

## **PDA Instructional Practices**

Updated 12/15/20

Upon completion of this component, participants will be able to:

1. Identify the relationship between curriculum, assessment and instruction.
2. Identify and understand the purpose of the Florida Standards and the Access Points for Students with Significant Cognitive Disabilities
3. Identify elements of an effective planning process that is responsive to the needs of all students.
4. Identify core principles of a Florida's Multi-Tiered System of Supports (MTSS).
5. Identify the guidelines, classroom elements, and student characteristics that are the basis for differentiation of instruction to improve student learning.
6. Acknowledge the potential barriers to effective differentiation.
7. Determine ways to evaluate whether or not differentiation is improving student learning.
8. Describe design principles that make instruction more explicit in a differentiated environment.
9. Identify the guidelines of Universal Design for Learning (UDL).
10. Compare principles and guidelines of differentiated instruction and UDL.
11. Identify teacher delivery methods that teachers can use to make instruction more intensive.
12. Introduce a variety of teaching tools that can be used to support learning in a differentiated environment and assist with making instruction more explicit or more intensive.
13. Examine why students experience reading difficulties and determine alterable and relevant causes as related to instruction.
14. Review current research in reading.
15. Identify Florida's reading initiatives.
16. Review the basics of reading instruction.
17. Identify characteristics of explicit instruction including instructional design principles and teacher delivery methods to increase the intensity of instruction.
18. Explore the writing process and the text structures used when writing.
19. Compare and contrast the skills of efficient writers and naïve writers.
20. Examine effective instructional practices and assessment procedures for writing.
21. Identify types of mathematical difficulties.
22. Explore effective instructional approaches to address mathematical difficulties.
23. Identify the collaborating partners and to examine their roles.
24. Examine research based practices that enhance collaboration.
25. Reflect on improving collaboration between the partners.