



TALENT ACQUISITION AND OPERATIONS, INSTRUCTIONAL

- OUT-OF-FIELD
 - Guide for Teachers
 - Secondary Core Subjects

Topics

What Makes You Out-of-Field?

What Must You Do When Out-of-Field?

The Infield Rubric Option

What About Involuntary Assignments?



What Makes You Out-of-Field?

The Florida Course Code Directory

Florida Course Code Directory (CCD) <http://www.fldoe.org/articulation/CCD/>

All courses funded through the Florida Education Finance Program and courses for which students may earn credit toward high school graduation

Indicates acceptable certification(s) by course

CCD is separated by sections and includes general information and courses by grade levels



[2022-2023 Course Directory](#)

[2021-2022 Course Directory](#)

[2020-2021 Course Directory](#)

- [Section 1 – Narrative Section \(PDF\)](#)
- [Section 1 – Narrative Section \(Word\)](#)
- [Section 2 – Administrative, Curricular, Service Assignments Course Listing \(PDF\)](#)
- [Section 2 – Administrative, Curricular, Service Assignments Course Listing \(Word\)](#)
- [Section 3 – Grades PreK to 5 Education Course Listing \(PDF\)](#)
- [Section 3 – Grades PreK to 5 Education Course Listing \(Word\)](#)
- [Section 3 – Grades 6 to 8 Education Course Listing \(PDF\)](#)
- [Section 3 – Grades 6 to 8 Education Course Listing \(Word\)](#)
- [Section 3 – Grades 9 to 12 and Adult Education Course Listing \(PDF\)](#)
- [Section 3 – Grades 9 to 12 and Adult Education Course Listing \(Word\)](#)
- [Section 4 – Exceptional Student Education Course Listing \(PDF\)](#)
- [Section 4 – Exceptional Student Education Course Listing \(Word\)](#)
- [Section 5 – Career Technical Education Program and Course Listing \(PDF\)](#)
- [Section 5 – Career Technical Education Program and Course Listing \(Word\)](#)
- [Section 6 – Adult General Education Course Listing \(PDF\)](#)
- [Section 6 – Adult General Education Course Listing \(Word\)](#)



Example

2000805	Baccalaureate Biology 1 IB BIOLOGY 1	3/Y	DD	1.0	SCIENCE	@4	BIOLOGY	1
2000810	International Baccalaureate Biology 1 IB BIOLOGY 2	3/Y	DD	1.0	SCIENCE	@4	BIOLOGY	1
2000820	International Baccalaureate Biology 2 IB BIOLOGY 3	3/Y	DD	1.0	SCIENCE	@4	BIOLOGY	1
2000850	International Baccalaureate Biology 3 IB MYP BIOLOGY	3/Y	DD	1.0	MG GEN SCI	C	BIOLOGY	1
	International Baccalaureate Mid Yrs Prog Biology				SCIENCE	@4		

EARTH-SPACE SCIENCES

2001310	ERTH/SPA SCI Earth/Space Science	2/Y	EQ	1.0	SCIENCE	@4	PHYSICS	1
					CHEM	1	MG GEN SCI	C
					ERTH/SPA S	1		
2001320	ERTH/SPA SCI HON Earth/Space Science Honors	3/Y	EQ	1.0	SCIENCE	@4	ERTH/SPA S	1
					CHEM	1	MG GEN SCI	C
					PHYSICS	1		
2001330	METEOROLOGY HONORS Meteorology Honors	3/Y		1.0	CHEM	1	PHYSICS	1
					BIOLOGY	1	ERTH/SPA S	1
2001350	ASTRONOMY S/G Astronomy Solar/Galactic	2/Y		1.0	SCIENCE	@4	PHYSICS	1
					ERTH/SPA S	1	MG GEN SCI	C
2001810	IB ASTRONOMY 2 International Baccalaureate	3/Y	EQ	1.0	SCIENCE	@4	PHYSICS	1
	Astronomy 2				ERTH/SPA S	1	MG GEN SCI	C
2020910	ASTR S/G HON Astronomy Solar/Galactic Honors	3/Y	EQ	1.0	SCIENCE	@4	PHYSICS	1
					MG GEN SCI	C	ERTH/SPA S	1

ENVIRONMENTAL SCIENCE

2001340	ENV SCI Environmental Science	2/Y	EQ	1.0	SCIENCE	@4	BIOLOGY	1
					CHEM	1	ERTH/SPA S	1
					MG GEN SCI	C		



So.....What Does This All Mean?

- When you are assigned a course for which you do not hold appropriate certification

We compare required certification(s) for assignment against the current certification(s) you hold

Match = infield

No match = out-of-field



What Must You Do?

Training Requirements*

Complete two courses (six college credits) each year

OR

pass the subject area exam

OR

document infield status via rubric

***Yearly deadline is the end of April**



The Infield Rubric Option

Board Policy 4003.4 establishes the infield designation option for teachers out-of-field in specified subject areas.

Teachers may use the Infield Status Rubric to document experience in the subject area. A minimum of 100 points must be achieved with experience in the subject area and a classroom observation rating of effective or higher required. Additional points may be obtained in professional development (district in-service) and college coursework in the subject area. ***Do not fill in the points awarded on the rubric - when your rubric is received and evaluated, points will be notated on the form.***

<https://www.browardschools.com/Page/47852>

https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/12647/Infield_Status_Rubric_General_rev_fillable.pdf

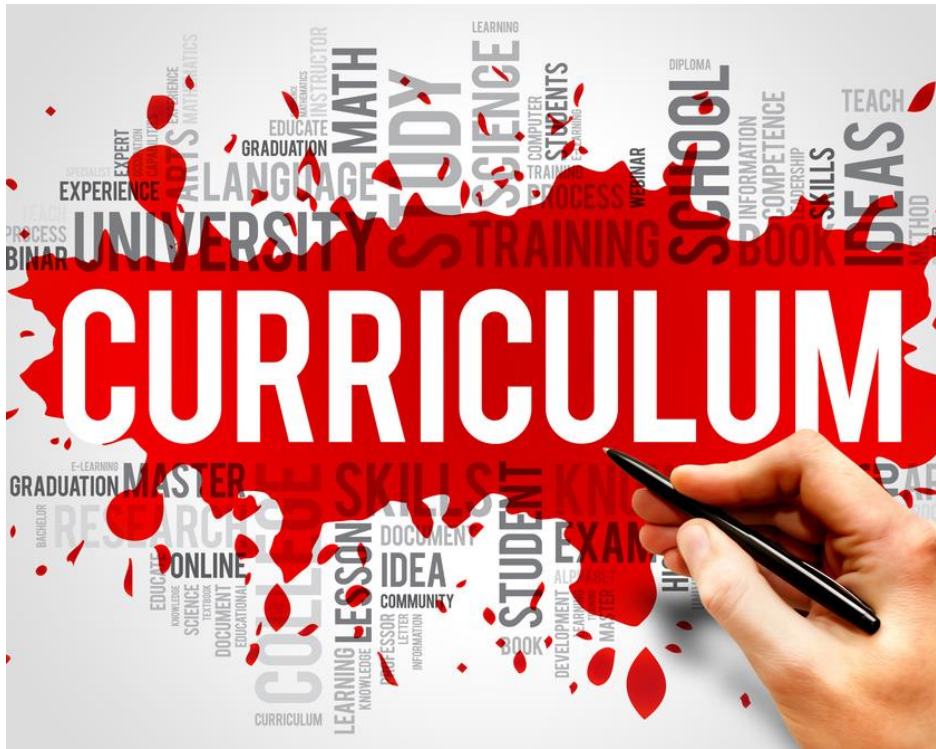


The Infield Rubric: English

David Shelley, ELA Curriculum Supervisor

david.shelley@browardschools.com





- Into Literature
 - Ed Platform
 - Writable
 - Into Literature Lesson Plans
 - Completed Unit
 - Includes assessments and end of unit tasks



Secondary English Language Arts: Summary of Lesson

- Lesson objective
- Standards alignment
- Text piece(s) utilized
- Pre-lesson work
- Instruction
- Modeling
- Assessment(s)



What Else Needs to Be Submitted?

- Examples of student work related to the lesson plan
- Evidence of feedback given to the student
- Any scaffolding that was used to assist students during the lesson



RECAP: WHAT TO SEND

(SCANNED AS PDF)



A brief summary of the lesson that lists: Lesson objective, Standards alignment, Text piece(s) utilized, Pre-lesson work, Instruction, Modeling, Assessment(s)



Full lesson plans that utilize Into Literature and/or Writable (*include grade level*)



Examples of student work that show constructive teacher feedback to the student



Contact Information

- David Shelley
- Curriculum Supervisor-
Secondary ELA
- 754-321-1857
- David.shelley@browardschools.com



The Infield Rubric: Social Science

Infield Rubric Lesson Plan Requirement

Nicole Marsala, Social Studies Instructional Specialist

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Expectations

- Submit 2 different lessons, utilizing different strategies
- Original lesson aligned to both the State Academic and BEST Standards
- Teacher materials- handouts, readings, pictures (if appropriate)
- Student samples- 2 separate students, that includes teacher feedback
 - Feedback contains information on what the student did well and what can be done to improve their learning.



Lesson Plan

- Title
- Inquiry Question
- Description of lesson, including if it is a piece of a larger unit
- Objectives: Students will, or Students will be able to...
- Materials/Resources- Include attachments and/or links
- Standards-
 - State Standards for your subject, number and description.
 - BEST Standards- applicable EE's and MTR's



Lesson Plan

- Vocabulary- Academic and Content
- Directions- Specific to the lesson and requirements for students, include how you plan to check for understanding during the lesson
- Scaffolding Strategies-Include strategies needed to scaffold up or down
- Student Work- attach copies of student work from 2 different students
- ESOL/ESE strategies and/or accommodations used
- Assessment- How will you assess that students mastered the content
- Reflection- What worked, what would you change, etc.



Need Assistance?

- Contact: Nicole Marsala: Nicole.Marsala@browardschools.com
- Contact the Specialist for your School:
 - Davien Jones- HS
 - Sonia Arteche- HS
 - Jasmine Medina- MS



The Infield Rubric: Science

Infield Rubric Lesson Plan Requirement

JP Keener, Curriculum Supervisor
JP.Keener@browardschools.com



Secondary Science – Infield Designation Checklist



Name: _____	
Personnel #: _____	
Science Certification Area to be Evaluated:	<input type="checkbox"/> Middle Grades Science (5-9) <input type="checkbox"/> Earth-Space Science 6-12 <input type="checkbox"/> Biology 6-12 <input type="checkbox"/> Chemistry 6-12 <input type="checkbox"/> Physics 6-12
SCIENCE INFIELD COMPETENCY CRITERIA	COMPETENCY CRITERIA DESCRIPTION
Lesson Plans	
Lesson Plans Requirements	<input type="checkbox"/> 2 Lesson Plans <input type="checkbox"/> From area being evaluated <input type="checkbox"/> Most recent year of teaching
Incorporated Student Inquiry	Incorporated activities involving scientific inquiry. Required <input type="checkbox"/> Posing questions that can be investigated through scientific methods <input type="checkbox"/> Justifying responses with evidence <input type="checkbox"/> Formulating explanations from the evidence <input type="checkbox"/> Connecting explanations to scientific knowledge/concepts <input type="checkbox"/> Communicating and defending explanations
Aligned to Florida Science Standards	Demonstrated that lessons taught the appropriate Florida Science Standard(s) – NGSSS <input type="checkbox"/> Identified the standard being taught including the verbiage of the standard(s) <input type="checkbox"/> Included any standards-aligned resources used to teach the standard(s).
Scaffolded Science Content	Demonstrated a learning progression that moved students to mastery of the standard(s) <input type="checkbox"/> Described the sequence of activities that students did as they worked towards mastering a science standard(s). <input type="checkbox"/> Generated a picture of the actual ideas/understanding of students at various points as the lesson progressed.
Utilized Formative Assessment	Demonstrated how student learning was monitored throughout the lesson <input type="checkbox"/> Identified activities/assignments that were used to check for student understanding throughout the lesson.
Evidence of Implementation	
Student Work Samples	<input type="checkbox"/> Provided the work of at least 3 different students <input type="checkbox"/> Work represented what the students knew at the start of the lesson, as the lesson progressed, and at the end of the lesson. <input type="checkbox"/> work samples included the feedback provided by the teacher.
Reflection	<input type="checkbox"/> one double-spaced page in length <input type="checkbox"/> detailed what worked, what didn't, and why <input type="checkbox"/> detailed changes to improve effectiveness of the lesson.



The Infield Rubric: Math

Lesson Planning Requirement



Ann-Marie Evans, Curriculum Supervisor, Secondary Mathematics

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TALENT ACQUISITION AND OPERATIONS, INSTRUCTIONAL

Secondary Mathematics Team

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Not sure who supports your school? Visit this link <https://bit.ly/3ps8jV5>



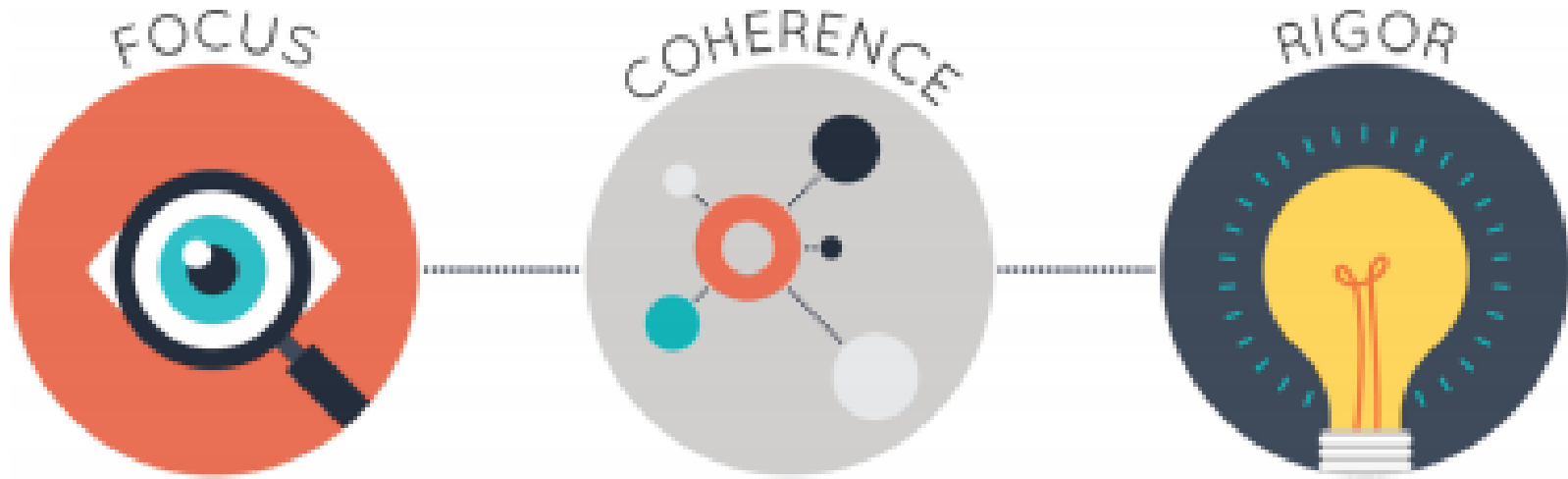
Secondary Mathematics Certification

Directions:

1. Create **TWO** original lesson plans. *Lessons taken from other sources will not be accepted.*
2. Lessons should:
 - a. Align to grade level standards
 - b. Connect to students' prior knowledge
 - c. Address common misconceptions
 - d. Identify problems or activities students will be asked to solve or engage with
 - e. Identify strategies and opportunities to check students' understanding
 - f. Identify opportunities for academic discourse (*peer-to-peer and student-to-teacher discourse*)
 - g. Identify resources and plans to reteach, remediate and enrich as needed
3. Attach copies of **TWO** student work samples with teacher feedback for each lesson. Student work must align with submitted lessons.
4. Complete a reflection to share what worked and what you would do differently if you implemented this lesson again.



Lesson Planning Phases for Mathematics



Does the lesson focus strongly on grade level standards?

Does the lesson connect to concepts and ideas within and across grade levels?

Does the lesson attend to conceptual understanding, procedural fluency or application?



Mathematics-Infield Designation Checklist



Mathematics – Infield Designation Checklist



Name: _____		Personnel #: _____	
Mathematics Certification Area to be		<input type="checkbox"/> Middle Grades Mathematics (5-9) <input type="checkbox"/> Mathematics 6-12	
Evaluated: _____			
MATHEMATICS INFIELD COMPETENCY CRITERIA		COMPETENCY CRITERIA DESCRIPTION	
<i>Lesson Plans</i>			
Lesson Plans Requirements	<input type="checkbox"/> 2 Lesson Plans <input type="checkbox"/> From area being evaluated <input type="checkbox"/> Most recent year of teaching		
Incorporated Student Engagement	Incorporated activities involving student engagement inquiry. Required <input type="checkbox"/> Posing questions that require students to make sense of the mathematics they are engaged in. <input type="checkbox"/> Justifying responses with evidence <input type="checkbox"/> Formulating explanations of errors and misconceptions <input type="checkbox"/> Connecting explanations to mathematical concepts and ideas. <input type="checkbox"/> Communicating and defending explanation of others		
Aligned to Florida Mathematics Standards	Demonstrated that lessons taught the appropriate Florida Mathematics Standard(s) – MAFS <input type="checkbox"/> Identified the standard being taught including the verbiage of the standard(s) <input type="checkbox"/> Included any standards-aligned resources used to teach the standard(s).		
Scaffolded Mathematics Content	Demonstrated a learning progression that moved students to mastery of the standard(s) <input type="checkbox"/> Described the sequence of activities that students did as they worked towards mastering a mathematics standard(s). <input type="checkbox"/> Generated a picture of the actual ideas/understanding of students at various points as the lesson progressed.		
Utilized Formative Assessment	Demonstrated how student learning was monitored throughout the lesson <input type="checkbox"/> Identified activities/assignments that were used to check for student understanding throughout the lesson.		
<i>Evidence of Implementation</i>			
Student Work Samples	<input type="checkbox"/> Provided the work of at least 3 different students <input type="checkbox"/> Work represented what the students knew at the start of the lesson, as the lesson progressed, and at the end of the lesson. <input type="checkbox"/> Work samples included the feedback provided by the teacher.		
Reflection	<input type="checkbox"/> one double-spaced page in length <input type="checkbox"/> detailed what worked, what didn't, and why <input type="checkbox"/> detailed changes to improve effectiveness of the lesson.		



Satisfying Training Requirements is Important Because...

- ✓ It ensures high quality instruction
- ✓ It ensures adherence to state mandates
- ✓ It avoids financial penalties

Important points (as required by the state):

- If you are assigned as oof you must be Board approved
- You are presented with and are requested to sign an OOF Agreement when newly identified as oof
- You are presented with an OOF Reminder each oof period thereafter after
- The parents of all your affected students must receive notification that you are oof
- You must complete the required training



What About Involuntary Assignments?

- Defined as an assignment that places you OOF, is for one school year only, and for which you do not agree to complete mandated OOF training.
- Cannot be used for ESOL.
- Must indicate when acknowledging the OOF Notification (selected when newly reported as out-of-field).
- You are not responsible for satisfying OOF training requirements for the involuntary assignment; however, this means you may not be placed OOF in any area (unless you are in compliance with the mandated training for the oof area).



General Reminder:

- Any indication of out-of-field is based on what your location (or a previous location you were employed at) assigned you.
- If you feel you were mis-identified as out-of-field, you must contact your location. Per Florida Statute 1012.42 and Florida Administrative Code
- 6A-1.0503, if you are assigned course(s) and/or a student population for which you are not appropriately certified you are required to be identified as out-of-field and required to complete training/obtain certification in the out-of-field subject area(s) regardless of the method you are providing instruction through (e.g. virtual or in-classroom) and regardless of whether you continue in the out-of-field assignment.



The School Board of Broward County, Florida

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