ESE: Compliance and Procedures

COMPONENT NUMBER: 1-103-001

> Function: Subject Content/Academic Standards (1)
> Focus Area: Procedural/Legal Requirements (103)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: **60 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide training in current procedural and legal requirements relevant to personnel involved in educating exceptional students.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Define the procedures and requirements for QIEP process in the district based on state recommendations.
2. Demonstrate correct use of 504 federal guidelines for students with health and learning issues.
3. Develop further understanding of laws and legal requirements for the specific ESE exceptionality.
4. Develop individual education plans reflecting current research/best practices.
5. Develop individual behavioral plans reflecting the current research and state guidelines.
6. Define and explore district procedures for students with disabilities
7. Define and explore the updates from Florida DOE.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
    I: Job-Embedded Workshop
   B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:

Staff A: Changes in instructional or learning environment practices implemented in the classroom

Student D: Observation of student performance

B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  - o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  - o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  - o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  - o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Date approved:

Revision Date:

Reason: new component

ESE: Best Practices in Sign Language Interpreting

COMPONENT NUMBER: 1-104-001

> Function: Subject Content/Academic Standards (1)
> Focus Area: Working with Aides, Volunteers, Mentors for students with disabilities (104)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: **30 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide training in current issues relevant to personnel involved in interpreting for students who are Deaf or Hard of Hearing (DHH). Upon successful completion of the component, participants will be able to effectively establish an appropriate learning environment for students with hearing loss.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Assist regular and special education teachers in using instructional materials/methods for use with Deaf and Hard of Hearing students in general and special education classes.
2. Inventory his/her own current classroom needs, strengths, and weaknesses.
3. Develop materials for home/school use with DHH students.
4. Demonstrate knowledge of interpreting non-verbal communication.
5. Assist teachers in understanding the problems of the DHH child.
6. Assist teachers in utilizing various management techniques that would benefit the DHH child.
7. Identify characteristics of transliteration and interpretation.
8. Recall signs that are course specific (Math, Language Arts, Science).
9. Develop Receptive (sign to Voice) and Expressive skills (Voice to Sign).
10. Demonstrate the use of space while interpreting.
11. Identify the key skills needed for producing a clear visual product, which are the skills required for successful EIPA and NIC performance tests.

LEARNING PROCEDURES (Methods):
 A: Knowledge Acquisition
 C: Electronic, Non-Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
 P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:

    Staff A: Changes in instructional or learning environment practices implemented in the classroom

    Student D: Observation of student performance

           B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

The ESE Program Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  - **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  - **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  - **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESE: Sensory Learning

Name(s) of Component Author(s): Jackie Jones

Date approved: pending

Revision Date: N/A

Reason: New component number from state

ESE: Functional American Sign Language

COMPONENT NUMBER: 1-406-001

> Function: Subject Content/Academic Standards (1)
> Focus Area: Human Relations/Communication Skills (406)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide training in sign language relevant to personnel who work with non-verbal ESE students using sign language to communicate and students who are Deaf who use American Sign Language (ASL) as a primary mode of communication.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Understand the main causes of deafness.
2. Understand the dynamics of the Deaf community.
3. Know that American Sign Language is not English but is instead a unique language that's separate and distinct from English.
4. Understand that signs are generally used to represent ideas and concepts rather than words.
5. Understand the essential elements of sign language, including hand shape, sign location, and movement.
6. Recite the alphabet in sign language and know how to use it in fingerspelling.
7. Know how to count and use numbers in sign language.
8. Know that expressions and body language are important aspects of signing and apply that practice.
9. Sign single words, phrases, and sentences.
10. Know approximately 500 signs.

LEARNING PROCEDURES (Methods):
  A: Knowledge Acquisition Workshop
  J: Deliberate Practice

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

Participants will gain knowledge of American Sign Language.

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

Activities designed to accomplish the above objectives will be carried out in face-to-face training using a designated sign language book that participants will be able to keep. Instruction via lectures, demonstration and practice of skills and will be practiced in the two-hour course over a ten-week period.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant Product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will practice in small groups during each class. They will practice receptive and expressive signs in small groups. Participants will present a final demonstration of what they learn the last class. (Ex. Song or story in sign language)

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Participants may email the instructor for support. Helpful websites and other resources will be provided throughout the course.

IMPACT EVALUATION PROCEDURES:

    Staff A: Changes in instructional or learning practices implemented in the classroom

    Student Z: Did not evaluate student outcomes due to absence of reliable cause and effect

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

Evaluation of the specific objectives will be determined by the instructor through analysis of the participant's ability to comprehend, demonstrate, and apply knowledge of basic sign language with students.

  - **Increasing Educator Knowledge?**

Evaluation of the educator's knowledge will be determined by the instructor through analysis of the participant's ability to comprehend, demonstrate, and apply knowledge of basic sign language with students. Participants must demonstrate increased competencies in 80% or more of the specific objectives in order to earn inservice credits.

  - **Changing Educator Practice?**

Participants will share what they are doing in their classrooms with what they have learned. Participants will model a classroom activity such as telling a story or signing a song to demonstrate one activity in which they are using sign language.

  - **Improving Student Outcomes?**

Did not evaluate student outcomes due to absence of reliable, valid and measurable cause and effect relationship between the professional development and impact on students.

Effective Date: 7/20

Department: ESE: DHH

Name(s) of Component Author(s): Jackie Jones

Date approved: pending

Revision Date: N/A

Reason: New component number from state

Reading HB7069: School-Based Reading Instruction

COMPONENT NUMBER: 2-013-054

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (054)

POINTS TO BE EARNED: **75 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide the opportunity for schools to hold planned school improvement reading inservice activities for their faculties/staff throughout the course of the year. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of/or skills in topics covered.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate knowledge of scientifically based research, theories, and practices in reading, including essential components of effective reading instruction.
2. Demonstrate knowledge of formative assessment, including running records (miscue analysis) and fluency measures.
3. Demonstrate substantive knowledge of the six components of reading: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.
4. Engage in the systematic problem-solving process to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions
5. Demonstrate knowledge of explicit, systematic, sequential, and multisensory methods of reading instruction.
6. Demonstrate an understanding of and the ability to differentiate instructional practices by process, product, and context to meet the needs of the learner.
7. Demonstrate an understanding of and the ability to differentiate instructional practices through varied presentation and delivery formats.
8. Demonstrate knowledge of and the ability to facilitate effective communication skills to include narrative, argumentative, expository writings and ways to improve writing skills.
9. Learn principles of Guided Reading and develop classroom implementation plans.
10. Develop and maintain currency in research-based reading instructional practices and assessment.
11. Use analysis of school data and instructional practices to make informed literacy decisions.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop

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

Participants will be involved in workshop activities that include a review of current research, practices, programs, and resource materials.

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

Participants may earn inservice credits for a wide variety of mini-workshop sessions, each with the ability to stand alone, to be held as an integral part of faculty meetings or as a series of mini-workshops.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training
   M: Structured Coaching/Mentoring
   O: Collaborative Planning

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

In a school-based training, teachers are asked to go back into their classroom and implement the new strategies they learned.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

The facilitator will provide on-site and off-site mentoring for those who which to implement with fidelity but need support. Online resources will be provided when available.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
   Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

  - **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

  - **Changing Educator Practice?**

Participants will be asked to reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

  - **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for special area curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20
Department: Literacy
Name(s) of Component Author(s): Charlotte Boling
Date approved:
Revision Date:
Reason: update to HB7069

Reading HB7069: Literacy Instruction

COMPONENT NUMBER: 2-013-055

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (055)

POINTS TO BE EARNED: **60 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide teachers with training designed to enhance literacy knowledge and instructional practices in reading, writing, speaking, and listening. Upon successful completion of the component, participants will be able to demonstrate increased knowledge of/or skills in topics covered.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Demonstrate knowledge of scientifically based research, theories, and practices in literacy, including essential components of effective reading and writing instruction.
2. Demonstrate knowledge of formative assessment measures to identify literacy strengths and needs.
3. Demonstrate substantive knowledge of literacy components to include foundations, reading, communication, and vocabulary.
4. Engage in the systematic problem-solving process to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions
5. Demonstrate knowledge of explicit, systematic, sequential, and multisensory methods of reading instruction.
6. Demonstrate an understanding of and the ability to differentiate instructional practices by process, product, and context to meet the needs of the learner.
7. Demonstrate an understanding of and the ability to differentiate instructional practices through varied presentation and delivery formats.
8. Demonstrate knowledge of and the ability to facilitate effective communication skills to include narrative, argumentative, expository writings and ways to improve writing skills.
9. Use analysis of student, class, and school data to make informed literacy decisions.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
    I: Job-Embedded Workshop
   B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):
Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment practices implemented in the classroom
    Student D: Observation of student performance
             B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

    o **Specific Learner Objectives?**
The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

    o **Increasing Educator Knowledge?**
Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

    o **Changing Educator Practice?**
Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

    o **Improving Student Outcomes?**
Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20
Department: Literacy
Name(s) of Component Author(s): Charlotte Boling
Date approved:
Revision Date:
Reason: update to HB7069

HB7069 FDLRS: Exploring Structured Literacy

COMPONENT NUMBER: 2-013-056

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Reading (013)
> Local Sequence Number(s): (056)

POINTS TO BE EARNED: **40 maximum points per certification**
DESCRIPTION:

This component was written specifically for FDLRS course Exploring Structured Literacy and should not be used for any other offerings. This course emphasizes reading instruction that build a strong, cumulative, and logical foundation of structured literacy.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.

1. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.

2. Define what is meant by Universal Design for Learning and Assistive Technology.

3. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need. Recognize the role assessment plays in planning structured literacy instruction.

4. Develop your knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning. Increase your understanding of the components of phonological awareness and phonemic awareness.

5. To explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.

6. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.

7. Develop knowledge and understand the impact syntax and semantics has on literacy learning.

8. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.

LEARNING PROCEDURES (Methods):

B: Electronic: Interactive

- **WHAT** will occur during this professional development component delivery?
Online activities may include, but will not be limited to, such things as reading articles and other documents, scenarios, discussions and both formative and summative assessments.

- **HOW** will the experiences be provided to participants during this delivery?
The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be completed. The courses are offered through the online BEESS portal sponsored by FDLRS.
> Participants are expected to use this new knowledge in their classroom with their students. Complete the assigned learning activities and assessment tasks. Tasks include, but are not limited to, the following types of activities:
> > a. Research and application of skills

b. Interviews with experienced educators
c. Development of lesson plans, behavior profiles, teaching strategies
d. Identification of local and statewide resources
e. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas.
f. Development of Individualized Education Plans and Transition Plans
g. Determination of appropriate assessment tools and techniques.

IMPLEMENTATION/MONITORING PROCEDURES:
P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Support will be provided by the facilitator via email and phone calls.

IMPACT EVALUATION PROCEDURES:
Staff A: Changes in instructional or learning environment practices implemented in the classroom
Student D: Observation of student performance
B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Marianne Robey

Date approved:

Revision Date:

Reason: new

ESE: SB1108 Communication, Behavior, Social, Academic (CBSA) Classrooms (Parts I-Beginner, II-Intermediate, and III-Advanced)

COMPONENT NUMBER: 2-100-087

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (087)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide training for personnel who teach students in an ESE program with deficits in the social emotional domain. Upon successful completion of the component, participants will be able to apply each specific objective listed below in a CBSA classroom with students who have social deficits.

1. Understand and apply ABA and Verbal Behavior at the beginner, intermediate and advanced levels
2. Administer and use the *I Ready Reading and Math Curriculum and Diagnostic Assessment or Brigance for* instruction and progress monitoring
3. Organize and arrange a classroom in zones and divisions for students in a CBSA class
4. Understand the IEP Process (Planning Notes, Goals and objectives, etc.)
5. Use and assess data collected in the CBSA Classroom Notebooks and Curriculum and Alternate Assessment Process (CAAP)
6. Design individual daily schedules and other visual strategies for students in a CBSA classroom. Create and implement classroom schedules.
7. Organize schedules and create or make tasks and activities for students with social deficits
8. Administer Florida Standards Alternate Assessment (FSAA) and implement CAAP model
9. Administer Florida Standards Assessment (FSA)
10. Complete Non-violent Crisis Prevention Intervention Component (Full course / refreshers) / or Quality Behavior Solutions (QBS)
11. Understand and implement classroom management procedures: data collection and graphing of targeted behaviors
12. Follow FL-DOE restraint and seclusion process
13. Implement district approved core curriculum
14. Define Community Based Instruction (CBI). Write goals and objectives that will be implemented in the community. Develop curriculum related activities in the community.
15. Apply strategies to help reduce /eliminate anxiety
16. Utilize technology and apps in the classroom for instructional purposes
17. Create transition plans for students based on strengths, interests, and employment possibilities

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Participate in the CBSA 3 Year Training Plan- Parts I, II, and III to learn research based/best practices for teaching students with social emotional deficits.
2. Instruct using ABA and Verbal Behavior principles at the beginner, intermediate and advanced levels
3. Administer and use the *I ready Reading and Math Curriculum and Diagnostic Assessment / or Brigance* for instruction and progress monitoring
4. Organize and arrange a classroom in zones and divisions for students in a CBSA class

5. Participate in the IEP Process (Develop Planning Notes, Goals and objectives, etc.)
6. Use and assess data collected in the CAAP Success Notebooks and/or CBSA Notebooks
7. Design and use individual daily schedules and other visual strategies for students in a CBSA classroom. Create and implement 3:1 classroom and rotations schedules.
8. Administer Florida Standards Alternate Assessment (FSAA) and Florida Standards Assessment (FSA)
9. Complete and utilize approved Non-violent Crisis Prevention Interventions / or QBS
10. Implement classroom management procedures for data collection and graphing of targeted behaviors
11. Follow FL-DOE restraint and seclusion process
12. Implement district approved core curriculum
13. Define Community Based Instruction (CBI). Write goals and objectives that will be implemented in the community. Develop curriculum related activities in the community.
14. Apply strategies to help reduce /eliminate anxiety
15. Utilize technology and apps in the classroom for instructional purposes
16. Create transition plans for students based on strengths, interests, and employment possibilities

LEARNING PROCEDURES (Methods):
   I: Job Imbedded

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

Participants will participate in the CBSA 3 Year Training Plan for Part I- beginner, Part II intermediate-, and Part III-advanced level trainings. As a result of participating in this 3 year training plan, participants will deepen and apply knowledge, take part in modeling and practice activities, engage in peer and self-reflection regarding practice of new knowledge/skills and determine impact to teacher and student performance.

- **HOW** will the experiences be provided to participants during this delivery?
Presentation delivery will be in the form of direct instruction, modeling, role playing, hands on learning activities, power points, sample videos of instructional/teaching procedures, etc. CBSA Implementation Agreement: Participants will attend all required CBSA Part I, II, and III Trainings.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant Product

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participation Product will enable participants to demonstrate their knowledge acquisition through the development of the CAAP Student Portfolio, CBSA Classroom Notebooks, Brigance Assessment, Iready Reading and Math Diagnostic Assessments and progress monitoring, IEP planning notes, classroom 3:1 schedule(s), etc.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
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IMPACT EVALUATION PROCEDURES:
   Staff A; Changes in instructional or learning environment practices
   Student A: Results of State or District developed/standardized student growth measure(s)
         B: Results of school/teacher-constructed student growth measure(s) that tracks student progress
         C: Portfolios of student work

- **What criteria will be used to evaluate the impact of the component on:**

   o **Specific Learner Objectives?**

The impact data will be reviewed by the Program Facilitator and district/school-based staff who support the CBSA 3 Year Training Plan to modify and develop future trainings.

- o **Increasing Educator Knowledge?**

Click here to enter text.

- o **Changing Educator Practice?**

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the 3 Year CBSA Training Process, team members will also complete periodic assessments to determine the degree to which the training is impacting their mastery of the CBSA focus area goals and objectives. The information from the impact evaluations and process monitoring will be reviewed by the program facilitator and district/school-based staff to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

- o **Improving Student Outcomes?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of attending the 3 Year CBSA Trainings. These measures will include documentation of changes in instructional practices related to the application of content presented in the CBSA training as measured by student performance.

Results from the following may be used as evidence:
- ✓ Results of State or District developed/standardized student growth measure(s)
- ✓ Results of school/teacher-constructed student growth measure(s) that tracks student progress
- ✓ CAAP Portfolios/CBSA Notebooks of student work/progress monitoring

Effective Date: 7/20

Department: ESE: Social Thinking

Name(s) of Component Author(s): Celeste Rivenbark

Date approved: pending

Revision Date:

Reason: New component number from state

ESE SB1108: Instructional Strategies for Students with Significant Cognitive Disabilities

COMPONENT NUMBER: 2-100-088

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (088)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide training in current issues relevant to personnel involved in educating exceptional students with the most significant cognitive disabilities. Upon successful completion of the component, participants will be able to develop appropriate programs for students incorporating current research and best practices in Exceptional Student Education for students with the most significant cognitive disabilities, of which some are on Access Point Standards.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Understand the difference between general education standards and alternatively assessed standards and which to employ for your student

2. Utilize the Florida Access Project website and stay abreast on development of standards for students on Access

3. Understand that if a student is alternatively assessed it does not determine their placement in a class. The team must take into consideration Least Restrictive Environment for the student (Inclusion, self-contained, blended, etc).

4. Administer and use the *I Ready Reading and Math Curriculum and Diagnostic Assessment or Brigance for* instruction and progress monitoring

5. Recognize academic based strategies to meet the needs of the student in any academic setting

6. Understand the IEP Process (Planning, Goals and objectives/benchmarks, etc.)

7. Use and assess data collected, while making educationally relevant decisions based off current classroom data

8. Design individual daily schedules and other visual strategies for students

9. Organize schedules and create or make tasks and activities for students with academic deficits

10. Understand the Florida Standards Alternate Assessment (FSAA)-state/district-based criteria for approval

11. Administer Florida Standards Alternate Assessment (FSAA) -if student meets state-based criteria

12. Administer Florida Standards Assessment (FSA)-when appropriate

13. Implement district approved core curriculum

14. Implement instructional scaffolding appropriate for students to fill academic gaps

15. Define Community Based Instruction (CBI). Write goals and objectives that will be implemented in the community. Develop curriculum related activities in the community.

16. Access specific supplemental curriculum programs for teachers/students to utilize to fill gaps in all academic areas

17. Apply strategies to help reduce /eliminate frustration/anxiety

18. Help student to develop learning strategies and self-advocacy skills to better understand when/what to advocate for to become a life-long learner

19. Utilize technology and apps in the classroom for instructional purposes

20. Create transition plans for students based on strengths, interests, and employment possibilities to support post-secondary opportunities with family and student

I: Job Imbedded

WHAT will occur during this professional development component delivery?

Participants will participate in the Access 3 Year Training Plan for Part I- beginner, Part II intermediate-, and Part III- advanced level trainings. As a result of participating in this 3-year training plan, participants will deepen and apply knowledge, take part in modeling and practice activities, engage in peer and self-reflection regarding practice of new knowledge/skills and determine impact to teacher and student performance.

HOW will the experiences be provided to participants during this delivery?
Presentation delivery will be in the form of direct instruction, modeling, role playing, hands on learning activities, power points, sample videos of instructional/teaching procedures, etc.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product

ACTIVITIES to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participation Product will enable participants to demonstrate their knowledge acquisition through the development of the Iready Reading and Math Diagnostic Assessments and progress monitoring, IEP planning notes, classroom schedules, FSA/FSAA review, data reviews of classroom-based assessment, student grades, etc.

SUPPORT to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

ESE District staff will provide support for teachers with implementation.

IMPACT EVALUATION PROCEDURES:
Staff A; Changes in instructional or learning environment practices
Student A: Results of State or District developed/standardized student growth measure(s)
             B: Results of school/teacher-constructed student growth measure(s) that tracks student progress
             C: Portfolios of student work

What criteria will be used to evaluate the impact of the component on:

Specific Learner Objectives?
The impact data will be reviewed by the Program Facilitator and district/school-based staff who support the Access 3 Year Training Plan to modify and develop future trainings.

Increasing Educator Knowledge?
The impact data will be reviewed by the Program Facilitator and district/school-based staff who support the Access 3 Year Training Plan to modify and develop future trainings.

Changing Educator Practice?

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the 3 Year Access Training Process, team members will also complete periodic checks for understanding to determine the degree to which the training is impacting their mastery of the Access focus area goals and objectives. The information from the impact evaluations and process monitoring will be reviewed by the program facilitator and district/school-based staff to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

Improving Student Outcomes?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of attending the 3 Year Access Trainings. These measures will include documentation of changes in instructional practices related to the application of content presented in the Access trainings as measured by student performance.

Results from the following may be used as evidence:
- ✓ Results of State or District developed/standardized student growth measure(s)
- ✓ Results of school/teacher-constructed student growth measure(s) that tracks student progress
- ✓ Classroom based data review

Effective Date: 7/20

Department: ESE: Access

Name(s) of Component Author(s): Amanda Failing

Date approved: pending

Revision Date:

Reason: New component number from state

ESE SB1108: Instructional Strategies for the Hybrid Classroom

COMPONENT NUMBER: 2-100-089

> Function: Instructional Methodology/ Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (089)

POINTS TO BE EARNED: **60 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide training in current issues relevant to personnel involved in educating exceptional students with significant cognitive disabilities. Upon successful completion of the component, participants will be able to develop appropriate programs for students incorporating current research and best practices in Exceptional Student Education for students transitioning off of Florida Standards Alternate Assessment. Which are transitioning back into the inclusion environment to be served in their Least Restrictive Environment.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Understand the importance of scaffolding instruction for our students served in the Hybrid Setting.

2. Utilize the standards set forth for general education.

3. Understand that if a student is served in Hybrid our ultimate goal for them is to fill their academic gaps through instructional strategies and build their opportunities in inclusion and increase that time slowly, systematically with data driven decisions.

4. Administer and use the *I Ready Reading and Math Curriculum and Diagnostic Assessment for progress monitoring.*

5. Recognize academic based strategies to meet the needs of the student in any academic setting, whether in Hybrid, inclusion or another environment. Also, collaborate with the team to ensure the student is successful across all settings and is employing learned strategies in all settings.

6. Understand the IEP Process (Planning, Goals and objectives/benchmarks, etc.)

7. Use and assess data collected, while making educationally relevant decisions based off current classroom data

8. Design individual daily schedules and other visual strategies for students

9. Organize schedules and create or make tasks and activities for students with academic deficits

10. Administer Florida Standards Assessment (FSA)-when appropriate; and other district/school based progress monitoring assessments

11. Implement district approved core curriculum

12. Implement instructional scaffolding appropriate for students to fill academic gaps

13. Access specific supplemental curriculum programs for teachers/students to utilize to fill gaps in all academic areas

14. Apply strategies to help reduce /eliminate frustration/anxiety

15. Help student to develop learning strategies and self-advocacy skills to better understand when/what to advocate for to become a life-long learner

16. Utilize technology and apps in the classroom for instructional purposes

17. Create inclusion opportunities and plans for students based on strengths, interests, and employment possibilities to support post-secondary opportunities with family and student

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop
   B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom
   Student D: Observation of student performance
       B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

    o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

    o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

    o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

- o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESE: Hybrid

Name(s) of Component Author(s): Amanda Failing

Date approved:

Revision Date:

Reason: new component

ESE SB1108: Instructional Strategies for Students with Sensory Impairment

COMPONENT NUMBER: 2-100-090

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (090)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide instructional strategies for personnel in the Deaf and Hard of Hearing and/or Visually Impaired program. Upon successful completion of the component, participants will be able to plan and implement instruction incorporating current research and best practices in the field of Deaf education.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Identify changes in state laws affecting Deaf/Hard of Hearing eligibility and Visually Impaired eligibility.
2. Identify district policy and procedural changes.
3. Identify and develop procedures for evaluation variables for special populations.
4. Identify, adapt, and implement research applicable to motivating reluctant learners.
5. Disseminate information obtained through conferences, such as "Working with the Experts."
6. Apply current research findings to the development of curriculum.
7. Identify and list remediation and evaluation techniques for language.
8. Plan appropriate usage of computers for students with hearing or vision loss.
9. Explain current audiological practices in screening infants, school age children, and adults suspected of a sensory impairment.
10. Demonstrate appropriate instructional techniques for students with sensory impairment.
11. List techniques for enhancing oral expression skills in the classroom setting.
12. Discuss recent developments in cochlear implants, hearing aids, classroom FM systems.
13. Explain statewide eligibility criteria and necessary state required documentation.
14. Design school-based inservice for teachers working with students with hearing or vision loss.
15. Explain the relationship of oral language disorders to academic performance.
16. Select and designate assistive tools for accessing print and digital information producing written communications, and materials in alternate formats, including, but not limited to, audio/digital device, calculator or watch, prescribed low vision device, computer, software, magnification, and Braille.
17. Use non-visual and/or low vision strategies to identify support resources for students who are blind or visually impaired.
18. Identify non-visual or/low vision strategies that enable students who are blind or visually impaired to participate in the classroom.
19. Identify and implement adaptive strategies for academic, recreational and leisure activities to ensure participation.
20. Explain visual impairment.
21. Identify eligibility requirements for students with visual impairments.
22. Identify changes in state laws affecting students with visual impairments.
23. Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairment.
24. Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful resources for students.
25. Develop individual education plans reflecting current research and best practices.
26. Assist general education and ESE teachers, therapists, and parents in understanding the issues related to students with visual impairments.
27. Assist general education teachers in using instructional materials/methods for use with students with visual impairments in regular classes.

LEARNING PROCEDURES (Methods):
  Letter: Description
    A: Knowledge Acquisition Workshop
    I: Job Embedded
    J: Deliberate Practice

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

Participants will enhance their knowledge in current issues relevant to personnel involved in educating students with hearing impairments.

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

Participants will engage in active collaboration with colleagues. They will be provided an avenue for the creation of materials for classroom use, and reference tools will be made available for future use.

IMPLEMENTATION/MONITORING PROCEDURES:
  O: Collaborative Planning
  P: Participant Product

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Collegial learning practices, digital learning/technology infusion, problem solving, instructional design and lesson planning, expanded core curriculum activities related specifically to DHH students.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Email, phone, face-to-face availability to provide feedback and support the participant. Websites and other helpful resources will also be provided.

IMPACT EVALUATION PROCEDURES:
  Staff   A: Changes in instructional learning environment practices implemented in the classroom.
       F: Changes in observed educator proficiency in implementing targeted state standards
       G: Changes in observed educator proficiency in practices that occur generally without students
  Student   F: Other performance assessment(s) that reveal impact on students

- **What criteria will be used to evaluate the impact of the component on:**

  o **Specific Learner Objectives?**

Active discussion, schedules, implementation projects related to expanded core curriculum and technology.

  o **Increasing Educator Knowledge?**

School/teacher-constructed growth measures.

  o **Changing Educator Practice?**

Evidence of revisions to content/process,

Observation of changes in teacher performance as related to student achievement.

  o **Improving Student Outcomes?**

Observation of student performance, review of portfolios of student work, and other performance

assessment(s) that show impact on students learning objectives and behavior growth.

Effective Date: 7/20
Department: ESE: DHH
Name(s) of Component Author(s): Jackie Jones
Date approved: pending
Revision Date: N/A
Reason: New SB1108 (combined two components)

ESE SB1108: Inclusion Strategies for the Classroom

COMPONENT NUMBER: 2-100-091

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (091)

POINTS TO BE EARNED: **120 maximum points per year**

DESCRIPTION:

Our goal is to provide Inclusion teachers- Gen-ed, ESE, and Dual Certified teachers (K-12th) who work with students with disabilities with a variety of trainings that will provide them with tools and resources to increase the success of Inclusion classrooms. Trainings for Inclusion teachers will help teachers plan for and implement various instructional strategies, philosophies, and tools into their classrooms. Teachers will learn practical strategies and ideas on how to help diverse learners be successful despite "real world," challenges. We will provide you with tools and techniques that can be used immediately in the classroom.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

Topics could include (not exclusive):

1. Learn about Collaborative Teaching and explore the strategies and approaches to implement
2. Explore Universal Design for Learning and learn how to implement it's key principles: engagement, representation, and action/expression
3. Identify various Accommodations, and learn how to implement and document accommodations
4. Learn about Multisensory Instruction and how to engage all your students' senses in learning
5. Discover more about how to effectively Differentiate Instruction and assessments for diverse learners
6. Explore Specially Designed Instruction for ESE students and learn how to implement this in the Inclusion classroom
7. Practice Classroom Management strategies and learn how to efficiently and effectively manage behaviors
8. Discover how to make core math and reading instruction explicit
9. Explore available Assistive Technology tools and their key components/functions
10. Learn how Educational and Accessibility Technology (ex: Kurzweil) can help remove barriers for your students

LEARNING PROCEDURES (Methods):

A: Knowledge Acquisition
I: Job-Embedded Workshop
B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom
   Student D: Observation of student performance
            B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

   o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

   o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

   o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

   o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESSE: Inclusion

Name(s) of Component Author(s): Elizabeth Toms

Date approved: pending

Revision Date: N/A

Reason: new component

ESE SB1108: Transition for Ages 13-22

COMPONENT NUMBER: 2-100-092

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (092)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide opportunities for participants to receive updated concepts, trends, strategies, and materials in their respective field of Transition Planning for Students with Disabilities, ages 13-22. Participants will learn the knowledge and skills to appropriately integrate the updated information into the curriculum, instruction, (CBVE) Community Based Vocational Education programs, and transition IEP development.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Explain models of transition and how the concept has evolved over time.
2. Identify transition planning components required by law, State Board of Education rule, and local school district policy.
3. Work more effectively with special populations to improve vocational and independent life skills in collaboration with stakeholders.
4. Describe the concepts of self-determination, self-advocacy, student-directed IEPs, and person-centered planning.
5. Demonstrate knowledge of various instructional models, including assessments and curricula and their implications for students with disabilities.
6. Identify resources related to self-determination for students, educators and families.
7. Develop an understanding of the importance of self-determination in the transition planning process for all stakeholders.
8. Identify the types and purposes of assessments that can be used in planning for transition.
9. Determine the most appropriate assessments to be used for specific students and specific target groups.
10. Explain how career development theories influence the identification of student's interests and preferences in terms of choosing a career path.
11. Identify and describe different employment and vocational training opportunities.
12. Identify components of effective instructional planning based on State Course Standards and SPP Indicators 1, 2, 13, and 14 standards.
13. Discuss how transition is infused into standards-based learning.
14. Demonstrate knowledge of accommodations and modifications (including the use of assistive technology) that can be used to support instruction for individuals with disabilities.
15. Identify promising and required practices related to preparing for the Transition IEP meeting.
16. Identify transition requirements according to the student's age.
17. Identify quality indicators for Transition IEPs.
18. Demonstrate knowledge of all required components and effective practices for developing Quality Transition IEPs.
19. Identify strategies for implementing the Transition IEP.
20. Identify guidelines for infusing transition into the general curriculum.
21. Identify the legal requirements for agency involvement in the transition process.
22. Identify the purpose and benefits of interagency transition teams.
23. Identify agencies that provide supports to individuals with disabilities in transition and the services they provide.
24. Demonstrate knowledge of methods for working collaboratively with agencies.
25. Identify school-based barriers that inhibit the integration of independent life skills and vocational instruction.
26. Connect classroom instruction to independent life skills and the world of work.

27. Communicate the intent of (CBVE) education to students, parents, and business and industry partners.
28. Discuss available (CBVE) within the community.
29. Discuss the use of technology as it relates to the world of work for students.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition Workshop
      I: Job Embedded Workshop
   D: Learning Community
      B: Electronic, Interactive

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

ESE Instructional & non-instructional personnel, also known as stakeholders in the transition planning process, will be expected to develop, demonstrate, and engage other stakeholders in the following knowledge and skills: identify & understand the essential compliance indicators and standards required for secondary transition; collaborate on ways to improve current transition IEP development that is student driven and student centered through the identification and choosing from instructional strategies, curricula for college & career preparation, resources, additional training. Collaborative, engaging activities will provide participants with the opportunity to learn from their peers and establish professional goals and objectives to assist students in understanding that they are the primary stakeholder in the transition planning process. Stakeholders will understand transition services and activities used to develop desired post school outcomes and postsecondary goals based on students' transition assessments for compliant IEP's and improved student outcomes.

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

Experiences will vary according to the type of training facility, amount of time allocated, funding, event, &/or location. The format may include but not be limited to the following: face to face, transition event participation, webinars, expert speakers, training institutes/conferences, on-line modules, colleague observations/visits with collaboration/debrief opportunity, job shadowing, collaborative learning communities, &/or book study.

IMPLEMENTATION/MONITORING PROCEDURES:
   O: Collaborative Planning
      P: Participant Product Related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Feedback based on participants' follow-up responses via: course evaluation, surveys, needs assessments, additional training as needed and/or requested from participants or school site designee.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Activities are expected to promote active engagement, collaboration, sharing of what works and what has not worked for solution building from colleagues with opportunity to provide evaluative feedback either through regularly scheduled monthly, quarterly, weekly, 1-3 days only, &/or 1-3 hours meetings and opportunities for additional professional learning in areas of interest or need.

IMPACT EVALUATION PROCEDURES:
   Staff: A: Changes in instructional or learning environment practices
        D: Other changes in practices supporting effective implementation of job responsibilities
      F: Changes in observed educator proficiency in implementing targeted state standards
      G: Changes in observed educator proficiency in practices that occur generally without students
   Student: A: Results of state or district-developed/standardized growth measures
      B: Results of school/teacher-constructed student growth measures

D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

    o **Specific Learner Objectives?**

A qualified facilitator will develop a course outline or agenda or select a pre-developed course based on the specific objectives stated above. The facilitator will ensure that course objectives are covered during the training.

    o **Increasing Educator Knowledge?**

Throughout the training, the facilitator/s will provide opportunities for transition stakeholders to demonstrate their understanding through engaging verbal or written activities, hands-on activities, &/or electronic response apps.

    o **Changing Educator Practice?**

At the end of the training, participants will complete an Online Evaluation for data collection results &/or provide evidence by submitting a product that could vary according to the learner. Examples of Evidence but not limited to: developed IEP for one their students with SPP 13 protocol Self-Assessment, progress monitoring document, implemented lesson plans that integrate training knowledge and skills with reflection, student portfolios, collaborative notes from a transition meeting, student video or ppt of IEP participation.

    o **Improving Student Outcomes?**

Evidence of improving student outcomes will be provided on Transition IEP's and district results will be compared one year to the next as reported by FL DOE's LEA Profile and/or Project 10 District's Summary Report as well as stakeholder Online Evaluation feedback.

Effective Date: 7/20

Department: ESE: Transition

Name(s) of Component Author(s): Linda Andrews

Date approved: pending

Revision Date: N/A

Reason: New SB1108

ESE SB1108: Instructional Strategies for Dual Exceptionalities

COMPONENT NUMBER: 2-100-093

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (093)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:
The purpose of this component is to provide training in current issues relevant to teachers of students with dual exceptionalities. Participants will be able to develop appropriate programs for students with dual exceptionalities incorporating current research in best practices and instructional strategies.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Understand and implement effective classroom management strategies for students who have dual exceptionalities. (ADHS, D/HH, ASD, SLP, VI, etc.)
2. Understand and implement effective classroom instructional strategies for students who have dual exceptionalities. (ADHS, D/HH, ASD, SLP, VI, etc.)

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
    I: Job-Embedded Workshop
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations.

- **HOW** will the experiences be provided to participants during this delivery?
The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom

Student D: Observation of student performance
　　　　B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

The ESE Program Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  - **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  - **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  - **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20
Department: ESE
Name(s) of Component Author(s): Krista Mitchell
Date approved: pending
Revision Date: N/A
Reason: Update to SB1108

ESE SB1108: Instructional Strategies for SWD

COMPONENT NUMBER: 2-100-094

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (094)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:

The purpose of this component is to provide training in current instructional strategies for students with disabilities.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Assist regular education teachers in using instructional materials/methods for use with students with ESE students in regular classes.
2. Provide research-based instructional strategies for working with students who struggle with curriculum.
3. Learn various local and state resources available to support teachers who work with students with disabilities.
4. Demonstrate the ability to appropriately assess levels of functioning in the classroom utilizing current research/best practices.
5. Demonstrate the ability to plan and develop appropriate programs for students incorporating current research and best practices.
6. Select and use appropriate instructional materials and methods in the ESE classroom.
7. Identify areas of concern/current needs of parents of exceptional children.
8. Compile a personal file of ideas and suggest activities/resources designed to enhance learning and increase self-concept.
9. Demonstrate the ability to increase skills in motivating reluctant learners
10. Develop materials for home/school use with ESE students.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop
   B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
> **Staff A: Changes in instructional or learning environment practices implemented in the classroom**
> **Student D: Observation of student performance**
> > **B: Results of school/teacher-constructed student growth measure that track student progress**

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  - **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  - **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  - **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Date approved:

Revision Date:

Reason: new component

HB7069/SB1108: Explicit Reading Instruction

COMPONENT NUMBER: 2-100-095

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (095)

POINTS TO BE EARNED: **60 maximum points per year**

DESCRIPTION:

This component is designed to provide teachers with training in the use of explicit, systemic, and sequential approaches to reading instruction and multisensory intervention strategies for all students including students with disabilities.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Demonstrate knowledge of scientifically based research, theories, and practices in reading, including elements of the structured literacy approach, phonemic awareness, oral language, and phonics instruction.
2. Explore phonemic awareness instructional strategies
3. Understand how to implement phonics instruction to include encoding and decoding strategies
4. Use fluency-based strategies to teach reading
5. Demonstrate effective instructional practices in the general education and ESE classroom
6. Use explicit, systemic and sequential approaches to teach reading
7. Integrate multisensory intervention strategies into reading instruction
8. Understand assessment tools used to assess the reading components

LEARNING PROCEDURES (Methods):
> **A: Knowledge Acquisition**
> **I: Job-Embedded**
> **B: Electronic, Interactive**

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
> **P: Participant product related to training**

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom

visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment practices implemented in the classroom
    Student D: Observation of student performance
          B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

    o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

    o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

    o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

    o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20
Department: Literacy
Name(s) of Component Author(s): Charlotte Boling
Date approved:
Revision Date:
Reason: new

HB7069/SB1108 Beacon: Reading Challenges

COMPONENT NUMBER: 2-100-096

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (096)

POINTS TO BE EARNED: **40 maximum points per certification**
DESCRIPTION:

This component was written specifically for Beacon courses +Reading Challenges 1 and 2 and should not be used for any other offerings. +Reading Challenges 1: Dyslexia and More is worth 20 points and addresses the exploration and examination of reading disorders in students. +Reading Challenges 2, also worth 20 points, will include classroom implementation of the strategies examined in the first course.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Explore the learning challenges experienced by students with dyslexia and other reading disorders.
2. Examine methods for making reading instruction and intervention explicit, systematic, sequential and multisensory.
3. Use effective strategies with struggling readers by implementing methods learned in this training.

LEARNING PROCEDURES (Methods):

   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Online activities may include, but will not be limited to, such things as reading articles and other documents, scenarios, discussions and both formative and summative assessments.

- **HOW** will the experiences be provided to participants during this delivery?
The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be completed. The courses are offered through the online platform of the www.beaconeducator.com

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Course facilitator will provide resources and continuous support through emails or phone calls. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom
   Student D: Observation of student performance

B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

    o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

    o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

    o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

    o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Marianne Robey

Date approved:

Revision Date:

Reason: new

HB7069/SB1108 BEESS: Language Reading Connection

COMPONENT NUMBER: 2-100-097

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (097)

POINTS TO BE EARNED: **10 maximum points per certification**
DESCRIPTION:

This component was written specifically for FDLRS course Language Reading Connection and should not be used for any other offerings. This course provides in-depth information and resources for school-based SLPs to assist in performing their role in reading intervention for elementary level students.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Explore the areas of phonological awareness.
2. Examine oral language development.
3. Examine vocabulary and comprehension strategies.

LEARNING PROCEDURES (Methods):

   C: Electronic, Non-Interactive
F: Independent Inquiry

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

Online activities may include, but will not be limited to, such things as reading articles and other documents, scenarios, and both formative and summative assessments.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be completed. The courses are offered through the online BEESS portal sponsored by FDLRS.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

District Reading Coaches and school-based Academic Intervention Specialist will provide resources and continuous support through emails or phone calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
Staff A: Changes in instructional or learning environment practices implemented in the classroom
Student D: Observation of student performance
B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20
Department: Literacy
Name(s) of Component Author(s): Marianne Robey
Date approved:
Revision Date:
Reason: new

HB7069/SB1108 BEESS: Reading Difficulties, Disabilities and Dyslexia

COMPONENT NUMBER: 2-100-098

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (098)

POINTS TO BE EARNED: **20 maximum points per certification**
DESCRIPTION:

This component was written specifically for BEESS course Reading Difficulties, Disabilities and Dyslexia and should not be used for any other offerings. This course provides information for K-12 general education and ESE teachers of students who face challenges with the mastery of reading skills.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Clarify the difference between various types of reading challenges and disabilities including dyslexia.
2. Gain information on assessment, data-based decision making and how teachers use those data to select appropriate interventions matched to student need
3. Learn about multisensory and structured literacy approaches to instruction and other learning supports that can be implemented to ensure students access to standards-based content.

LEARNING PROCEDURES (Methods):

   C: Electronic, Non-Interactive
F: Independent Inquiry

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

Online activities may include, but will not be limited to, such things as reading articles and other documents, scenarios, and both formative and summative assessments.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be completed. The courses are offered through the online BEESS portal sponsored by FDLRS.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

District Reading Coaches and school-based Academic Intervention Specialist will provide resources and continuous support through emails or phone calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
>   **Staff A: Changes in instructional or learning environment practices implemented in the classroom**
>   **Student D: Observation of student performance**
>>   **B: Results of school/teacher-constructed student growth measure that track student progress**

- **What criteria will be used to evaluate the impact of the component on:**

    o   **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

    o   **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

    o   **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

    o   **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Marianne Robey

Date approved:

Revision Date:

Reason: new

HB7069/SB1108 FDLRS: Language Development and Communication Skills

COMPONENT NUMBER: 2-100-099

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (099)

POINTS TO BE EARNED: **60 maximum points per certification**
DESCRIPTION:

This component was written specifically for FDLRS course Language Development and Communication Skills and should not be used for any other offerings. This course enables educators to develop, increase and demonstrate knowledge and skills in the sequence of receptive and expressive language development/communication and appropriate interventions.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Identify the sequence of expressive and receptive language development and the components of language structure.
2. Identify communication deficits and select appropriate interventions.
3. Select strategies for integrating communication instruction into educational settings.
4. Select appropriate assistive technology and alternative communication systems to facilitate communication.
5. Identify the sequence of typical reading development (e.g., prereading level, learning to read, reading to learn) and the critical components of reading development (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension).
6. Identify characteristics of reading difficulties and select prevention and intervention methods for addressing reading difficulties.
7. Identify the early phases of word recognition within the decoding process (e.g., pre-alphabetic, partial alphabetic, full alphabetic, consolidated alphabetic).
8. Identify explicit and systematic instructional methods for promoting the development of phonics skills and phonological and phonemic awareness.
9. Identify the processes and skills (e.g., graphophonemic, morphemic, syntactic, semantic) that effective readers use for word recognition.
10. Identify explicit and systematic instructional methods for developing reading fluency (e.g., practice with high-frequency words, timed readings, repeated readings, read alouds, choral reading, recorded books).
11. Identify explicit and systematic instructional methods and strategies for increasing vocabulary acquisition (e.g., appropriate choice of words for instruction; multiple exposures; teaching word learning strategies, such as word analysis and contextual analysis).
12. Identify explicit and systematic instructional methods and strategies for facilitating students' reading-comprehension and critical-thinking skills

LEARNING PROCEDURES (Methods):

B: Electronic: Interactive

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

Online activities may include, but will not be limited to, such things as reading articles and other documents, scenarios, discussions and both formative and summative assessments.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be completed. The courses are offered through the online BEESS portal sponsored by FDLRS.

> Participants are expected to use this new knowledge in their classroom with their students. Complete the assigned learning activities and assessment tasks. Tasks include, but are not limited to, the following types of activities:

a. Research and application of skills
b. Interviews with experienced educators
c. Development of lesson plans, behavior profiles, teaching strategies
d. Identification of local and statewide resources
e. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas.
f. Development of Individualized Education Plans and Transition Plans
g. Determination of appropriate assessment tools and techniques.

IMPLEMENTATION/MONITORING PROCEDURES:
P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Support will be provided by the facilitator via email and phone calls.

IMPACT EVALUATION PROCEDURES:
Staff A: Changes in instructional or learning environment practices implemented in the classroom
Student D: Observation of student performance
B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20
Department: Literacy
Name(s) of Component Author(s): Marianne Robey
Date approved:
Revision Date:
Reason: new

ESE SB1108 Beacon: ESE for All Educators

COMPONENT NUMBER: 2-100-100

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (100)

POINTS TO BE EARNED: **20 maximum points per certification**

DESCRIPTION:

This component was written specifically for Beacon course ESE for All Educators and should be used for that purpose only. Explore the characteristics and learning needs of students with disabilities. Identify appropriate instructional strategies. Review the legal requirements for providing services and supports. Examine accommodations and modifications provided during instruction and assessment.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Recognize the classifications and characteristics found in high-incidence and low-incidence disabilities.
2. Demonstrate an understanding of the history of special education.
3. Demonstrate an understanding of the multi-tiered system of support/response to intervention as it applies to students with disabilities.
4. Identify legal requirements of an individual education plan.
5. Identify responsibilities of general education and special education teachers for providing appropriate instruction to students with disabilities.
6. Demonstrate an understanding of least restrictive environment.
7. Define and identify common characteristics of inclusion.
8. Recognize an appropriate continuum of services for students with disabilities.
9. Identify characteristics of specially designed instruction including systematic, explicit instruction and universal design for learning.
10. Identify appropriate instructional strategies for teaching students with disabilities.
11. Identify appropriate accommodations and modifications for students with disabilities.
12. Demonstrate an understanding of alternate assessment.
13. Demonstrate an understanding the role students with disabilities have in accountability systems.

LEARNING PROCEDURES (Methods):

 B: Electronic, Interactive

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

Online activities may include, but will not be limited to, such things as reading articles and other documents, scenarios, discussions and both formative and summative assessments.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be completed. The courses are offered through the online platform of the www.beaconeducator.com

IMPLEMENTATION/MONITORING PROCEDURES:

 P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails or phone calls. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom
   Student D: Observation of student performance
        B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

   o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

   o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

   o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

   o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Date approved:

Revision Date:

Reason: new

ESE SB1108 Beacon: Managing Challenging Student Behavior

COMPONENT NUMBER: 5-101-002

> Function: Classroom Management (5)
> Focus Area: Classroom Management for students with disabilities (101)
> Local Sequence Number(s): (002)

POINTS TO BE EARNED: **20 maximum points per certification**

DESCRIPTION:

This component was written specifically for Beacon course Managing Challenging Student Behavior and should be used for that purpose only. Compare students with identified emotional disabilities to those with acting-out behaviors. Review instructional and behavioral strategies for managing difficult classroom behaviors within the RtI/MtSS framework. Develop an awareness level knowledge of psychotropic medications and accompanying side effects.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.
1. Recognize the components of the federal definition and characteristics of the emotionally disturbed student.
2. Recognize the definition and characteristics of the acting out student.
3. Identify the steps in the MtSS/RtI Process and its classroom implications.
4. Increase awareness of classroom strategies for managing behaviors of students with emotional disabilities and acting out behaviors.
5. Increase awareness of strategies used for dealing with the most common disruptive behaviors: talking out, off task behaviors and verbal and physical aggression.
6. Recognize common psychotropic medications prescribed to students with acting out behaviors and emotional disabilities.
7. Recognize common psychotropic medications' intended purpose and potential side effects.

LEARNING PROCEDURES (Methods):

  B: Electronic, Interactive

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

Online activities may include, but will not be limited to, such things as reading articles and other documents, scenarios, discussions and both formative and summative assessments.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be completed. The courses are offered through the online platform of the www.beaconeducator.com

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails or phone calls. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
>   **Staff A: Changes in instructional or learning environment practices implemented in the classroom**
>   **Student D: Observation of student performance**
>   **B: Results of school/teacher-constructed student growth measure that track student progress**

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  - **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  - **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  - **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: OPL

Name(s) of Component Author(s): Marianne Robey

Date approved:

Revision Date:

Reason: new

ESE SB1108: Classroom Management for Students with Disabilities

COMPONENT NUMBER: 2-101-028

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Classroom Management for students with disabilities (101)
> Local Sequence Number(s): (028)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:

Participants will enhance their knowledge of strategies that teachers and students will utilize to ensure a productive learning environment and to prevent disruptions in the learning process. The course will focus on Classroom Organization to include the ways that teachers structure classroom interactions and activities to promote learning, including communication, relationships, time and the arrangement of the physical environment. In addition, Behavior Management for the application of specific strategies for the purposes of positively managing individual and group behaviors that encourage and support academic, behavioral, and social learning for students with disabilities.

SPECIFIC LEARNER OBJECTIVES:
 Identify the priority study and/or on-the-job implementation outcomes.
1. Plan the organization of a classroom illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulatives, creative constructive materials, etc.) that facilitates efficiency and effectiveness of access, use, maintenance, and storage of such resources.
2. Manage student progress data electronically for visual representation of performance for individual students and whole class averages.
3. Design the organization of the physical aspects of a classroom (furniture, areas, etc) for ease of transition, use, safety and traffic flow based on effective designs presented in the literature.
4. Establish classroom procedures and expectation (rules) to promote a positive, effective and efficient learning environment.
5. Construct the organization of a classroom schedule/time management plan that includes various content areas, instructional strategies, grouping strategies, levels of energy use, etc. within large blocks of time or for an entire day school day.
6. Demonstrate knowledge and skill of affective domain-based theoretical models for (1) setting and managing the emotional tone of a classroom, (2) managing the psycho-social atmosphere of the classroom and individual students, and (3) managing motivation of students to succeed in learning academic content, social skills, self-responsibility skills, and inter-relationship skills with other class members. 3
7. Analyze a given classroom situation for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases (state and federal) involving all students, including students with disabilities, ESL and at-risk students.
8. Observe, analyze and document student behavior to match an appropriate intervention strategy to change behavior in a desired direction. This will also include the successful implementation of behavior management strategies for entire classes, small groups, and individual students along with development and maintenance of electronic data collection graphing and analysis.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
    I: Job-Embedded Workshop
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other

classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
    P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment practices implemented in the classroom
    Student D: Observation of student performance
              B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESE: Behavior

Name(s) of Component Author(s): Nancy Virgilio

Date approved: pending

Revision Date:

Reason: New Component needed

ESE SB1108: Positive Behavior Intervention Supports

COMPONENT NUMBER: 2-101-029

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Classroom Management for students with disabilities (101)
> Local Sequence Number(s): (029)

POINTS TO BE EARNED: **60 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide participants with training in developing, implementing, maintaining and analyzing a Positive Behavior Interventions Systems and supports in a whole school or whole class environment. Upon successful completion of the component, participants will be able to develop and implement a Positive Behavior Interventions Systems and supports and effectively analyze the data needed to sustain such a program.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Identify, implement, and maintain a tiered level of support for Behavior Intervention to meet the needs of all students.
2. Explain how a system of Positive behavior Interventions and support promote student and staff success within the school environment
3. Create and monitor a school culture focused on high expectations and recognizing positive behaviors
4. Develop a proactive plan to increase the effectiveness of the whole school management
5. Develop the skills to utilize a team-based approach to support all students
6. Explain the impact of Office Discipline Referrals, Out of School Suspension and In school Suspension on student achievement
7. Analyze the impact of Office Discipline Referrals, Out of School Suspension and In school Suspension on specific student subgroups
8. Develop a proactive plan to reduce Office Discipline Referrals, Out of School Suspension and In school Suspension for specific student subgroups
9. Analyze Office Discipline Referrals, Out of School Suspension and in school Suspension in regard to locations throughout the school

LEARNING PROCEDURES (Methods):
>   **A: Knowledge Acquisition**
>   **I: Job-Embedded Workshop**

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
>   **P: Participant product related to training**

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and

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lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom
   Student D: Observation of student performance
       B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  o **Specific Learner Objectives?**

The presenter will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  o **Changing Educator Practice?**

Participants will be asked to analyze referral data and observations of student performance and engagement to reflect on their changes in instructional practices.

  o **Improving Student Outcomes?**

End of year Outcome Data Survey, Office Discipline Referral Data and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESE: Behavior

Name(s) of Component Author(s): Dustin Coleman/Ellen Baucom

Date approved: pending

Revision Date:

Reason: New component number from state

ESE SB1108: Universal Classroom Strategies

COMPONENT NUMBER: 2-101-030

>Function: Instructional Methodology/Faculty Development (2)
>Focus Area: Classroom Management for students with disabilities (101)
>Local Sequence Number(s): (030)

POINTS TO BE EARNED: 75 maximum points per year

DESCRIPTION:

The purpose of this component is to provide training designed to increase participants' skills in the area of classroom management in an effort to reduce problematic behaviors. Upon successful completion of the component, participants will be able to apply appropriate techniques to create a classroom environment that promotes the success of all students.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Create systems of routines and procedures to proactively manage the classroom
2. Implement best practice strategies for creating an effectively structured classroom
3. Identify the causes of and appropriate methods of coping with common behavior concerns
4. Identify and implement strategies to address specific behavior problems using the least invasive measures necessary.
5. Use techniques designed to aid in the management of small groups.
6. Demonstrate increased skills in motivating reluctant learners.
7. Utilize positive behavior supports based on school-wide to support a continuum of needs.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom
   Student D: Observation of student performance
         B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

   o **Specific Learner Objectives?**

The presenter will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

   o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

   o **Changing Educator Practice?**

Participants will be asked to analyze student performance and engagement through observation and data analysis to reflect on their changes in instructional practices. Results should be reflected in the teacher's annual evaluation.

   o **Improving Student Outcomes?**

Teacher observation of student's performance will be used to determine how effectively the new strategies impacted student performance.

Effective Date: 7/20

Department: ESE: Behavior

Name(s) of Component Author(s): Dustin Coleman/Ellen Baucom

Date approved: pending

Revision Date:

Reason: New component number from state

ESE: Paraprofessional Training for the CBSA Classroom

COMPONENT NUMBER: 2-104-001

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Working with Aides, Volunteers, Mentors for students with disabilities (104)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:

The purpose of this component is to provide training for paraprofessionals assigned to a Communication/Behavior/Social/Academic (CBSA) classroom for students with significant needs in communication, behavior, social and academics. Participants will learn specific skills to support the teacher and school staff working in a CBSA classroom.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Understand and support basics of Applied Behavior Analysis and Verbal Behavior
2. Support the administration and use the Verbal Behavior Milestones and Assessment and Placement Program (VB-MAPP) for instruction and progress monitoring.
3. Support and maintain the organization and arrangement of classroom in zones and divisions for students in the CBSA class.
4. Support the teacher in implementing goals and objectives from the student's IEP
5. Assist the teacher in data collection for the Success Notebooks and Curriculum and Alternate Assessment Process (CAAP)
6. Support the teacher to develop and implement individual daily schedules and other visual strategies for students in a CBSA classroom. Create and implement rotations schedules.
7. Assist the teacher in organizing/creating schedules and making tasks and activities for students with significant impairments.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
    I: Job-Embedded Workshop
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

- **HOW** will the experiences be provided to participants during this delivery?
The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participants will take their new knowledge of instructional strategies and engage students in activities and

lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
  Staff A: Changes in instructional or learning environment practices implemented in the classroom
  Student D: Observation of student performance
          B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

    o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

    o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

    o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

    o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20
Department: ESE: CBSA
Name(s) of Component Author(s): Nicole Kinnard
Date approved: pending
Revision Date:
Reason: New component number from state

ESE: Inclusion Strategies for the Paraprofessional

COMPONENT NUMBER: 2-104-002

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Working with Aides, Volunteers, Mentors for students with disabilities (104)
> Local Sequence Number(s): (002)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:

Inclusion Strategies for Paraprofessionals has been created for paraprofessionals who are working in an Inclusion classroom and assisting students with disabilities. There will be a variety of trainings to help paraprofessionals learn how to become a powerful facilitator of learning and social relationships! Trainings for Inclusion paraprofessionals will focus on ideas, strategies, and resources that you can use to effectively support the diverse learners you work with every day.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Learn how to effectively implement classroom and behavior management strategies
2. Understand how to implement and apply best practices in collaborating with teachers and other professionals
3. Discover effective communication strategies
4. Learn how to facilitate student learning and relationships
5. Explore various instructional strategies and learn how to use these with students in the Inclusion classroom

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

- **HOW** will the experiences be provided to participants during this delivery?
The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom
   Student D: Observation of student performance
           B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

   o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

   o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

   o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

   o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESSE: Inclusion

Name(s) of Component Author(s): Elizabeth Toms

Date approved: pending

Revision Date: N/A

Reason: new component

ESE SB1108: Strategies for the Content Areas

COMPONENT NUMBER: 2-105-013

> Function: Instructional Methodology/Faculty Development (2)
> Focus Area: Curriculum for students with disabilities (105)
> Local Sequence Number(s): (013)

POINTS TO BE EARNED: **60 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide training for teachers in specific areas of curriculum. Research-based instructional strategies based on the content and grade level being taught.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Demonstrate correct methods for instruction of specific content area based on research-based models and strategies.
2. Using the most recently adopted text, determine specific strategies for covering the material.
3. Apply knowledge of content area to choose the correct adaptation of instruction to fit the needs of struggling students.
4. Write lesson plans with accommodations and modifications in place for students with disabilities.
5. Understand the multisensory approach, universal design for learning and differentiated instruction.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
    I: Job-Embedded Workshop
   B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom

visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment practices implemented in the classroom
    Student D: Observation of student performance
              B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

        o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

        o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

        o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

        o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Date approved:
Revision Date:
Reason: new component

ESE SB1108: Adaptive Physical Education

COMPONENT NUMBER: 2-105-014

>Function: Instructional Methodology/Faculty Development (2)
>Focus Area: Curriculum for students with disabilities (105)
>Local Sequence Number(s): (014)

POINTS TO BE EARNED: 60 maximum points per year
DESCRIPTION:
The purpose of this component is to provide instructional strategies in appropriate curriculum, teaching methods, and current issues of concern in the field of physical education to all personnel responsible for providing ESE physical education instruction. Participants will be able to adapt/implement curriculum designed to maximize the physical abilities of ESE students, following state, local, and legal guidelines.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate knowledge of the philosophy and goals of adaptive physical education.
2. Present and discuss current research in all areas of adaptive physical education.
3. Demonstrate knowledge of physical education mainstreaming techniques for exceptional students.
4. Explain legal responsibilities incumbent upon the physical education teacher of the exceptional students.
5. Develop/adapt a comprehensive curriculum designed to meet the needs of physically impaired, mentally handicapped, visually impaired/blind, and hearing impaired/deaf students based on research-based instructional strategies.
6. List and explain instructional strategies for implementation of adaptive programming at the elementary, middle, and high school levels.
7. Develop professional resources for use with specified exceptional populations.

LEARNING PROCEDURES (Methods):
>**A: Knowledge Acquisition**
>**I: Job-Embedded Workshop**
>**B: Electronic, Interactive**

- **WHAT** will occur during this professional development component delivery?
Knowledgeable consultant(s) will train personnel in both classroom and playground settings, ensuring that each has ample practice in implementing and manipulating curriculum to meet the needs of exceptional physical education students.

- **HOW** will the experiences be provided to participants during this delivery?
The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
>**P: Participant product related to training**

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
  Staff A: Changes in instructional or learning environment practices implemented in the classroom
  Student D: Observation of student performance
    B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

The ESE Program Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  - **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  - **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  - **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESSE: Ancillary

Name(s) of Component Author(s): Gary Mitchell

Date approved: pending

Revision Date: N/A

Reason: new SB1108 component

ESE SB1108: Effective Use of Assistive Technology

COMPONENT NUMBER: 3-100-005

> Function: Technology Integration/Digital Learning Support (3)
> Focus Area: Instructional Strategies for students with disabilities (100)
> Local Sequence Number(s): (005)

POINTS TO BE EARNED: 60 maximum points per year

DESCRIPTION:

The purpose of this component is to provide exceptional education teachers with an overview of the use of computer hard/software in the Exceptional Student Education Program. Best practices for the use of and instructional strategies of using the technology with student with disabilities will be included with any training on assistive technology.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Discuss the care of hardware and peripheral devices.
2. Write an evaluation of a sample of software, noting educational design of software, reading level, graphics quality, ease of modification, instructions provided teacher and student, and appropriateness for intended users.
3. Discuss software available in content areas for the special needs learner.
4. Learn how to use devices/programs provided by the district or school site.
5. Use the computer for the development of curriculum and measurement devices.
6. Demonstrate the ability to copy public domain and county licensed software.
7. Define and describe assistive and adaptive devices available for special needs learners.
8. Discuss advanced applications of technology with special needs learners.

LEARNING PROCEDURES (Methods):
   Letter: Description

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

Activities designed to accomplish the specific objectives above will be carried out in a workshop setting with enough computers available so that all participants can have hands-on time with them. Qualified consultant(s) will provide instruction and guidance throughout the course.

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

Instruction will include such activities as lectures, discussions, demonstrations, and question and answer time, in order to accomplish the specific objectives listed above.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop
   B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
  P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
  Staff A: Changes in instructional or learning environment practices implemented in the classroom
  Student D: Observation of student performance
           B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  o **Specific Learner Objectives?**

The ESE Program Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Date approved: pending

Revision Date: N/A

Reason: Update to SB1108

ESE SB1108: Evaluating the Needs of Struggling Students

COMPONENT NUMBER: 4-102-001

> Function: Assessment and Data Analysis (4)
> Focus Area: Assessment for students with disabilities (102)
> Local Sequence Number(s): (001)

POINTS TO BE EARNED: **60 maximum points per year**

DESCRIPTION:

The purpose of this component is to provide training in current research-based strategies for evaluating students with disabilities.

SPECIFIC LEARNER OBJECTIVES:

Identify the priority study and/or on-the-job implementation outcomes.

1. Demonstrate correct methods for assessing students using current instruments.
2. Inventory current classroom needs, strengths and weaknesses.
3. Explore relationships between various ESE program needs with regard to peer support, tutoring, etc.
4. Develop further understanding of learning/self-concept problems.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop
   B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
   Staff A: Changes in instructional or learning environment practices implemented in the classroom

Student D: Observation of student performance

  B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

  o **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  o **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  o **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

  o **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20

Department: ESE

Name(s) of Component Author(s): Marianne Robey

Date approved:

Revision Date:

Reason: new component

ESE SB1108: Effective Behavioral Strategies for SWD

COMPONENT NUMBER: 5-101-001

      Function: Classroom Management (5)
      Focus Area: Classroom Management for students with disabilities (101)
      Local Sequence Number(s): (001)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:

The purpose of this component is to provide training in current research-based strategies for classroom management for students with disabilities.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Define effective approaches to classroom management and motivation.
2. Integrate cognitive and academic approaches to classroom management and motivation.
3. Demonstrate increased listening skills.
4. Demonstrate knowledge of interpreting non-verbal communication.
5. Assist parents in understanding the problems of the ESE child.
6. Help parents understand the specific development sequence of learning for the ESE child.
7. Assist parents in utilizing various management techniques that would benefit the ESE child.

LEARNING PROCEDURES (Methods):
    A: Knowledge Acquisition
    I: Job-Embedded Workshop
    B: Electronic, Interactive

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

Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

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

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
    P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Course facilitator will provide resources and continuous support through emails, phones calls and classroom visits. Additional training will be provided if there is a need.

IMPACT EVALUATION PROCEDURES:
    Staff A: Changes in instructional or learning environment practices implemented in the classroom
    Student D: Observation of student performance
               B: Results of school/teacher-constructed student growth measure that track student progress

- **What criteria will be used to evaluate the impact of the component on:**

        ○ **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

        ○ **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

        ○ **Changing Educator Practice?**

Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

        ○ **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

Effective Date: 7/20
Department: ESE
Name(s) of Component Author(s): Marianne Robey
Date approved:
Revision Date:
Reason: new component

ESE: Non-Instructional Personnel: Blueprint for Success

COMPONENT NUMBER: 8-104-001

Function: General Support (8)
Focus Area: Working with Aides, Volunteers, Mentors for students with disabilities (104)
Local Sequence Number(s): (001)

POINTS TO BE EARNED: **60 maximum points per year**
DESCRIPTION:

The purpose of this component is to provide training for non-instructional personnel who support ESE classrooms and work with students with disabilities so that they may be successful in their position.

SPECIFIC LEARNER OBJECTIVES:
Identify the priority study and/or on-the-job implementation outcomes.
1. Demonstrate correct methods for assisting students with disabilities.
2. Learn the policies and procedures of the various exceptionalities.
3. Understand roles and responsibilities for support in an ESE classroom.
4. Develop a collection of instructional and behavioral strategies to use with students with disabilities.
5. Learn applied behavior analysis and basic behavior support to help the ESE teacher.
6. Examine research-based strategies for working with students with disabilities.
7. Understand data collection and decision-making procedures and well as confidentiality of student information.

LEARNING PROCEDURES (Methods):
   A: Knowledge Acquisition
   I: Job-Embedded Workshop
   B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?
Activities may include, but will not be limited to, such things as workshops, conferences, lectures, visitations to other classrooms or schools, individual research, demonstrations and presentations and collaborative work.

- **HOW** will the experiences be provided to participants during this delivery?
The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet the specific objectives.

IMPLEMENTATION/MONITORING PROCEDURES:
   P: Participant product related to training

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Participants will take their new knowledge of instructional strategies and engage students in activities and lessons that include these strategies.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):
Course facilitator will provide resources and continuous support through emails, phones calls and classroom

visits. Additional training will be provided if there is a need.

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- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  - **Increasing Educator Knowledge?**

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Participants will be asked to analyze test results, student work and observations of student performance and engagement to reflect on their changes in instructional practices.

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