Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas

Follow-up Activity for DISTRICT INSERVICE POINTS

In addition to reviewing all of the course content and passing the final assessment; completion of a follow-up activity is required for participants who want to earn district inservice points. Inservice points can only be awarded by a Florida school district or organization with an approved Florida Master In-service Plan (MIP). To earn inservice points for this course, it must be included in the district/organization's MIP. Contact your district if you have questions regarding local requirements.

Outlined below are the required steps to complete the follow-up activity and submit it for verification to your principal or supervisor.

1. Review the activities and requirements on the following pages and select ONE follow-up activity option to complete depending on your role.
   - Option 1: Instructional Plan and Reflection – suggested for classroom teachers.
   - Option 2: Action Plan to Support Teachers – suggested for educators who supervise classroom teachers or instructional support teachers or for coaches who work directly with classroom teachers.
   - Option 3: Application of Module Content and Resources – suggested for educators not working directly with students.

2. Use what you have learned to complete the follow-up activity, then submit the form to your principal or supervisor to sign, acknowledging that she/he has reviewed your follow-up activity.

3. Upload a scanned copy of the signed Verification Form to the My Independent Study Courses page under Required Next Steps.

4. Complete the Satisfaction Survey.

Your local Florida Diagnostic and Learning Resources System - Professional Development Alternatives (FDLRS PDA) coordinator will submit a quarterly report of completers to the appropriate school districts/organizations. For questions about this process please contact your local FDLRS PDA coordinator: fl-pda.org/coordinators
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Option 1 – Instructional Plan and Reflection

Part 1: Planning and Teaching the Lesson

1. Select one or more of the Florida Standards that is appropriate to the students you teach.

2. From that standard(s) identify precisely what is most important for all of your students to know, understand and be able to do for a lesson or series of lessons.

3. Design a pre-assessment that is aligned with your KUDs and that will yield some type of numerical score. Give the pre-assessment to your students. Record the numerical score and analyze other information from the pre-assessment.

4. Using your pre-assessment information and content from the module, design a unit lesson that will meet the needs of each learner, including students who are experiencing academic and/or behavioral difficulties and any student that has an identified disability. Proactively remove barriers to learning. Ensure that each student is being meaningfully challenged. The work should not be so difficult that students are overly frustrated and unproductive. If possible, provide opportunities for creativity, collaboration, and/or critical thinking. Plan for whole group, small group and individualized instruction, as needed.

5. Communicate the learning goals in student-friendly language and teach whole group, small group and/or individualized instruction.

6. Use formative assessment and help students monitor their own progress.

7. After completing the instruction, give a summative assessment. The assessment should measure the same goal(s) as the pre-assessment and should align with what you have identified as most important for students to know, understand and be able to do. The summative assessment should yield a numerical score.

Part 2: Reporting Pre and Post Assessment Scores

Report pre-assessment scores and summative assessment scores using the FDLRS Impact Database (FID) at the link below. Detailed instructions for using the FID can be found here.

8. Click on this link to go to the FDLRS Impact Database (FID) site: https://impact.fdlrs.org/fid/5/95310916/

9. Select the appropriate option, “Have an Account?” or “Need an Account?”. If you need an account, please follow the instructions to create an account.

10. Once you have signed in, an “Editing Assessment” window will appear, which will allow you to tell the system what type of assessment parameters you used when collecting data. Click “Save” when you have finished adding all of the parameters.
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11. In the “Students” section of the “Editing Report” page, select the add button on the right side to enter student data. Follow this process for additional students for whom you have data.

12. When you have added data for all students, scroll down to the bottom of the page to select the green “Mark Report as Complete” button.

13. Be sure to keep your username and password for the FDLRS Impact Database (FID) site to access this and other data that you have added.

Part 3: Reflection

14. Download the Option A Reflection to your computer.

15. Answer the questions using a word processing program.

16. Print the completed reflection document and submit it to your principal or work location administrator for review (you are not required to submit the actual lesson).

17. After your principal or work location administrator reviews your reflection they must sign at the bottom of the document to indicate that it has been reviewed.

18. Scan the reflection with your principal’s or work location administrator’s signature to your computer.

19. Return to the course to upload the reflection with the principal’s or administrator’s signature.

20. After uploading the reflection with the principal’s or administrator’s signature, follow the course directions to complete the final requirements.
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Option A Reflection Form

Students

1. Describe three students (do not use real names) you are teaching who have identified disabilities or who are exhibiting significant or persistent academic or behavioral difficulties. As you are completing your reflection, give direct examples related to the needs of these students as well as other students you teach.

General Reflection Questions

2. Describe specific actions that you are using to provide supportive and responsive learning environment where all students are valued and all students have opportunities to contribute to one another. How are you helping all of your students develop a growth mindset?

3. What are you doing to help each student develop the skills of an expert learner in order for them to be able to learn more effectively and efficiently? Include several well-defined examples.

4. Provide specific examples of how and when you are using the instructional design principles and teacher delivery methods to make your instruction more explicit. Examples should include reference to particular design principles and delivery methods to demonstrate your understanding of each.

Reflection Regarding the Lesson(s)

5. What were your precise learning goals that emphasized the most essential understandings and the knows and dos related to those understandings? (Understandings are the big ideas/generalizations and should be worded as, “I want the students to understand that…”)

6. What were your learning goals in student-friendly language and how did you communicate them to students to ensure that each individual learner knew the target? How did you help each of your students answer the question, “Where am I going?”

7. How did you use your pre-assessment results? What other formative assessment did you use? Were your students allowed more than one way to show what they know? How could you improve the use of pre-assessment, formative assessment and summative assessment to inform your instruction?

8. What did you do so students could self-assess and/or monitor their own progress? How did you use specific feedback to help students answer the question, “Where Am I Now?”

9. What specifically did you do to proactively remove barriers to learning?

10. How did you provide a universally designed and differentiated environment?
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11. What did you do to ensure that the work was challenging enough to ensure a comfortable and meaningful stretch but not so challenging that students were frustrated and unproductive?

12. Which of the instructional design principles or teacher delivery methods did you use and how did you use them? How can you improve your instruction in this area?

13. What did you do to provide opportunities for creativity, collaboration and/or critical thinking?
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Option 2 – Action Plan to Support Teachers

Download each of the five self-assessments titled “Establish Your Learning Goal” from the online module. They appear on page 2 in each unit of the module. The assessments identify key teaching behaviors from each unit. In the module you were asked to assess yourself and establish one or more learning goals prior to reading the unit. Complete the five assessments again from a different perspective. This time consider one or more teachers that you supervise or coach then respond to each item.

For example:

Instead of:

I am persistent in figuring out what works best to support each student without excuses.
  o I do this frequently.
  o I do this sometimes.
  o I do this rarely.
  o I never do this.

Change the “I” to “My Teachers”

My teachers are persistent in figuring out what works best to support each student without excuses.
  o My teachers do this frequently.
  o My teachers do this sometimes
  o My teachers do this rarely.
  o My teachers never do this.

After you complete each assessment, answer the following reflection prompts for each one. After listing your action plan items, implement at least two items. Describe what you did and the outcome.

Reflection Prompts

1. What are three areas in which my teachers need to improve in order to more effectively teach students with disabilities?

2. For each of the three areas on each of the assessments, what are the specific actions I can take to support my teachers’ growth?
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Three areas in which my teachers need to improve in order to more effectively teach students with disabilities.</th>
<th>Specific actions I can take to support my teachers as they are working with students with disabilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida’s Multi-Tiered System of Supports and Educational Practices</td>
<td>1. 2. 3.</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Developing Expert Learners in a Responsive Learning Environment</td>
<td>1. 2. 3.</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Using Learning Targets to Guide Instruction and Assessment</td>
<td>1. 2. 3.</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Respectful Work-Challenging and Supportive for Achievement</td>
<td>1. 2. 3.</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Making Instruction Explicit</td>
<td>1. 2. 3.</td>
<td>1. 2. 3.</td>
</tr>
</tbody>
</table>
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Option 3: Application of Module Content and Resources

The following resources were required or optional reading in the module. For this activity you will return to six of the resources and apply the information to your current position. The first four are required resources then you will pick two additional resources from the list of choices. Answer the two reflection questions for each of the six resources.

Reflection Prompts: Complete both prompts for each resource.

1. In your own words write 2-4 key ideas from the resource.
2. Explain how you may apply each of the key ideas to your current position to improve the education of students with disabilities.

DO 4: Read/Review each of these resources from the module content and complete the two reflection prompts for each resource.


3. Partial Book Chapter pages 15-21: Universal Design for Learning: Theory and Practice. You will need to create a free account to access this resource.

4. Website: Differentiation Central - (articles and videos).

Pick 2: Read/View/Review a minimum of two of these resources and complete the two reflection prompts for each resource.

Video: Pierson, Rita. Every Kid Needs a Champion.


Article: Konnikova, Maria. Intelligence and Other Stereotypes: The Power of Mindset in Scientific American, April 2012

Video: Briceno, Eduardo. The Power of Belief -- Mindset and Success.
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Website: The 22 Digital Skills Every 21st Century Teacher Must Have Website/Informational

Brochures: Overview of the Strategic Instruction Model (SIM)
- SIM: Strategic Instruction Model brochure
- Center for Research on Learning (SIM) web site and brochure
- Center for Research on Learning (SIM) Content Enhancement web site and brochure


Teaching Routines FCRR: Instructional Routines. From the Empowering Teachers Florida Center for Reading Research website. Although these sample instructional routines were developed for language arts for K-3 teachers, they provide models of effective routines and can be adapted for use with more complex skills, other subjects, or for older students. They model the use of explicit instruction.

National Science Teachers Association Science for Students with Disabilities Teaching Tips (Ideas are applicable to other subject areas)
- Behavioral Disorders
- Visual Impairments
- Deaf and Hard-of-Hearing Students
- Intellectual Disabilities
- Learning Disabilities
- Autism
- Motor Impaired / Orthopedic Disability
- Communication Disorders
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<table>
<thead>
<tr>
<th>Resource Title</th>
<th>2-4 Key Ideas from the Resource</th>
<th>Explain how you can apply each of the key ideas to your current position to improve the education of students with disabilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Assistance Paper: What’s Special about Special Education? Specially Designed Instruction for Students with Disabilities within a Multi-Tiered System of Supports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website: Differentiation Central - (articles and videos).</td>
<td></td>
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<tr>
<td>Choice from Pick 2 list.</td>
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</tbody>
</table>
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Follow-up Activity
VERIFICATION FORM

<table>
<thead>
<tr>
<th>Participant Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Work Location (school/district or other organization):</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
<tr>
<td>I confirm that I have completed the following follow-up option:</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal or Supervisor Verification of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Work Location (school/district or other organization):</td>
</tr>
<tr>
<td>Position:</td>
</tr>
<tr>
<td>I have reviewed the above named participant's Follow-up Activity and any associated documents described in the Follow-up Activity instructions. I used the accompanying rubric to review the activity (if applicable). I confirm that the participant successfully completed the Follow-up Activity and any associated documents.</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
</tbody>
</table>