

Special Education: Autism Spectrum Disorders (ASD)

COMPONENT #: 2-100-429

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 examine and implement current strategies, teaching or treatment techniques, and current trends in the area of Autism Spectrum Disorders.

Upon successful completion of this professional development activity, the participant will be able to incorporate into professional 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)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input 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 type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input 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"/> XPS 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. Describe the unique characteristics associated with individuals who have Autism Spectrum Disorders (ASD).
2. Identify innovative techniques, strategies, and/or materials, and describe how each can be adapted to support specific instructional objectives for students with Autism Spectrum Disorders.
3. Identify current research and developments in the field of parent and family disability and autism spectrum disorders issues and support.
4. Identify current research issues and developments in the field of instruction or practice as it relates to students with Autism Spectrum Disorders.
5. List practical applications of the research in the classroom including strategies that promote critical thinking capabilities of students with Autism Spectrum Disorders.
6. List practical applications of the research in the classroom including strategies that promote social, communication, and/or life skills of students with Autism Spectrum Disorders.
7. Develop skills in analyzing and assessing instructional materials, and the associated potential for enhancing skill acquisition of students with Autism Spectrum Disorders.
8. Develop skills in collecting, analyzing, and modifying instructional approaches based on data.
9. Develop an understanding of functional assessment of behavior and related behavior support techniques.
10. Develop skills in modifying and adapting instructional and related materials to support students with Autism Spectrum Disorders.
11. Develop activities that integrate technology into the curriculum.
12. Identify all requirements of developing a legally sound Individual Educational Plan (IEP).
13. Develop activities that address the issues surrounding the diverse needs of learners.
14. Research and analyze alternative delivery systems such as distance learning and the use of interactive technology.
15. Examine equitable methods, techniques, and practices addressing the needs of all students.

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 1-15).
2. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives (SLO 1 - 15).
3. Implement specific instructional strategies and activities that will address the needs of diverse learners, particularly students with autism spectrum disorders (SLO 2 & 9-15).
4. Provide evidence (e.g. reflection, journal entries, logs, surveys, sample materials, lesson plans) verifying that the professional development impacted their professional behavior.

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5. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
6. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.

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).

- 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.

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 skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence 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).

- 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

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results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: SPED

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