



# PDA

## FDLRS Professional Development Alternatives Online Modules 2018-2019 Course Descriptions

- Available statewide.
- Free to Florida educators.
- Resources and content are reviewed monthly and updated annually by expert writers.
- High-quality online content and a variety of learning activities for self-paced study.
- Classroom-related assessment tasks.
- Consistent, user-friendly format and organization.
- Technology support.
- Facilitated modules provide ongoing collaboration with colleagues and expert facilitators.
- Support Florida's Multi-Tiered System of Supports (MTSS).

Many of the PDA modules support the recertification requirement of 20 hours in teaching students with disabilities (Renewal Credit in Teaching Students with Disabilities 1012.585, F.S.), however, each school district or private school agency determines which modules satisfy the content requirement for their employees. FDLRS reports inservice credits to school districts and private school agencies through their approved Master Inservice Plan (MIP) or its equivalent. It is the responsibility of educators who are not employed to ensure, prior to registration, that a district or agency will submit their inservice credits to FDOE.

### Facilitated Modules 60 inservice credits

#### **Assessment and Evaluation**

This course enables educators to develop, increase and demonstrate knowledge and skills in identifying the purposes, legal and ethical principles, appropriate formal and informal instruments, and alternate strategies for the assessment and evaluation of students with disabilities. Course emphasis includes interpretation and application of assessment results.

#### **Differentiating Reading Instruction for Students: Making it Explicit**

*May also award credit for Competency 4 of the Florida Reading Endorsement – please check your district.*

This course enables educators to develop, increase and demonstrate knowledge about using the guidelines for differentiation and strategies that support differentiation to improve instruction for all students, especially students with persistent or significant reading difficulties. Emphasis is on the instructional design principles and teacher delivery methods that can be applied to increase the explicitness and intensity of language arts instruction in order to achieve optimal results for students who are challenged by learning to read or reading to learn. This course aligns with current Florida reading initiatives and awards credit for competency four of the Florida Reading Endorsement.

#### **Foundations of Exceptional Education**

*Also available as an independent study but that option does not award inservice credit.*

This course enables educators to develop, increase and demonstrate knowledge and skills about students with disabilities as related to state and federal legislation and case law. The course provides information about appropriate legal and ethical practices and different disability categories. The course content includes information on how to create a successful learning environment, the components and team members of the individualized education process and using models of support for students with disabilities to ensure success with the general education curriculum.

#### **Instructional Practices**

This course enables educators to develop, increase and demonstrate knowledge about how to select instructional practices which incorporate specific learning strategies and specialized materials to meet individual learner needs. Participants will also learn about analyzing educational activities to assist in the development and implementation of accommodations and modifications that allow students with disabilities to participate in the general curriculum in a meaningful way. Course content includes effective methods of communication, consultation, and collaboration with other educators, related services professionals and with families.



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### **Language Development and Communications Skills**

This course enables educators to develop, increase and demonstrate knowledge and skills in the sequence of receptive and expressive language development/communication and appropriate interventions. Information is provided on the sequence of typical reading development and strategies to address reading difficulties. Content includes ways to integrate communication instruction into educational settings, and how to select of appropriate assistive technology and alternative communication systems.

### **PBS: Understanding Student Behavior**

This course enables educators to develop, increase and demonstrate knowledge and skills in assessing and designing behavioral supports and identifying the legal and ethical issues pertaining to behavioral strategies. Activities focus on identifying data collection strategies as well as on identifying and interpreting elements of a functional behavior assessment and functional behavioral plan. Information is included on how to recognize and use various models of positive behavior management.

### **Transition**

This course enables educators to develop, increase and demonstrate knowledge and skills in identifying the stages of career development and in identifying the essential domains of transition planning for students with disabilities. Content and activities emphasize how to identify resources to assist students with functioning effectively in environments to which they are transitioning. Emphasis is on transition planning that incorporates student and family preferences to develop desired post school outcomes.

### **Facilitated Modules 30 inservice credits**

#### **Differentiating Mathematics Instruction**

This course enables educators to develop, increase and demonstrate knowledge about how to apply the guidelines of differentiating instruction to mathematics instruction. Emphasis is on evidence-based practices structured by a responsive decision-making framework in order for all students to achieve at the highest possible level. Content includes how to use pre-assessment, continuous assessment, and summative assessments to design and deliver effective lessons for initial instruction in mathematics and how to effectively use flexible small group instruction to respond to individual learner needs.

#### **Differentiating Science Instruction**

This course enables educators to develop, increase and demonstrate knowledge about applying the guidelines of differentiation to science instruction for the purposes of increasing student achievement for all learners. Content and activities emphasize how to use pre-assessment, continuous assessment, and summative assessments to design and deliver effective science lessons for whole group initial instruction and how to effectively use flexible small group instruction and individualized instruction, when needed, to respond to each student's needs.

#### **Interpersonal Interactions and Participation**

This course enables educators to develop, increase and demonstrate knowledge about instructional procedures for teaching adaptive life skills, based on observations, ecological assessments, family interviews, and other student information. Content is provided on the skills necessary for students with disabilities to engage in self-determination and self-advocacy.



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### Facilitated Modules 20 inservice credits

#### **Introduction to Differentiating Instruction: Responding to All Learners**

This course enables educators to develop, increase and demonstrate knowledge about proactively providing a universally designed and differentiated environment in order to maximize student achievement for all students. Emphasis is on the importance of having clarity about the learning targets and proactively adjusting instruction utilizing a data-based decision making process that considers students' readiness for the content, interests, and learning preferences. Content and activities emphasize how to proactively provide important, engaging, and appropriately challenging work via flexible grouping methods and utilizing a variety of instructional strategies and supports.

#### **Technology for Student Success: An Introduction**

This course enables educators to develop, increase and demonstrate knowledge about instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning. Content and activities include how to determine appropriate tools to meet student needs and identify available resources to support district/school use of instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning.

#### **Technology for Student Success: Assistive Technology**

This course enables educators to develop, increase and demonstrate knowledge about assistive technology devices and services and the process of helping students with disabilities select, obtain, and use assistive technology. Content includes information about the impact of identified areas of disability including: vision, auditory, physical, communication, intellectual, and cognitive processing and how assistive technology devices and services provide support.

### Facilitated Modules 10 inservice credits

#### **Technology for Student Success: Tools to Support Reading Comprehension**

This course enables educators to develop, increase and demonstrate knowledge about variety of technology tools that can be used by students to scaffold, support, and augment some of the cognitive processing that leads to reading comprehension. This module is not designed to provide guidance in how to teach reading skills.

### Facilitated Modules 5 inservice credits

#### **Matrix of Services**

This course enables educators to develop, increase and demonstrate knowledge about the Matrix of Services. Content and activities examine the requirements for matrix completion and provide the opportunity to accurately complete a matrix for students with disabilities. The course identifies how student educational needs and services impact the matrix funding document.

#### **Surrogate Parent**

This course enables participants to develop, increase and demonstrate knowledge about the requirements and steps involved in becoming a surrogate parent, from application through completion of services. This course also provides an opportunity for participants to become acquainted with background information on the district's responsibility in recruiting, training, appointing and terminating surrogate parents. The course reviews which students are eligible for surrogate parent and why the need exists for such services.



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## FDLRS Professional Development Alternatives Online Modules 2018-2019 Course Descriptions

### Independent Study Module 20 inservice credits

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

This course enables educators to develop and increase appropriate instructional practices for students with disabilities. The goal is to provide an instructional environment that acknowledges student variance and eliminates barriers to learning so that students with disabilities can achieve rigorous academic standards. Emphasis is on the key common elements of Universal Design for Learning, differentiated instruction, explicit instruction, and frameworks of effective teacher behaviors, as well as their relationship to specially designed instruction. These practices are provided across all tiers of Florida's Multi-Tiered System of Supports. Application examples are provided in areas of English/Language Arts, Math, Science, and Social Studies.

#### **Paraprofessionals Supporting Students with Disabilities and their Educators**

This course is designed for paraprofessionals working with students with disabilities and their educators, and provides paraprofessionals with introductory information about the foundations of exceptional student education in Florida, the provision of services, and appropriate strategies to support the instructional practices for students with disabilities.

#### **Positive Behavior Intervention Supports**

This course will provide an overview of the 4-step problem-solving process that is used in the context of tiered systems of service delivery to ensure responsive instructional practices that meet the needs of all students. It will illustrate the importance of utilizing a data-based problem-solving process to make adjustments to the critical classroom PBIS practices that ensure responsive behavioral systems that are unique to the needs of staff and students within each classroom. This module will begin modeling Step 1 of the problem-solving process, Problem Identification, using a case study exemplar followed by demonstration. Participants will have an opportunity to practice newly learned skills utilizing a second case study. Tools and resources will be provided throughout the module to support implementation and practical application of key practices reviewed.

#### **Teaching Students with Disabilities**

This course enables educators to develop, increase and demonstrate knowledge and skills for providing effective instruction for students with disabilities. Content and activities focus on federal and state requirements for identification and provision of services to students with disabilities and comparison of the development and characteristics of children with disabilities to children without disabilities. Emphasis is on how to develop a universally designed and differentiated environment by identifying models of support for assisting students with disabilities in accessing the general education curricula and by implementing effective instructional methods (explicit and systematic instruction, scaffolding, modeling, visual supports, and manipulatives, etc.) in order to meet individual student needs.

### Independent Study Modules 10 inservice credits

#### **Battelle Developmental Inventory – 2<sup>nd</sup> Edition**

The focus of this course is to provide information about the use, administration, scoring, and interpretation of the Battelle Developmental Inventory, 2nd Edition (BDI-2).

#### **Inclusive Practices for the Developmentally Appropriate Pre-K Classroom**

The goal of this course is to provide early childhood educators with information and instructional practices that support young children with special needs in an inclusive environment. It focuses on three developmental domains: communication, social-emotional, and adaptive which are the three prekindergarten indicators from the FLDOE/BEES Strategic Plan.



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## FDLRS Professional Development Alternatives Online Modules 2018-2019 Course Descriptions

### Independent Study Modules No inservice credit

#### Elementary K-6 Content Review Module

This course enables participants to review content covered under the four main competency areas identified under Florida's Elementary K-6 Certification guidelines. The course is designed to help educators review and refresh their knowledge base in the areas of language arts and reading, math, science, and social science, as required in Florida's Elementary K-6 certification exam.

### Independent Study Modules offered at <http://pdportal.florida-ese.org/>

#### Middle Grades 5-9 Content Review Modules

*(optional inservice credit available)*

This course enables participants to review core content areas outlined in the teacher competencies required in the following Florida subject area certification examinations: Middle Grades English 5-9, Middle Grades Mathematics 5-9, Middle Grades General Science 5-9 and Middle Grades Social Science 5-9 certification exam. Each module focuses on one content area. Educators may choose to register for a single module or may register for up to four modules.

#### To Access PDA Online Modules:

- Facilitated modules offered statewide: Go to <http://www.fl-pda.org/>. Select the banner in the upper left corner.
- Facilitated modules offered locally: Go to <http://www.fl-pda.org/> on the left side. Scroll down to "Contact your local [PDA Coordinator](#) for assistance with module availability and/or registering for a PDA Facilitated Module".
- Independent study modules: Go to <http://www.fl-pda.org/> on the right side. Click on "Register/Sign-in" to create an account, then enroll.

For more details: [Frequently Asked Questions \(http://bit.ly/2IEMPQI\)](http://bit.ly/2IEMPQI)  
Questions? [PDQuestions@gmail.com](mailto:PDQuestions@gmail.com)

FDLRS Administration Project Office: (386) 312-2265, Mary Ann Ahearn, Administrator

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