education regions. Within these regions, FDLRS Associate Centers provide services to all Florida counties as designated below.

*denotes fiscal agent

#### Region I

- **FDLRS Westgate**: Escambia*, Okaloosa, Santa Rosa
- **FDLRS PAEC**: Washington*, Bay, Calhoun, Franklin, Gulf, Holmes, Jackson, Liberty, Walton
- **FDLRS Miccosukee**: Leon*, Gadsden, Jefferson, Taylor, Wakulla

#### Region II

- **FDLRS Gateway**: Hamilton*, Columbia, Lafayette, Madison
- **FDLRS NEFEC**: Putnam*, Baker, Bradford, Flagler, St. Johns, Union
- **FDLRS Crown**: Duval*, Clay, Nassau

#### Region III

- **FDLRS Action**: Orange*, Lake, Osceola, Seminole, Sumter
- **FDLRS East**: Brevard*, Volusia
- **FDLRS Galaxy**: St. Lucie*, Indian River, Martin, Okeechobee
FDLRS Work Scope

**Function A: Child Find**

In conjunction with the school districts, the Child Find function provides assistance in the location, identification, evaluation and initiation of appropriate education, or other needed services to all children and youth, birth through 22 years of age who have or are at risk of developing special or unique needs. Primary emphasis is on children birth-5 years of age. In the Child Find function, there are 5 Components: Awareness, Outreach, Screening, Evaluation, and Collaboration. In the Child Find function, the FDLRS Associate Centers will:

- Assist with the creation of general public awareness of Child Find services
- Help hard-to-reach populations and potential referral sources to know about Child Find services
- Serve as a central point of information by receiving referrals, providing information, and directing inquiries to appropriate providers
- Perform hearing, vision, developmental, speech, and language screenings for children and youth who may need formal evaluation
- Assist appropriate service providers with evaluation, through support coordination, brokering, training, and support
- Facilitate service planning and initiation through tracking children and coordinating services as children progress through the continuum from intake to district referral

**Function B: Human Resources Development**

Collaboratively plans and provides information, training, technical assistance, consultation, and resources about effective instructional strategies and models for the education of children and youth who are exceptional or have unique needs based on locally assessed needs and established priorities. In the Human Resource Development function, the FDLRS Associate Centers will:

- Identify and plan for meeting individual personnel development needs
- Identify and provide information about staff development resources and promising practices to respond to the identified personnel development needs
- Provide comprehensive and integrated multi-level trainings designed to meet individual district training needs at the awareness, application, follow-up, and refocusing/refining levels
- Collaborate and interact to assist in the conceptualization, planning and delivery of educational services related to the Bureau of Exceptional Education and Student Services (BEESS) initiatives
- Make relevant information, materials, equipment, and other staff development resources that support the attainment of state and district goals accessible and available for use by consumers
Function C: Parent Services

Assists districts and families who have children who are exceptional or have special or unique needs to develop effective partnerships that will allow for shared responsibility to improve the education of all children and youth. In the Parent Services function, the FDLRS Associate Centers will:

- Establish specific networks and programs that are culturally sensitive and family-driven
- Develop dissemination networks that ensure that every family and professional interacting with families have access to needed information
- Ensure that families and professionals can use FDLRS to access centralized information about parent education classes and area family-driven support groups
- Use family and educator co-training networks to promote collaborative partnerships
- Ensure that leadership opportunities are marketed and supported in conjunction with family-driven organizations

Function D: Technology

Provides assistance and support in the appropriate use of assistive, instructional, and communications technologies for professional staff, families, children, and youth who are exceptional or have special or unique needs. In the Technology function, the FDLRS Associate Centers will:

- Coordinate local and statewide awareness, identification, acquisition, and effective integration of assistive and adaptive technologies
- Develop awareness, identification and appropriate use of technologies and their integration with effective teaching, leading to improved learner outcomes
- Provide information and training on emerging technologies and combinations of hardware and software that support the improvement of learner outcomes
- Develop awareness, identification, and appropriate use of technologies to access, retrieve, demonstrate, problem-solve, and present information and concepts through distance-learning, on-line services, telecommunications, digital presentations, video conferencing, and virtual simulations

Project Outcomes

In meeting the goals and objectives of the FDLRS Associate Centers project, the outcomes of the project are indicated by the following:

- Children who have or are at risk of developing disabilities and are not in public schools will be located, screened, evaluated, and provided with educationally-relevant special instruction and related services.
- School district personnel, parents, and others who interact with children with disabilities will receive information, training, technical assistance, and support based on local needs assessment and statewide priorities.

Project Activities and Management Database

FDLRS is required to maintain the FDLRS Project Tracking System database and to provide up-to-date information from the database to the Bureau of Exceptional Education and Student Services upon request.

The database includes details of project implementation regarding administration, fiscal, resource, personnel policy and practice; activity planning, progress and evaluation; and product development and dissemination.
Child Find Accomplishments
FDLRS/Westgate, 2009 - 2012

AWARENESS and OUTREACH

- Child Find information has been shared with child care agencies in the tri-district area explaining services and highlighting the Grow to 5! training series for child care providers.

- Child Find information has been shared with pediatricians and other health care providers in the tri-district area.

- Child Find information is shared at information fairs, with presentations made to various community groups upon request.

PUBLICATIONS and PRESENTATIONS

- Presentations to pediatricians at Sacred Heart Hospital and the Naval Hospital, Pensacola, in collaboration with the School District of Escambia County’s Psychological Services Department

- The Building Blocks for BIG Beginnings Conference (in collaboration with TATS)

- Child Care Center presentations on Child Find, Behavior Management, and Effective Preschool Programs

- Developmental Milestones presentation to Santa Rosa County Child Care providers and parents in collaboration with CARD and the Early Learning Coalition

- Lucite displays with brochures and easel displays advertising Child Find services shared with child care centers

- Updated Child Find Developmental Brochure for families

- Annual Parenting Plus presentation in Santa Rosa County

and many others!

PRESCHOOL SCREENINGS
for 2009—2012

During 2009-2012 school years, approximately 2,000 preschool children received vision, hearing, and developmental screening in Escambia, Okaloosa and Santa Rosa counties.

In the past three years, FDLRS/Westgate has funded summer speech, language, psychological and diagnostic evaluations for students as requested in Santa Rosa and Okaloosa Counties. Due to staff cuts in Escambia County, funds will be shared regionally in support of summer evaluation.

COLLABORATIONS

- Head Start
- Infant Mental Health
- Healthy Start
- Physicians
- Child Care Providers
- Private Therapy Providers
- TATS
- Early Steps Program
- Department of Children and Families/ Families First Network
- Hearing Evaluation contract established with Emerald Coast Hearing Associates, Fort Walton Beach, FL, for customers in the Okaloosa County area
- Numerous collaborations with member districts to provide training and consultation with ESE classroom teachers of Pre-K students
Human Resource Development Accomplishments  
FDLRS/Westgate, 2009 - 2012

Conducted or facilitated over 400 workshops for thousands of participants in the areas of:

- Accommodations and Modifications
- Alternate Assessment
- Annual Law Conference
- Autism Endorsement for Professional Educators
- Autism for Paraeducators
- CAR-PD
- CHAMPS
- Crisis Prevention Institute
- Differentiating Reading Instruction
- Discipline in the Secondary Classroom
- FAIR
- Fred Jones’ Tools for Teaching
- Fundamentals in the Sentence Writing Strategy
- Gifted Add-on Endorsement courses
- Gifted Education
- iPads: There’s an App for That!
- Laws, Policies and Procedures
- Literacy Links
- Making Words, Making Big Words
- Matrix
- On-line Professional Development Courses:
  - Foundations of Exceptional Student Education Assessment
  - Differentiated Reading (Competency 4 and 5) Instructional Practices
  - Interpersonal Interactions and Participation Language and Communication
  - Positive Behavior Support Technology for Student Success
  - Differentiating Mathematics Instruction
  - Differentiating Science Instruction
  - Transition
- Paraphrasing Strategy
- Paraprofessional Training
- Proficiency in the Sentence Writing Strategy
- Rediscover DOLCH
- REWARDS
- SLANT Strategy
- Solutions to Classroom Discipline
- SRA Signature Series
- Standing Up for Me
- Step up to Writing
- Support for reading initiatives in all three districts
- Test Taking Strategy
- Transition Assessments
- Vocabulary Instruction
- Word Identification Strategy
- Word Mapping Strategy

and many, many more!

COLLABORATIONS

- Collaborates as requested with any provider/agency serving exceptional and gifted children in Escambia, Okaloosa, and Santa Rosa Counties
- Collaborates regularly with FDLRS/PAEC and FDLRS/Miccosukee—sharing consultants and staff expertise across the region
- Collaborated with the Florida Inclusion Network for regional planning and various workshops
- Developed and assisted in facilitation of Building Blocks for BIG Beginnings conference with the Technical Assistance and Training System
- Provided Crisis Prevention Institute training in collaboration with districts and the SED Network-District One
- Is a member of the Advisory Board for the SED Network, District One
- Is a member of Santa Rosa County Interagency Council
- Member of Okaloosa County Project 10 Connect Committee
- Participates in state work groups in reading, writing, science, mathematics, and behavior
- Assists districts with A/V and technical support throughout the region

ACCOMPLISHMENTS

- Provided development and support for regional training collaborations with FDLRS/PAEC and FDLRS/Miccosukee for DOE Region I
- Worked with districts to ensure staff development efforts are aligned with the Multi-Tiered Systems of Support protocol and the Common Core
- Revised the “Professional Development and Teacher Resource Guide” for dissemination in October, 2012
- Refined needs assessments to now be conducted through district school improvement processes using data from school improvement plans and ESE district-level data
- Began the process of collaboration with the Florida Department of Education’s Differentiated Accountability personnel relative to meeting professional development needs of schools
- Collaboration with Project REAL Committee has led to the establishment of a post-secondary education program for students with disabilities on a college campus
Parent Services Accomplishments
FDLRS/Westgate, 2009 - 2012

During 2009-2012, FDLRS/Westgate provided support, consultation, and assistance, including the mail-out of The Parent Page Newsletter to over 18,000 families in the tri-district region.

Various parent workshops were also provided to families in the areas of:

- Accommodations and Modifications
- Assistive Technology Awareness for Families
- Behavior Management
- Guidelines for Postsecondary/College
- How to Be an Effective IEP Team Member
- IDEA
- Life After High School: What Parents Need to Know
- Math Aids for Parents
- Math Make and Take Sessions
- Math Strategies
- Parents as Reading Tutors
- Positive Behavioral Support
- Practical Solutions for Parenting Tough Kids
- Reading Aids for Parents
- Reading Make and Take sessions
- Self-Determination
- The Family Cafe
- The Next Step Expo
- Trainings for Families First
- Transition
- Understanding Your Gifted Child
- Welcome to ESE

Parent Services collaborates with:

- Family Network on Disabilities
- Family Café
- District ESE Parent Liaisons
- Parent Advisory Councils
- School Districts
- Various community agencies
- SED Network-District One
- Florida Inclusion Network
- Infant Mental Health Council

ACCOMPLISHMENTS

- Presentation at the Family Café
- Parent Needs Assessment mail out in January of each year to approximately 18,000 families in the tri-district region, creating awareness of FDLRS and available services, and determining needs
- Provision of online response opportunities for the Parent Needs Assessment
- Development and dissemination of The Parent Page newsletter twice per year
- Provision of a series of parent brochures developed by FDLRS/Westgate to help disseminate information on a variety of topics of interest to parents and families
- Revision and publication of The Resource Guide to Special Services in Escambia, Santa Rosa, and Okaloosa counties, available in online/print formats
Participants attended training on:

- Reading and Writing Integration for Struggling Learners
- Kidspiration
- Inspiration
- Co:Writer, Write:OutLoud and DraftBuilder
- MathPad/MathPad Plus
- Using IntelliTools and IntelliKeys in Your Classroom
- Simon Sounds It Out
- Low Incidence Literacy
- 4 Block Literacy Model Overview
  and many, many more!

ONLINE LEARNING OPPORTUNITIES FOR FLORIDA EDUCATORS BEGAN!
The FDLRS/Westgate Instructional Technology Specialist provided technical assistance for participants throughout the service region in thirteen new online courses:

- Foundations of Exceptional Student Education
- Assessment and Evaluation
- Instructional Practices
- Positive Behavioral Support
- Transition
- Interpersonal Interactions and Participation
- Language and Communication
- Introduction to Differentiating Instruction
- Differentiating Reading Instruction
- Differentiating Mathematics Instruction
- Differentiating Science Instruction
- Interpersonal Interactions and Participation
- Formative Assessment Process for DI

As this publication goes to press, an additional four modules are in development!
Whether you are a new or experienced ESE teacher, it is highly recommended that you review the resources below, contact your school district certification office, ask questions, and confirm your deadlines for completion of requirements. There are strict deadlines and very specific procedures for Florida certification and highly qualified requirements. It is important to remember that only district or state certification offices can give you accurate and specific information related to your individual situation.

For general Florida teacher certification information:
www.fldoe.org then click on Educator Certification

For information regarding the ESE K-12 certification competencies:
www.fldoe.org/edcert/

For ESE K-12 subject area or other certification testing information:
http://www.fl.nesinc.com/

If you are an ESE teacher who passed the ESE K-12 certification exam but did not attend a college of education or did not major in exceptional student education, you are very strongly encouraged to take university courses, professional development workshops, or participate in the PDA online modules to expand your competence in working with students with disabilities.

Professional Development Alternatives for ESE (PDA K-12) online study modules
http://www.pda-ese.org

Area Colleges and Universities:
The University of West Florida, 11000 College Parkway, Pensacola, FL 32514 (840) 474-2893
Pensacola State College, 1000 College Boulevard, Pensacola, FL 32503 (850) 484-1000
Northwest Florida State University, 100 College Boulevard, Niceville, FL 32578 (850) 678-5111
NOVA Southeastern, 3301 College Avenue, Fort Lauderdale-Davie, FL 33314 (800) 541-6682
University of South Alabama, 307 University Boulevard, Mobile, AL 36688 (251) 460-6101
Florida State University, 4750 Collegiate Drive, Panama City, FL 32405 (850) 872-4750

Endorsement programs in autism, pre-kindergarten, and severe/profound are offered by Virtual VE; additional information can be found at:
www.florida-ese.org/personneldevelopment/uco/endorsements.aspx
What are the ESE Teacher certification requirements?
- Florida Department of Education
  www.fldoe.org/edcert
- Contact your school district’s certification department

How can I find Exceptional Student Education courses to satisfy the six semester hours required for out-of-field teachers?
- FDLRS/Westgate Resource Center PDA online modules: http://www.fdlrswestgate.org

Where can I find ESE resources to review for the ESE K-12 Subject Area test?
- Professional Development Alternatives (PDA)
  www.pda-ese.org, click on modules, then on modules overview or click on login to Foundations pilot for non-credit.

How do I apply to take certification tests?
- Florida Teacher Certification Examinations
  www.fl.nesinc.com/

How can I get a Master’s Degree in Exceptional Student Education?
- The University of West Florida
- NOVA Southeastern University
- Florida State University
- The University of South Alabama
- Virtual VE Master’s Program available through all state of Florida universities. Read more at http://www.distancelearn.org/degreeSearchResults.cfm

How can I become highly qualified to teach core subjects in grades 6-9?
- Middle Grades Integrated Curriculum Online Content Review Module to prepare for the Middle Grades Integrated Curriculum 5-9 certification exam
  http://fdlrshrd.nefec.org/MiddleGrades/

How can I add Elementary certification to my teaching certificate?
- Elementary Online Content Review Module to prepare for Elementary K-6 certification exam

How can I obtain my reading endorsement?
- All Florida school districts offer reading endorsement through professional development
- Contact one of the local universities

Does FDLRS offer courses that meet reading endorsement requirements?
- The FDLRS/Westgate Associate Center PDA Differentiating Reading Instruction for Students: Making it Explicit, is recognized in Escambia, Santa Rosa, and Okaloosa counties for meeting reading endorsement requirements for competency 4. For more information, go to www.pda-ese.org.
The Elementary K-6 Online Content Review Module is designed exclusively for Florida educators.

The Elementary K-6 Online Content Review Module, sponsored by the Bureau of Exceptional Education and Student Services, is designed to help educators review their knowledge in the areas of English, math, science, social science, health, physical education, music and visual arts, as required in the Elementary K-6 certification exam.

TARGET AUDIENCE:
- ESE certified educators teaching basic education courses to students with disabilities in grades K - 6 who need to obtain Elementary K - 6 Certification to comply with requirements of No Child Left Behind (NCLB).
- Elementary certified general educators teaching basic education courses in grades K - 6 who need to obtain Elementary K - 6 Certification to comply with requirements of NCLB.
- Elementary K - 6 administrators seeking a resource to share when discussing content competencies required by new teachers teaching core content to all students in grades K - 6.

MODULE FEATURES:
- Self-paced online content review
- Maintains demographic information
- Free of charge to Florida Educators
- Comprehensive
- User-friendly
- Provides twelve weeks for content access

While the content covered in this review module is extensive, it does not replace the need for an appropriate, comprehensive study of each subject. Completion of this online module does not guarantee a passing score on the certification exam. Instructional support and inservice credit are not available with this module.

Participants are required to register through the FDLRS HRD Coordinating Unit at http://fdlrshrd.nefec.org/ELEMK6
Middle Grades 5-9 Online Content Review Modules

The Middle Grades 5-9 Online Content Review Modules are sponsored by the Bureau of Exceptional Education and Student Services. Each module focuses on a single content area: English, mathematics, general science, or social science. The modules are designed to help educators review their knowledge in core content areas outlined in the teacher competencies required in the following Florida subject area examinations: Middle Grades English 5-9; Middle Grades Mathematics 5-9; Middle Grades General Science 5-9 or Middle Grades Social Science 5-9. Module content is aligned with these competencies, while promoting educator skill development to support implementation of the Common Core State Standards. Educators may choose to register for one or more of the four online content review modules.

Target Audience:
- ESE certified educators teaching basic education courses to students with disabilities in grades 5-9, who need to obtain certification in one or more of the four general education middle grades core content areas.
- Middle grades general educators who need to obtain certification in one or more of the four middle grades core content areas.
- Middle grades administrators seeking a resource to share when discussing subject specific content competencies.

Module Features:
- Self-paced online content review
- Comprehensive
- Maintains demographic information
- User-friendly
- Free of charge to Florida Educators
- Provides twelve weeks for content access

While the content covered in each review module is extensive, it does not replace the need for a comprehensive study of each subject including appropriate pedagogy. Completion of the selected online module does not guarantee a passing score on the selected subject area certification exam. Instructional support and in-service credit are not available for these independent study modules.

To access the modules please go to http://fdlrshrd.nefec.org/MiddleGrades

FDLRS Administration/HRD Project
3841 Reid Street, Palatka, FL 32177
386-312-2265

A discretionary project of the Florida Bureau of Exceptional Education and Student Services (BEESS)

For More Information contact: Mary Ann Ahearn at ahearm@nefec.org
An Online Professional Development Program

www.pda-ese.org

The PDA online facilitated modules provide comprehensive, high quality and accessible professional development for Florida educators wanting to improve their skills in responding to the needs of all students. Coordinated through the FDLRS Network, the PDA Program, originally known as PDA-ESE, is available free of charge to all Florida educators. The following modules are available through PDA:

PDA Courses meet Senate Bill 1108 requirements. See hyperlink below.

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<th>60 Points</th>
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<tbody>
<tr>
<td>* Foundations of Exceptional Education</td>
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<tr>
<td>* Assessment and Evaluation</td>
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<tr>
<td>* Language Development and Communication</td>
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<tr>
<td>* Differentiating Reading Instruction: Making It Explicit</td>
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<tr>
<td>(Also satisfies Competency 4 of the revised FL Reading Endorsement)</td>
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<tr>
<td>* Instructional Practices</td>
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<td>* Positive Behavior Support</td>
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<td>* Transition</td>
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<th>30 Points</th>
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<tr>
<td>* Interpersonal Interactions and Participation</td>
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<tr>
<td>* Differentiating Mathematics Instruction</td>
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<tr>
<td>* Differentiating Science Instruction</td>
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<table>
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<tr>
<th>15 Points</th>
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<tbody>
<tr>
<td>* Introduction to Differentiating Instruction: Responding to All Learners</td>
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<tr>
<td>* Formative Assessment Process for Differentiating Instruction</td>
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<tr>
<td>Above two modules are available locally through FDLRS and FIN</td>
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<tr>
<td>* Technology for Student Success: An Introduction</td>
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<tr>
<td>* Technology for Student Success: Assistive Technology</td>
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Module characteristics include:

Online content and activities for self-paced study…..Ongoing communication with expert local facilitators…..Group or virtual meetings with colleagues and expert facilitators…..Classroom-related assessment tasks…..Consistent user-friendly format/organization…..Technology support

The PDA online program was developed through the collaborative efforts of the Bureau of Exceptional Education and Student Services and the Bureau of Educator Certification. The PDA modules are offered statewide through the coordination of the FDLRS Administration/HRD Project, local FDLRS Associate Centers and the Florida Center for Interactive Media.

Additional detailed information is available at www.pda-ese.org or for module availability please see offerings at “For Teachers” at www.fdlrswestgate.org.

Additional questions? Please contact: Lyn Harris, Coordinator lharris@escambia.k12.fl.us 850-469-5423 1-888-445-9662
Are You Using CPALMS?

CPALMS is an excellent online tool the Florida educator will find for one-stop shopping for a variety of needs. The project has eight initiatives as listed below, and addresses ESE Access Points as well as general education standards/Common Core:

- **Lesson Plan Development**
- **Model Eliciting Activities Development**
- **Vetted Instructional and Educational Resources**
- **Lesson Study Toolkits and Support System**
- **Peer and Subject Area Expert Reviews and Feedback**
- **Standards Unpacking and Progression Mapping**
- **Perspectives (includes short videos)**
- **Cognitive Complexity Rating Initiative**

**Description of iCPALMS**

*Per the CPALMS website at [www.cpalms.org](http://www.cpalms.org):*

“iCPALMS is a free web 2.0 platform with embedded web apps, services, content, and professional development that together aim to bridge standards, curriculum, instruction, and assessment, through collaboration and customization by individual users. It is a web system with a user-centric design that enables the user to customize the layout, design, and web apps within different tabs within the interface. The iCPALMS web apps are software applications custom built for assisting K-12 educators and many important processes and functions (e.g., lesson study, curriculum planning, etc.).

iCPALMS is designed to become a one-stop-shop for teacher resources and applications. Users simply choose preferred apps and input personal settings, and the system processes this information to deliver individualized, relevant updates and information directly to the user.

This platform provides an infrastructure on and within which other projects can build and integrate making it a one-stop-shop for the educator.”
FDLRS Network Supports Common Core State Standards Implementation

**Instructional Practices**
- Accommodations/Modifications
- Algebraic Thinking and Mathematics Strategies
- Building Professional Learning Communities
- Collaborative/Co-Teaching Model
- Differentiated Instruction
  - Differentiating Mathematics Instruction
  - Differentiating Reading Instruction
  - Differentiating Science Instruction
- Instructional Strategies – Making Instruction Explicit
- Interagency Collaboration
- Instructional Modalities/Learning Styles
- Strategic Instruction Model (SIM)
- Support for FDOE Reading and STEM Initiatives
- Visual Strategies & Communication
- Web 2.0 in the Classroom

**Instructional/Assistive Technology**
- Accessible Instructional Materials
- Assistive Technology
- Augmentative Communication
- Computer Access & Online Testing Accommodations
- NIMAS/Florida
- Teacher Tools & Resources
- Technology Tools & Strategies for:
  - Creative Media
  - Mathematics
  - Reading
  - Science
  - Writing & Publishing
- Universal Access
- Universal Design for Learning

**Classroom/Behavior Management**
- CHAMPS
- Classroom Observations and Demonstrations
- Discipline in the Secondary Classroom
- Non-Violent Crisis Intervention (CPI)

**Parent Involvement in Education**
- Coordination/Support for Local Parent Conferences/Events
- Creating Family Friendly Schools
- Support to Parent Liaisons
- Variety of Workshops for Parent Groups and Conferences

**Distance Learning**
- Professional Development Alternatives (PDA)
- 15 Hour Modules
- Formative Assessment Process for Differentiating Instruction
- Introduction to Differentiating instruction: Responding to All Learners
- Technology for Student Success: An Introduction
- Technology for Student Success: Assistive Technology
- 30 Hour Modules
- Differentiating Mathematics Instruction
- Differentiating Science Instruction
- Intersessional Interaction and Participation
- 60 Hour Modules
- Assessment and Evaluation for ESE
- Differentiating Reading Instruction
- Foundations of ESE
- Instructional Practices
- Language Development & Communication
- Positive Behavior Support
- Transition
- Elementary K-6 Online Content Review Module
- Middle Grades Integrated Curriculum Online Content Review Module
- Middle Grades Core Content Review Modules: English, Mathematics, Science, and Social Science (Grades 5-8)
- Available Fall 2012
- SIM Electronic Professional Development (CE)
- Virtual Service Training
- 2012-2013 Modules Under Development
- Assistive Technology Mini-Modules
- ESE 101
- Matrix of Services Training
- Surrogate Parents

For additional information please contact:

FDLRS/Westgate
Associate Center
30 East Texar Drive
Pensacola, FL 32503
(850) 469-5423 or 1-888-445-9662
http://www.fdlrswestgate.org
The Common Core State Standards were released in June, 2010 by the Council of Chief State School Officers and National Governors Association Center for Best Practices. For the first time, states have been provided with common standards for all students in English/language arts and mathematics as opposed to each state developing its own standards and assessment process. Common standards nation-wide allow for a common assessment measure: PARCC: Partnership for Assessment for Readiness and College Careers. PARCC replaces FCAT in the Spring of 2015, making inter-state comparisons of student data an easier and fairer process, leveling the playing field nation-wide regarding student outcome expectations and measures.

The CCS are robust and relevant to the real world, providing a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

What is the Impact of CCS on Special Education?

Reports from the National Center for Educational Outcomes (NCEO) reveal that students with a variety of learning profiles are continuing to demonstrate, given appropriate specialized instruction, supports, and accommodations, a greater capacity to acquire and express all levels of knowledge than was previously anticipated. Transitioning all school personnel to this expectation of higher achievement based on demonstrated outcomes is part of the challenge for our field.

The CCS are laden with literacy, numeracy, and cross-disciplinary skills, e.g., communication, collaboration, critical thinking, and use of technology. Embedded throughout is clear evidence that the CCS should be read as allowing for the widest possible range of students to participate fully from the outset, along with the appropriate accommodations to ensure maximum participation of students with special education needs.

For example, the CCS note that instruction in reading for students with disabilities should allow for Braille, screen-reader technology, or other assistive devices. Meanwhile, writing instruction should include the use of a scribe, computer, or speech-to-text technology.

In a similar vein, the CCS provide that speaking and listening should be interpreted broadly to include sign language. The ESE student is to be thought of as a general education student first - one who, with supports and accommodations, can be expected to proceed in the general curriculum with mastery of grade-level standards as the goal.

The greater emphasis on individualized learning needs of students with disabilities within the CCS highlights and strengthens the value of the ESE educator in bringing to general curriculum instruction expertise in individualization and the research-based teaching that is the hallmark of our field.

The CCS and its learning progressions should provide clarity in charting the course of instruction from where a student is performing to the expectations for the grade level.

What are the Significant Challenges in implementing CCS for Students with Disabilities?

The most significant challenge will be in preparing and further developing the knowledge and skills of all teachers who are sharing the instructional responsibilities for students with disabilities.

Teachers must approach IEP development with a sure knowledge of the grade-level standards for the student and the skill to scaffold instruction low enough to create access and high enough to reach the standard. If teachers are not familiar with efficient and frequent means of assessing progress, they won’t know how instruction needs to be adjusted to increase the possibility of mastery. If teachers are not deeply knowledgeable of the strategies for teaching reading and math that have been shown to produce results, the likelihood that any student with a disability will be able to navigate these standards in reading/language arts and math is slim.

Thus, the ESE educator’s expertise in understanding the social and academic skills a student needs to access, or perform successfully in, the general curriculum remains vital to ESE student success!
How to Register for FDLRS’ Professional Development

Training is offered at a county’s request, to address specific reason(s). Thus, registering for most FDLRS trainings is done via your district’s online registration application:

Professional Learning Management System (PLMS/True North Logic) in Escambia County,
True North Logic/PGS in Santa Rosa County, and
My Learning Plan in Okaloosa County.

For your convenience, we now list all FDLRS-sponsored trainings on our website, with a direct link to your district’s online program. For a complete listing of all trainings currently offered by FDLRS, please visit http://www.fdlrswestgate.org.

To review all currently planned trainings:
1. Click on “Training” (found on our main web page). Then click on “Educator Workshops.”
2. Trainings are listed in date order.
3. Each workshop description contains specific instructions for registering. For help with your district electronic system, please contact your district’s Professional Development office or school Inservice Representative.
4. Please note the workshop’s date, time, and place on your calendar; you won’t be contacted by FDLRS unless the course is full or canceled. The system will send out reminder notices prior to the workshop date.

Paraeducators in Okaloosa County only:
Because paraeducators do not have access to My Learning Plan, please note the instructions provided in the online advertisement to register.

Online Professional Development Alternatives (PDA)

FREQUENTLY ASKED QUESTIONS

Who can take online courses through FDLRS?
The PDA series is designed for teachers currently teaching in the state of Florida and holding a valid Florida teaching certificate.

Do I have to be an ESE Teacher?
No. Anyone currently teaching in Florida, with a need for the information, is welcome to attend!

Do I have to be a public school teacher?
No. Public and private school educators are welcome. However, private schools must be non-discriminatory schools to participate.

What must I have in order to participate, other than a valid Florida teaching certificate?
Access to a computer with a word processing program, internet capability and camera and microphone capability.

Questions? Call Lyn Harris, 469-5423 or 1-888-445-9662.

FOR PDA Modules Only:
1. Flyers are electronically sent at the beginning of each quarter with specific registration “how-to” information.
2. A copy of the current flyer can be obtained by calling FDLRS or emailing to lharris@escambia.k12.fl.us.
3. These courses are intense, please take only one at a time!
4. For additional information regarding these classes, contact Lyn Harris, (850) 469-5423 or 1-888-445-9662.
Based on analysis of district needs, a listing of trainings currently available through FDLRS follows. Courses highlighted in yellow are offered online and can serve as excellent school-wide trainings, tailored to the needs of a specific campus.

For training needs targeting ESE and/or gifted students that are not addressed by a course listed, please call! Please have data ready to share that supports the training need. We will gladly try to meet the need, or find a resource that can help!

**ASSESSMENT**

| Title of Training: | Assessment of Exceptional Students, a PDA Online Course |
| Contact: | Lyn Harris, 469-5423, lharris@escambia.k12.fl.us |
| Number of Training Hours Required: | 60 |

**DESCRIPTION**
See objectives below; also, reference page 15. Three face to face meetings are required. Requires own computer.

**OBJECTIVES**
Upon completion of this module, participants will be able to:
- Identify the purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines
- Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for student needs)
- Identify appropriate formal and informal assessments for students across disabilities
- Interpret, analyze, and apply the results of formal and informal assessments for students across disabilities
- Identify alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) and their appropriate use
- Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Participants will be required to complete and submit all tasks that are assigned within each module.

**POSIBLE MODIFICATIONS:** None
**Title of Training:** Crisis Prevention Institute (CPI), Full Course  
**Trainer:** Varies per district. Contact Lyn Harris, 469-5423, lharris@escambia.k12.fl.us  
**Number of Training Hours Required:** 12

**DESCRIPTION**
Training and certification in CPI's program for intervening with acting out individuals.

**OBJECTIVES**
- Upon completion of this course, participants will be able to:
  - Identify non-verbal techniques to prevent acting out behavior
  - Use verbal techniques to de-escalate behavior
  - Incorporate principles of personal safety to avoid injury
  - Use safe, non-harmful physical restraints only as a last resort
  - Use postvention techniques to prevent future crises
  - Provide for the care and welfare, safety, and security of all individuals involved in a crisis

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Participants must complete an electronic survey indicating degree of implementation and efficacy with their students.

**POSSIBLE MODIFICATIONS:** Two 6-hour days OR four 3-hour afternoons.

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**Title of Training:** Crisis Prevention Institute (CPI), Refresher Course  
**Trainer:** Varies per district. Contact Lyn Harris, 469-5423, lharris@escambia.k12.fl.us  
**Number of Training Hours Required:** 3

**DESCRIPTION**
Participants will receive refresher training to renew certification in CPI's program for intervening with acting out individuals.

**OBJECTIVES**
- Upon completion of this course, participants will be able to:
  - Maintain certification from CPI
  - Refine elements of CPI implementation

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Participants must complete an electronic survey indicating degree of implementation and efficacy with their students.

**POSSIBLE MODIFICATIONS:** None

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**Title of Training:** Positive Behavior Supports, a PDA Online Course  
**Trainer:** Lynn Greene, 469-5428, lgreene@escambia.k12.fl.us  
**Number of Training Hours Required:** 60

**DESCRIPTION**
See objectives below; also, reference page 15. Three face to face meetings are required. This course requires your own computer.

**OBJECTIVES**
- Upon completion of this module, participants will be able to:
  - Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions
  - Identify data collection strategies to assess student behavior
  - Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior
  - Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan
  - Recognize the various concepts and models of positive behavior management

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Participants will be required to complete and submit all tasks that are assigned within each module.

**POSSIBLE MODIFICATIONS:** None
<table>
<thead>
<tr>
<th>Title of Training: <strong>Solutions to Classroom Discipline</strong></th>
<th>Trainer: Lynn Greene, 469-5428, <a href="mailto:lgreene@escambia.k12.fl.us">lgreene@escambia.k12.fl.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Training Hours Required:</strong> 12</td>
<td></td>
</tr>
<tr>
<td><strong>DESCRIPTION</strong></td>
<td>innovative, practical strategies for increasing student responsibility, addressing more than 100 of the most common classroom problems.</td>
</tr>
<tr>
<td><strong>OBJECTIVES</strong></td>
<td>Upon completion of this module, participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Collect and analyze meaningful behavior data</td>
</tr>
<tr>
<td></td>
<td>• Determine the function of a behavior</td>
</tr>
<tr>
<td></td>
<td>• Design and implement an intervention process/plan</td>
</tr>
<tr>
<td></td>
<td>• Determine if an intervention is effective by analyzing data</td>
</tr>
<tr>
<td><strong>REQUIRED DATA COLLECTION AND FOLLOW-UP</strong></td>
<td>Participants will be required to collect behavior data, develop and intervention plan, and determine if the plan is effective.</td>
</tr>
<tr>
<td><strong>POSSIBLE MODIFICATIONS:</strong></td>
<td>None; this is a two-day workshop.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Training: <strong>Tools for Teaching, Dr. Fred Jones</strong></th>
<th>Trainer: Lynn Greene, 469-5428, <a href="mailto:lgreene@escambia.k12.fl.us">lgreene@escambia.k12.fl.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Training Hours Required:</strong> 12</td>
<td></td>
</tr>
<tr>
<td><strong>DESCRIPTION</strong></td>
<td>A staff development program designed to teach classroom management skills through a series of 12 study group sessions.</td>
</tr>
<tr>
<td><strong>OBJECTIVES</strong></td>
<td>Upon completion of this workshop, the participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Lead a twelve session study group on their campus</td>
</tr>
<tr>
<td></td>
<td>• Effectively implement the classroom management techniques from the Tools for Teaching curriculum</td>
</tr>
<tr>
<td><strong>REQUIRED DATA COLLECTION AND FOLLOW-UP</strong></td>
<td>Teachers will be required to meet with their principals and develop a plan to implement the twelve study groups sessions on campus the following school year. The completed plan must be submitted within one month of the workshop.</td>
</tr>
<tr>
<td><strong>POSSIBLE MODIFICATIONS:</strong></td>
<td>Can be done as a site-based study group or learning community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Training: <strong>Tough Kid</strong></th>
<th>Trainer: Lynn Greene, 469-5428, <a href="mailto:lgreene@escambia.k12.fl.us">lgreene@escambia.k12.fl.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Training Hours Required:</strong> 6</td>
<td></td>
</tr>
<tr>
<td><strong>DESCRIPTION</strong></td>
<td>Reduce disruptive behaviors in tough kids without big investments of time, money and emotion. Practical solutions provide tough kids with behavioral, academic, and social survival skills. A great resource for new and experienced teachers who need some new “spice”!</td>
</tr>
<tr>
<td><strong>OBJECTIVES</strong></td>
<td>Upon completion of this workshop, the participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Identify “Tough Kids” in their classrooms</td>
</tr>
<tr>
<td></td>
<td>• Effectively use positive reinforcement with the “Tough Kids”</td>
</tr>
<tr>
<td></td>
<td>• Use practical reductive techniques in the classroom</td>
</tr>
<tr>
<td></td>
<td>• Familiar with other systems to use with “Tough Kids” including: Social Skills Training, Home Notes, Peer Tutoring, Self-Management, etc.</td>
</tr>
<tr>
<td><strong>REQUIRED DATA COLLECTION AND FOLLOW-UP</strong></td>
<td>Teachers must implement a strategy that was learned during the workshop and report back to the facilitator about the implementation.</td>
</tr>
<tr>
<td><strong>POSSIBLE MODIFICATIONS:</strong></td>
<td>One full day workshop. No other modifications of delivery will be offered.</td>
</tr>
</tbody>
</table>

**CLASSROOM MANAGEMENT**

<table>
<thead>
<tr>
<th>Title of Training: <strong>CHAMPS</strong></th>
<th>Trainer: Lynn Greene, 469-5428, <a href="mailto:lgreene@escambia.k12.fl.us">lgreene@escambia.k12.fl.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Training Hours Required:</strong> 6</td>
<td></td>
</tr>
<tr>
<td><strong>DESCRIPTION</strong></td>
<td>How to design a proactive and positive management plan to overtly teach students how to behave responsibly. Using research-based strategies, teachers develop clearly communicated expectations on each classroom activity and transition.</td>
</tr>
<tr>
<td><strong>OBJECTIVES</strong></td>
<td>Upon completion of this workshop, the participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Develop a classroom management plan</td>
</tr>
<tr>
<td></td>
<td>• Carefully structure their classrooms in ways that prompt responsible student behavior</td>
</tr>
<tr>
<td></td>
<td>• Develop and implement methods to communicate expectations for classroom activities and transitions</td>
</tr>
<tr>
<td><strong>REQUIRED DATA COLLECTION AND FOLLOW-UP</strong></td>
<td>Participants will be required to implement the CHAMPS strategies in their classrooms and collect data.</td>
</tr>
<tr>
<td><strong>POSSIBLE MODIFICATIONS:</strong></td>
<td>10 Study Group sessions</td>
</tr>
</tbody>
</table>
Title of Training: Discipline in the Secondary Classroom  
Trainer: Lynn Greene, 469-5428, lgreene@escambia.k12.fl.us  
Number of Training Hours Required: 6

**DESCRIPTION**  
Teachers in grades 9-12 will learn how to design a behavior management plan to help prevent misbehavior and increase motivation. Participants will learn easy-to-implement strategies distilled from research that are proactive, positive, instructional, and effective.

**OBJECTIVES**  
Upon completion of this workshop, the participants will be able to:

- Develop a classroom management plan
- Carefully structure their classrooms in ways that prompt responsible student behavior.
- Develop and implement methods to communicate expectations for classroom activities and transitions

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Participants will be required to implement the Discipline in the Secondary Classroom strategies in their classrooms and collect data.

**POSSIBLE MODIFICATIONS:** 9 study group sessions

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**INCLUSIVE EDUCATION**

**PLEASE NOTE:** Any course offered by FDLRS facilitates inclusion; some are introductory and some are skill enhancing. A review of all course offerings listed in this guide will reveal other professional development opportunities that also facilitate inclusion. Completion of *both* DWD and IDI before attending Assessment and Grading would be preferred.

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Title of Training: Dealing with Differences (DWD)  
Trainer: Lynn Greene, 469-5428, lgreene@escambia.k12.fl.us  
Number of Training Hours Required: 12

**DESCRIPTION**  
This two-day workshop provides information on accommodations, modifications, law, and instructional strategies for ESE students in an inclusive setting. It is designed for regular and ESE teachers. Participants must attend both days and complete a follow-up activity.

**OBJECTIVES**  
Upon completion of this component, participants will be able to:

- Identify individual student’s needs
- Differentiate between accommodations and modifications
- Select, design and implement appropriate accommodations
- Evaluate the effectiveness of the accommodations to increase success in general education for individual learners

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Participants are required to develop and teach a lesson plan including accommodations and complete a questionnaire on lesson efficacy.

**POSSIBLE MODIFICATIONS:** Overview of accommodations and modifications in a 1 or 2 hour session. The workshop itself is two days, and cannot be modified without losing content impact.

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Title of Training: Formative Assessment Process in the Differentiated Classroom, a PDA Online Course  
Trainer: Lynn Greene, 469-5428, lgreene@escambia.k12.fl.us  
Number of Training Hours Required: 15

**DESCRIPTION**  
This workshop is an introduction to grading in a differentiated classroom. “Dealing with Differences” is a helpful pre-requisite.

**OBJECTIVES**  
Upon completion of this workshop, the participants will be able to apply formative assessment grading principles.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Participants are expected to participate in several activities in which formative assessment principles can be used.

**POSSIBLE MODIFICATIONS:** This is an online workshop which can also be done in two days.

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Title of Training: Instructional Practices for Exceptional Student Education, a PDA Online Course  
Contact: Lynn Greene, 469-5428, lgreene@escambia.k12.fl.us  
Number of Training Hours Required: 60

**DESCRIPTION**  
See objectives below; also, reference page 15. Three face to face meetings are required. This course requires your own computer.

**OBJECTIVES**  
Upon completion of this module, participants will be able to:

- Analyze assessment info to ID environmental needs, instructional levels, appropriate techniques/learning strategies, and IEP content
- Select instructional practices re: individual learning needs using a range of learning strategies/specialized materials for ESE students
- Select relevant general ed and special skills curricula appropriate for age, instructional needs, and functional performance across settings
- Identify accommodations/modifications for assessment, instruction, and materials to meet needs
- Identify methods of communication, consultation, and collaboration with students and all stakeholders as equal members of education teams
- Analyze activities to assist in determining and developing accommodations and modifications allowing meaningful ESE student participation

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Participants will be required to complete and submit all tasks that are assigned within each module.

**POSSIBLE MODIFICATIONS:** None
Title of Training: Interpersonal Interactions and Participation, a PDA Online Course  
Trainer: Lynn Greene, 469-5428, lgreene@escambia.k12.fl.us  
Number of Training Hours Required: 30

DESCRIPTION
See objectives below; also, reference page 15. Three face to face meetings are required. This course requires your own computer.

OBJECTIVES
Upon completion of this module, participants will be able to:
- Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information
- Identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, and in the community)
- Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy

REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants will be required to complete and submit all tasks that are assigned within each module.

POSSIBLE MODIFICATIONS: None

Title of Training: Introduction to Differentiated Instruction (IDI)  
Trainer: Lynn Greene, 469-5428, lgreene@escambia.k12.fl.us  
Number of Training Hours Required: 15

DESCRIPTION
Participants will be oriented to differentiation, examining key principles that guide differentiated classrooms. Includes respectful assignments, ongoing assessment/adjustment; explores how to differentiate content, process and products per student readiness, interests and learning profiles.

OBJECTIVES
Upon completion of this workshop, the participants will be able to:
- Give the rationale of differentiated instruction.
- Describe how the principles of differentiation are evident in the classroom.
- Identify what students should Know-Understand-Do at the end of lessons.
- Recognize effective classroom management procedures and use tools, including technology, to support a differentiated environment.

REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants will implement flexible grouping configurations. Students will complete activities to directly engage them with learning opportunities.

POSSIBLE MODIFICATIONS: None; this is a two-day workshop.

LANGUAGE ARTS/SPEECH
Title of Training: Language and Communication Techniques for ESE, a PDA Online Course  
Contact: Lyn Harris, 469-5423, lharris@escambia.k12.fl.us  
Number of Training Hours Required: 60

DESCRIPTION
See objectives below; also, reference page 15. Three face to face meetings are required. This course requires your own computer.

OBJECTIVES
Upon completion of this module, participants will be able to:
- Identify the sequence of expressive and receptive language development and the components of language structure.
- Identify communication deficits and select appropriate interventions.
- Select strategies for integrating communication instruction into educational settings.
- Select appropriate assistive technology and alternative communication systems to facilitate communication.

REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants will be required to complete and submit all tasks that are assigned within each module.

POSSIBLE MODIFICATIONS: None

LAWS, POLICIES and PROCEDURES
Title of Training: Foundations of Exceptional Student Education, a PDA Online Course  
Contact: Lyn Harris, 469-5423, lharris@escambia.k12.fl.us  
Number of Training Hours Required: 60

DESCRIPTION
See objectives below; also, reference page 15. A computer with microphone and camera, and three face-to-face meetings are required.

OBJECTIVES
Upon completion of this module, participants will be able to:
- Identify state, federal legislation, and case law affecting the education of students with disabilities.
- Identify appropriate practices based on legal/ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, FAPE).
- Identify the required components of IEPs, Family Support Plans, and Individual Transition Plans.
- Identify the classification systems and eligibility criteria under the current IDEA legislation.
- Compare the development and characteristics of children with disabilities to typical development/characteristics.
- Recognize the roles and responsibilities of IEP and child study team members.
- Identify models of support for providing assistance in general education curricula.

REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants will be required to complete and submit all tasks that are assigned within each module.

POSSIBLE MODIFICATIONS: None
**Title of Training:** Differentiating Instruction in the Mathematics Classroom, a PDA Online Course  
**Contact:** Lyn Harris, 469-5423, lharris@escambia.k12.fl.us  
**Number of Training Hours Required:** 30

**DESCRIPTION**  
See objectives below; also, reference page 15. Three face to face meetings are required. This course requires your own computer.

**OBJECTIVES**  
Upon completion of this module, participants will be able to:
- Use differentiation and evidence-based practices guided by a responsive decision-making framework to promote high achievement.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Participants will be required to complete and submit all tasks that are assigned within each module.

**POSSIBLE MODIFICATIONS:** None

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**Title of Training:** Math Made Easy for Accountability: MathPad and MathPad Plus: Fractions and Decimals  
**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 2

**DESCRIPTION**  
This workshop introduces teachers to Math Pad & Math Pad Plus. This training is offered only to schools who have purchased the software.

**OBJECTIVES**  
Upon completion of the workshop, participants will be able:
- Navigate the MathPad screen to solve problems in the four operations
- Use MathPad and MathPad Plus with the IntelliKeys alternate keyboard/switches
- Enter math problems into the MathPad program
- Navigate on the MathPad Plus screens to solve fraction and decimal problems

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Participants must complete a written reflection of plans to integrate the software into regular classroom curriculum to receive inservice points.

**POSSIBLE MODIFICATIONS:** Can be offered at school locations in a one-hour condensed version.

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**Title of Training:** Step up to Writing in Mathematics (SUWM)  
**Trainer:** Tammy Kunze, 469-5545, tkunze@escambia.k12.fl.us  
**Number of Training Hours Required:** 6

**DESCRIPTION**  
Provides K-12 strategies in math-related reading and writing; includes learning and using math terms; note taking to learn content and explain how word problems are solved; summarizing to write about graphs. Typical writing assessment prompts are modeled and practiced.

**OBJECTIVES**  
Upon completion of the workshop, participants will be able:
- Understand the how to develop and practice writing skills across content areas
- Use SUWM strategies to help students demonstrate their math knowledge and understanding
- Integrate SUWM strategies into the math curriculum currently in use

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Participants will implement strategies learned and report on the impact the strategies have on student performance.

**POSSIBLE MODIFICATIONS:** None.

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**Title of Training:** Matrix of Services Training  
**Trainer:** Lynn Greene, 469-5428, lgreene@escambia.k12.fl.us  
**Number of Training Hours Required:** 3

**DESCRIPTION**  
The Matrix is used to determine the cost factor for ESE students based IEP committee decisions. Content includes legislative changes in the Matrix, and the five domains/levels within each domain. Participants practice using the Matrix and receive the Matrix training manual.

**OBJECTIVE**  
Upon completion of this component, participants will be able to accurately complete a Matrix.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Participants are required to complete a written reflection to receive in-service points.

**POSSIBLE MODIFICATIONS:** Can be offered at school locations in a one-hour condensed version.

---

**Title of Training:** Autism for Paraprofessionals: Introduction to Working the Spectrum  
**Trainer:** Lyn Harris, 469-5423, lharris@escambia.k12.fl.us  
**Number of Training Hours Required:** 21

**DESCRIPTION**  
A training specifically designed for paraprofessionals serving students with autism in classrooms for students with autism. Offered during the summer months; registration preference given to paras whose teachers attend the fourth day of training for collaborative planning purposes.

**OBJECTIVES**  
Upon completion of this component (Part I), participants will be able to:
- Identify roles and responsibilities of the parapro and the teacher
- Understand the importance of confidentiality
- Become familiar with basic autism and behavioral terminology
- Understand their roles for assisting their supervising teacher
- Become familiar with a variety of instructional strategies appropriate to autism

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** No follow-up required.

**POSSIBLE MODIFICATIONS:** None
<table>
<thead>
<tr>
<th>Title of Training: Lifeline to the Classroom: Part I—Roles, Responsibilities and Confidentiality</th>
<th>Trainer: Lynn Greene, 469-5428, <a href="mailto:lgreene@escambia.k12.fl.us">lgreene@escambia.k12.fl.us</a></th>
<th>Number of Training Hours Required: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
<td>First in a series of three trainings for ESE Paraprofessionals. Each of the three parts is offered during each school year. The sessions are: Part I – Roles, Responsibilities and Confidentiality Part II – Behavior Part III – Instructional Strategies</td>
<td></td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>Upon completion of this component (Part I), participants will be able to: • Identify roles and responsibilities • Understand the importance of confidentiality when working with students, teachers, and parents • Become familiar with basic behavioral terminology • Understand their roles for assisting their supervising teacher with behavior in the classroom • Become familiar with a variety of instructional strategies</td>
<td></td>
</tr>
<tr>
<td>REQUIRED DATA COLLECTION AND FOLLOW-UP:</td>
<td>No follow-up required.</td>
<td></td>
</tr>
<tr>
<td>POSSIBLE MODIFICATIONS:</td>
<td>Courses can be taken out of order without losing continuity, but participants MUST take ALL parts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Training: Lifeline to the Classroom: Part II—Behavior</th>
<th>Number of Training Hours Required: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
<td>Second in a series of three trainings for ESE Paraprofessionals. Each of the three parts is offered during each school year. For a listing of all sessions, see Part I on page 25.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>Upon completion of this component, the participant will: • Become familiar with basic behavioral terminology • Understand their roles for assisting with supervising behavior in the classroom</td>
</tr>
<tr>
<td>REQUIRED DATA COLLECTION AND FOLLOW-UP:</td>
<td>No follow-up required.</td>
</tr>
<tr>
<td>POSSIBLE MODIFICATIONS:</td>
<td>Courses can be taken out of order without losing continuity, but participants MUST take ALL parts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Training: Lifeline to the Classroom: Part III—Instructional Strategies</th>
<th>Number of Training Hours Required: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
<td>Third in a series of three trainings. Each of the four parts is offered during each school year. See Part I, pg. 25, for complete listing.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>Upon completion of this component (Part III), participants will be familiar with a variety of instructional strategies.</td>
</tr>
<tr>
<td>REQUIRED DATA COLLECTION AND FOLLOW-UP:</td>
<td>No follow-up required.</td>
</tr>
<tr>
<td>POSSIBLE MODIFICATIONS:</td>
<td>Courses can be taken out of order without losing continuity, but participants MUST take ALL parts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Training: Bringing Words to Life</th>
<th>Trainer: Lyn Harris, 469-5423, <a href="mailto:lharris@escambia.k12.fl.us">lharris@escambia.k12.fl.us</a></th>
<th>Number of Training Hours Required: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
<td>Participants in this training learn an instructional strategy for teaching Tier 2 vocabulary words. Based on the work of Isabel Beck, the strategy will be modeled on video by Anita Archer and practiced by participants using trade books provided at the training.</td>
<td></td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>Upon completion of this training, participants will be able to: • Identify Tier 2 vocabulary words • Implement a strategy to explicitly teach Tier 2 words • Check student understanding of words introduced</td>
<td></td>
</tr>
<tr>
<td>REQUIRED DATA COLLECTION AND FOLLOW-UP:</td>
<td>Participants report on the effectiveness of a vocabulary lesson they develop and teach using the strategies learned in training.</td>
<td></td>
</tr>
<tr>
<td>POSSIBLE MODIFICATIONS:</td>
<td>None.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Training: Paraprofessionals as Reading Tutors</th>
<th>Trainer: Lyn Harris, 469-5423, <a href="mailto:lharris@escambia.k12.fl.us">lharris@escambia.k12.fl.us</a></th>
<th>Number of Training Hours Required: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
<td>Paraprofessionals as Reading Tutors (PART) was originally published as Parents As Reading Tutors. The program is designed to provide paraprofessionals with a structured method of helping students develop oral reading fluency and low level comprehension skills.</td>
<td></td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>Upon completion of this workshop, participants will be able to: • Follow PART procedures accurately • Graph student progress in daily fluency timings</td>
<td></td>
</tr>
<tr>
<td>REQUIRED DATA COLLECTION AND FOLLOW-UP:</td>
<td>Participants submit a PART graph showing student progress.</td>
<td></td>
</tr>
<tr>
<td>POSSIBLE MODIFICATIONS:</td>
<td>This training can be adapted as a parent training.</td>
<td></td>
</tr>
</tbody>
</table>
### Title of Training: Differentiating Reading Instruction for Students: Making It Explicit
**Description:**
Guidelines and strategies to support differentiation to improve instruction for all students. Emphasizes a variety of ways to make instruction more explicit/intense to achieve optimal results, especially for those with significant/persistent challenges in reading. Reference page 15.

**Objectives:**
- Identify Florida initiatives and resources for teaching reading
- Identify the alterable and instructionally relevant variables that impact differentiation of reading instruction
- Identify the guidelines, classroom elements, and student characteristics that are the basis for differentiating to improve instruction
- Define the principles that can be used to differentiate instruction
- Understand the importance of having assessment guide differentiation of instruction for students with reading difficulties
- Apply knowledge of systematic instructional and intensive delivery methods to differentiate explicit phonological awareness instruction
- Examine core, intervention, or remedial curriculum materials according to the principles of systematic instructional design
- Determine the reasons why students are dysfluent
- Understand how to choose words for vocabulary instruction
- Model examples of differentiation through explicit comprehension instruction

**Required Data Collection and Follow-Up:**
Participants complete and submit module tasks; includes quizzes, action research and case studies, self assessments and action plans.

**Possible Modifications:**
- Can be condensed into a two-day, 12-hour face-to-face training.

---

### Title of Training: Explicit Instruction: Effective and Efficient Teaching
**Description:**
Explicit instruction is systematic, direct, engaging, success oriented and shown to promote achievement for all students. This book study delves deeply into the work of Charles Hughes and Anita Archer. Highly practical and accessible, the book gives teachers tools to implement explicit instruction in any grade level or content area. The expert authors provide clear guidelines for identifying key concepts, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material.

**Objectives:**
- Articulate understanding of explicit instruction
- Integrate and apply selected practices in classroom instruction
- Evaluate the impact of the selected practice on student learning and performance

**Required Data Collection and Follow-Up:**
Participants respond to chapter discussion questions and post these responses online. Participants also complete a final reflection documenting how they will incorporate explicit instruction practices in their classrooms.

**Possible Modifications:**
- This training could be adapted into a face-to-face book study.

---

### Title of Training: How Can I Differentiate Reading Instruction for Students Experiencing Persistent Reading Difficulties?
**Description:**
This two-day training is an overview of how to differentiate instruction in the five areas of reading in order to increase the explicitness and intensity of instruction in alignment with student need. The emphasis is on ways to make instruction more explicit and intensive to achieve optimal results for students who experience persistent and significant challenges in learning to read or in reading to learn. Professional development activities are designed so participants acquire new knowledge, start to make meaning, and begin to transfer their learning to their instruction.

**Objectives:**
- See course objectives for Differentiating Reading Instruction for Students: Making It Explicit. (The objectives are the same; this is a live version of the online course in condensed form)

**Required Data Collection and Follow-Up:**
Participants are required to complete an online survey documenting the degree of strategy implementation and the effect this implementation has on student progress.

**Possible Modifications:**
- None; this is a condensed version of an online PDA course.

---

### Title of Training: Making Words, Making Big Words
**Description:**

**Objectives:**
- Explain how Making Words-Making Big Words can be used to support reading instruction
- Implement lessons following the steps outlined in Making Words and Making Big Words
- Select lessons appropriate to meet student need
- Create their own Making Words lessons

**Required Data Collection and Follow-Up:**
Participants must teach a lesson from Making Words or Making Big Words and submit a written reflection of how the lesson worked.

**Possible Modifications:**
- Designed for afternoon training; could combine with Reading trainings to create a seminar.
Title of Training: Rediscover Dolch
Trainer: Lyn Harris, 469-5423, lharris@escambia.k12.fl.us
Number of Training Hours Required: 3

DESCRIPTION
Designed to reacquaint teachers with the Dolch 220 Basic Word List. Participants will receive materials and explore activities designed to enhance classroom instruction of sight vocabulary. Participants will also be given the opportunity to create teacher made materials to use in their classrooms. This training is most appropriate for teachers of elementary students.

OBJECTIVES
Upon completion of this workshop, participants should be able to:
- Explain the importance of sight word instruction in teaching students to read
- Assess individual student knowledge of sight words
- Develop and implement activities to teach sight words

REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants are required to assess selected students to determine their level of mastery of sight words. After incorporating strategies presented in the training, participants will reevaluate the student to determine level of improvement.

POSSIBLE MODIFICATIONS: None

Title of Training: REWARDS
Trainer: Lyn Harris, 469-5423, lharris@escambia.k12.fl.us
Number of Training Hours Required: 6

DESCRIPTION
An intense but brief program providing immediate intervention for students reading at 3.0-5.0 grade levels. Focuses on decoding and fluency. Consists of 20 lessons; the first 12 teach decoding skills; the last 8 require students to apply skills in reading secondary content level material.

OBJECTIVES
Upon completion of this training, participants will be able to:
- Appropriately place students in REWARDS
- Teach students correct pronunciation of affixes and vowel combinations
- Teach students a strategy to decode words with 2-8 parts
- Assist students to apply the decoding strategy to content area passages
- Engage students in fluency building practice and monitor their progress
- Assess student mastery of skills taught in REWARDS

REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants are required to teach the program and submit a chart showing pre- and post-test scores for each student.

POSSIBLE MODIFICATIONS: Best presented in a full day session, but teachers can learn the program in 3 hours.

Title of Training: REWARDS PLUS
Trainer: Lyn Harris, 469-5423, lharris@escambia.k12.fl.us
Number of Training Hours Required: 6

DESCRIPTION
REWARDS Plus is a program for secondary students in grades 7-12 who read minimally at the 4th grade level, have completed REWARDS, and need to improve reading, vocabulary and comprehension skills. Students who have learned the REWARDS strategy are given the opportunity to apply the strategy in reading Science and Social Studies content materials. The focus of REWARDS Plus lessons is on strengthening skills in decoding, vocabulary, comprehension, writing and test taking to help students experience more success with reading in social studies and science. Teachers who attend this training will be expected to implement the program. This training is open only to teachers of students in grades 7-12 who have previously attended REWARDS training.

OBJECTIVES
Upon completion of this workshop, participants will be able to:
- Identify students who will benefit from instruction with REWARDS Plus
- Implement the REWARDS Plus program in their classroom
- Teach content-specific vocabulary
- Teach appropriate comprehension strategies for use before, during and after reading in the content area
- Evaluate student progress in REWARDS Plus

REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants are required to teach the program and submit pre-and post-test data.

POSSIBLE MODIFICATIONS: This training is best completed in a full day.
STRATEGIC INSTRUCTION

— The Acquisition Strand

THE STRATEGIC INTERVENTION MODEL (SIM)

The University of Kansas Center for Research on Learning (KU-CRL), has developed curricula designed to teach struggling students how to learn, store learning, and effectively demonstrate competence. Commonly called SIM, the strategies can be taught beginning at 4th grade (sentences and word identification), but are primarily designed for secondary students and thoroughly researched with struggling secondary learners. This curriculum is appropriate for all struggling students and perfect for bridging the achievement gap.

Questions? Call Tammy Kunze or Lyn Harris at (850) 469-5423 or 1-888-445-9662.

Whole-school use of selected strategies, with fidelity, would be an excellent way to maximize academic gains for any struggling student!

STRATEGIC INSTRUCTION—The Acquisition Strand

Title of Training: Inference Strategy
Trainer: Tammy Kunze, 469-5545, tkunze@escambia.k12.fl.us
Number of Training Hours Required: 3

DESCRIPTION
The Inference Strategy is a set of procedures readers can use to comprehend written passages and answer inferential questions (questions that are not answered directly in the text). Research results showed that students who learned the Inference Strategy improved their ability to make inferences and to identify different types of questions.

OBJECTIVES
Upon completion of this workshop, participants will be able to:

- Use the guidelines for differentiation along with evidence-based practices guided by a responsive decision-making framework so that all students can achieve at the highest level.

REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants will be required to complete and submit all tasks that are assigned within each module.

POSSIBLE MODIFICATIONS: None

Title of Training: Paraphrasing Strategy
Trainer: Tammy Kunze, 469-5545, tkunze@escambia.k12.fl.us
Number of Training Hours Required: 3

DESCRIPTION
Students read a limited section of material, determine the main idea and details, and put that information in their own words; designed to improve comprehension by attending to the important information of a passage and by stimulating active involvement with the passage.

OBJECTIVES
Upon completion of this workshop, participants will be able to teach a strategy to students that will:

- Teach them how to read a section of text
- Teach them how to determine main idea and details
- Teach them to express the meaning in their own words

REQUIRED DATA COLLECTION AND FOLLOW-UP: Full implementation of the strategy with a minimum of one student is required. Copies of the pre-test, progress charts, and generalization data are required.

POSSIBLE MODIFICATIONS: None

Title of Training: Differentiating Science Instruction, a PDA Online Course
Contact: Lyn Harris, 469-5423, lharris@escambia.k12.fl.us
Number of Training Hours Required: 30

DESCRIPTION
See objectives below; also, reference page 15. Three virtual face-to-face meetings are required as part of this training.

OBJECTIVES
Upon completion of this module, participants will be able to:

- Use the guidelines for differentiation along with evidence-based practices guided by a responsive decision-making framework so that all students can achieve at the highest level.

REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants will be required to complete and submit all tasks that are assigned within each module.

POSSIBLE MODIFICATIONS: None
Title of Training: **Word Identification Strategy**  
Trainer: Tammy Kunze, 469-5545, tkunze@escambia.k12.fl.us  
Number of Training Hours Required: 3

**DESCRIPTION**  
Teaches students a procedure for decoding unknown words in reading materials, allowing them to concentrate on comprehension.

**OBJECTIVES**  
Upon completion of this workshop, participants will be able to teach a strategy to students that will:
- Help them decode unknown words while reading text passages
- Assist students to predict meaning from context
- Use word analysis

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Full implementation of the strategy with a minimum of one student is required. Copies of the pre-test, progress charts, and generalization data are required.

**POSSIBLE MODIFICATIONS:** None

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Title of Training: **Word Mapping Strategy**  
Trainer: Tammy Kunze, 469-5545, tkunze@escambia.k12.fl.us  
Number of Training Hours Required: 3

**DESCRIPTION**  
The **Word Mapping Strategy** breaks words into morphemic parts (prefix, suffix, root); attaches meaning to each part; makes a prediction about the meaning of the unknown word based upon the meaning of each part and checking the dictionary definition. The mnemonic MAPS helps students remember the strategy steps. The skills addressed in this strategy are critical to students learning how to find the meaning of words in books and on standardized tests. Students must be able to read on the 4th grade level or higher in order to use the strategy successfully.

**OBJECTIVES**  
Upon completion of this workshop, participants will be able to use the materials to teach students how to predict the meaning of unknown words.

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Full implementation of the strategy with a minimum of one student is required. Copies of the pre-test and progress charts are required.

**POSSIBLE MODIFICATIONS:** None

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**STRATEGIC INSTRUCTION—The Storage Strand**

Title of Training: **First Letter Mnemonic**  
Trainer: Tammy Kunze, 469-5545, tkunze@escambia.k12.fl.us  
Number of Training Hours Required: 3

**DESCRIPTION**  
The **FIRST-Letter Mnemonic Strategy** is a strategy for independently studying large bodies of information that need to be mastered. Specifically, students identify lists of information that are important to learn, generate an appropriate title or label for each set of information, select a mnemonic device for each set of information, create study cards, and use the study cards to learn the information.

**OBJECTIVES**  
Upon completion of this workshop, participants will be able to use the materials to teach students an organized way of approaching large bodies of information that need to be mastered by actively manipulating data into a form that is easy to remember.

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Full implementation of the strategy with a minimum of one student is required. Copies of the pretest, progress charts, and generalization activities are required.

**POSSIBLE MODIFICATIONS:** None

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Title of Training: **The LINCS Vocabulary Strategy**  
Trainer: Tammy Kunze, 469-5545, tkunze@escambia.k12.fl.us  
Number of Training Hours Required: 3

**DESCRIPTION**  
Helps students learn the meaning of new vocabulary words using powerful memory-enhancement techniques. Strategy steps cue students to focus on critical elements; to use visual imagery; associations with prior knowledge, and key-word mnemonic devices to create a study card; and to study the card to enhance comprehension and recall of the concept.

**OBJECTIVES**  
Upon completion of this workshop, participants will be able to teach a strategy to enable students to:
- Build connections with prior knowledge
- Use graphic devices to increase recall and application of new vocabulary

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Full implementation of the strategy with a minimum of one student is required. Copies of the pre-test, progress charts, and generalization data are required.

**POSSIBLE MODIFICATIONS:** None
### STRATEGIC INSTRUCTION

#### The Expression and Demonstration of Competence Strand

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>Fundamentals of Sentence Writing Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Tammy Kunze, 469-5545, <a href="mailto:tkunze@escambia.k12.fl.us">tkunze@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>6</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
Teaches fundamental concepts and skills associated with simple sentences, starting with concepts such as “subject”, “verb”, “infinitive”, and “preposition.” The program includes an instructor’s manual and a student materials volume. NOTE: Schools must provide the funds for purchasing the teacher and student manuals.

**OBJECTIVES**
Upon completion of this workshop, participants will be able to use the materials to teach fundamental concepts and skills for writing simple sentences: S-V, SS-V, S-VV, SS-VV.

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Full implementation of the strategy with a minimum of one student is required. Copies of the pre-test, progress charts, and generalization data are required.

**POSSIBLE MODIFICATIONS:** None

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>Proficiency in Sentence Writing Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Tammy Kunze, 469-5545, <a href="mailto:tkunze@escambia.k12.fl.us">tkunze@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>6</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
Designed to teach students how to recognize and generate four types of sentences: simple, compound, complex and compound-complex. The program includes an instructor’s manual and a student materials volume.

**OBJECTIVES**
Upon completion of this workshop, participants will be able to:
- Use the materials to teach 14 fundamental, compound, complex, compound-complex formulas.
- Teach students how to consciously use metacognition
- Ensure that students can integrate skills to write sentences in response to a grade-appropriate tasks
- Provide students with rationales for varying sentence structures
- Help students generalize the use of the strategy

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Full implementation of the strategy with a minimum of one student is required. Copies of the pre-test, progress charts, and generalization data are required.

**POSSIBLE MODIFICATIONS:** NOTE: Schools must provide the funds for purchasing the teacher and student materials.

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>Test Taking Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Tammy Kunze, 469-5545, <a href="mailto:tkunze@escambia.k12.fl.us">tkunze@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>6</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
Used by students when taking tests. The student is taught to allocate time and read instructions/questions carefully. A question is answered, or abandoned for later consideration. Once obviously wrong answers are eliminated from the abandoned questions, a reasonable guess is made. The last step is to survey the entire test for unanswered questions. NOTE: Schools must provide the funds for purchasing the teacher and student materials.

**OBJECTIVES**
Upon completion of this workshop, participants will be able to teach students the PIRATES steps of the Test Taking strategy.

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Full implementation of the strategy with a minimum of one student is required. Copies of the pre-test, progress charts, and generalization data are required.

**POSSIBLE MODIFICATIONS:** None

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>SLANT: A Strategy for Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Tammy Kunze, 469-5545, <a href="mailto:tkunze@escambia.k12.fl.us">tkunze@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>1</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
A simple, easy-to-teach strategy designed to help students participate in class discussions. Students learn how to use appropriate posture, track the talker, activate their thinking, and contribute information.

**OBJECTIVES**
Upon completion of this workshop, participants will be able to teach students a starter strategy to improve class participation.

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Full implementation of the strategy with a minimum of one student is required. Copies of the pre-test, progress charts, and generalization data are required.

**POSSIBLE MODIFICATIONS:** NOTE: Schools must provide the funds for purchasing the teacher materials.
## Title of Training: **Adobe Connect Basics**

**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 30 minutes—1 hour

### DESCRIPTION
Adobe Connect is an online web conference environment.

### OBJECTIVES
Upon completion of this workshop, the participants will learn basic navigation skills and how to interact within the online environment. Conducting a web-conference will also be addressed, although additional training is required to be able to conduct online meetings.

### REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants will participate in an Adobe Connect meeting.

### POSSIBLE MODIFICATIONS
None

## Title of Training: **AIM: Accessible Instructional Materials**

**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 2

### DESCRIPTION
This workshop will provide history and laws as background for AIM.

### OBJECTIVES
Upon completion of this workshop, the participants will be able to:
- Define AIM
- Describe how to use AIM to support student success
- Be knowledgeable about various tools for accessing AIM

### REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants will identify a student needing AIM and complete the AIM guide outlining student needs and a plan for acquiring needed materials.

### POSSIBLE MODIFICATIONS
Can be combined with NIMAS training for a more general training.

## Title of Training: **Boardmaker V.6**

**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 2

### DESCRIPTION
This workshop is designed to introduce teachers to Boardmaker v.6 software. Boardmaker is used to create symbol-based communication tools for student and classroom use.

### OBJECTIVES
Upon completion of this workshop, the participants will be able to:
- Use Boardmaker software to create a symbol-based communication tool for student or classroom use.

### REQUIRED DATA COLLECTION AND FOLLOW-UP
Teachers will submit a copy of their symbol-based communication tool and a plan of how they will continue use of the software.

### POSSIBLE MODIFICATIONS
None

## Title of Training: **Engaging Students in Writing with Co:Writer, Write:OutLoud, Read:OutLoud**

**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 2

### DESCRIPTION
This workshop is designed to introduce teachers to Co:Writer, Write:OutLoud and Read:OutLoud. NOTE: Schools must provide software.

### OBJECTIVES
Upon completion of this workshop, participants will be able to:
- Open Co:Writer and attach it to any word processor for word prediction
- Use the topic dictionaries in Co:Writer
- Make customized adjustments to Co:Writer and Write:OutLoud for an individual student
- Use Write:OutLoud's talking spell checker
- Open a text file in Write:OutLoud and have it read aloud
- Integrate Co:Writer and Write:OutLoud into current writing instruction model

### REQUIRED DATA COLLECTION AND FOLLOW-UP
Participants must complete a written reflection of plans to integrate the software into their regular curriculum to receive inservice points.

### POSSIBLE MODIFICATIONS
Can be combined with Draft:Builder if schools have purchased that application.
Title of Training: Exploring New Territories using iPads for Special Education  
Trainer: Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
Number of Training Hours Required: various, from 2 hours minimum to 20 hours conducted over time

**DESCRIPTION**  
This training is designed to share specific applications that will be beneficial to teachers working with students with disabilities.

**OBJECTIVES**  
Upon completion of this workshop, the participants will be able to navigate the basic features of the iPad, access apps to meet the needs of diverse learners, and implement the use of iPads and apps in the classroom to promote learning and organization.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Teachers must implement an app that was learned during the workshop, and report back to the facilitator about the implementation.

**POSSIBLE MODIFICATIONS:** Can be done after school day for faculty and staff. Time can be increased as needed; flexible format for meeting individualized school needs.

Title of Training: Inspiration  
Trainer: Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
Number of Training Hours Required: 2

**DESCRIPTION**  
This workshop will introduce the new version of the visual organizer software, Inspiration, and how to integrate its features into classroom instruction. The program has speech built-in and will familiarize educators on the basics of using the software to increase writing productivity and organization of writing. **NOTE:** Schools must provide software.

**OBJECTIVES**  
Upon completion of this workshop, participants will be able to use the software in classroom instruction.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Participants are required to complete a written reflection to receive inservice points.

**POSSIBLE MODIFICATIONS:** Can be done after school day for faculty/staff. Time can be increased to include practice.

Title of Training: iPAD/iTouch Revolution  
Trainer: Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
Number of Training Hours Required: 1

**DESCRIPTION**  
Participants will be introduced to the use of iPads/iTouches in education.

**OBJECTIVES**  
Upon completion of this workshop, the participants will be able to use the basic operations of an iPAD or an iTouch. Specific applications used in educational settings will be reviewed and discussed.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
In development.

**POSSIBLE MODIFICATIONS:** Can be done after school day for faculty/staff. Time can be increased to include practice.

Title of Training: iPADS for Mathematics Instruction, Grades K-2  
Trainer: Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
Number of Training Hours Required: 2

**DESCRIPTION**  
This training is designed to share specific applications that will be beneficial to teachers working with students on the K-2 grade mathematics curriculum.

**OBJECTIVES**  
Upon completion of this workshop, the participants will be able to demonstrate the basics of iPad features, access applications to meet the needs of diverse learners, as well as plan implementation of the technology in their classrooms.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Teachers must implement an app that was learned during the workshop, and report back to the facilitator about the implementation.

**POSSIBLE MODIFICATIONS:** None

Title of Training: iPADS for Mathematics Instruction, Grades 3-5  
Trainer: Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
Number of Training Hours Required: 2

**DESCRIPTION**  
This training is designed to share specific applications that will be beneficial to teachers working with students on the 3-5 grade mathematics curriculum.

**OBJECTIVES**  
Upon completion of this workshop, the participants will be able to demonstrate the basics of iPad features, access applications to meet the needs of diverse learners, as well as plan implementation of the technology in their classrooms.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**  
Teachers must implement an app that was learned during the workshop, and report back to the facilitator about the implementation.

**POSSIBLE MODIFICATIONS:** None
<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>iPADs for Mathematics Instruction, Grades 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Julie Tourney, 469-5427, <a href="mailto:jtourney1@escambia.k12.fl.us">jtourney1@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>2</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
This training is designed to share specific applications that will be beneficial to teachers working with students on the 6-8 grade mathematics curriculum.

**OBJECTIVES**
Upon completion of this workshop, the participants will be able to demonstrate the basics of iPad features, access applications to meet the needs of diverse learners, as well as plan implementation of the technology in their classrooms.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Teachers must implement an app that was learned during the workshop, and report back to the facilitator about the implementation.

**POSSIBLE MODIFICATIONS:** None

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>iPads in Science Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Julie Tourney, 469-5427, <a href="mailto:jtourney1@escambia.k12.fl.us">jtourney1@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>2</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
This training is designed to share specific applications that will be beneficial to teachers working with students on the 3-8 grade science curriculum. Participants will learn the basics of iPad features, access applications to meet the needs of diverse learners, as well as plan implementation of the technology in their classrooms.

**OBJECTIVES**
Upon completion of this workshop, the participants will be able to demonstrate the basics of iPad features, access applications to meet the needs of diverse learners, as well as plan implementation of the technology in their classrooms.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Teachers must implement an app that was learned during the workshop, and report back to the facilitator about the implementation.

**POSSIBLE MODIFICATIONS:** None

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>iPads in Early Literacy Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Mary Bailey, 469-5429, <a href="mailto:jtourney1@escambia.k12.fl.us">jtourney1@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>2</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
This workshop is designed to acquaint teachers with quality apps that support instruction of the foundational skills of reading in early childhood programs.

**OBJECTIVES**
Upon completion of this workshop, the participants will be able to demonstrate the basics of iPad features, access applications to meet the needs of diverse learners, as well as plan implementation of the technology in their classrooms.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Teachers must implement an app that was learned during the workshop, and report back to the facilitator about the implementation.

**POSSIBLE MODIFICATIONS:** None

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>iPADs for Mathematics Instruction, Grades 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Julie Tourney, 469-5427, <a href="mailto:jtourney1@escambia.k12.fl.us">jtourney1@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>2</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
Introduces the new version of the visual organizer software, Kidspiration, and how to integrate its features into instruction. The program has speech built-in. Limited to 20 participants. NOTE: Schools must provide software.

**OBJECTIVES**
Upon completion of this workshop, the participants will be able to effectively use the Kidspiration software with students in their classroom.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Teachers must implement a strategy that was learned during the workshop, and report back to the facilitator about the implementation.

**POSSIBLE MODIFICATIONS:** None

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>NIMAS and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Julie Tourney, 469-5427, <a href="mailto:jtourney1@escambia.k12.fl.us">jtourney1@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>2</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
This workshop teaches the history and laws underpinning NIMAS (National Instructional Materials Accessibility Standards), with instruction on who qualifies for NIMAS services. It will also provide information on how to request and use NIMAS materials.

**OBJECTIVES**
Upon completion of the workshop, participants will be able to request and use NIMAS materials appropriately.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
None. Training is provided to districts as an awareness and resource to help guide them in the NIMAS process.

**POSSIBLE MODIFICATIONS:** Can be combined with AIM for a more general training.
### Title of Training: Now You're Talking! Using IntelliTools Classroom Suite v.4
**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 6

**DESCRIPTION**
This workshop is designed to introduce IntelliTools Classroom Suite and IntelliKeys. **NOTE:** Schools must provide software.

**OBJECTIVES**
Upon completion of the workshop, participants will be able to:
- Enter a class and student names into Classroom Suite; Use Classroom Suite to create learning activities for students to use
- Use Classroom Suite templates to adapt learning activities for students to use; Use Classroom Suite with the IntelliKeys alternate keyboard and switches for accessibility; Integrate the use of Classroom Suite into current instruction

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Participants will submit written plans to use the software in their classroom.

**POSSIBLE MODIFICATIONS:** Three sessions, 2-hrs each.

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### Title of Training: Simon SIO, Stage 1 and Stage 2
**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 1

**DESCRIPTION**
This workshop is designed to introduce teachers to Simon SIO (Sounds It Out) software. **Simon SIO** is a multi-level phonics instruction program for student ability levels of K-2 and appropriate for grades K-8. Schools must provide software.

**OBJECTIVES**
Upon completion of the workshop, participants will be able to:
- Enter student names and assign appropriate level and/or accommodations
- Access student data reports
- Use demo mode to view levels and activities

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Teachers will submit a printed student data report showing progress with the software.

**POSSIBLE MODIFICATIONS:** None

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### Title of Training: Start to Finish Core Content
**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 2

**DESCRIPTION**
Provides leveled expository reading materials for struggling readers in social studies and science. Ideal for differentiating instruction and supplementing regular curriculum. Also provides multiple means of access including printed/digital text with audio. This workshop familiarizes teachers with Start to Finish Core Content for classroom integration. Materials are appropriate for students in gr. 5-12, reading at grades 2-5.

**OBJECTIVES**
Upon completion of the workshop, participants will be able to:
- Sign in as a reader and add additional student names
- Open computer book and use basic controls to navigate the pages
- Open Teacher Central and modify student settings
- Use Read Out Loud to support reading
- Integrate use of the materials during classroom instruction

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Teachers will submit a plan for using Start to Finish Literacy Starters in the classroom.

**POSSIBLE MODIFICATIONS:** None

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### Title of Training: Start to Finish Literacy Starters
**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 2

**DESCRIPTION**
Provides appropriately leveled reading materials for students with multiple disabilities; beginning readers have meaningful reading experiences that increase motivation and skill. Includes multiple means of access, i.e., printed/digital text with audio. This workshop will familiarize teachers with Start to Finish Literacy Starters for classroom implementation. Materials appropriate for gr. 3-12 with ability levels of PK to first grade.

**OBJECTIVES**
Upon completion of the workshop, participants will be able to:
- Open computer book and use basic controls to navigate the pages; Integrate use of the materials during classroom instruction

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Teachers submit evidence of Start to Finish Literacy Starters use in the classroom.

**POSSIBLE MODIFICATIONS:** None

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### Title of Training: Technology for Student Success, a PDA Online Course
**Trainer:** Julie Tourney, 469-5427, jtourney1@escambia.k12.fl.us  
**Number of Training Hours Required:** 15

**DESCRIPTION**
This workshop is designed to introduce teachers to assistive and adaptive technology at all levels, including general education use.

**OBJECTIVES**
Upon completion of the workshop, participants will be able to:
- Identify the components of assistive and instructional technology, Universal Design for Learning, accessible instructional materials.
- Use these components to support students in your classroom.

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Participants complete reflections and submit papers graded against a state rubric.

**POSSIBLE MODIFICATIONS:** Can be taught “live” over several sessions.
<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>Technology for Student Success: Assistive Technology, a PDA Online Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Julie Tourney, 469-5427, <a href="mailto:jtourney1@escambia.k12.fl.us">jtourney1@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>15</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
This workshop is designed to introduce teachers to assistive and adaptive technology at all levels, including general education use.

**OBJECTIVES**
Upon completion of the workshop, participants will be able to:
- Identify the components of assistive and instructional technology most applicable to visual, auditory, physical, communication, intellectual and cognitive processing disabilities

**REQUIRED DATA COLLECTION AND FOLLOW-UP:** Participants complete reflections and submit papers graded against a state rubric.

**POSSIBLE MODIFICATIONS:** Can be taught “live” over several sessions.

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>Using Draft:Builder to Support Struggling Writers in Grade 3 and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Julie Tourney, 469-5427, <a href="mailto:jtourney1@escambia.k12.fl.us">jtourney1@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>2</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
This workshop is designed to introduce teachers to Draft:Builder software. NOTE: Schools must provide software.

**OBJECTIVES**
Upon completion of the workshop, participants will be able to:
- Create an original outline and move topics within it; add notes to an outline
- Write a first draft from the outline and notes
- Use a Draft:Builder template for a specific writing purpose
- Use a Bibliography Tool to create a bibliography
- Integrate the use of Draft:Builder into current writing instruction

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Participants complete a reflection of plans to integrate software, to receive inservice points.

**POSSIBLE MODIFICATIONS:** Can be combined with Co-Writer, Write:OutLoud and Read:OutLoud.

## TRANSITION

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>Effective Transition Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Tammy Kunze, 469-5545, <a href="mailto:tkunze@escambia.k12.fl.us">tkunze@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>1</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
An overview of various websites, curricula, and resources are available for use as transition assessments. During this workshop, the importance of using a variety of resources when writing a Transition IEP and learning how to access the resources will be discussed.

**OBJECTIVES**
Upon completion of this workshop, participants will be able to identify and use various resources in order to effectively use available transition assessments.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Results of a transition assessment and teacher feedback.

**POSSIBLE MODIFICATIONS:** None

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>Standing Up for Me!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer:</td>
<td>Tammy Kunze, 469-5545, <a href="mailto:tkunze@escambia.k12.fl.us">tkunze@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>6</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
Appropriate for all grades; develops self-determination skills so ESE students are active participants in development/implementation of the IEP.

**OBJECTIVES**
Upon completion of the workshop, participants will be able to help their ESE students become more involved in the IEP process.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Participants are required to complete a written reflection and an electronic survey post training.

**POSSIBLE MODIFICATIONS:** None

<table>
<thead>
<tr>
<th>Title of Training:</th>
<th>Transition, a PDA Online Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact:</td>
<td>Lyn Harris, 469-5423, <a href="mailto:lharris@escambia.k12.fl.us">lharris@escambia.k12.fl.us</a></td>
</tr>
<tr>
<td>Number of Training Hours Required:</td>
<td>60</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
See objectives below; also, reference page 15. Three virtual face-to-face meetings are required as part of this course.

**OBJECTIVES**
Upon completion of this module, participants will be able to:
- Identify activities relevant to the four stages of career development: awareness, exploration, preparation, placement
- Identify the essential domains of transition planning for students with disabilities.
- Demonstrate transition planning skills using student/family preferences to develop desired post-school outcomes.
- Identify resources/strategies to assist student functioning in a variety of environments to which they will transition.

**REQUIRED DATA COLLECTION AND FOLLOW-UP**
Participants will be required to complete and submit all tasks that are assigned within each module.

**POSSIBLE MODIFICATIONS:** None
The FDLRS Academy concept is based in research that clearly specifies that school-wide, consistently applied practices trained and coached over extended time can lead to well-managed campuses and increased student achievement. Applications for a school to be considered as an Academy school are welcomed at any time; most often, schools request to become an Academy school in the Spring of each year in preparation for implementation the following Fall. The Academy is most appropriate for schools that are not ready to invest in becoming PBS schools; and also for PBS schools that are seeking to refine or re-energize a positive behavioral approach after completing PBS school-wide training. An overview of the Behavioral Academy follows:

**The Behavioral Leadership Teams Academy**

**The mission:**
To prepare building-level teams to lead school-wide initiatives for developing, implementing, and maintaining a positive and proactive behavioral curriculum.

**Why?**
When schools customize their own behavioral curriculum that focuses on teaching responsible behavior and views misbehavior as a learning opportunity, punitive measures are diminished or eliminated. Schools can make a difference when they share the responsibility, along with parents and community resource personnel, for meeting the social and emotional needs of all students.

**Training Goals:**
The focus is on the development of an inclusive disciplinary policy which includes foundations in the following areas:

- **Instruction** - teaching students how to be successful and behave responsibly in all school environments
- **Positive feedback** - providing feedback as students approximate desired behavior
- **Misbehavior as a teaching opportunity** - providing consistency of expectations when preventing and correcting misbehavior
- **Collaboration** - sharing responsibility for all students by the entire staff

Schools have elected to pursue a Behavioral Academy approach for a variety of reasons:

- **Increasing discipline referral rates**
- **Decreasing academic scores**
- **Concerns about merging student populations**
- **Desire for continuous improvement**

The Academy process is a three-year process that includes:

**YEAR ONE:**
Leadership Team training in *Fred Jones’ Tools for Teaching*, development of inclusive disciplinary policy, implementation of learning communities focusing on campus-wide management/discipline, finessing of data-collection plans.

**YEAR TWO:**
School-wide training in either CHAMPS (for elementary/middle) or Discipline in the Secondary Classroom (Middle/High), with a focus on individual classroom implementation with learning community support.

**YEAR THREE:**
Tailored to each individual school, based on the school’s School Improvement Plan.

**FDLRS Commitment**
Schools participating in this academy will receive:

- Materials for Behavior Leadership Teams
  - Tools for Teaching Book
  - Study Guide Handbook
  - Forms and Planning Sheets
- Two-day overview training of Tools for Teaching Classroom Management System
- Training on how to lead study groups
- Ten days of training during the school year
- Site-based follow-up and support by FDLRS trainers
- Consultation with leadership teams to facilitate development of campus-wide procedures & routines

**School Commitment**
Schools participating in the Behavioral Leadership Team Academy will:

- Make a three-year training commitment
- Attend all training days: ten days during the first year, five days during the second year, two days during the third year (ALL team members)
- **It is imperative that the principal attends all sessions**
- Allocate appropriate planning and meeting time for leadership teams
- Cover the cost of substitutes for teachers as necessary
- Provide materials for all teachers on the campus including the book, study guides, forms, and planning sheets

Throughout all years, FDLRS will work very closely with participating campuses, providing material and consultation support.

Questions? Call (850) 469-5423 or 1-888-445-9662.
Professional Learning Communities

What is a Professional Learning Community?

There are many different and varied Professional Learning Community (PLC) formats. PLCs can be large or small. They can operate very formally or more loosely. PLCs can be school-based, district-based, cross-district, or national, and can engage in a wide range of activities. Groups usually meet regularly over a significant period of time (weeks or months). However, PLCs are structured, they include participants who share the following beliefs and behaviors.1

- Caring deeply about learning.
- Feeling free to take risks.
- Challenging each other and raising the expectations of everyone.
- Respecting and valuing perspectives other than their own by seeking and valuing every member’s input.
- Seeking intentionally to do the work better.
- Aggressive in continually building capacity of each member to work smarter.

In addition to sharing these commonalities, successful PLCs share a common focus. Persons who should belong to the PLC are determined by the focus of the PLC2 (e.g., a group of science teachers implementing a new science program or to plan lessons based on a new science curriculum; a multi-grade group of teachers collaborating to define appropriate interventions for students.

The work of a PLC must be data-informed, standards-driven, and focused on instruction, equity, and results. The work of the professional learning community should expand the knowledge and skill of participants while encouraging innovation and excellence.3

References
3. Ibid.

Types of PLCs at FDLRS/Westgate Associate Center

Various PLCs have been, or are being, run by FDLRS. Many involve staff-only activities that the Center performs to ensure our work remains current and our staff abilities meet district needs. Some PLCs, however, are designed for classroom teacher/district staff participation. Additionally, all online PDA courses can be set up as PLCs.

PLCs currently open will be listed on the FDLRS/Westgate website under Training. Click on Educator Workshops and then scroll down the page to view all the professional development offerings. Those set up in a PLC format will have the words “Professional Learning Community” in the title of the event.

For More Info on PLCs
Please contact FDLRS at (850) 469-5423 or toll-free at 1-888-445-9662.
CHILD FIND

Finds that Special Child!

What Does Child Find Do?

- Provides free hearing, vision, developmental, speech, and language screenings to Pre-K aged children who are not enrolled in public school
- Provides assistance with paperwork and/or academic screenings for school-aged children who are enrolled in private school or home school
- Refers children to the appropriate resource in their local school district for assessment or follow-up (Pre-K children may be eligible for “walk-in” speech therapy or a developmental Pre-K program)
- Monitors children throughout the process

Who Does Child Find Help?

- Parents and guardians who have concerns about their child’s development
- Children who may have
  - developmental delays
  - speech and/or language delays
  - visual and/or hearing concerns
  - medical and/or physical concerns
  - social and/or emotional delays
  - academic concerns (private and homeschooled only)

Child Find

- sees the importance of early intervention for children with special needs
- wants to hear from you if you know a child who needs special help!

Contact Child Find

(850) 469-5423 or
1-888-445-9662
Early Childhood Web Resources

**BEESS Resource and Information Center**
The Clearinghouse is a resource center that provides parents and other Floridians with access materials about people with exceptionalities, ESE education, intervention/prevention services, student services, safe schools, behavior management, juvenile justice, parent-professional partnerships, and more!!  [www.fldoe.org/ese/clerhome.asp](http://www.fldoe.org/ese/clerhome.asp)

**Zero to Three**
The nation’s leading resource on the first three years of life. We are a non-profit charitable organization whose aim is to strengthen and support families, practitioners and communities to promote the healthy development of babies and toddlers.  [www.zerotothree.org](http://www.zerotothree.org)

**Teach More Love More**
The campaign not only alerts parents to the stark consequences of failing to prepare our children - all our children - for school and success in life, but also offers solutions for overcoming the challenges that all parents face.  [www.teachmorelovemore.com](http://www.teachmorelovemore.com)

**Success by 6**
The Legislative Link is published by the United Way of Florida, Inc.  [www.successby6-fl.org](http://www.successby6-fl.org)

**The Family Village**
This website contains valuable information for parents of individuals who have disabilities.  [www.familyvillage.wisc.edu](http://www.familyvillage.wisc.edu)

**Baby Parenting**
Learn about children’s emotional, intellectual and social development. Find growth charts, information on milestones, including your baby’s sight and hearing development. Also find brain research, potty training, teeth and teething resources.  [http://babyparenting.about.com](http://babyparenting.about.com)

**Florida’s Voluntary Pre-Kindergarten and Child Care Programs**
Escambia County’s Early Learning Coalition:  [http://elcescambia.org](http://elcescambia.org)
Okaloosa County’s Early Learning Coalition:  [http://www.owccs.org](http://www.owccs.org)
Santa Rosa County’s Early Learning Coalition:  [http://elcsantarosa.com](http://elcsantarosa.com)

**Technical Assistance Center on Social Emotional Intervention for Young Children**
This website contains information to assist families in handling children’s challenging behaviors.  [http://www.challengingbehavior.org/communities/families.htm](http://www.challengingbehavior.org/communities/families.htm)
ESE Parent Web Resources

**Assistive Technology and Universal Design Loan Library**
The premiere resource in Florida for information on Assistive and Adaptive Technology:  [www.at-udl.net](http://www.at-udl.net)

**Center for Autism and Related Disabilities--Florida State University**

**Center for Autism and Related Disabilities--University of Florida/Gainesville** *(with video links)*
UNF CARD serves Alachua, Bradford, Citrus, Columbia, Dixie, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Marion, Putnam, Suwannee, and Union Counties. View videos posted on UF CARD’s website that are helpful to parents exploring the use of visual schedules and seeking help with toilet training at [www.card.ufl.edu/](http://www.card.ufl.edu/). The site also connects to the Autism Speaks Video Glossary and the University of North Carolina M.I.N.D. project.

**Family Network on Disabilities of Florida**
FND of Florida provides access to disabilities resources and support for parents and professionals: [http://fndfl.org](http://http://fndfl.org)

**Just Read, Florida!**
Learn more about the Just Read, Florida! Initiative at [www.justreadflorida.com](http://www.justreadflorida.com)

**Online Tutorials for Parents:** Available at [www.fdlrswestgate.org](http://www.fdlrswestgate.org). Click “For Parents” and scroll to choose
- **Wonders of WORD** - provides an overview of the many features in Microsoft Word, or
- **Phonological Awareness for Parents** - provides an overview of phonological awareness.

**Parent Information Brochures**
Informative brochures on topics of interest for Parents are located on our website, [www.fdlrswestgate.org](http://www.fdlrswestgate.org). These brochures can be downloaded and printed: Contents of the IEP; How Parents Can Help; Independent Educational Evaluation; LRE: Placement and the Least Restrictive Environment; Steps in Problem Solving; The IEP: Individual Education Plan; and Uses of the IEP.

**Parents Make the Difference Newsletter**
FDLRS/Westgate maintains a subscription to the *Parents Make the Difference Newsletter*. A link to the current month’s edition and past editions are posted for access at [www.fdlrswestgate.org](http://www.fdlrswestgate.org).

**Special Olympics**
Learn more about the Special Olympics in Florida at [www.specialolympicsflorida.org](http://www.specialolympicsflorida.org)

**Teaching Resources for Florida ESE**
Here are some more resources for teachers of ESE students at [www.cpt.fsu.edu/ese](http://www.cpt.fsu.edu/ese)

**The ARC**
The Association for Retarded Citizens supports a huge Web site with links to many resources: [www.thearc.org](http://www.thearc.org)

**World Institute on Disabilities**
This site provides practical tips, general access guidelines, lists of resources, and inclusion success stories: [www.wid.org](http://www.wid.org)

**Universal Access Stations (UAS)**
The Florida Universal Access Project provides software, hardware, training and support for model universal access stations across the state. There are several Universal Access Stations at various locations throughout the FDLRS/Westgate region. More info at [www.fdlrswestgate.org](http://www.fdlrswestgate.org).
Gifted Parent Web Resources

FDLRS/Westgate Gifted Newsletter
As of December, 2012, FDLRS/Westgate develops a twice yearly newsletter specifically targeted to the needs of parents of students in gifted educational programs. A link to the current edition and past editions are posted for access at www.fdlrswestgate.org.

Florida Association for Gifted Children
The mission of FLAG is to support educationally appropriate programs for gifted students through exchanging information, promoting research, supporting constructive changes in all areas of gifted education, and cooperating with local and state organizations in reaching mutual goals and objectives in support of students who are gifted.
http://www.flagifted.org/

Florida Department of Education
Gifted Student Education section http://www.fldoe.org/bii/Gifted_Ed/

Florida Gifted Network
The mission of the Florida Gifted Network is to educate the public on the needs of gifted learners and to advocate effectively for issues that affect the rights of these exceptional students and the services they receive.
http://www.floridagiftednetwork.org/

GT World
An online support community for parents of gifted and talented children. http://gtworld.org/

Hoagie’s Gifted Education Page
Resources for parents and educators of gifted children, including articles and research, books, organizations, online support groups, and academic programs. This site is now included in ERIC, see ERIC Clearinghouse information below.

MENSA Gifted Youth
The Mensa Foundation has a strong commitment to supporting educational outreach and social stimulation for gifted young people everywhere. It can be tough to be the smartest kid in the room, and Mensa provides wholehearted understanding and support from the local level through the national level. http://www.us.mensa.org/learn/gifted-youth/

MENSA for Kids
Gifted children have long been important to American Mensa; one of the first two Special Interest Groups recognized in 1965 focused on their unique issues. American Mensa has more than 1,300 members under the age of 18 with the youngest being 3 years old. http://www.mensaforkids.org/

National Association for Gifted Children (NAGC)
An organization of parents, educators, other professionals and community leaders to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. http://www.nagc.org/

Supporting Emotional Needs of the Gifted (SENG)
Focusing primarily on the adults in the lives of gifted children, SENG provides information on identification, guidance, and effective ways to live and work with gifted individuals. http://www.sengifted.org/

The ERIC Clearinghouse on Disabilities and Gifted Education
Part of the National Library of Education (NLE), Office of Educational Research and Improvement (OERI), and the U.S. Department of Education, the Clearinghouse is the world’s largest source of education information; find information on a wide-variety of education topics such as gifted, social/emotional issues, and educational options. http://www.hoagiesgifted.org/eric/

World Council for Gifted and Talented Children
An organization that focuses attention on gifted and talented children and ensuring the realization of their valuable potential. http://www.world-gifted.org/
Services
Especially for Parents

FDLRS is pleased to host a variety of workshops designed for parents to assist their child’s school achievement. A wide range of programs are available/can be developed to meet the needs of parents of ESE and gifted students. An annual Needs Assessment is conducted with families of ESE and gifted students each year, beginning in January. A training/support calendar is developed based on those results and on school district requests.

All training currently available is advertised at www.fdlrswestgate.org in the “Training” section. Click on the “Parent Workshop” link; trainings listed will include a description and contact information for the person(s) providing/coordinating each event.

Consultation
A FDLRS staff member is available to help with any question or concern you may have. FDLRS/Westgate is a neutral, family-friendly place to go for help! If you have a question or concern regarding your child’s education, or for other training needs, please call us at (850) 469-5423 or 1-888-445-9662.

Exceptional Saturday!
Of special interest is Exceptional Saturday! Each school district served by FDLRS/Westgate hosts an Exceptional Saturday event each year, as follows:

February: Okaloosa County    March: Santa Rosa County    April: Escambia County

At each of these events, families with exceptional education children attending public, private or home schools in that county are invited to bring their children and friends to an event designed for fun and fellowship. While children enjoy crafts and fun activities, various community agencies with services appropriate to the needs of ESE children are present to talk with families about their services and how those services can be accessed.

Newsletters
FDLRS/Westgate subscribes to Parents Make the Difference, in both English and Spanish, at the early childhood, elementary, middle, and high school levels. The Parent Page is locally developed, highlighting upcoming training, library resources and announcements of interest to parents of ESE students. The Transition Times also locally developed, is for families of ESE middle and high school students. Beginning December, 2012, a newsletter specific to parents of gifted students will debut. While all newsletters are accessed electronically at www.fdlrswestgate.org, The Transition Times and Gifted News Now are mailed to homes twice per year.

Technology: FDLRS is now Using Twitter and Facebook!
Do you Twitter? If so, we have a tweet for you! FDLRS/Westgate tweets weekly, on various topics of interest to families. To join us on Twitter, @fdlrswestgate. To “like” us on Facebook, and ensure you receive our updates in your newsfeed, search for FDLRS/Westgate and click “Like”!

Transition Importance
While all of a child’s education is important, many parents express a need for help in navigating the waters after high school. An event that parents of secondary students will want to attend each year is:

Life After High School: What Parents Need to Know

This event is advertised on the FDLRS/Westgate website. Click on the “Training” link and then click on the “Parent Workshop” link; all trainings listed will include a description and contact information for the person(s) providing/coordinating each event.
TECHNOLOGY

An Instructional Technology Specialist is available to provide technology services in all three school districts of the FDLRS/Westgate region. This includes conducting training, supporting the Local Assistive Technology Specialists (LATS), and providing device training, troubleshooting, and follow-up to students, parents, and teachers in the area of assistive and instructional technology.

WHAT IS ASSISTIVE TECHNOLOGY?

"The term assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve functional capabilities of children with disabilities." (20 U.S.C. §1401(a)(25)).

An assistive technology device can be simple or complex. Assistive technology devices include velcro, adaptive clothing and toys, seating systems, powered mobility systems, augmentative communication devices, special switches, and thousands of other commercially available or adaptive items. Common examples of assistive technology devices used in the classroom include computer hardware, software, and adaptations; augmentative and alternative communication systems, assistive listening systems, and classroom modifications, such as environmental controls and adaptive seating/positioning devices. These equipment solutions can improve a student’s ability to learn and interact with teachers, family members, and friends.

Regular training activities are conducted at the center and at other sites in the Escambia, Santa Rosa, and Okaloosa school districts. Training topics include the use of technology to support literacy instruction for struggling readers, improve writing skills, introduce the concept of Universal Design for Learning, and to provide assistive technology support for exceptional education students who are included in general education classrooms.

Located at the FDLRS Westgate Associate center, there is a variety of computer equipment which teachers and parents can preview as well as appropriate software to support exceptional education students. There are several examples of adaptive computer input and output devices for demonstration. A variety of augmentative communication devices and light-tech solutions for demonstration are also available, including samples of switches and interfaces to adapt battery-operated toys, devices, or computers for use with students with severe physical impairments. These items can be demonstrated throughout the region by request.

Questions? Need Assistance? Call Julie Tourney, FDLRS Instructional Technology Specialist, 469-5427 or 1-888-445-9662, jtourney1@escambia.k12.fl.us

LATS SPECIALISTS

Local Assistive Technology Specialists (LATS) are located in each district and provide specific support to students and teachers in the area of assistive technology. LATS also evaluate and assess students for appropriate software and equipment. As part of the evaluation and assessment process, LATS are able to check out assistive technology equipment on a temporary basis for trial from the FDLRS Technology State Loan Library. For more information about LATS, please contact the following Assistive Technology Specialist in your district:

**Escambia:** Lisa Gengler, lgengler@escambia.k12.fl.us, or Pam Levan, 850-429-2620, plevan@escambia.k12.fl.us

**Santa Rosa:** Gary Mitchell, 850-983-5590, mitchellg@mail.santarosa.k12.fl.us

**Okaloosa:** Cathy McKnight, 850-833-4130, mcknightc@mail.okaloosa.k12.fl.us
FDLRS/Westgate is proud to announce this new service for all customers in our region. No longer will you need to come to the center to know what is in our library; you can see it all online, AND you can make arrangements via email, voicemail or fax, for the materials to be sent to you!

Use these directions to access the online site. It’s very easy! If you have questions, we are only a phone call away, (850) 469-5423 or 1-888-445-9662.

Steps to using the Library Database:

**STEP ONE**
Enter www.fdlrswestgate.org in your web browser. Scroll down and click on “Click here for Library Database - Sagebrush InfoCenter”.

The page that appears will look like this example.

**STEP TWO**
Enter a search term, for example, autism, in the Quick Search box. Now click on “Browse”. You will be taken to an alphabetical listing of keywords. Each keyword has a number in parentheses beside it. That number indicates the number of items in our collection with that keyword. Occasionally, as in this example, more than one keyword term exists relating to your search.

In this example, click on “Autism”. You will be back at the “Quick Search, Enter a Word or Phrase” page, with the word “autism” in the search box. Then click “Search”, and a list of those titles will appear.
CREATING “MY LIST”

To add items to your personal library list, click “Add” to the far right of the title you want to place on your list. You can add as many items to “My List” as you wish during your internet session.

To conduct other searches using other keywords titles, authors or subjects, click “Quick Search” at any time during your session, enter your new search term, and follow the same procedures for adding titles to your list. Your list will exist until you exit the system. Be sure to save your list on your computer or print it, as the system will not save your list for future use. If the page expires, immediately click on the browser back button and then on “My Lists” to retrieve your list.

You may click on the blue “My List” tab at any time to see all items you have added to your current list.

OF NOTE

The Quick Search feature is the only feature that is operational on the system. You will notice that there are functions that are not operational; i.e., Reading Program Search, and Other Libraries. We do not subscribe to these features since we are not a school or university setting. The purpose of this program is to provide patrons with electronic access to our card catalog.

Once you have located item(s) to check out, please follow the checkout procedure explained on the next page. There is a limit of three (3) items per person, for a checkout period of three (3) weeks. Items can be renewed if another patron has not placed a “hold” request for that item.
The Resource Guide to Special Services

is now online!

The Resource Guide to Special Services is available in print form, and can be accessed (and also printed) on the FDLRS/Westgate website: www.fdlrswestgate.org. This guide, written by FDLRS staff and updated twice annually, contains information on services appropriate to ESE students in the community, throughout Escambia, Santa Rosa and Okaloosa counties. Copies may also be requested.

DISTRICT EXCEPTIONAL EDUCATION INFORMATION

The School District of Escambia County, Fiscal Agent

ESE Contact Information

Mrs. Teri Szafran, ESE Director
The School District of Escambia County
J. E. Hall Center
30 East Texar Drive
Pensacola, FL 32503
(850) 469-5518
tszafran@escambia.k12.fl.us
Program Coordinator, Mrs. Sondra Hill, 469-5518
shill@escambia.k12.fl.us

Assistive Technology, Lisa Gengler, 439-2620
Autism Spectrum Disorder, Elizabeth Barton, 469-5424
Deaf/Hard of Hearing, Speech and Language Impaired, Dr. Lisa Ard, 469-5532
Emotional/Behavioral Disorders, Jobenna Sellers, 469-5523
Gifted, Willis Henderson, 469-5359
Hospital-Homebound, Susan Cole, 469-5529
Intellectual Disabilities, John Bouchard, 469-5593
OJT, Melinda Poe, 469-5557
Physically Impaired, OT/PT, Dr. Cheryl Guilbeau, 469-5534
Pre-Kindergarten ESE, Tashieba Sheppard, 469-5561
Specific Learning Disability, Susan Cole, 469-5529

The School District of Okaloosa County

ESE Contact Information

Mrs. Melody Sommer, ESE Program Director
The School District of Okaloosa County
Bay Area Office
120 Lowrey Place, S. W.
Fort Walton Beach, FL 32548
(850) 833-3164
sommerm@mail.okaloosa.k12.fl.us

District Staffing Specialist
Patricia Dombrowski, 833-3164
District Staffing Specialist
Penny McLean, 833-3164

Mrs. Linda Novota, ESE Director
The School District of Santa Rosa
Berryhill Administrative Complex
6751 Berryhill Road
Milton, FL 32570
(850) 983-5150
novotal@mail.santarosa.k12.fl.us

Program Coordinator, Mrs. Stephanie Lynch, 983-5154
lynchs@mail.santarosa.k12.fl.us

Autism Spectrum Disorder, Speech, Matrix, Bonnie Hammer, 983-5564
Prekindergarten ESE, Infant/Toddler Program, IDEA Part B to Part C Transition, Lisa Templeton, 983-5582
Gifted, Virtual Education/ESE, Glenn Rutland, 983-5563
Specific Learning Disabilities. Accommodations, 504 Plans, Parent Services, Debra Sims, 983-5152
Homebound, Extended School Year Program, Assistive Technology, OT/PT, OHI, OI, Gary Mitchell, 983-5590
Deaf and Hard of Hearing, DHH Interpreters, Audiology Clinic, Traumatic Brain Injury, Vision Impaired, Dual Sensory, Jackie Jones, 983-5579
MAP to the J. E. Hall Center

FDLRS, J. E. Hall Center
30 East Texar Drive
Pensacola, FL 32503
469-5423

“Not to scale”
MAP of the J. E. Hall Center

PLEASE NOTE: The J. E. Hall Center is a secured building. Non-Hall Center employees must enter the building at the Main Entrance* (see below) to secure a visitor’s badge.

CAUTION: This map does not include all the elements of the J E Hall Center.

Questions?
We are at 469-5423 or 1-888-445-9662. Call if you get lost, we'll talk you in!

Our address for your GPS system: 30 East Texar Drive
Pensacola, FL 32503
Staff Contact Information

Coordinator
*Lyn Harris lharris@escambia.k12.fl.us 469-5423
*Primary Parent and Gifted Contact

Child Find Specialists
Patti Beacham pbeacham@escambia.k12.fl.us 469-5425
Jan Young jyoung@escambia.k12.fl.us 469-5426
Linda Zubke lzubke@escambia.k12.fl.us 469-5447

Human Resource Development/Parent Specialists
Lynn Greene lgreene@escambia.k12.fl.us 469-5428
Tammy Kunze tkunze@escambia.k12.fl.us 469-5545

Technology Specialist
Julie Tourney jjourney1@escambia.k12.fl.us 469-5427

Support Staff
Jan Ireland jireland@escambia.k12.fl.us 469-5445
Cathy Watts cwatts@escambia.k12.fl.us 469-5422

(850) 469-5423 or 1-888-445-9662
www.fdlrswestgate.org

“The Florida Diagnostic and Learning Resources System is funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B; IDEA Part B, Preschool; and State General Revenue funds.”