

HQ Subject Area Tutorial Preparation

COMPONENT #: 8-409-308

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/study subject area content knowledge and competencies assessed on the Florida Teacher Certification Examination(s) (FTCE) in order to obtain a passing score and meet the highly qualified teacher requirement of the No Child Left Behind Act of 2001.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction 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)

- | | |
|---|--|
| <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 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 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 |
| <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. Identify and discuss the body of content knowledge from various content areas assessed on the Florida Teacher Certification Subject Area Examination(s).
2. Identify and discuss strategies necessary for meeting the competencies assessed on the Florida Teacher Certification Subject Area Examination(s).
3. Learn and incorporate effective test taking strategies necessary to obtain a passing score on the Florida Teacher Certification Subject Area Examination(s).
4. Identify and discuss current research issues and developments in the field of educational practices.
5. Discuss content area topics and research as related to the Florida Educator Accomplished Practices and the Next Generation Sunshine State Standards.
6. Examine and utilize a variety of instructional strategies to meet the needs of students at various levels of achievement and with a variety of learning styles
7. Learn and examine effective instructional strategies, techniques, and/or instructional materials appropriate for implementation or utilization in specific content areas.
8. Analyze and implement appropriate skills and strategies that promote the creative/critical thinking capabilities of learners.

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. Attend and participate actively in the instructor’s lectures and presentations on:
 - o Research and content area knowledge
 - o Competencies assessed on the Florida Teacher Certification Examinations
2. Participate in the administration of sample tests and exercises to prepare for competencies assessed on specific subject area certification examinations.
3. Discuss how the innovative strategies, techniques, and/or materials can be used to support specific instructional strategies.
4. Demonstrate mastery of content-specific competencies through various assessments and practice exercises.

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.
- ☐ 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.

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- ☐ 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 (content): Participant will participate in the Florida Teacher Certification Subject Area Examination for the content area(s) addressed in the tutorial sessions.
2. Educator (professional growth): Participant will provide a product related to the training (e.g., written reflections, lesson plans, case studies) verifying that the professional development increased their knowledge of the specific content area addressed.
3. Student Learning: Participant will provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted 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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