

Physical Education/Sports - Physical & Sensory Disabilities

COMPONENT #: 2-011-344

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

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

This component is designed to enable the participant to identify and define the various types of orthopedic neurological and sensory disorders commonly associated with sports and physical education classes for the physically handicapped and to develop techniques of instruction (including wheelchair skills) to facilitate the teaching of physical education to physically disabled students in either self-contained classes or in classes with their non-disabled peers.

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.

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X Educator knowledge/skill (content)

X Student learning

X Educator (professional growth)

Organizational support and change

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 definitions of at least five (5) different orthopedic or neurological disorders common to students.
2. List and discuss the definitions of the major subcategories of cerebral palsy and muscular dystrophy.
3. Describe the characteristics of the subcategories for cerebral palsy and muscular dystrophy.
4. List and discuss the basic techniques of wheelchair control.
5. Identify and describe two (2) sports that have been specifically modified to allow participation by physically impaired students.
6. Describe and discuss methods that would allow the physically impaired to practice both one (1) team and one (1) individual sport with non-disabled persons.
7. Describe the role of physical activity in affecting positive behavior changes among students with sensory impairments.
8. Describe procedures to be employed in developing cooperative arrangements with professional and community organizations to include students with sensory disabilities in physical activity programs.
9. Describe the social and psychological values derived by students with sensory disabilities by inclusion in physical activity programs with peers having no identified disabilities
10. Demonstrate appropriate techniques employed to assist students with visual disabilities and hearing impairments to participate safely in physical activity.

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. Participate in lessons and discussions on orthopedic and neurological disorders (SLO 1-6).
2. Participate in lessons and discussions on subgroups of major types of physical impairments (SLO 4).
3. Prepare lesson plans designed to provide appropriate physical activity programs to students with physical impairments. Lesson plans will be prepared for students in a self-contained class, as well as a general physical education class. (SLO 5-6).
4. 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
5. Participant will teach a lesson to a class of physically impaired students using appropriate techniques/methods within a physical education setting.

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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.

Date Approved: 5/20/2014

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Department: Physical Education & Health Literacy

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