

Behavioral Sciences

COMPONENT #: 2-016-371

POINTS TO BE EARNED: 120MPP

PART I – PLANNING

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

This component is designed to enable the participant to gain an understanding of the concepts, trends, current research and objectives of the behavioral sciences; e.g., sociology and psychology, and its application for instruction.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction, the objectives and learning outcomes 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)

- | | |
|---|--|
| <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 type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input checked="" type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input 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 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 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. Understand and appreciate the various theories or orientations which psychologists have developed to explain human behavior.
2. Understand how information is collected, organized, processed and recalled by the brain and used to build a database of knowledge in human beings.
3. Describe the stages of psychological development and recognize the relationship among physical, chronological and psychological development.
4. Recognize various forms of abnormal behavior, possible causes of those abnormal behaviors and modern therapies to modify abnormal behaviors.
5. Understand the characteristics of social groups, their interrelationships, interdependence and differences.
6. Define social structure and explain its significance.
7. Recognize how social needs may be met in social institutions.
8. Understand the interrelationship between values, norms and institutions, and their effects on society.
9. Identify ways people acquire beliefs, values and behavior patterns.
10. Recognize the existence of situations or conditions that are social problems and propose ways to address them.
11. Identify and demonstrate an understanding of research- based instructional strategies and critical-thinking skills for effective instruction in behavioral science education.
12. Demonstrate the use of new and emerging technology for innovative classroom instruction in behavioral sciences.

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 actively in discussions on the major terms, concepts, processes, and content for use in the behavioral sciences classroom (SLO 1-12).
2. Participate actively in group discussions, small group work, seminars, and simulations assigned by the instructor (SLO 1-12).
3. Participate in seminars facilitated by university professors and local and national experts to enhance overall knowledge and skills in the behavioral sciences (SLO 1-12).
4. Attend presentations and engage in dialogue with a variety of university professors, doctors, and experts in the field of behavioral sciences (SLO 1-9).
5. Observe lesson demonstrations and instructional strategies by the instructor or guest lecturer that can be used in the behavioral sciences classroom (SLO 1-10).
6. Review, examine, and critique various instructional materials (e.g. films, websites, literature, texts) for use in the behavioral sciences classroom (SLO 1-12).
7. Participate in hands-on training on the use of new and emerging technology and its application in the classroom (SLO 12).
8. Create an instructional materials resource bank for use in the behavioral sciences classroom (SLO 1-12).

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9. Participate in District academic competitions, lectures such as but not limited to, Constitution Day, "We the People," Mock Trial, and Project Citizen (SLO 1-9).
10. 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 1-5).
11. Participate actively in sessions to critique and examine benchmarks and standards to encourage mastery in the behavioral sciences content knowledge. (SLO 1-12)

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 monitoring and adjusting programs, as needed, as a result of the implementation feedback and findings
2. Educator: Evidence will include development of an action research study related to the training and provide evidence of implementation.
3. 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, 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

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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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