



Professional Development Alternatives Independent Study Module

PDA Effective Teaching Practices for Students with Disabilities:

Focusing on the Content Areas

Information and Frequently Asked Questions

The focus of the Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas module is to provide educators with information about appropriate and effective instructional practices for students with disabilities, especially in the core content areas. This module is not intended to be a course of study to obtain teacher certification in Exceptional Student Education. This online, independent study PDA professional development module was written to meet the recertification requirement for teaching students with disabilities credit (Renewal Credit in Teaching Students with Disabilities DPS 2014-12); however, each school district or private school agency determines if the module satisfies the requirement for their employees.

1. How is the module organized?

The module has five units, an overview, and a conclusion. Each unit includes objectives, content, activities, monitor your progress activities, external links that support the content, and supplemental reading and resources. Units 2-5 have application sections that relate to core content areas: English Language Arts, Mathematics, Science, and Social Studies. There is also a final assessment and required follow-up activity. The module is self-directed so participants may proceed at their own pace.

2. What can I expect to learn as a participant in this module?

The *Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas* module emphasizes appropriate practices for teaching students with disabilities, especially in core content classes. The goal is to eliminate barriers to learning to ensure that students with disabilities meet rigorous academic standards. Content includes ways that educators can:

- Use the following educational practices, along with Specially Designed Instruction, to ensure each student with a disability achieves at the highest possible level:
 - Universal Design for Learning principles, guidelines, and checkpoints
 - Differentiated Instruction principles and guidelines
 - Explicit Instruction design principles and delivery methods
 - Frameworks of Effective Teacher Behaviors that correlate to student achievement, such as the Marzano Art and Science of Teaching Framework or the Danielson Framework for Teaching
- Create a responsive and supportive learning environment that communicates to each student a belief in his capacity to learn and that he is a valuable member of the class.
- Develop strategic and goal-oriented learners who take responsibility for their own learning.
- Ensure that students with disabilities have clarity about the most important learning goals, where they are in relation to the goals, and ways to make progress towards achieving the goals.
- Collect and use assessment information to monitor learning progress and make adjustments, as needed.
- Involve students with disabilities in the assessment process.
- Plan instruction to effectively and efficiently address the needs of students with disabilities in order for them to achieve rigorous academic standards.
- Provide focused instruction and intervention at increasing levels of explicitness, intensity and duration in order to meet the needs of students with disabilities.

3. What are the *Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas* module requirements?

Part 1: Study the module content and the required readings. Review the application sections of Units 2-5 that focus on implementation in core content areas, complete all “Monitor Your Progress” Quizzes with 80% accuracy) and pass the Final Assessment with 80% accuracy.

Part 2: Complete one of the three follow-up activity options, have the follow-up activity reviewed and verified by a work location administrator or supervisor, confirm completion of follow-up activity, and respond to the final satisfaction survey.

4. How long do I have to complete the *Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas* module?

You have sixteen weeks to complete both Part 1 and Part 2 requirements. If you do not complete Part 1 and Part 2 requirements during that time, you will need to reenroll in the module. If you have completed the final assessment before the deadline, your final assessment results will be saved.

5. How do I access the *Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas* independent study module?

You may register for the module at www.fl-pda.org. In the Independent Study section on the right side of the website, click the “Register/Sign In” button. Click “New User? Register Here!” then fill out all fields. Click “Submit Your Registration.” On the next screen, choose *Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas* then click “Enroll”. You will be directed to complete the demographic survey in order to enroll in the module.

6. How many inservice points will I receive for completing *Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas* independent study module?

Upon completion of ALL module requirements participants earn 20 inservice credits. No partial credit is awarded. Each school district or private school agency determines if the content of this module satisfies the content requirement for teaching students with disabilities credit (Renewal Credit in Teaching Students with Disabilities DPS 2014-12) for their employees. Districts or private school agencies also have the option of requiring additional follow-up activities in order to award the 20 inservice credits. Inservice Credits are reported to FDOE by a school district or private school agency with an approved Master Inservice Plan (MIP) or its equivalent. Your local FDLRS PDA coordinator will report module completers to the appropriate school districts in their service region. Verification of completion will be sent to private school agencies upon request.

7. May I earn partial credit for the module?

No. You must complete all of both Part 1 and Part 2 requirements to earn inservice credits. No partial credit will be awarded. See item #3.

8. Who can complete the *Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas* independent study module?

This module has been developed for educators currently employed in education in the state of Florida. If you are not currently employed in education in Florida, it is your responsibility, prior to starting the module, to verify the following two items. If you are unable to satisfy both items, you may need to take university courses to earn recertification credit.

1. Identify an administrator actively employed in education who is willing to review your follow-up activity and verify that it has been completed. FDLRS cannot verify follow-up activities.
2. Contact your former school district or private school agency to determine if they are able to submit inservice credits to FDOE for you.

9. What is the cost of participating in the *Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas* independent study module?

There is no cost to participate and complete the module.

10. Will I be working with a facilitator?

No. This is an independent study module. It is not facilitated. The module content will provide you with directions for completing the module. For technical troubleshooting contact: support+TSWD@fcim.org.

11. How can I verify the follow-up activity, if I am not currently working in the field of education?

Completing one of the follow-up activity options and having it reviewed and verified for satisfactory completion by an administrator who is currently working in the field of education is a mandatory requirement of the course. It is your responsibility, prior to starting the module, to ensure that you have an administrator or work location supervisor, actively employed in education in Florida, who will review and verify your follow-up activity. FDLRS Associate Center staff do not review and verify follow-up options. If you do not have a relationship with a current administrator who can review and verify your follow-up activity, you may want to register for one of the PDA facilitated modules that does not require an administrator signature. Your local FDLRS PDA coordinator can explain which PDA facilitated courses will count for the recertification requirement for your school district. For more information about PDA facilitated modules and to contact your local FDLRS PDA coordinator, go to www.fl-pda.org. Locate the section titled “Facilitated Modules” for a link that will identify the FDLRS PDA coordinator for each school district.

12. How can I get inservice points recorded with the Florida Department of Education (FDOE), if I am not currently working in the field of education or if I work for a private school?

FDLRS does not report inservice credits directly to FDOE. FDLRS reports inservice credits to local school districts and private school agencies, upon request. Inservice Credits are reported to FDOE by a school district or private school agency with an approved Master Inservice Plan (MIP) or its equivalent. If you are not currently employed in education in Florida, it is your responsibility, prior to starting the module, to verify that your former school district or private school agency is able to submit inservice credits to FDOE for you. If the district or agency is unable to do this, you may need to take university credit to recertify.

13. How will my inservice points get recorded?

Your local FDLRS PDA coordinator will report module completers to the appropriate school districts in their service region. Verification of completion will be sent to private school agencies upon request. If you have questions about your particular school district policies regarding inservice credit for this module, your FDLRS PDA Coordinator will be happy to assist you or direct you to the appropriate contact in your district. To contact your local FDLRS PDA coordinator, go to www.fl-pda.org. Locate the section titled “Facilitated Modules” for a link that will identify the FDLRS PDA coordinator for each school district. If you have general questions about your certification or recertification contact your district/agency personnel or certification department or FDOE. FDLRS provides professional development for educators. FDLRS staff are not certification specialists.

14. I have to recertify by June 30 of this school year; is there anything I need to know?

PDA independent study modules are available year round however if a participant is taking a PDA independent study module and needs inservice credit to recertify by June 30 of the current school year, all requirements of the PDA independent study module must be met on or before May 15 of the current school year.

15. May I print a hard copy of the course to study and keep?

You may print each page individually. There is not a provision for printing the entire module at one time. Module content is updated regularly so printed materials may become inaccurate. You may bookmark external links. To print a page, right click on the page and select the “print” option. Follow your browser’s instructions. Only the visible content that appears on the page will print, so be sure to click on the triangles to expand additional content before printing or use the download links where provided.

16. Where do I access additional information regarding the recertification requirements of SB 1108?

Technical Assistance Paper: Renewal Credit in Teaching Students with Disabilities
<http://info.fldoe.org/docushare/dsweb/Get/Document-6975/dps-2014-12a.pdf>

17. How do I access additional online professional development on topics related to meeting the instructional and behavioral needs of all students, including but not limited to students with identified disabilities?

FDLRS, a FDOE Bureau of Exceptional Education and Student Services (BEES) discretionary project, www.fdlrs.org, offers additional PDA modules that provide free online professional learning. The PDA modules are designed to assist educators in becoming more proficient in responding to the various instructional and behavioral needs of each individual learner, including but not limited to students with disabilities, in order to maximize achievement of all students. Many of the PDA modules may provide credit for the new recertification requirement for teaching students with disabilities, However, each school district or private school agency determines which professional development opportunities satisfies the requirement for their employees.

FDLRS PDA Online Professional Development Modules www.fl-pda.org

Facilitated Modules 60 inservice credits	Facilitated Modules 30 inservice credits	Facilitated Modules 10 inservice credits
Assessment and Evaluation	Differentiating Mathematics Instruction	Technology for Student Success: Tools for Reading Comprehension
Foundations of Exceptional Education	Differentiating Science Instruction	Facilitated Modules 5 inservice credits
Instructional Practices	Interpersonal Interactions and Participation	Matrix of Services
		Surrogate Parent
Language Development and Communication Skills	Facilitated Modules 20 inservice credits	Independent Study 20 inservice credits
PBS: Understanding Student Behavior	Introduction to Differentiating Instruction	NEW! Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas
Transition	Engaging Learners through Informative Assessment	Teaching Students with Disabilities
Differentiating Reading Instruction for Students <i>Awards credit for Competency 4 of the Florida Reading Endorsement</i>	Technology for Student Success: An Introduction	Independent Study No inservice credit
	Technology for Student Success: Assistive Technology	Elementary K-6 Exam Content Review Module
		Middle Grades 5-9 Exams Content Review Modules (Inservice Credit available Fall 2015)

