

# Advanced Academics: Innovative Strategies

**COMPONENT #: 2-106-323**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

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

The purpose of this component is to enable the participant to research, examine and implement current strategies, teaching techniques, and recent trends as they relate to innovative strategies and programs for advanced academic students; including but not limited to: Advanced, Honors, Pre-AP, Cambridge, International Baccalaureate, AP Capstone, SpringBoard, and Dual Enrollment.

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)

- |   |  |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs          |
| <input type="checkbox"/> Leadership           | <input checked="" 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 checked="" type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making                    |
| <input checked="" type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development             |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input checked="" type="checkbox"/> Faculty Development               | <input type="checkbox"/> Communication                      |
| <input checked="" 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                            |   |

## Advanced Academics: Innovative Strategies

COMPONENT #: 2-106-323

**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

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. Identify current research, development and practical application issues related to advanced academic programs.
2. Examine the strategies and techniques for the purpose of adapting the materials to various student achievement levels.
3. Develop skills in analyzing and assessing instructional materials presented in advanced academic programs.
4. Develop activities that integrate technology into curricula for advanced academic students.
5. Examine techniques that address students' interests and abilities.
6. Develop activities that integrate thinking skills into curricula for advanced academic programs.
7. Identify teaching methods and techniques related to advanced academic programs.
8. Develop a framework for advanced academic curriculum differentiation.
9. List innovative teaching strategies infused in advanced academic throughout the curriculum.
10. Examine various curriculum materials designed to meet the needs of advanced academic programs.
11. Apply techniques and strategies for structuring a variety of classroom interactions into curricula for advanced academic students.
12. Utilize a variety of assessment strategies to measure student success.

### 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 and participate actively in the instructor's lectures and presentations on classroom issues and strategies in advanced academic (SLO 1-12).
2. Develop practical applications of the research in the classroom and techniques for adapting the materials to various levels of student achievement (SLO 1-12).
3. Practice developing instructional materials and integrating the instructional technology into the discipline (SLO 1-12).
4. Create a materials resource bank that will meet the instructional needs of the discipline.
5. Use advanced academic strategies to develop specific lessons based on current research data and new materials (SLO 1-12).
6. Provide evidence (e.g. student work, pre and post assessments, rubrics, surveys) verifying that the content impacted student achievement (SLO 1-12).

# Advanced Academics: Innovative Strategies

COMPONENT #: 2-106-323

## 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. 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).

- 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.

**Date Approved: 4/20/2014**

**Department:** Advanced Academics Program

**Name of Author/Position:** Dr. Lisette T. Rodriguez - District Supervisor