

Special Education: Orthopedically Impaired

COMPONENT #: 2-100-435

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 appropriately implement current teaching strategies and techniques when working with students with orthopedic impairments (OI) and intellectual disabilities (ID).

As a result of completion of this in-service activity participants will have the knowledge necessary to implement and incorporate 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 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 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 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 and select appropriate low and high technology devices and software to accommodate the physical and cognitive limitations of students.
2. Design vocational experience instruction opportunities to enhance the academic and social skills of students in the workplace and community in an effort to prepare students to transition to post-school adult living.
3. Identify and utilize safe appropriate positioning and lifting techniques when maneuvering students with physical impairments in and out of proper positions and/or equipment.
4. Gain knowledge of and develop appropriate sports activities for students to participate in organized and competitive sports events.
5. Design a classroom arrangement for the purpose of transition, independent functioning and mobility.
6. Gain knowledge of and demonstrate how to respond to medical emergencies presented by students who are medically fragile.
7. Prepare accurately and deliver appropriate instruction of the State Standards/ Access Points to students eligible to receive a modified curriculum.
8. Gain necessary knowledge and identify techniques to shape instructional practices to promote academic, social and behavioral development.
9. Identify and describe innovative strategies, techniques, and materials for instruction that meet the needs of students with cognitive impairments.
10. Learn practical applications of research in strategies that promote communication skills for students with cognitive disabilities.

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 1-10).
2. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives (SLO 1-10).
3. Implement specific instructional strategies and activities that will address the needs of diverse learners, particularly students with cognitive impairments and physical impairments (SLO 1-10).

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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: Evidence will consist of completed written assignments (i.e. written reflection, surveys, sample materials, lesson plans) as given by the instructor.
2. Student learning: Evidence will consist of implementation through documented impact on one or more measures of 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 professional learning.

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Department: Exceptional Student Education

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