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.
   a. Option 1: Instructional Plan
   b. Option 2: Written Reflection
   c. Option 3: Presentation
   d. Option 4: Professional Study Group

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
Teaching Students with Disabilities

Option 1: Instructional Plan
(Suggested for classroom teachers)

- Identify what is most important for all of your students to know, understand, and be able to do for a unit of instruction.
- Give a formal pre-assessment that will yield a numerical score and give you information for differentiating the instruction.
- Develop a written instructional plan for a minimum of two weeks. Using information from the module, include specific strategies that will be integrated to ensure that students with disabilities will achieve the targeted goals of the plan.
- 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 identified as most important for students to know, understand, and be able to do.

- 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.
  - Click on this link to go to FDLRS Impact Database (FID) http://fdl.rs/i52080901
  - Select the appropriate option, “Have an Account?” or “Need an Account?”. If you need an account, please follow the instruction to create an account.
  - 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.
  - 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.
  - When you have added data for all students, scroll down to the bottom of the page to select the green “Mark Report as Completed” button.
  - Be sure to keep your username and password for the FID site to access this and other data that you have added.
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Option 2: Written Reflection
(Suggested for school or district-based educators not working in classrooms)

Review an IEP of a student with disabilities and write a reflection of at least 600 words of how the content from the Teaching Students with Disabilities module would assist an educator in meeting the needs of the student and help them to achieve academic success. Remember not to identify the student by name in your reflection.
Option 3: Presentation
(Suggested for school or district-based educators not working in classrooms)

Conduct an ESE Awareness Presentation for your faculty or staff to share information from the Teaching Students with Disabilities module. Include at least ten key elements to consider as well as strategies/practices to implement when working with students with disabilities. Prepare a presentation or agenda, any handout you may use, and a sign-in sheet for participants (if you are conducting the presentation virtually/online, a screenshot of the participants list should suffice).
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Option 4: Professional Study Goals
(Suggested for teams of educators at a school or other work site)

- **Goals**
  - Engage in professional discourse about the content introduced in the Teaching Students with Disabilities module.
  - Facilitate application of the module content into educator practices.
  - Encourage ongoing dialogue about issues and topics that impact achievement of students with disabilities.

- **Select a professional study-group moderator to:**
  - Facilitate establishment of group norms.
  - Schedule virtual or face-to-face group meetings.
  - Maintain a sign-in sheet for each meeting.
  - Offer initial comments about each reflection question.
  - Facilitate active and equal participation from each participant.

- **The professional study group should be conducted after the group moderator and all of the participants have successfully completed the module.** It is recommended that a minimum of two meetings be schedule: the first to discuss the content and reflection questions for Unit 1 and 2 and the second meeting to discuss the content and reflection questions for Units 3 through 5.

- **It is suggested that the minimum group size include a moderator and at least four participants.** Increasing the size of the group to a maximum of ten may enhance discussions.

- **Each participant is expected to:**
  - Actively participate in all scheduled meetings and verbally reflect on each discussion item.
  - Respond to the comments of the moderator and other participants.
Teaching Students with Disabilities

Option 4: Professional Study Goals

Unit 1

- What experience in your life has had the most impact on your view of individuals with disabilities? Does the experience impact you as an educator? Why or why not?

- Discuss one of the six basic principles of IDEA 2004. Define the principle in your own words. Describe what you see as the benefit of the principle and discuss how to overcome barriers or resistance to the implementation of the principle.

- Share an example of your personal experience with one aspect of the ESE process in Florida: comprehensive individual evaluation, eligibility determination, initial IEP development, review/revise the IEP, and reevaluation.

Unit 2

- Discuss one of the disability categories identified in national and state legislation. Describe the characteristics and explain some of the education implications. Share one or more professional experience you have had when teaching students with a disability. Relate your personal experience to what you learned from studying the content in this unit. (It is recommended that each member of the study group discuss a different disability category and all participants should contribute to the discussion of each.)

- Why is it important to compare the development and characteristics (e.g. language, cognitive-academic, social-emotional, sensory, physical-motor) of children with disabilities to the development and characteristics of children without disabilities?

- How does the public perception of students with disabilities differ from accurate information about students with disabilities? Why does this occur? How can you help with providing accurate information about students with disabilities?

Unit 3

- What is “special” about special education? Specially Designed Instruction for Students with Disabilities within a Multi-tiered System of Supports, developed to clarify the relationship between Specially Designed Instruction and Core Instruction and Interventions within a multi-tiered system of supports (MTSS), was required reading in the unit. Describe two connections you made while reading the article that validate or can be applied to your current understanding.

- Describe one of the guidelines of differentiating instruction or one of the principles of UDL. Explain how it works to eliminate barriers to learning and creates a responsive classroom environment that can maximize achievement of individual learners. How does the guideline or principle support Florida’s MTSS? If you are current school-based, which of these guidelines or principles are evident in your classroom or school? Which of the guidelines or principles need to be implemented more extensively in your classroom or school?

- Discuss your reaction to one of these statements. Relate your comments to working with
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students with disabilities.

Anyone who thinks there is only one right way to teach has never worked with two students.

“Students are extraordinary teachers. They speak. They constantly tell us how our expectations, objectives, curriculum, and instructional strategies affect them. We need to look to our students to tell us why learning takes place – and why it doesn’t. Our students are key sources for helping us identify what needs to be done. Often we forget to ask them, and we forget to list to the important messages they bring. “ – Anthony Gregorc

Unit 4
1. Describe one instructional tool that may be used to support a differentiated environment that is responsive to individual learner needs and has the potential to increase achievement for a student with disabilities. Think about the students with disabilities you are teaching or have taught in the past. Select a tool that may benefit one of those students and specify how it could be applied to your instruction.
2. What is something you specifically want to remember and apply from this unit?

Unit 5
1. Describe one instructional designed principle and one teacher deliver method identifies in this unit. Give a specific example of how you could use the selected design principle and delivery method to increase the explicitness or intensity of the instruction for a student who needs it. Your example should be related to your current curriculum or to a grade level or subject you previously taught.
2. What is something you specifically want to remember and apply from this unit?
# Follow-up Activity

**VERIFICATION FORM**

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