Instructional Strategies in Speech and Debate

COMPONENT #: 2-008-347   **POINTS TO BE EARNED:** 120 MPP

<mark>PART I – PLANNING</mark>

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

This component is designed to enable the participant to identify, research, examine, and implement the current instructional strategies, innovative teaching techniques, and recent trends in the area of speech and debate.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her instructional practice the principles presented in this workshop.

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)

☐ Learning Communities   X Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   ☐ Assessment
X The Learning Environment   X Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation   ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   ☐ PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement   X PS 8 – Learning Environment
☐ 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.

X Educator knowledge/skill (content)   X Student learning
☐ Educator (professional growth)   ☐ 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. Identify and describe innovative strategies, techniques, and/or materials appropriate for implementation or utilization in a specific instructional assignment.
2. Identify innovative techniques, strategies, and/or materials, and describe in writing how each can be adapted to support specific instructional objectives.
3. Identify current research issues and developments in the field of instruction.
4. Identify and implement interdisciplinary instructional models
5. List practical applications of the research in the classroom including strategies that promote creative/critical thinking capabilities of students.
6. Develop skills in analyzing and assessing instructional materials.
7. Develop activities that integrate technology into the curriculum.
8. Develop activities that address the issues surrounding the diverse needs of learners.
9. Research and analyze alternative delivery systems such as distance learning and the use of interactive technology.
10. Examine equitable methods, techniques, and practices addressing the needs of all students.
11. Research, analyze, and implement the principles of continual quality improvement for professional growth.

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. Attend the instructor's lectures/presentations and participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1-11).
2. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives (SLO 1 - 11).
3. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 1-11).

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.

☐ 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.

☐ Provide educators with web-based resources and assistance to support implementation of

professional learning.

<div align="center">**PART IV – EVALUATION**</div>

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 (content): Participant will provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
2. Student learning: Will include evidence of implementation through documented impact on 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.

☐ Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

☐ 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 professional learning.

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