ESE for All Educators

COMPONENT #: 2-100-437   **POINTS TO BE EARNED:** 40 MPP

PART I – PLANNING

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

This component is designed to enable participants to demonstrate an understanding of Special Education, including its history, its laws, and the exceptionalities of the students it serves. Moreover, this component is designed to enable participants to demonstrate an understanding of inclusion and the continuum of services, including the shared responsibilities of general and special educators, the multi-tiered system of support (response to intervention), and accommodations and modifications to the curriculum. This component is also designed to enable participants to demonstrate an understanding of culturally and linguistically responsive practices and of the importance of collaborating with educators, service providers, and the families of students with disabilities. Furthermore, this component is designed to enable participants to demonstrate an understanding of alternative assessment and the role of students with disabilities in accountability systems. Finally, this component is designed to enable participants to demonstrate an understanding of specially designed instruction to benefit students with disabilities, of strategies to properly respond to challenging behaviors, and of approaches to prevent the bullying of students with disabilities.

Upon successful completion of this professional development activity, participants will be able to demonstrate an understanding of the abovementioned topics by incorporating them into their educational practice, thus improving the instruction and, consequently, the educational and social achievement of students with disabilities.

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   X Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results   ☐ Decision Making
X Student Learning as a Priority   ☐ Leadership Development
X Instructional Plan Implementation ☐ School Management
X Faculty Development   ☐ Communication
X Learning Environment   ☐ Professional and Ethical Behaviors

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IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   X PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement   X PS 8 – Learning Environment
X 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.

☐ Educator knowledge/skill (content)   ☐ Student learning
X Educator (professional growth)   ☐ 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. Demonstrate an understanding of the history of Special Education.
2. Demonstrate an understanding of an Individualized Education Plan (IEP).
3. Incorporate in his/her practice and in IEP meetings the legal principles that govern the provision of services to students with disabilities (zero reject and a free and appropriate public education, nondiscriminatory identification and evaluation, individualized education program, least restrictive environment, due process, and parental participation).
4. Demonstrate an understanding of the high-incidence and low-incidence disabilities classification.
5. Recognize the characteristics and specific educational needs of students with disabilities with the following exceptionalities: (a) Autism, (b) Deaf-Blindness, (c) Deafness, (e) Emotional Disturbance, (f) Hearing Impairment, (g) Intellectual Disability, (h) Multiple Disabilities, (i) Orthopedic Impairment, (j) Other Health Impairment, (k) Specific Learning Disability, (l) Speech or Language Impairment, (m) Traumatic Brain Injury, and (n) Visual Impairment Including Blindness.
6. Define and identify common characteristics of inclusion and facilitate the inclusion of students with disabilities to general education environments when these are deemed appropriate.
7. Recognize an appropriate continuum of services for students with disabilities.
8. Identify responsibilities of general education and special education teachers for providing appropriate instruction to students with disabilities and collaborate with other educators and service providers with the goal of providing an appropriate education to students with disabilities.
9. Demonstrate an understanding of the Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI) as it applies to students with disabilities and implement it in his/her educational practice.
10. Identify and infuse in his/her practice appropriate accommodations and modifications for students with disabilities to have access to the learning environment and to the general education curriculum.
11. Demonstrate and understanding of assistive technology and use it in his/her practice with the goal of facilitating the access of students with disabilities to the learning environment and to the general education curriculum.

12. Examine research-based strategies for the purpose of adapting instructional materials to various students' development and achievement levels, including the students' ability to represent the world through a variety of symbolic and/or concrete processes.
13. Allow for students with disabilities to access grade level curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs.
14. Describe how innovative educational strategies, techniques, and/or materials can be adapted to support the instruction of students with disabilities and infuse these strategies, techniques, and/or materials in his/her practice.
15. Identify and utilize culturally and linguistically responsive research-based practices to engage students with disabilities in the learning process.
16. Identify and utilize culturally and linguistically responsive research-based approaches to foster collaboration with the families of students with disabilities.
17. Demonstrate an understanding of alternative assessments.
18. Identify and examine research-based models (including but not limited to Action Research) for the ongoing assessment of students with disabilities.
19. Demonstrate an understanding of the role of students with disabilities in accountability systems.
20. Infuse research-based meta-cognitive strategies (mnemonic devices, self-monitoring skills, graphic organizers, etc.) in his/her practice.
21. Identify and examine philosophies of teaching that address students' differences in readiness, interest, learning style, language, and culture. Those philosophies include but are not limited to (a) Systematic Instruction, (b) Explicit Instruction, (c) Differentiated Instruction, and (d) Universal Design for Learning.
22. Identify instructional strategies that emphasize organization and/or student grouping to facilitate the learning and socialization of students with disabilities.
23. Identify and utilize research-based approaches to properly respond to challenging behaviors.
24. Demonstrate an understanding and be able to utilize a Functional Assessment of Behavior (FAB) and a Behavior Intervention Plan (BIP).
25. Identify and describe team-building and class-building culturally and linguistically responsive activities to stimulate the inclusion of students with disabilities to general education settings and prevent bullying.

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 lectures and presentations and actively participate in discussions and activities.
2. Discuss how the knowledge being gained can be used to support the instruction and inclusion of students with disabilities.
3. Demonstrate an understanding of the knowledge being gained in a variety of ways (verbally, in written form, by role playing, by drawing, by building, by playing a game, by participating in protocols for professional learning, by developing lesson plans, by creating pieces of assistive technology, etc.).
4. Review and discuss professionally related articles.

PART III – IMPLEMENTATION

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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.

☐ 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: Evidence will include classroom walk-throughs; student materials; IEPs signed by the participant; educator, service provider, and family communication logs; MTSS/RTI documentation; lesson plans; surveys; participant reflections; participant portfolios.

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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