

Special Education: Sensory

COMPONENT #: 2-100-430

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 implement research-based communication modes, methods of instruction, instructional materials, classroom management, and appropriate assessment instruments for sensory impairments.

Upon 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)

- | | |
|---|--|
| <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 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 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 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 checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input 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. Identify communication modes, methods, and devices of instruction to be used with students who are sensory impaired.
2. Identify and utilize research-based models and devices that are effective methodology for including all students in the learning process.
3. Identify and describe team-building and class-building activities that reinforce learning environments that accommodate the needs of students with sensory impairments.
4. Identify research-based models that differentiate instructional approaches to teaching learners with varied needs.
5. Identify research-based instructional techniques, assessments, and materials, to be implemented in developing instructional objectives for sensory impaired students.
6. Identify and examine research-based models for ongoing assessment.
7. Identify and examine philosophies of ethnic, racial, and social diversity within the sensory impaired community, including federal classifications and disparities in treatment.
8. Identify the correlation between learning American Sign Language (ASL) and developing literacy.
9. Examine fundamental differences that exist between deaf, hard of hearing, and hearing learners as well as the various levels of visual impairments.
10. Identify assessment instruments for evaluation of receptive communication, cognitive development, and communication patterns.
11. Review research-based methodologies for the inclusion of family cooperation in the instruction of sensory impaired students.
12. Identify structures and procedures for monitoring student progress in the acquisition of ASL.
13. Identify techniques that can provide an effective balance between general education needs and the special education needs of each sensory impaired student.
14. Identify and examine the differences in the usage of terms such as language, English, and grammar, in the instruction of deaf and hard of hearing students.
15. Identify and examine two approaches that have been used in helping deaf and hard of hearing students master the language of society.

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 demonstrations on instructional techniques and methodologies (SLO 1 - 15).
2. Develop lessons for the classroom indicating grade level, plans for instruction, monitoring, and assessment for students who are deaf and hard of hearing (SLO 1- 6, 10, 12 & 13).
3. Review and analyze instructional methods and philosophies in small group discussions focusing on students with sensory impairments (SLO 1, 2, 4, 7-9, 11, 14, & 15).

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4. Review online streaming videos and DVD's of examples of strategy implementation for students who are deaf and hard of hearing (SLO 2-4, 6 & 10).
5. Review professionally-related articles on the Temporal Voice Activations (TVA) method and participate in group discussions as it relates to students who are deaf and hard of hearing (SLO 1 - 15).
6. Develop lesson plans utilizing Assistive Learning Devices for the instruction of students who are deaf and hard of hearing (SLO 1, 2. & 12).
7. Examine and Identify appropriate accommodations that can be used for students who are sensory impaired in the general education classroom (SLO 2-4 & 15).
8. Develop a list of strategies for improving the academic situation of students who are sensory impaired (SLO 5, 8, 9, 12, 13 & 14).

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. 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

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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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Department: SPED

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