

Special Education: Technology

COMPONENT #: 3-100-001

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 research, examine, and implement current legal and educational trends in Assistive Learning Technologies as per the State of Florida and Miami-Dade County Public Schools' standards.

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 checked="" 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 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 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 type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" 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 | |

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 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. Demonstrate understanding of federal, state, and district requirements for the provision of assistive technology to students with disabilities, including consideration, implementation, accommodations, referral, and assessment.
2. Understand the definition of assistive technology and its purpose and functional application for the student's educational program.
3. Demonstrate awareness of a continuum (low to high tech) of assistive technology devices/services and the ability to integrate technology into educational programs.
4. Demonstrate knowledge of the specialty area of assistive technology (e.g. access, alternative augmentative communication, computer-based instruction, mobility, positioning, assistive listening and signaling devices, recreation/leisure/play, vision technology and environmental control, and activities of daily living).
5. Demonstrate the ability to apply discipline-specific knowledge regarding assistive technology.
6. Demonstrate the ability to use appropriate assistive technology in a variety of educational settings.
7. Demonstrate the recognition of the need for ongoing individual professional development and maintaining knowledge of emerging technologies.
8. Understand the transdisciplinary nature of assistive technology application and contribution of a variety of disciplines to the service delivery process.
9. Understand the skills required to serve as a member of a transdisciplinary team providing services for assistive technology.
10. Identify when and where to refer to alternative resources for assistive technology.
11. Demonstrate the ability to network with others in the community, including parents and general educators for technical information and problem solving.
12. Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
13. Apply productivity/multimedia tools and peripherals to support technology infusion project-based learning, group collaboration, and learning throughout the curriculum.
14. Demonstrate an understanding of concepts underlying hardware, software, and connectivity and of practical applications to learning and problem solving.
15. Select and use appropriate measurement tools, strategies, and activities to assess a student's assistive technology needs.

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. Access and utilize various assistive technology tools to develop lessons addressing the ACCESS Points of the Florida Sunshine State Standards (SLO 1-15).
2. Attend instructor's lectures, presentations, and hands-on demonstrations on current educational and assistive technology tools implementation into the curriculum and access to learning (SLO 3, 4, 12, 13, 15).

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3. Develop activities in support of a list of learning objectives and select the appropriate technology to implement a lesson or project (SLO 2-5, 9-10, 13 & 14).
4. Understand and develop a technology infusion project-based activity that addresses the access and learning needs of all students (SLO 2 & 12-14).
5. Participate in the continued formation of a learning community encompassing all disciplines in support of their professional development needs regarding all learning technologies (SLO 6-8, 9 & 15).

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.

The instructor will apply predetermined criteria for establishing a successful level of competency for evaluation items 1-3.

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.

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.

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- 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: Exceptional Student Education

Name of Author/Position: Ava Goldman/ - Executive Director