

AP3 Seminar 2

COMPONENT #: 8-410-002

POINTS TO BE EARNED: 30 MPP

PART I – PLANNING

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

This component for the Alternative Professional Preparation Program (AP3) is designed to insure that new teachers from non-education backgrounds are provided with one of the six components required of the district's alternative certification program and meet the legislatively mandated Professional Education Competence (PEC) requirement in order to be eligible for a Professional Certificate in the State of Florida.

This component is designed to support new teachers from non-education backgrounds to facilitate the development of high performing, reflective practitioners by providing high quality professional development opportunities that result in increased student learning and achievement.

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 checked="" type="checkbox"/> Learning Communities | <input 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 checked="" 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 | |

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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 |

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. Understand child development and student learning theory.
2. Explore benefits and critical views of behaviorist and cognitive theorists.
3. Gain strategies that will support effective classroom management.
4. Acquire practical strategies for developing and delivering brain-compatible, standards based lessons that engage learners, reduce behavior problems and increase student achievement.
5. Gain concrete, research-based strategies for differentiating instruction based upon student readiness, interest and learning profile.
6. Develop a repertoire of teaching strategies and instructional activities to meet individual student learning needs.
7. Gain deeper understanding of content and pedagogical knowledge.
8. Develop effective strategies for working with families and promoting a learning community that includes parents and care-givers.
9. Understand the features of Florida's standards for teaching and learning: the Florida Educator Accomplished Practices (FEAP) and the New Florida Standards.
10. Incorporate strategies and methods for integrating diversity and acceptance in the classroom.

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 a variety of professional development activities such as: workshops, seminars, conferences, webinars, and forums (SLO 1- 10).
2. Read/review research-based articles related to education (SLO 1-10).
3. Share ideas with colleagues in support of a professional learning community (SLO 1-10).
4. Implement specific instructional strategies and activities that address the New Florida Standards (SLO1-10).
5. Engage in active learning strategies that may include, but are not limited to, tiered lessons, graphic organizers, glyphs, four corners, flexible grouping, scenarios, role-play, anticipation guides, Think-Pair-Share, reciprocal teaching, KWL and quadrant partners (SLO 1-10).
6. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
7. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.

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8. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
9. Develop an action research study related to the training and provide evidence of implementation.
10. Provide evidence of collaborative planning related to the training.
11. Engage in mentor/coaching activities 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 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-thru, 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.
- X Use summative and formative data from state or national standardized student achievement

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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

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