Addition of New Components
2020-2021 NEFEC Professional Learning Catalog
(Previously known Master Inservice Plan)

AUTHENTIC LEARNING

Component Number: 2-408-005

Function: 2 – Instructional Methodology/Faculty Development

Focus Area: 408 – Instructional Strategies

Local Sequence Number: 005

Points to Be Earned: **Minimum 5 (face-to-face and implementation)/Maximum 120**

DESCRIPTION:
At the completion of this professional learning, participants will have had the opportunity to create for their own classroom: a performance task with associated products, identification of critical learning traits for assessment, a teaching and learning framework for authentic learning. This performance task will incorporate student-centered learning connections with each participant making decisions throughout the process related to student choice based upon learning goals and skills.

LINKS TO PRIORITY INITIATIVES
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Evaluation system indicators/rubrics/components
☒Instructional design and lesson planning
☒Instructional leadership (as per FPLS standards)
☒Learning environment (as per FEAPS standards)
☒Mastery of a specific instructional practice: Strategies
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2, 1.1.3	☒ 2.1.1, 2.1.2, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 ,1.2.6	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:
1. Explain the value of Authentic Learning in teaching and learning.
2. Discuss the attributes of authentic learning tasks for use in remote, blended, and face-to-face classrooms.
3. Use technology to gather, organize, analyze, and display data from a variety of sources.
4. Discuss how authentic learning promote student engagement.
5. Describe the GRASP (Goal, Role, Audience, Situation and Product) model and how it structures the authentic learning performance task.
6. Analyze performance task examples for essential content and skills.
7. Identify essential content and skills to create an authentic learning performance task.
8. Identify authentic problems and significant questions for investigation.
9. Describe how to plan and manage activities to develop a solution or a complete a project for an authentic learning task.
10. Create an authentic learning performance task that follows the GRASP (Goal, Role, Audience, Situation and Product) model that offers student choice and student-centered learning.
11. Develop research resources and reflection questions within the framework for teaching and learning through the authentic performance task.
12. Identify how students can demonstrate their understanding of content and skills through real-world products.
13. Explain the purpose of using rubrics during authentic learning performance tasks.
14. Compare and contrast the role of the teacher and the students during authentic learning.
15. Describe teaching strategies that support student choice and individual learning styles during authentic learning
16. Identify instructional strategies that will guide students during the problem-solving process to a potential solution.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

(describe what will be done with the data obtained through the evaluation processes)

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:
- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by
NEFEC Summer 2020

INSTRUCTIONAL MATERIALS EVALUATION

Component Number: 8-514-002

Function: 8 –

Focus Area: 514 –

Local Sequence Number: 002

Points to Be Earned: Minimum 5 (face-to-face and implementation)/Maximum 60

DESCRIPTION:

To improve the selection of high-quality instructional materials to be adopted during the FLDOE Instructional Materials Adoption Cycle, educators and other stakeholders will receive professional learning on the evaluation procedures and process.

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Digital Learning/Technology Infusion
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Mastery of a specific instructional practice: Click here to enter text.
☒Multi-tiered System of Supports (MTSS)
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☐	☒ 2.1.3	☒ 3.1.1, 3.1.4, 3.1.5
Learning	☒ 1.2.1, 1.2.5	☒ 2.2.1, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.5, 3.2.6, 3.2.8
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.3
Evaluating	☒ 1.4.2	☒ 2.4.2	☒ 3.4.5, 3.4.6

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Develop a working knowledge of the instructional materials (IM) rubric indicators
2. Evaluate the instructional materials using the IM rubric criteria for:
   a. content alignment to BEST Standards
   b. teacher supports and pedagogy
   c. design and usage
3. Rate the instructional materials, during evaluation, using the IM rubric indicators (criteria)

4. Compare and contrast instructional materials from the selection of publisher products being evaluated

5. Collaborate with team members to identify high-quality instructional materials best suited for district student population

6. Attain a group consensus on the final selection of high-quality instructional materials, and be prepared to defend the decision

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation

agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Code: D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

Impact data will inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

(describe what will be done with the data obtained through the evaluation processes)

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development district administrators will review Instructional Materials Rubric Indicator Data Collection. Quality of professional development is also addressed by the following:
- Indicator descriptor entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine data to determine the success of the PD.

Developed by
NEFEC Summer 2020

Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs (PDA)

Component Number: 2-100-028
Function: 2 –
Focus Area: 100 –
Local Sequence Number: 028

Points to Be Earned: 10

DESCRIPTION:

Participants are expected to complete segments of required reading included in each course unit, in addition to completing knowledge checks and reflection segments included in each unit. The participants will be provided with a variety of strategies and resources related to addressing needs of Pre-K children with delays and disabilities.

Upon completion of this course participants will demonstrate an awareness of the following:

   a. Using resources provided in the Florida Early Learning and Developmental Standards (FELDS) when developing activities and lessons
   b. Sections of Individual Education Program (IEP) and use of information related to children's present levels of performance and goals.
   c. Evidence-based practices for developing classroom and program environments that provide for a wide range of individual needs
   d. Processes related to measuring children's progress
   e. Levels of support (universal, individualized, intensive) for developing strategies to address the needs of young children

Content is organized around seven topics:

   1. Overview of resources, supports, and evidence-based practices
   2. Levels of support and strategies for prompting
   3. Progress monitoring
   4. Classroom essentials for evidence-based practices
   5. Strategies for supporting social-emotional development
   6. Strategies for supporting motor development
   7. Strategies for supporting language and communication

These topics include 26 Specific Objectives to be demonstrated for successful completion of the course, and the following resources as references:

   - Department of Early Childhood (DEC) of Council for Exceptional Children (CEC), D*EC Best Practices* https://tats.ucf.edu/wp-content/uploads/sites/9/2018/12/Official-DEC-2014-Recommended-Practices.pdf

   - National Association for the Education of Young Children (NAEYC), *UDL from NAEYC -* https://tats.ucf.edu/wp-content/uploads/sites/9/2018/08/ConnPowersBTJ.pdf

   - Florida Department of Education Office of Early Learning. (2017). *Florida early learning and*

developmental standards. Retrieved from http://flbt5.floridaearlylearning.com/

- TATS & FIN Talk about Universal Design for Learning. https://tats.ucf.edu/wp-content/uploads/sites/9/2019/07/TATSFIN-V1-No.-1New-Logo.pdf

LINKS TO PRIORITY INITIATIVES
☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Continuous Improvement practices
☒Instructional design and lesson planning
☒Learning environment
☒Mastery of a specific instructional practice: Click here to enter text.
☒Multi-tiered System of Supports (MTSS)
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2, 1.1.3	☒ 2.1.2, 2.1.3	☒ 3.1.2, 3.1.3, 3.1.4, 3.1.8
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6, 2.2.7	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC OBJECTIVES:

Topic 1: Overview of Resources and Terminology

1. Recognize definitions, types, and uses of key terms (for example, progress monitoring, standards, curriculum, response to intervention, prompting).
2. Recognize and define the key sections of FELDS and IEP's (for example, domain, subdomain, goal, and objective).
3. Identify resources associated with the use of FELDS, developmental checklists and continuum and other guides to evidence-based practices.
4. Identify evidence-based practices for developing classroom environments that provide for a wide range of learning styles and individual needs.

Topic 2: Strategies for Levels of Supporting and Prompting Young Children

5. Identify examples of the use of the skill continuum sections of FELDS to assist in the development of lessons and activities to address individual needs of children.

6. Identify three levels of support (universal, individualized, intensive) from descriptions of classroom strategies.
7. Identify levels of prompts associated with facilitating independence for children.
8. Recognize the use of methods for reducing levels and frequency of prompts.

Topic 3: Progress Monitoring to Inform Instruction

9. Use examples of information in IEP goals to select methods of progress monitoring applicable for collecting data for specific purposes.
10. Identify methods for providing opportunities to apply skills across different contexts in order to observe and collect data related to skills being addressed.
11. Recognize strategies for individualizing instructional supports based on results of progress monitoring.

Topic 4: Review of Evidence-based Practices

12. Review information from Unit 2 related to Universal Design for Learning, individualized and targeted supports, and intensive interventions.
13. Review resources for implementation of supports, including the Teaching Pyramid Model, supports for environment, participation, social development, and communication.
14. Review suggestions for relating information from Florida Early Learning and Developmental Standards to information in children's Individual Education Plans in order to explore the developmental continuum and resources for skill development.

Topic 5: Developing Plans and Strategies to Address Social and Emotional Needs

15. Identify specific skills included in the developmental progression of FELDS Social and Emotional Domain in order to relate the information to children's individual needs.
16. Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the social and emotional domain.
17. Identify opportunities to observe and collect data for progress monitoring related to social skills within a variety of early childhood settings.
18. Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in managing emotions.

Topic 6: Developing Plans and Strategies to Address Motor Development

19. Identify specific skills included in the developmental progression of FELDS Motor Domain in order to relate the information to children's individual needs for support.
20. Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the motor domain.
21. Identify opportunities to observe and collect data for progress monitoring related to motor skills within a variety of early childhood settings.
22. Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in participating in motor activities.

Topic 7: Developing Plans and Strategies for Communication and Language Development

23. Identify specific skills included in the developmental progression of FELDS Language and Literacy Domain (includes communication skills) in order to relate the information to children's individual needs for support.
24. Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the communication domain.
25. Identify opportunities to observe and collect data for progress monitoring related to communication skills and language concepts within a variety of early childhood settings.
26. Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in development of communication skills.

LEARNING PROCEDURES (METHODS): C: Electronic, Non-Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants must complete a minimum of five "knowledge check" question/response documents. In addition, participants must complete a final 50-question knowledge check with at least 80% accuracy.

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Following successful completion of the course participants must complete **one** of the follow-up activity options. The options include development of instructional plan, written reflection related to child development and application of course content and resources.

IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive

Participants will complete one or more of the following component activities:
Professional reading, reflection on classroom observation methods, development of instructional plan to address strategies, written responses to reflection prompts.
Verification of completion of the follow-up activity by the participants' supervisor is required for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice

Evaluation Methods for Students Code: D-Observation of Student Performance

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

(describe what will be done with the data obtained through the evaluation processes)

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

a.   What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b.   What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c.   Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Summer 2020
Departments: FDLRS, FCIM, NEFEC
FEAP: A.2, A.3, B.1

BEHAVIOR MANAGEMENT FOR EXCEPTIONAL STUDENTS

Component Number: 5-101-004

Function: 5 – Classroom Management

Focus Area: 101 – Classroom Management for student with disabilities

Local Sequence Number: 004

Points to Be Earned: **Minimum 5 (face-to-face and implementation)/Maximum 120**

DESCRIPTION:

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in behavior management techniques effective for use with students at-risk as well as with students with disabilities. Techniques will emphasize applications of theory, crisis intervention and prevention, legal considerations, and counseling skills.

LINKS TO PRIORITY INITIATIVES

☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Mastery of a specific instructional practice: Click here to enter text.
☒Multi-tiered System of Supports (MTSS)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Non-Classroom Instructional staff proficiencies supporting student success
☒Professional and ethical behavior
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1, 1.1.2, 1.1.3	☒ 2.1.1, 2.1.2, 2.1.3	☒ 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	☒ 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 ,1.2.6	☒ 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 ,2.2.6	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	☒ 1.3.1, 1.3.2, 1.3.3	☒ 2.3.1, 2.3.2, 2.3.3	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.1, 1.4.2, 1.4.3, 1.4.4	☒ 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	☒ 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:
1. Describe and explain behavior modification in terms of respondent conditions and operant conditioning, including the role of reinforcers and relative merits of behavior techniques.
2. Compare and contrast the concepts of discipline and punishment in educational settings.
3. Identify environmental influences on behavior.
4. Demonstrate the surface behavior management approach, signal interference, hurdle, help, antiseptic bounding, and proximity control.
5. Compare and contrast verbal and nonverbal dynamics in relationships between students and teachers and between parents and teachers.
6. Demonstrate the techniques to use when intervening in an aggressive situation.
7. Describe factors that precipitate aggressive behaviors in children and youth with severe emotional disabilities.
8. Identify developmental social-affective skills for individuals and groups including effects of cultural diversity.
9. Apply interventions that promote age-appropriate social skills for individuals and groups.
10. Describe nonverbal communication, emphasis on positive gains rather than negative setbacks and cultural conditions.
11. Describe age appropriate rules and reinforcers in a classroom for children and youth at elementary and secondary levels.
12. Design, implement, and adjust behavioral interventions based on developmental age level and cultural diversity.
13. Discuss techniques for integrating efforts and services in multidisciplinary interventions.
14. Demonstrate team and consultative skills in working with mainstream teachers, parents, and related services personnel.
15. Write an appropriate IEP goal with objectives for addressing specific social-emotional and behavioral needs of children.
16. Explain the differences between functional and topographic definitions of behavior
17. Identify components and methods of observing and recording behavior in the full range of the service delivery continuum.
18. Identify the uses of technology in behavior management programs.
19. Demonstrate knowledge of proper methods used for increasing or reducing behaviors through positive reinforcers, response cost, time out, over-correction, providing consequences and secured seclusion, and of cultural considerations that may influence methods.
20. Describe the implementation of a token economy to be used with children and youth with disabilities in elementary and secondary classrooms.

21. Compare and contrast assisting children and youth in gaining control over their behavior and adult management of their behavior.

22. Explain behavioral chains and how they can help to weaken an undesirable behavior through response interruption techniques.

23. Describe strategies for generalizing and maintaining improved behavior.

24. Demonstrate the ability to develop, implement, evaluate, and modify a classroom behavior management system that leads to self-management in individual and group settings.

25. Design and describe the concepts of student self-monitoring and explain its uses in behavior control.

26. Identify and explain management skills and teaching techniques for importing student motivation and cooperation for elementary and secondary students.

27. Explain motivational concepts, which emphasize self-determining behavior versus fate, including attribution theory, learned helplessness, importance of balance between work and play, the pleasure that results from accomplishments and success, issues of power and its influences, and negative and positive cycle behavior.

28. Identify techniques that can be used to develop and enhance self-concept of children and youth with disabilities.

29. Discuss principles of individual and classroom management and demonstration and demonstrate ability with techniques such as The Premack Principle, Glasser's Control Theory, behavioral contracts, and commercial behavior management programs, and assertive discipline.

30. Discuss basic counseling skills with children and youth with disabilities, such as Teacher Effectiveness Training, transactional analysis, and group counseling for students to brainstorm appropriate ways to solve problems.

31. Discuss the importance of consistency in behavior management at home, throughout the school system, and throughout the community.

32. Design, plan and implement behavior management plans appropriate for children and youth with disabilities throughout the full-service.

33. Demonstrate the ability to develop, implement, evaluate, and modify and management system cooperatively at home, throughout the school system, and throughout the community.

34. Demonstrate techniques for de-escalating behavior of children and youth who are acting out.

35. Describe skills of nonviolent systematic physical crisis management and discuss appropriate uses and precautions.

36. Demonstrate crisis counseling with children and youth.

37. Explain the laws governing the suspension and expulsion of children and youth with severe emotional disabilities.

38. Demonstrate knowledge of assessment instruments and techniques, appropriate in identifying and meeting the affective and behavior needs of children and youth with emotional disabilities and ability to communicate results with parents.

39. Discuss the basic methods and assumptions of cognitive behavior modification.

40. Describe how to implement a hierarchy of interventions along a continuum of least to most restrictive.

41. Develop a behavior classroom management plan that will address the specific academic and behavioral needs of children and youth with emotional disabilities.

42. Demonstrate the ability to design, implement, operate, evaluate, and adjust a point system and levels system, and integrate these into an effective behavior management plan.

43. Demonstrate the ability to utilize de-escalation techniques as well as restrictive and non-restrictive interventions.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:
- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:
- Apply newly acquired knowledge and skills as job-embedded activities

- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

(describe what will be done with the data obtained through the evaluation processes)

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

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