

Rescue and Community Water Safety

COMPONENT #: 1-011-309

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

The purpose of this component is to enable the participant to identify sources of hazards in the water environment and to develop specific skills in swimming and basic rescue techniques.

As a result of completion of this professional development activity, the participant will be able to apply the skills and techniques acquired during this in-service activity.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. List and discuss the five (5) major hazards associated with deep-water activities.
2. List and discuss five (5) procedures used to reduce the chance of drowning in deep-water environment.
3. Discuss and demonstrate in the water, intermediate swimming skills.
4. Discuss and demonstrate, in the water appropriate techniques of self-survival (including the use of personal flotation devices) in a deep-water environment.
5. Discuss and demonstrate, in the water appropriate techniques of rescue to be utilized with potential drowning victims.
6. Recognize the various characteristics between a swimmer, a distressed swimmer and an active drowning victim.
7. Discuss the techniques used to employ artificial respiration.
8. Demonstrate and review the techniques used to employ artificial respiration.
9. Discuss and demonstrate techniques of personal safety and self-rescue employed in the use of small craft.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participants will have a variety of experiences that will include, but are not limited to the following professional development criteria:
 - o Internet/Web based resources
 - o Discussion of evidence-based best practices
 - o Reflection
 - o Collaborative learning activities
 - o Review of current research
2. Participate in classroom discussions, lectures and demonstrations on hazards associated with deep water activities (SLO 1).
3. Identify practical applications of using research in the classroom (SLO 1-13).
4. Discuss how innovative strategies, techniques, and technological activities can be used to support specific instructional objectives (SLO 1 - 13).
5. Implement class lessons that incorporate a new strategy, technique, material, and technological activity into the participant’s classroom or specific job assignment.
6. Participate in instructor’s lecture on reducing the potential of drowning in deepwater activities (SLO 2).
7. Practice, in the water, intermediate swimming skills demonstrated by the instructor (SLO 3).
8. Practice, in the water, self-survival skills (including the proper use of personal flotation devices) demonstrated by the instructor (SLO 4).
9. Practice, near the water, rescue techniques demonstrated by the instructor that are appropriate for use in a variety of situations with potential drowning victims (SLO 5 & 6).
10. Role play the techniques of rescue applied to various drowning situations (SLO5).
11. Practice, using the resuscitation-mannequin, the procedures used in the administration of artificial respiration as demonstrated by the instructor (SLO 7-8).

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12. Practice, in the water, the techniques of personal safety and self-rescue employed in the use of a small craft as demonstrated by the instructor (SLO 9).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified new skills, techniques and strategies specific in the component objectives, and will also include reflective journals by participants.
2. Educator: Evidence will include classroom walk-throughs, lesson plans and implementation of class lessons, parent communication, surveys and participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of student achievement.

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