

FDLRS: Florida's Small Group Planning and Problem-Solving (SGPPS) Process

30 Points per Certificate

7/12
2-415-001

Target Group

Educators participating in the small group planning and problem-solving process with an approved SGPPS facilitator/trainer including educators who want to lead the small group planning and problem-solving process for their school or department.

General Objective

The course focuses on the Small Group Planning and Problem-Solving (SGPPS) process and assists educators in developing an understanding of the process, crucial interpersonal communication skills, and effective approaches for providing and receiving feedback. The course includes an online independent study preparation module (10 hours) and active participation in the SGPPS process with an approved facilitator/trainer (5-20 hours). No credit will be awarded for just completing the online module without the follow-up participation in the SGPPS process lead by an approved facilitator/trainer. Educators planning to lead the process with others must complete the online module, a minimum of 20 hours of participation in SGPPS group led by an approved facilitator/trainer and meet minimum expectations outlined on the SGPPS Facilitator Rubric.

Specific Objectives

Upon completion of this module, all participants will be able to:

- Define consultation and describe its essential characteristics.
- Differentiate between an expert model and a collaborative consultation model.
- Explain the ecological approach in a problem-solving process.
- Define interpersonal communication skills.
- Describe the benefits and research supporting the model.
- Identify various types of interpersonal communication skills employed by a facilitator in a problem-solving session.
- Understand the historical context and current need for systems change in schools.
- Identify and describe the key principles for organizational change.
- Articulate the importance of using a structured problem-solving process to guide educational organizational change.
- Discuss the similarities and differences between the four-step and eight-step problem-solving process.
- Identify and define each component of the eight-step small group planning and problem-solving process.
- Apply each component of the eight-step small group planning and problem-solving process to a real world example.
- Define feedback and distinguish it from advice and evaluation.
- Describe how to provide feedback most effectively.
- Describe strategies on how to adjust providing feedback based on responses by others.
- Identify how providing effective feedback supports successful consulting efforts with districts and schools on the implementation of MTSS.
- Describe strategies on how feedback should be received.

Description of Activities

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of the module content.

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Identify key terms associated with the small group planning and problem solving process.
5. Complete reflection journal prompts to actively engage with the material throughout the course of the module, as well as serve as a personal record for learning and reflections.
6. Complete self-check and interactive activities.
7. Complete video observations using checklists and video reflection questions provided in the module.
8. Complete the multiple choice assessment at the end of each unit.
9. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
10. Complete all activities to demonstrate understanding of consultation and collaboration skills.
11. Complete all activities to demonstrate understanding of the specific steps of the small group planning and problem solving process.
12. Complete all activities to demonstrate understanding of defining feedback, receiving feedback, and making feedback effective.
13. Participate in the SGPPS process with an approved SGPPS facilitator/trainer for a minimum of 5 hours (if planning to facilitate others in a school or department an individual must complete 20 hours of active participation with an approved SGPPS facilitator/trainer).

Evaluation

Participants will complete "Required - Check Your Understanding" assessment activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80%.

Follow-Up Strategies

Follow-up is required by participating in the SGPPS process with an approved SGPPS facilitator/trainer for 5-20 hours. An individual desiring to lead others at their school or in their department must complete a minimum of 20 hours of active participation in the SGPPS process with an approved SGPPS facilitator/trainer and must meet the minimum expectations outlined on the SGPPS Facilitator Rubric. The approved SGPPS facilitator/trainer will use the rubric to determine if facilitator expectations are met. If minimum professional development requirements and facilitator expectations are met, that individual may facilitate SGPPS at his or her school or department but is not considered an approved facilitator/trainer who can train others to lead the process.