

## ESE: SB 1108 PRE-K ORGANIZE FOR A CHANGE

### COMPONENT NUMBER: 2-101-024

Function: Faculty Development (2)

Focus Area: Classroom Management for Students with Disabilities (101)

Local Sequence Number: (024)

### POINTS TO BE EARNED: 75 Points per Year

#### DESCRIPTION:

Participants will develop, create and examine theoretical and practical issues and practices related to teaching and learning for students with disabilities in a Pre-K or early intervention setting. Participants will use their new knowledge to support school improvement efforts, engage in long-range planning and engage in collaborative inquiry, leading to increased academic performance of students with disabilities.

#### LINK(s) TO PRIORITY INITIATIVES:

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ 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: Click here to enter text.
- ☐ Mastery of a specific leadership 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
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

#### IMPACT AREA(S):

Select all that apply.)

- ☒ 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:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Promote professional inquiry among prekindergarten colleagues.
2. Analyze Prekindergarten school and classroom data in order to determine issues of concern.
3. Identify and prioritize issues of young students with disabilities for school improvement.
4. Promote dialogue and consistency and build consensus among prekindergarten colleagues.

5. Implement prekindergarten curriculum changes and other school improvement practices.
6. Study and apply new research about teaching and learning for students with disabilities in the prekindergarten classroom.
7. Design and implement ongoing practices to increase support of young students with disabilities.
8. Develop strategies for instruction.
9. Demonstrate ability to write a quality Individual Education Program for students with disabilities.
10. Demonstrate knowledge of various learning theories for students with disabilities.

## Protocol Standards Checklist

<b><u>Planning:</u></b>	<b><u>Educator</u></b>	<b><u>School</u></b>	<b><u>District</u></b>
Professional Learning Needs	<input checked="" type="checkbox"/> 1.1	<input type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.1
Professional Learning Plans	<input checked="" type="checkbox"/> 1.2	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.2
<b><u>Learning:</u></b>	<b><u>Educator</u></b>	<b><u>School</u></b>	<b><u>District</u></b>
Content-Focused Outcomes	<input checked="" type="checkbox"/> 2.1	<input type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.1
Learning Communities	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.2
Learning Designs	<input checked="" type="checkbox"/> 2.3	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.3
<b><u>Implementing</u></b>	<b><u>Educator</u></b>	<b><u>School</u></b>	<b><u>District</u></b>
Implementation of Learning	<input checked="" type="checkbox"/> 3.1	<input checked="" type="checkbox"/> 3.1	<input checked="" type="checkbox"/> 3.1
<b><u>Evaluating</u></b>	<b><u>Educator</u></b>	<b><u>School</u></b>	<b><u>District</u></b>
Evaluating Professional Learning	<input checked="" type="checkbox"/> 4.1	<input type="checkbox"/> 4.1	<input type="checkbox"/> 4.1

**LEARNING PROCEDURES (Methods):**

A: Knowledge Acquisition

D: Learning Community

H: Implementation of “high effect” practice(s)

I: Job Embedded

- **WHAT** will occur during this professional development component delivery:

Participants will gain new knowledge, engage in modeling and practice activities, report and reflect on impact of new practices on student performance.

- **HOW** will the experiences be provided to participants during this delivery:

Information will be presented in an interactive setting utilizing multiple forms of media.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Active participation in sessions, implementation of skills and data collection of student performance as a result of applying new learning.

#### **IMPLEMENTATION/MONITORING PROCEDURES:**

##### **Letter: P: Participant Product**

##### **Description**

Participant will identify how the knowledge or activity was used in the classroom and reflect on the impact it had to student performance . Data will be collected at start and end of year to determine progress in all areas.

##### **Letter: O: Collaborative Planning**

##### **Description**

Participant will monitor and provide feedback to the group related to targeted discussions and professional learning.

#### **IMPACT EVALUATION PROCEDURES:**

##### **Staff A: Changes in Instruction**

C: Changes in student services/support

##### **Student B: School/teacher-constructed student growth measures**

C: Portfolios

D: Observation

F: Other performance assessments

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Participants will implement and participate in active discussions on the effectiveness of a new activity or technique presented, including any adaptations that may have been needed.

##### **Results from the following may be used as evidence:**

- a. School/teacher-constructed student growth measures
- b. State or district-developed/standardized student growth measure(s)
- c. Observation of student performance
- d. Review of portfolios of student work
- e. Other performance assessment(s) that show impact on students learning objectives and behavior growth

- **Who will use the evaluation data gathered:**

Implementation data will be used to determine if further training is needed in a particular topic or area.

## **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

- What other forms of evaluation data will be gathered:
  - a. What evaluation data addresses value of the PD design?
  - b. What evaluation data addresses quality of implementation the P D?
  - c. Who will use these aspects of PD evaluation data?

In addition to implementation data, participants will also perform progress monitoring evaluations and submit to the program facilitator for training needs and determination of student gains as well as align changes in teacher performance to student achievement.

**Date approved:** Click here to enter text.

**Department:** ESE

**Name(s) of Component Author(s):** Lisa Templeton

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