



EDUCATOR'S HEARTBEAT

Volume XVI Issue 2 Nov. 2011

PDA NEWS

Three new PDA modules coming in January through FDLRS Heartland.

**** We will need at least 7 participants for each module to hold the classes.****

**FILL OUT THE ATTACH
REGISTRATION AND FAX BACK
BY DECEMBER 14TH.**

The three PDA modules that will be offered are:

TRANSITION (60 Credits)

- Identify activities relevant to the four stages of career development (i.e., awareness, exploration, preparation, and placement).
- Identify the essential domains of transition planning (e.g., personal-social, general community functioning, employment, leisure-recreational) for students with disabilities.
- Demonstrate knowledge of transition planning using student and family characteristics (e.g., socioeconomic status, gender, cultural and linguistic background) to develop desired post school outcomes.

ASSESSMENT & EVALUATION (60 Credits)

- Identify the purposes of assessment (e.g., early identification, screening, interventions, eligibility, diagnosis, identification of relevant

instructional content, monitoring the effectiveness of instruction) across disciplines.

- Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, appropriateness of assessment for student needs).
- Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities.

POSITIVE BEHAVIOR SUPPORT (60 Credits)

- Analyze the legal and ethical issues pertaining to positive behavior-management strategies and disciplinary actions.
- Identify data collection strategies for assessing student behavior.

- Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan. Recognize the various concepts and models of positive behavior management.

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The Florida Diagnostic & Learning Resource System is funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Exceptional Student Education and Student Services, through Federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B, IDEA, Part B Preschool and State General Revenue Fund.

REGISTRATION FORM
PDA Online Modules

Sponsored by FDLRS Heartland – Lake Placid, Florida
Class Location: Heartland Educational Consortium – Training Room B
US Hwy 27 N Lake Placid, Florida

Registration Deadline Dec. 14th, 2011
First Mandatory Face-To-Face Meeting on January 12, 2012, 4:00-5:30 PM.
(Additional face-to-face meetings will be scheduled at this meeting.)

Please print name: _____ Date: _____

School: _____ County _____ ESE () Yes () No

Teaching Assignment: _____

Home Address: _____

() Primary e-mail _____ () Alternate e-mail _____
() Home phone: _____ () Work phone: _____

Email addresses and phone numbers are requested so the course instructor can contact you, if needed.
Please check () in the box above, the best way to contact you.

Please select ONE module you plan to complete:

- () Transition – January 16 – April 2
- () Assessment & Evaluation – January 16 – April 2
- () Positive Behavior Support – January 16 – April 2

I will use this module to the following: (Please check only one)

- () To renew my teaching certificate
- () To satisfy the in-service hours required as I am teaching out of field
- () To target an area on my Professional Development Plan

I agree to attend all sessions of the course and to complete all required assignments in a timely manner.

Signature: _____ Date: _____

Fax to FDLRS Heartland at 863-531-0425

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WHAT IS IN YOUR STUDENT'S FUTURE?

It is never too soon to be thinking about the future, especially for your students. This applies to all students, but by law it is necessary for those students with disabilities in your class.

Here is a chart of career awareness activities that can be introduced at each grade level with a little preparation and implemented into your classroom activities.

Grade	Activities	Examples
K- 3 rd	<ul style="list-style-type: none"> • Read books on careers • Expose to different professions through field trips. 	Career Day by Anne F. Fockewell and Lizzy Rockewell <u>Whose Hat is This?</u> by Katz Cooper, Sharon, Muehlenhardt, and Amy Bailey. <u>When I Grow Up</u> by P.K. Hallinan
4 th -5 th	<ul style="list-style-type: none"> • Invite guest speakers into classroom with various educational backgrounds. 	
6 th	<ul style="list-style-type: none"> • Complete self-exploration and personality surveys. 	"The Personality Questionnaire for Kids" http://www.personalitypage.com/cgi-local/build_pqk.cgi "Quiz! What's Your Job Personality" http://www.kidzworld.com/quiz/2815-quiz-whats-your-job-personality
7 th	<ul style="list-style-type: none"> • Complete learning style inventories. • Discuss career paths: post secondary or employment. 	"What's Your Learning Style" http://people.usd.edu/~bwjames/tut/learning-style/stylest.html "Learning Styles Inventory" http://ttc.coe.uga.edu/surveys/LearningStyleInv.html
8 th	<ul style="list-style-type: none"> • Complete career interest inventories. • Decide on a career path: post secondary or employment. • Complete banking activities 	"My Next Move" ONet http://www.mynextmove.org/explore/ip Check writing lessons http://www.moneyinstructor.com/checks.asp
9 th	<ul style="list-style-type: none"> • Research different careers • Tour programs or businesses that offer careers of interest 	O*Net http://www.onetonline.org/
10 th	<ul style="list-style-type: none"> • Job shadow career of interest • Secure a part time job • Volunteer • Take the PSAT 	Free practice tests http://www.4tests.com/
11 th	<ul style="list-style-type: none"> • Visit schools and programs • Job shadow • Attend career and college fairs • Take the ASVAB, SAT, ACT 	
12 th	<ul style="list-style-type: none"> • Meet with recruiters • Apply to programs or schools • Apply for full time employment • Develop resume 	Resume writer http://resumizer.com/

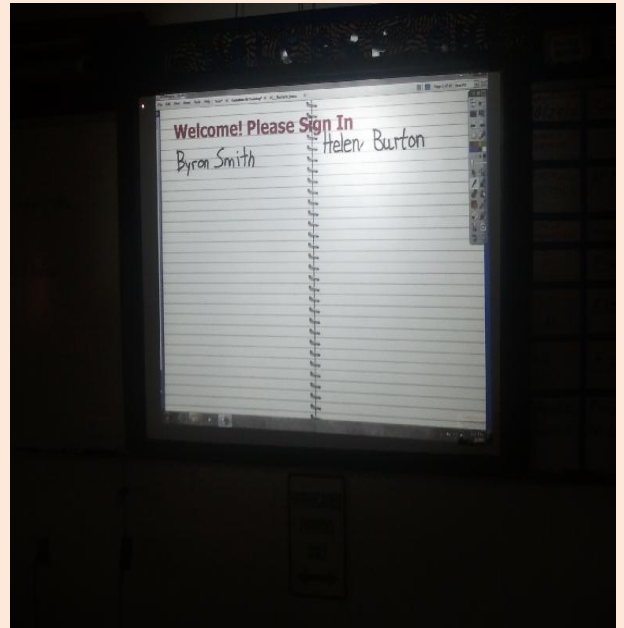
TRAININGS

Promethean Board Training

Do you have Promethean Boards and need training? FDLRS can provide that! Byron Smith and Helen Burton have developed a Promethean Basics training that was presented to the teachers at Clewiston High School on October 26, 2011. There will be a 1 day follow up workshop presented on January 3, 2012.

During the workshop teachers were taught the basics of the Promethean board including using the tool box, making flipcharts and using Promethean Planet.

Please contact Helen or Byron at FDLRS to schedule an interactive White Board training at your school today! 863-531-0444 ext. 235



Training For Paraeducators

On November 1, 2011, a training was provided to the Glades County paraeducators by Helen Burton of FDLRS Heartland. The topic was "Best Practices for Paraeducators in the Classroom". The two hour training included information on supporting ESE, Title I and ELL students, accommodations and modifications, fostering student independence, communication, ethical responsibilities, test administration, and how to handle problem behaviors. The training was fun and informational.

If you would like a paraeducator training for your staff, call FDLRS at 863-531-0444 ext 235 and ask for Helen.

Strategic Instructional Model (SIM) Trainings Available

What is SIM?

In essence, SIM is about promoting effective teaching and learning of critical content in schools. We advocate teaching a little less content but teaching it better.

Underlying our research and all components of SIM, we adhere to four philosophical principles:

1. Most low-achieving adolescents can learn to function independently in general education settings.
2. The role of the support-class teacher is to teach low-achieving adolescents strategies that will enable them to be independent learners and performers.
3. The role of the content teacher is to promote strategic behavior and to deliver subject-matter information in a manner that can be understood and remembered by low-achieving adolescents.
4. Adolescents should have a major voice in decisions about what strategies they are to learn and how fast they are to learn these strategies.

Components of SIM

Building on these principles, we have developed two kinds of interventions to address the performance gap, the gap between what students are expected to do and what students are able to do.

1. Teacher-focused interventions—**Content Enhancement Routines**—are directed at how teachers think about, adapt, and present their critical content in “learner-friendly” fashion. Content Enhancement Routines are sets of inclusive teaching practices that help teachers organize and present critical information in such a way that students identify, organize, comprehend, and recall it.

2. Student-focused interventions—**Learning Strategies**—are designed to provide the skills and strategies students need to learn the content. The Learning Strategies Curriculum encompasses strategies for acquiring information from the printed word, for organizing and memorizing information, for solving math problems, and for expressing information in writing .

In addition to these two types of interventions, SIM addresses the realities teachers face in today’s classrooms through the use of a planning technique called **SMARTER** (a framework for making decisions about content at the course, unit, and lesson levels of planning) and recognition of the need for **teamwork** to achieve instructional goals.

Recognizing that academic interventions alone are not sufficient for student success, SIM also includes components that help students create and participate in productive learning communities, develop strong and appropriate social skills, advocate for themselves and their needs in education conferences, envision positive futures for themselves, and plan how to reach their goals.

If you would like to learn more about SIM and how it can help your teachers and increase student achievement, please call FDLRS Heartland at 863-531-0444 ext. 235

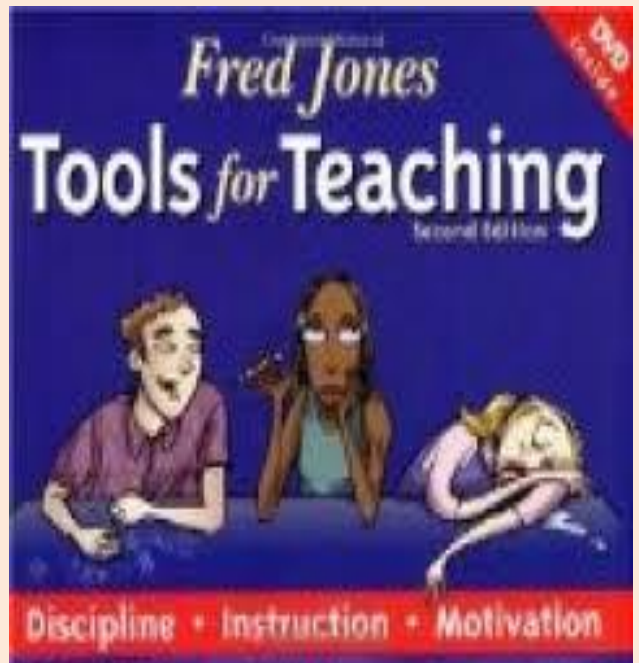
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Fred Jones Training

There will be follow up trainings in January and May for the teachers.

Helen Burton of FDLRS Heartland recently did an overview of Dr. Fred Jones with the beginning teachers at Clewiston High School! The teachers received the Fred Jones book and other materials related to classroom management from FDLRS.



Please contact Helen at FDLRS to schedule a classroom management training at your school today! 863-531-0444 ext. 235

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Need Professional Development?

Are you looking for professional development on meeting all learners' needs in your school or classrooms? Is inclusion an issue in your classroom settings? FDLRS Heartland can provide the assistance you need. We have short trainings on inclusion with topics like:

- "Understanding the role of inclusion in today's classroom"
- "The who, when and how of making accommodations"
- "Understanding instructional and curricular modification"

Also available to assist are topics like:

- "Using assistive technology to adapt the classroom for students with special needs"
- "Differentiated Instruction: A firm foundation for learning and instruction"
- "Understanding autism and asperger's syndrome"

If any of these topics are an area you would like a training or workshop to be conducted in your school, contact FDLRS Heartland at 863 531 0444 x 235 today!

RESOURCE LENDING LIBRARY

Don't forget FDLRS Heartland has a lending library with resources for teachers in our four district area. Go to the FDLRS website www.efdlrs.net/heartland and click on "Lending Library" on the right side of the page.

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