

# Elite: Instructional Strategies for Adult Education

COMPONENT #: 2-301-316

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 and current instructional strategies, innovative teaching techniques, technological utilization /integration and/or new instructional materials that can be used to improve the instructional process and/or the participant's professional development. This is aligned to the Adult Education Needs Assessment.

Upon successful completion of this professional development activity, the participant will be able to incorporate the principles presented in this workshop into his/her instruction.

**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 checked="" type="checkbox"/> Learning Communities | <input 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 checked="" type="checkbox"/> Continuous Professional Improvement             |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> PS 6 – Communication        |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input checked="" 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 |
|--|--|

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## COMPONENT #: 2-301-316

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 and describe innovative strategies, techniques, and/or materials appropriate for implementation or utilization in a specific instructional assignment.
2. Identify current research issues and developments in the field of instruction.
3. Identify and describe practical applications of research in the classroom. This will include strategies that promote a variety of contextualized classroom activities emphasizing creative/critical thinking, problem solving, communication, collaboration, creativity, innovation and the application of technology.
4. Develop skills in analyzing and assessing instructional materials.
5. Develop activities reflecting on preparing students for success in colleges, technical training programs, work and citizenship in the areas of English language literacy and mathematics.
6. Identify and describe an overview of the 17 Florida career clusters with opportunities for career exploration through Florida CHOICES.
7. Develop activities that address the issues surrounding the diverse needs of learners.
8. Understand strategies to differentiate instruction based upon student readiness, interest, and learning profile.
9. Research and analyze alternative delivery systems such as distance learning and the use of interactive technology.
10. Examine equitable methods, techniques, and practices addressing the needs of all students.
11. Research, analyze, and implement the principles of continuous quality improvement for professional growth.

### 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. Participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1-9).
2. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives (SLO 1 - 11).
3. Implement instructional strategies and activities that will address the needs of diverse learners (SLO 2-9).
4. Implement opportunities for career exploration through classroom activities and Florida Choices (SLO 5-6).
5. Implement contextualized classroom activities emphasizing on critical thinking, problem-solving, communication, collaboration, creativity and innovation and the application of technology (SLO 1-9).

### PART III – IMPLEMENTATION

## **Elite: Instructional Strategies for Adult Education**

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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.
- 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 include reflective journal entries of participants.
2. Student Learning: 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.

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