Geography

COMPONENT #: 2-016-367   **POINTS TO BE EARNED:** 120MPP

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

This component is designed to enable the participant to gain an understanding of physical and cultural geographic concepts that are essential in promoting an understanding and appreciation for the study of geography.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction 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   ☐ Learning Designs
☐ Leadership   X Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   X Assessment
X The Learning Environment   ☐ 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   X Leadership Development
X Instructional Plan Implementation ☐ School Management
X Faculty Development   ☐ Communication
X Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement   X PS 8 – Learning Environment
X 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. Demonstrate an understanding of how to use various types of maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. Demonstrate an understanding of the special organization of people, places, and environments on the Earth's surface.
3. Understand the physical and human characteristics of places to determine how people create regions to interpret the Earth's complexity.
4. Understand how culture and experience influence people's perceptions of places and regions.
5. Demonstrate an understanding of how physical processes shape the patterns of the Earth's surface and understand the characteristics and special distribution of ecosystems on the Earth's surface.
6. Understand the characteristics, distributions, and migration of human populations on the Earth's surface and understand the concept and implications of cultural diffusion.
7. Understand the concepts of economic interdependence between societies.
8. Identify how cooperation and conflict among people influence the division and control of the Earth's surface.
9. Understand the importance of equitable and conservative use of the Earth's resources.
10. Understand how to apply geography to interpret the past, present, and potential changes for the future.
11. Identify and demonstrate an understanding of instructional strategies and critical-thinking skills for effective instruction in geography education.
12. Utilize effective pedagogical strategies that encourage the use of geographic knowledge in everyday life and address the needs of diverse learners.
13. Demonstrate the use of new and emerging technology for innovative classroom instruction of geography.

<mark>**PART II – LEARNING**</mark>

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 lectures and discussions on the major terms, concepts, processes, and content for use in the study of geography (SLO 1-6).
2. Attend lectures and seminars by university professors and/or other experts in the field of geography that promote knowledge, skills, and competence in the field of geography (SLO 1-10).
3. Examine and critique resources that can be used to develop geographic understanding (SLO 1-10).
4. Participate in a geography competition simulation in order to prepare students to participate in local, state, and/or national geographic competitions. (SLO 11-13)
5. Participate in hands-on training on the use of new and emerging technology and its application to the study of geography (SLO 11-13).
6. Review, examine, and critique various instructional materials for use in the study of geography (SLO 1-13).

7. Utilize various types of maps and globes that facilitate innovating instruction of geographic concepts (SLO 1-6).
8. Participate in academic travel to local, state, and national places of historical and cultural importance to the study of geography (SLO 1-4).
9. Participate in District academic competitions, such as but not limited to, "Geography Bee" (SLO 11-13).
10. Participate actively in hands-on technology use, to include but not limited to hand-held devices, phones, and or tablets (SLO 11-13).
11. Participate actively in group discussions demonstrating knowledge of data collection and analysis that can be used to improve classroom instruction, and increase student learning (SLO 1-13).
12. Participate actively in sessions to critique and examine Geography Benchmarks and standards to encourage mastery in student Geographical content knowledge (SLO 1-13).

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: Evidence will include collaborative planning and development of 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: Evidence will include student work, pre and post assessments, data collections and analysis of standardized assessment i.e. interim, EOC results, AP examinations, surveys) verifying that the content impacted 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,

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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 professional learning.

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