

# Student Services: Seminar

**COMPONENT #: 8-409-002**

**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, 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. Upon successful completion of this professional development activity the participant will be able to incorporate into his/her instruction the principles presented in this seminar/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 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 type="checkbox"/> Assessment                                      |
| <input type="checkbox"/> The Learning Environment                            | <input checked="" type="checkbox"/> Continuous Professional Improvement  |
| <input 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 checked="" type="checkbox"/> Student Learning as a Priority | <input checked="" type="checkbox"/> Leadership Development             |
| <input type="checkbox"/> Instructional Plan Implementation         | <input checked="" type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development                       | <input checked="" type="checkbox"/> Communication                      |
| <input checked="" type="checkbox"/> Learning Environment           | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> PS 2 – Knowledge of Learners                            | <input type="checkbox"/> PS 6 – Communication                   |
| <input 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 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. Describe innovative strategies, techniques, and/or materials appropriate for implementation or utilization in their specific job assignment.
2. Identify innovative techniques, strategies, and/or curriculum materials, and describe in writing how each can be adapted to support specific learner outcomes.
3. Identify current research issues and developments in the field of counseling.
4. Describe practical applications of the research in the classroom including strategies that address the diverse capabilities of students.
5. Develop skills in analyzing and assessing instructional materials.
6. Develop activities that integrate technology into the curriculum.
7. Examine equitable practices that address the issues surrounding the diverse needs of learners.
8. Research and analyze alternative delivery systems such as distance learning and the use of interactive technology
9. Identify collaborative strategies to assist students, families and staff to implement best practices addressed in this seminar.
10. 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 - 10).
2. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives (SLO 1 - 10).
3. Implement specific counseling strategies and activities that will address the needs of diverse learners (SLO 2,7, & 9).

### **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.

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**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).

- 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.

**Date Approved: 5/20/2014**

**Department:** Student Services

**Name of Author/Position:** Deborah A. Montilla - District Director