

School-Based Instructional Support Strategies

COMPONENT #: 2-409-410

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 the latest instructional strategies, innovative teaching techniques and/or new instructional materials that can be used in a specific job assignment to improve the instructional process.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction the principals 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 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 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 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 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 type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" 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. Utilize differentiated instruction across the curriculum.
2. Use high level questioning strategies to promote creative/critical thinking.
3. Gain strategies for implementation of differentiating instruction in the individual classroom that are grade and subject appropriate.
4. Identify examples of classroom interpersonal relationships and appropriate instructional support strategies.
5. List examples of reinforcement which can be used to enhance classroom efficiency.
6. Identify the personal behaviors that show approval/disapproval in the classroom.
7. Relate the research to the Florida Educator Accomplished Practices.

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. Network with other professional development providers (SLO 1-7).
2. Participate in study groups and discussions to provide and receive collegial feedback (SLO 1-7).
3. Provide support and share successful strategies with colleagues (SLO 1-7).
4. Engage in active learning strategies such as: anchor activities, response cards and interest inventories (SLO 1-7).
5. Read/review research-based articles related to student achievement (SLO 1-3).
6. Participate in discussions and demonstrations on social order and management of the classroom environment (SLO 4-7).
7. Organize and graph examples of the relationships between teacher and student to determine their impact on student achievement (SLO 6).
8. Provide a products related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted learner professional behavior.
9. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
10. Learners develop an action research study related to the training and provide evidence of implementation.
11. Collaborative planning evidence related to the training provided by learners.
12. Engage learners in mentor/coaching activities by which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

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

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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: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
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.

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Department: Center for Professional Learning

Name of Author/Position: Jan Fackler - Teacher-Director