Special Education: Instructional Strategies

COMPONENT #: 2-100-436   **POINTS TO BE EARNED:** 120 MPP

<mark>**PART I – PLANNING**</mark>

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 and current instructional strategies and innovative teaching techniques that can be used to improve the instructional process for students with disabilities.

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   X Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

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

Special Education: Instructional Strategies
COMPONENT #: 2-100-436

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 Educator (professional growth)

X Student learning
☐ Organizational support and change

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 describe innovative strategies, techniques, and/or materials appropriate for instruction that meets the needs of students with disabilities.
2. Identify innovative techniques, strategies, and/or materials, and describe how each can be adapted to support students with disabilities.
3. Infuse research-based meta-cognitive strategies (mnemonic devices, self-monitoring skills, graphic organizers, etc.), including accommodations, modifications and technology to meet the needs of all learners.
4. Identify and utilize research-based models that are effective methodology for incorporating all students into the learning process.
5. Develop skills in analyzing and assessing instructional materials that can be used to meet the needs of diverse learners.
6. Identify and describe team-building and class-building activities within the context of a classroom setting.
7. Identify research-based models that differentiate instructional approaches of teaching diverse learners.
8. Identify and examine research-based models (including but not limited to Action Research) for ongoing assessment.
9. Examine equitable methods, techniques, and practices addressing the needs of all students.
10. Identify and examine philosophies of teaching that proactively plan and carry out varied approaches to content, process and product that address student differences in readiness, interest, and learning needs.
11. Identify instructional strategies for differentiation that emphasize organization and/or student grouping.
12. Allow for all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs.
13. Examine research-based strategies for the purpose of adapting instructional materials to various students' development and achievement levels including the child's ability to represent the world through a variety of symbolic processes.

<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. Attend the instructor's lectures and presentations and participate actively in discussions and activities on team-building and class-building activities, research-based models that differentiate instructional approaches, techniques for conducting on-going assessment on content, process and product (SLO 1-13).

Special Education: Instructional Strategies
COMPONENT #: 2-100-436

2. Discuss how the innovative strategies, techniques and/or materials can be used to support specific instructional objectives (SLO 1-13).
3. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 1-13).
4. Demonstrate the use of specific accommodations and modifications that should take place during instruction and assessment (SLO 1-13).
5. Develop a lesson for the classroom indicating grade level, plans for instruction, monitoring and assessment to include appropriate accommodations/modifications for students who require them (SLO 1-13).
6. Solve problems at multiple grade levels, using meta-cognition strategies, as they relate to the State Standards and it's Access Points (Florida Standards) (SLO 1-13).
7. Review professionally related articles and participate in group discussion and activities pertaining to student acquisition of skills (SLO 1-13).
8. Develop and implement a lesson plan that addresses student differences in readiness, interest and learning needs based on models of differentiation (SLO 1-13).
9. Attend the instructor's lectures and presentations, and participate actively in discussions on child development theories and early childhood education trends, research-based innovative strategies, techniques, and/or instructional materials, and practical application and adaptation of materials to various levels of student development and achievement (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: 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.

Special Education: Instructional Strategies
COMPONENT #: 2-100-436

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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