

6A-5.071 Professional Learning Catalogs.

(1) The purpose of this rule is to set forth the requirements for professional learning catalogs, formerly known as master inservice plans, pursuant to Section 1012.98, Florida Statutes (F.S.), by outlining the requirements for catalog components; setting submission, amendment, and review criteria; identifying the entities eligible to create a catalog; providing specifications for awarding inservice points; and prescribing record maintenance and data reporting requirements and providing a template for catalog submissions.

(2) Professional Learning Catalog Requirements. Pursuant to Section 1012.98(5)(b)5., F.S., all school districts shall maintain, as a corollary of their professional learning system, a catalog that outlines all professional learning opportunities, referred to as components, for all school district employees from all funding sources.

(a) For each component, the catalog shall include the following:

1. A title;
2. An identifying number assigned in accordance with the FDOE Information Database Requirements: Volume II – Automated Staff Information System pursuant to Section 1008.385(2), F.S., and Rule 6A-1.0014, F.A.C.;
3. The maximum number of inservice points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in subsection (6) of this rule;
4. A description of the specific objectives and activities to be completed; and,
5. The component evaluation criteria for determining the effectiveness of the professional learning in:
 - a. Addressing the specific objectives;
 - b. Increasing educator knowledge and skills;
 - c. Changing educator dispositions or practice in the educational setting; and,
 - d. Improving student outcomes.

(b) For each component for which inservice points will be awarded, the catalog shall also include a description of any follow-up activities that will be required and support that will be provided to ensure successful completion of the component.

(c) Each school district and each other entity with a professional learning system must provide confirmation that the catalog components satisfy professional learning requirements outlined in the Professional Learning Catalog Template, Form PLCT-[20262024](#).

(d) Each school district and each other entity with a professional learning system must provide at least one autism-specific professional learning opportunity annually pursuant to Section 1012.98, F.S.

(3) Submission, Amendment, and Review Criteria by School Districts.

(a) By September 1 of each year, the school district shall update the catalog, based on the results of the review conducted pursuant to paragraph (3)(d) of this rule, and the district school board shall approve the catalog pursuant to the criteria and procedures in subsections (2) and (3) of this rule.

(b) By October 1 of each year, the school district shall submit a letter to the Commissioner verifying that the district school board has approved the catalog and the catalog meets the criteria in subsection (2) of this rule.

(c) A component developed or modified after the annual approval of the catalog shall be approved as an amendment by the district school board and meet the criteria in subsection (2) of this rule.

(d) Annually, the school district shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

(4) Alternative Preparation Programs. The approval of program plans for add-on certification programs by the Department of Education pursuant to Section 1012.575, F.S., shall be for a period of five (5) years. Components associated with the approved programs shall remain in the professional learning catalog throughout the approval period.

(5) Approval by the Department. A developmental research school operated under the control of the State University System; an eligible state educational agency; an organization of private schools or consortium of charter schools that meets criteria specified in Section 1012.98(7), F.S.; or a public or private college or university with a teacher preparation program approved pursuant to Section 1004.04, F.S., may develop a professional learning system and catalog.

(a) The catalog shall be developed meeting the criteria outlined in subsection (2) of this rule and submitted to the department for initial approval by the Department, based upon the requirements outlined in subsection (2) of this rule and the requirements of Section 1012.98(5)(b)5., F.S.

(b) After initial approval of a catalog, continued approval shall be in accordance with the criteria and procedures outlined in

subsections (2) and (3) of this rule, and the requirements for reporting and data maintenance as required in subsection (7) of this rule and the requirements of Section 1012.98(5)(b)5., F.S.

(c) For other eligible entities with an approved professional learning system and catalog, references to district school boards in this rule shall mean the governing authority or board of an eligible development research school, state educational agency, organization of private schools, consortium of charter schools, or public or private college or university.

(6) Awarding of Inservice Points.

(a) One (1) clock hour of participation shall equal one (1) inservice point, or as specified by the professional learning catalog based on competencies demonstrated, for successful completion of a component.

(b) One (1) semester hour of college credit shall equal twenty (20) inservice points.

(c) Inservice points may be awarded for components that focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, instructional leadership, effective school management, and school safety.

(d) Inservice points for any mandatory component not linked to student learning or professional growth may only be awarded to an educator holding a Florida Professional Certificate with a coverage area classified as “academic” or “degreed career and technical” once during their certificate’s five-year validity period, pursuant to Section 1012.585(3)(h), F.S. Components linked to student learning or professional growth are defined as those that support increased student academic achievement, enhanced classroom instructional strategies that promote rigor and relevance throughout the curriculum, and the preparedness of students for continuing education and the workforce.

(7) Record Maintenance and Data Reporting Requirements. Professional learning catalog records shall be maintained and data shall be reported as follows:

(a) Information shall be maintained for each component to include the following:

1. Dates the component was delivered;
2. Names of component leaders;
3. Names of participants and performance records;
4. Evaluation of the component; and,
5. Criteria for successful completion.

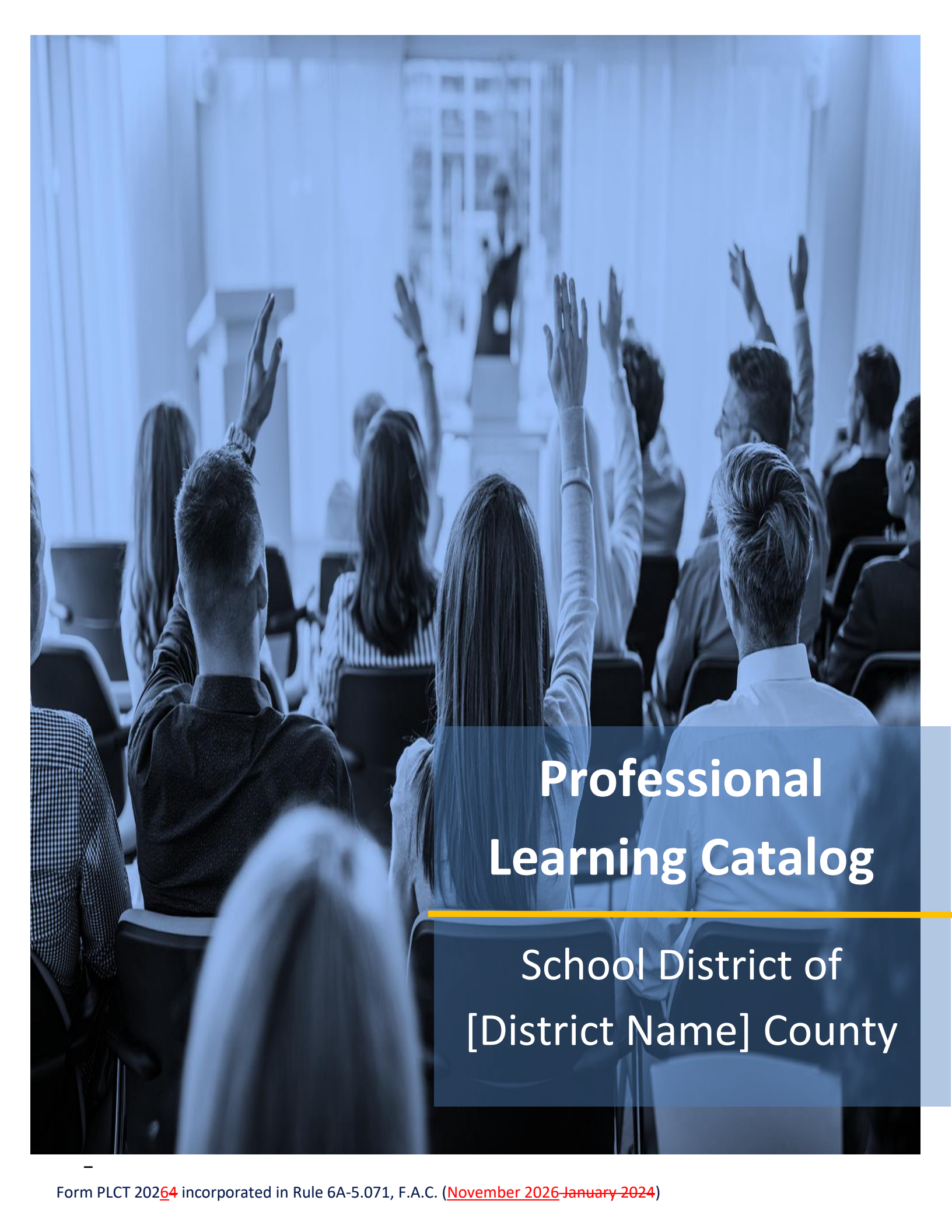
(b) Information shall be maintained for each component participant to include the following:

1. Title and number of the component;
2. Dates of participation;
3. Satisfactory or unsatisfactory completion; and,
4. Number of inservice points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator’s certificate(s), if applicable. All requirements for renewal of a Professional Certificate on the basis of completion of inservice points pursuant to Section 1012.585, F.S., and Rule 6A-4.0051, F.A.C., shall be met.

(c) Each school district shall report data information for all approved professional learning components as required by the FDOE Information Database Requirements: Volume II – Automated Staff Information System pursuant to Section 1008.385(2), F.S., and Rule 6A-1.0014, F.A.C. Other eligible entities as defined in subsection (5) of this rule with approved catalogs without automated data reporting capabilities shall report the required component data information using nonautomated equivalent means annually by October 1.

(8) Forms. The following form is hereby incorporated by reference: Professional Learning Catalog Template, Form PLCT-~~2026~~~~2024~~~~—(November 2026February 2024)~~ (Update with new template once approved <http://www.flrules.org/Gateway/reference.asp?No=Ref 16352>). Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

Rulemaking Authority 1001.02(1), (2)(n), 1012.98(8), 1012.56(13), 1012.986(3) FS. Law Implemented 1004.04, 1012.986, 1012.98, 1012.56, 1012.575 FS. History—New 11-25-75, Formerly 6A-5.72, Amended 4-10-79, 6-28-83, 7-15-84, 12-26-85, Formerly 6A-5.71, Amended 8-28-95, 7-2-98, 5-2-10, 11-28-18, 5-3-22, 2-20-24.



Professional Learning Catalog

School District of
[District Name] County

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I. Professional Learning Catalog Overview

A. Overview of Professional Learning Catalog

Please provide a brief description of the district’s catalog. Include the district’s process for selecting components, collaborations with stakeholders (teachers; teacher-educators; business and community representatives; and local education foundations, consortia and professional organizations) and goals for professional learning.

B. Middle Grades Instructional Personnel and School Administrator Training

Please provide a brief description of the training middle grade instructional personnel and school administrators receive on the district’s code of student conduct.

C. Integrated Digital Instruction and Competency-based Instruction

Please briefly describe the training on integrated digital instruction and competency-based instruction provided by the district. In this description, be sure to include information on the Florida Career and Professional Education Act (CAPE), CAPE Digital Tool certificates and CAPE industry certification.

D. Classroom Management

Please provide a brief description of the training provided by the district on classroom management, student behavior and interactions.

E. Extended Learning Opportunities

Please provide a brief description of the training provided by the district on extended learning opportunities for students.

F. Instructional Leadership

Please provide a brief description of the training provided by the district on instructional leadership.

G. Autism-Specific Opportunity

Please provide a brief description of the autism-specific professional learning opportunity(ies) provided annually for instructional personnel and school-based administrators, including how it was designed with consultation with the district's assigned Center for Autism and Related Disabilities.

II. Professional Learning Catalog Requirements

Professional Learning Catalog Requirements

The following professional learning catalog requirements are established in sections (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Learning Act. By checking the appropriate box, the district provides assurance that its professional learning system meets each requirement. Districts should be prepared to provide evidence of these assurances upon request.

1. Principles of Individual Freedom

- ☐ Professional learning activities must be consistent with and foster the following principles of individual freedom set forth in s. 1003.42(3), F.S.:
- No person is inherently racist, sexist or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
 - No race is inherently superior to another race;

- No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability or sex;
- Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry;
- A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex;
- A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
- These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.

2. Professional Learning Criteria

☐ Pursuant to s. 1012.98(3)(a)-(j), F.S., Professional learning activities linked to student learning and professional growth for instructional and administrative staff must meet the following criteria:

- For instructional personnel, utilize materials aligned to the state's academic standards.
- For school administrators, utilize materials aligned to the state's educational leadership standards.
- Have clear, defined, and measurable outcomes for both individual inservice activities and multiple day sessions.
- Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.
- Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.
- Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- Create opportunities for collaboration.
- Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on instructional personnel and school administrator needs.
- Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.
- Provide sustained duration with follow up for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

3. Instructional Personnel and Instructional Strategies

☐ Pursuant to s. 1012.98(5)(b)11., F.S., training on instructional strategies to reading coaches, classroom teachers and school administrators must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.

☐ Pursuant to s. 1012.98(10), F.S., Contracted training for teaching foundational skills is be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but must not be used to teach word reading.

☐ Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent inservice points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

4. Third Party Entity Contracting Criteria

☐ Pursuant to s. 1012.98(10), F.S., if the school district board contracts with independent entities for professional learning services or inservice education, the school board assures the following:

- The district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met;
- The independent entity has at least 3 years of experience providing professional learning with demonstrative success in instructional or school administrator growth;
- The school district will verify, prior to contracting, that the independent entity's activities linked student growth or professional growth meet the criteria set forth in s. 1012.98(3)(a)-(j), F.S., and set forth in section 2 of this form; and
- Training by the independent entity on foundational skills utilizes the science of reading and does not employ the three-cueing strategy.

Components

Please duplicate this page for each offering in the professional learning catalog.

Component Title:

Component Number:

Inservice Points:

Description of Objectives and Activities to be Completed:

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes