Prevent Intervention: HIV/AIDS Education

COMPONENT #: 8-409-001   **POINTS TO BE EARNED:** 120 MPP

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

This component is designed to enable the participant to identify, research, and implement research based and current instructional strategies, innovative teaching techniques, technological utilization/integration and/or new instructional/curriculum materials that can be used to improve the instructional process and/or the participant's professional development.
Professional development workshops such as these further promote high quality instruction in this critical area outlined in Section 1003.46, Florida Statute, Health Education; Instruction in Acquired Immune Deficiency Syndrome (AIDS); (1) Each district school board may provide instruction in Acquired Immune Deficiency Syndrome education as a specific area of health education. Such instruction may include but not limited to, the known modes of transmission, signs and symptoms, risk factors associated with AIDS, and means used to control the spread of Acquired Immune Deficiency Syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding AIDS and its prevention. (2) Throughout instruction in Acquired Immune Deficiency Syndrome, sexually transmitted disease, or health education, when such instruction and course material contains instruction in human sexuality, a school shall: (a) Teach abstinence from sexual activity outside of marriage as the expected standard for all school-aged students while teaching the benefits of monogamous heterosexual marriage. (b) Emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including AIDS, and other associated health problems. (c) Teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others. (d) Provide instruction and material that are appropriate for the grade and age of the student.

Upon successful completion of this component, the participant will be able to incorporate into his/her student services program 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)

☐ Learning Communities   ☐ Learning Designs
☐ Leadership   ☐ Implementation
X Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

☐ Instructional Design and Lesson Planning   ☐ Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
☐ Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

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Florida Leadership Standards (check all that apply)

☐ Student Learning Results
X Student Learning as a Priority
☐ Instructional Plan Implementation
☐ Faculty Development
X Learning Environment

☐ Decision Making
☐ Leadership Development
☐ School Management
☐ Communication
☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners
☐ PS 3 – Instructional Planning
X PS 4 – Instructional Delivery and Engagement
☐ PS 5 – Assessment

☐ PS 6 – Communication
☐ PS 7 – Professionalism
X PS 8 – Learning Environment

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.

X Educator knowledge/skill (content)
X Educator (professional growth)

☐ Student learning
☐ 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 Human Immune Virus (HIV) as the virus that causes AIDS.
2. Identify the progression of HIV infection, from the moment of infection to the development of AIDS.
3. Demonstrate competency in implementing AIDS curriculum at the job assignment.
4. Demonstrate skills in responding to specific questions about MDCPS/AIDS policies and procedures as identified in the Worksite AIDS Packet.
5. Identify infection control procedures in the event fluid spill.
6. Identify sources of assistance for persons living with HIV/AIDS.
7. Obtain knowledge of the dose response curve as it applies to HIV infection.
8. Identify the need for HIV testing, pre and posttest counseling and the difference between confidential and anonymous testing.
9. Discuss the legal, economic, ethical, and psychological impact of HIV/AIDS.
10. Identify where to find current statistics and additional resources about HIV/AIDS.
11. Describe innovative strategies, techniques, and/or materials appropriate for implementation or utilization in a specific job assignment.
12. Identify innovative techniques, strategies, and/or curriculum materials, and describe in writing how each can be adapted to support specific learner outcomes.
13. Identify current research issues and developments in the field of HIV/AIDS research.
14. Develop activities that integrate technology into the curriculum.
15. Identify collaborative strategies to assist students, families and staff to implement best practices addressed in this seminar.

PART II – LEARNING

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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 discussion and activities on:
   o AIDS basic information (SLO 1-10 &13)
   o M-DCPS/AIDS Curriculum (SLO 1-10 &13)
   o M-DCPS/AIDS policies and procedures (SLO 4)
2. Practice the presentation of basic content information about AIDS (SLO 1-10 &13)
3. Practice responding to questions most frequently asked by students (SLO 1-10 &13)
4. Participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 11-12 & 14-15)
5. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives (SLO 11-12 &14-15)

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.

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.

☐ Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

☐ 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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