



MASTER PLAN

Exceptional Student Education (ESE)

2022-2023

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Purpose

Exceptional Student Education Division staff provides professional learning opportunities and instructional programming to facilitate high quality instruction for students with disabilities. This creates a framework upon which schools and families can build a collaborative structure of support services that promotes high academic achievement and encourages personal growth in students with disabilities.

Supplemental services are provided in collaboration with discretionary projects such as Florida Diagnostic and Learning Resources System (FDLRS), Florida Inclusion Network (FIN), and the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET).

Needs Assessment

The needs assessment for the ESE Master Plan of Professional Learning is based on information obtained from a variety of sources including an annual review of: District LEA Profile (Local Education Agency), EdPlan data, needs assessment to district personnel, Discretionary project data, school referrals, feedback from external partnerships, FLDOE-BEES (Florida Department of Education - Bureau of Exceptional Education and Student Services), initiatives and intra departmental collaboration. In the Broward School district, 14.4% of the student population (pre-K to 12) are students with disabilities. Of these, 80% spend at least 80% of their school day in general education classes, and 14.4% receive services in a self-contained setting. Approximately 30,529 employees, including Administrators, general education teachers, specialized teachers, ESE providers, and paraprofessionals, may access professional learning opportunities through courses that provide high quality instruction while providing a free and appropriate public education for students with disabilities. All Florida educators are required to meet the ESE renewal requirement of 20-inservice points related to instruction of students with disabilities every five years (1012.585, F.S.). In order to meet this demand, the ESE Division will provide opportunities for professional learning through face-to-face, blended and online options.

As a result of the analysis of professional learning courses offered in Phase I, ESE will strongly consider and/or implement the following actions related to future activities:

- Enhance trainings to increase collaboration between school-based teams.
- Maintain the option to continue virtual offerings for professional learning and offer hybrid models of professional learning.
- Provide support to larger groups of participants using a virtual platform.
- Continue to offer professional learning opportunities that will assist teachers with the ESE renewal requirement.
- Segment professional learning opportunities to ensure that they are accessible in order to increase attendee participation and completion.
- Include webinars as an option for virtual delivery of professional learning activities.
- Expand opportunities for more face-to-face options.

Facilitators have observed that long-term asynchronous blended courses have enhanced successful implementation and progress monitoring of new knowledge and skills resulting in a positive impact on student achievement.

The ESE Division includes program specialists supporting schools in the areas of curriculum and instructional support, behavioral support, and topics related to compliance with IDEA. Broward Schools experience on an annual basis approximately 50 – 60 new ESE Specialists. This is a highly specialized group of staffing specialists with expertise in addressing a variety of needs of students with disabilities. Some of the required trainings for ESE Specialists include weekly support professional learning events, Facilitated Individualized Education Plans (FIEP) and monthly ESE Specialist Meeting events.

As reflected in the District’s 2024 Strategic Plan, Students with Disabilities are performing at the following levels in relationship to non-disabled peers. Professional learning provided through ESE will target reducing the proficiency gaps between Students with Disabilities and typical students as assessed in grades 3 – 10 in English Language Arts and grades 3 – 8 Mathematics.

Table 1. Percent of SWD and Non-SWD Students Scoring at Proficiency in English Language Arts (ELA)

Table 1 ELA

SWD Status	(2020-21 SY) Number of Students in Each FSA Performance Level (ELA)					# of Students Tested	# of Students Proficient	% of Students Proficient	Gap
	1	2	3	4	5				
Elementary									
SWD	3,871	1,976	1,314	549	142	7,852	2,005	25.5	32.5
Non-SWD	8,868	10,220	12,608	9,846	3,910	45,452	26,364	58.0	
Middle									
SWD	3,533	1,430	722	335	104	6,124	1,161	19.0	37.7
Non-SWD	8,961	9,919	10,699	9,100	4,864	43,543	24,663	56.6	
High									
SWD	2,122	822	427	216	48	3,635	691	19.0	36.2
Non-SWD	6,665	6,987	6,891	6,909	3,029	30,481	16,829	55.2	
District									
SWD	9,526	4,228	2,463	1,100	294	17,611	3,857	21.9	34.9
Non-SWD	24,494	27,126	30,198	25,855	11,803	119,476	67,856	56.8	

Table 2. Percent of SWD and Non-SWD Students Scoring at Proficiency in Mathematics.

Table 2 Math

SWD Status	(2020-21 SY) Number of Students in Each FSA Performance Level (Mathematics + EOC Algebra 1)					# of Students Tested	# of Students Proficient	% of Students Proficient	Gap
	1	2	3	4	5				
Elementary									
SWD	4,625	1,356	1,148	557	217	7,903	1,922	24.3	24.2
Non-SWD	14,692	8,964	10,409	7,453	4,428	45,946	22,290	48.5	
Middle									
SWD	4,046	1,107	700	250	116	6,219	1,066	17.1	28.2
Non-SWD	13,618	9,154	10,452	5,500	2,958	41,682	18,910	45.4	
High									
SWD	1,527	176	163	27	10	1,903	200	10.5	14.9
Non-SWD	5,634	1,251	1,738	457	152	9,232	2,347	25.4	
District									
SWD	10,198	2,639	2,011	834	343	16,025	3,188	19.9	25.1
Non-SWD	33,944	19,369	22,599	13,410	7,538	96,860	43,547	45.0	

Professional learning activities provided by the ESE Division are aligned to the Student Experience Campaign.

Initiative 1: Achievement and Equity

Tactics include the following:

- Provide District-wide professional learning for teachers and instructional facilitators aligned with defined best practices for facilitating achievement equity.
- Optimize usage of curriculum, Universal Design for Learning (UDL), access points, and the learning management system.
- Identify schools successfully reducing achievement disparity to scale best practices, such as among Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), and other populations with special needs.

In addition, the 2024 District Strategic Plan identifies the following initiative related to professional learning in the Develop, Retain, Recruit Campaign:

Initiative 2: Professional Learning for All

Provide a cohesive and deliberate plan of action to ensure that professional learning is intentional, monitored, supported, valued, and sustained to ensure positive impact on teaching, learning, job performance, and career growth and development.

SEDNET

The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) is focused on improving the education and support for children with or at-risk of developing Emotional/Behavioral Disabilities (EBD). The Exceptional Student Learning Support Division serves approximately 1100 children identified with an Emotional/Behavioral Disability. Training will continue in the following areas: trauma informed care, children's mental health, Adverse Childhood Experiences, suicide prevention, social emotional learning, mindfulness, and counseling. The following District Staff will be trained: ESE teachers, ESE Support Staff, ESE Counselors, school

psychologists, school counselors, school social workers, and family therapists. In addition, school staff working with this population will also need training to meet the changing needs.

Section 504

Section 504 students represent 3.1% of the enrolled student population of Broward County Public Schools. The 21-22SY reflects 7,982 eligible students. These students are supported by school-based Section 504 Liaisons. Each school has at least one 504 Liaison. However, secondary schools may have one designated per grade level. The 504 Liaison is a designee position and is typically assigned to a School Counselor or an ESE Specialist. The role and responsibilities of the 504 Liaison include Child Find activities, as well as annual and reevaluation reviews of 504 Plans. Section 504 Liaisons require mandatory annual training in order to meet federal mandates that ensure nondiscriminatory practices. Subsequent trainings are provided throughout the year for continued support to 504 Liaisons. The trainings are critical to learning when and how to engage in Child Find activities, learning the nuances within the IDEA and Section 504/ADA mandates, learning how to facilitate and monitor 504 policy and procedures and ensuring the provision of FAPE to eligible students. Section 504 accommodations and services are provided in the general education classroom. Our charge is to ensure equal access to educational programs and activities as non-disabled peers.

Section 504 Program Enrollment		
Year	# Of 504 Students	% Of Student Enrollment
2017-2018	6,277	2.3%
2018-2019	7,088	2.6%
2019-2020	7,775	2.9%
2020-2021	7,830	3.0%
2021-2022	7,982	3.1%

Speech Language Pathology

In the 2021-22 school year, 51.8% of the SWD population enrolled in BCPS in grades PK-12, were identified as having a Speech Impairment (8,690) or Language Impairment (12,794). An additional 8,416 students receive a related service in speech (317) or language (8,099). These services are provided by approximately 455 certified and/or licensed Speech Language Pathologists to students ranging from grades PK-12. Due to the specific skill set needed to provide these services, targeted and specialized trainings are critical to the continued professional development of the district’s SLP staff. Speech Language Pathologists are required to attend mandatory policies and procedures trainings in order to insure the provision of FAPE. Additional trainings provide not only direction and guidance to meet all state and federal compliance requirements but provide therapists with the focused learning opportunities needed to provide quality interventions and strategies via a therapeutic environment within the school setting. Approximately 200 contracted SLPs are employed by the district. There have been 140 new SLPs during the 2021-22 school year requiring training and support. Since this is a critical shortage area, professional learning opportunities must be on-going as new SLPs are entering the district throughout the year. Differentiated Training is provided to special interests groups (e.g., ASD, InD, Middle school and High School collaboration) due to the varying needs of the providers and student populations. Additional asynchronous professional learning is provided via Canvas courses targeting SLPs.

Other Considerations:

Professional learning activities will target the following areas: literacy, math, inclusive practices, instructional strategies, instructional and assistive technology, behavior, social/emotional learning, transition services, pre-kindergarten and compliance. The principles of universal design for learning will be embedded in the content and the needs of students with disabilities who are working on standards as well as those who are working on access points will be addressed. Due to requests for professional learning for non-instructional personnel (paraprofessionals), the ESE department will continue to offer ongoing opportunities to address the unique needs of this targeted group. ESE will continue to work in partnership with external departments, including Broward College, local municipalities, Talent and Acquisition Office, Safety and Security, Before and After School Care, and Elementary Learning in providing professional learning in relation to the needs of SWD in general education settings.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1. Specialized Teacher/Support Staff (ESE Specialists, Program Specialists, 504 Liaisons)			
1.1 Desired Outcome: Specialized Teacher/Support Staff will identify and implement appropriate practices based on IDEA as related to students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Applies FAPE, LRE, procedural safeguards, dispute resolution, and confidentiality, access to the general curriculum and universal design for learning.</p> <p>Applies policies and processes for developing quality (aligned and clear) IEPs and Matrix of Service for individual student based on impact of disability.</p> <p>Applies policies and processes for developing quality (aligned and clear) 504 Plans based on impact of disability.</p> <p>Applies policies and processes for facilitating and developing a quality school Best Practices for Inclusive Education (BPIE) Assessment.</p> <p>Provides exemplary models of support for assisting students with disabilities in accessing the general education curricula.</p> <p>Interprets assessment and curricular data for IEP, 504 and/or child study team members.</p>	<p>Identifies/defines FAPE, LRE, confidentiality, and access to the general curriculum.</p> <p>Demonstrates knowledge of how to develop an aligned and clear IEP based on student data and impact of disability. Assists with the provision of models of support based on student needs.</p> <p>Demonstrates knowledge of how to develop an aligned and clear 504 Plan based on student data and impact of disability. Assists with the provision of models of support based on student needs.</p> <p>Demonstrates knowledge of how to develop and facilitate a school Best Practices for Inclusive Education (BPIE) Assessment.</p> <p>Communicates assessment and curricular data for IEP, 504 and/or child study team members.</p>	<p>Identifies some components of the legal and ethical standards related to students with disabilities. Requires assistance in aligning and developing quality IEPs and/or 504 plans.</p> <p>Identifies limited models of support. Obtains current assessment and curricular data.</p> <p>Identifies the need for collaboration activities.</p> <p>Identifies some facilitation skills needed to facilitate an IEP meeting.</p> <p>Identifies some components of the school Best Practices for Inclusive Education (BPIE) Assessment.</p>	<p>Does not yet identify appropriate practices and policies related to educating students with disabilities including collaboration, models of support, and assessment.</p> <p>Does not yet demonstrate or identify facilitation skills required for a facilitated IEP team meeting process.</p> <p>Does not yet understand the school Best Practices for Inclusive Education (BPIE) Assessment.</p>

<p>Uses facilitation skills in order to facilitate a meeting where an IEP is developed by a collaborative team, whose members share responsibility for the meeting process and results. Decision - making is managed through the use of facilitation skills.</p> <p>Facilitates the collaboration between colleagues, parents and/or stakeholders.</p>	<p>Identifies and uses some facilitation skills in order to facilitate an IEP meeting.</p> <p>Participates in some collaborative activities with colleagues.</p>		
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DESIRED OUTCOME: 1.2 Specialized Teacher/Support Staff will collaborate and support the implementation of specially designed instruction and intervention for students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Provides clear and consistent feedback after weekly collaborative review of data to determine specially designed instruction and intervention based on student needs.</p> <p>Models and coaches specially designed instruction, high leverage practices and intervention for fidelity of Implementation.</p> <p>Monitors the effectiveness of implementation, provides feedback & determines appropriate action steps.</p> <p>Discusses implementation data and</p>	<p>Reviews data occasionally in collaboration with school staff to determine the need for specially designed instruction and intervention.</p> <p>Models specially designed instruction and intervention for fidelity of implementation.</p> <p>Monitors the effectiveness of implementation and provides feedback</p> <p>Discusses implementation and recommendations for continuous improvement with school support staff and teacher.</p>	<p>Collaborates inconsistently with school staff to identify interventions.</p> <p>Provides information on instruction and intervention.</p> <p>Monitors the effectiveness of implementation.</p> <p>Discusses implementation with school support staff.</p>	<p>Does not yet collaborate and support specially designed instruction and intervention.</p> <p>Does not yet monitor implementation of Instruction/ Intervention.</p> <p>Does not yet discuss implementation with any school staff members.</p>

recommendations for continuous improvement with administrators, support staff and teacher.			
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DESIRED OUTCOME: 1.3 Specialized Teacher/Support Staff will utilize a continuous improvement model to build capacity and facilitate professional learning.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Uses collaborative needs assessment based on student data to determine professional learning needs.</p> <p>Prioritizes professional learning based on need. Designs and provides professional learning based on adult learning principles.</p> <p>Evaluates effectiveness of professional learning through specific measures to determine impact on student achievement.</p>	<p>Uses needs assessment that is aligned to student needs to determine professional learning.</p> <p>Schedules professional learning.</p> <p>Designs and provides professional learning that inconsistently meets the needs of adult learners.</p> <p>Utilizes measures that do not provide specific data to evaluate the effectiveness of student learning.</p>	<p>Uses needs assessment that is not aligned to student needs to determine professional learning.</p> <p>Organizes professional learning that is fragmented and disconnected.</p> <p>Designs professional learning.</p> <p>Lacks measures to evaluate the effectiveness of student learning.</p>	<p>Does not yet administer needs assessments nor organizes professional learning.</p>

Data Collection Plan: Specialized Teacher/Support Staff			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback and Attendance (PL Management System), Participant Perception Survey (FDLRS)	1 x per workshop	Instructor/ Facilitator
2. Participants' Learning	Pre/post knowledge surveys	1 x per workshop	Instructor/Facilitator
3. Organizational Supports	Coaching/mentoring Technical Assistance	Scheduled intervals post	Instructor/Facilitator

	Virtual Communication and collaboration platforms	workshop as needed	
4. Participants' Practice	Follow-up activities, Self-assessments Rubrics, Support Visits, EdPlan documents	1 x per workshop	Instructor/ Facilitator
5. Student Outcomes	Impact Database (FDLRS), DOE-LEA profile reports (SPP Indicators 1-5)	1x per workshop	Instructor/Facilitator

2. Teacher/ESE Provider (General Education Teacher, ESE Teacher, Support Facilitator, Occupational Therapist, Physical Therapist, Speech Language Pathologist, ESE Family Counselors)			
DESIRED OUTCOME: 2.1 Teacher/ESE Provider will demonstrate knowledge of instructional practices/methods through the use of a continuous improvement model to facilitate student achievement.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Assesses student fully, analyzes and explains results & correlate data with appropriate programs.</p> <p>Plans & prepares an inclusive learning environment & instruction based on tiered lesson plans.</p> <p>Teaches/ implements programs to fidelity with appropriate accommodations and/or modifications to include differentiation, use of instructional and/or assistive technology and access to support equipment. Collects data & monitors student performance on a weekly basis.</p> <p>Reevaluates/ revises instruction effectively to increase student achievement.</p>	<p>Assesses, analyzes & explain assessment data effectively.</p> <p>Plans & prepares tiered lesson plans.</p> <p>Utilizes & implements tiered lesson plans for instructional practices that include differentiation, use of instructional and/or and assistive technology and access to support equipment.</p> <p>Monitors progress on a monthly basis.</p>	<p>Administers assessment w/o full analysis of results.</p> <p>Prepares lesson plans to instruct with most program components.</p> <p>Utilizes & implements lesson plans for some instructional practice that may include differentiation, use of instructional and/or and assistive technology and access to support equipment.</p> <p>Monitors progress on quarterly basis.</p>	<p>Begins assessment without ongoing data collection</p> <p>Prepares lesson plans to instruct without all components of programs.</p> <p>Introduces programming w/o supports or models.</p>

Teacher/ESE Provider will demonstrate knowledge of instructional practices/methods through the use of a continuous improvement model to facilitate student achievement.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Determines appropriate specially designed instruction and intervention based on student need(s), including UDL. Implements/presents specially designed instruction, high leverage practices and intervention systematically and with complete fidelity to include differentiation and use of instructional and/or assistive technology. Provides scaffolding and student support including accommodations or modifications. Provides clear and specific feedback to student in a timely manner. Collaborates with all stakeholders, including parents about student achievement.</p>	<p>Determines specially designed instruction and intervention for student.</p> <p>Presents most intervention components that includes differentiation, and use of instructional and/or assistive technology.</p> <p>Provides some scaffolding and support to students including accommodations or modifications.</p> <p>Provides specific feedback to student.</p> <p>Collaborates with some stakeholders regarding student achievement.</p>	<p>Identifies a specially designed instruction and intervention.</p> <p>Presents some intervention components that may include differentiation, use of instructional and/or assistive technology.</p> <p>Provides some support to student, such as some accommodations or modifications.</p> <p>Provides non-specific feedback.</p>	<p>Identifies an Intervention.</p> <p>Does not yet present intervention components.</p>

DESIRED OUTCOME: 2.3 Teacher/ESE Provider will assess, design and implement social/emotional learning and positive behavioral supports.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Adheres to legal and ethical issues pertaining to positive behavior-management strategies, crisis</p>	<p>Recognizes legal and ethical issues pertaining to positive behavior-management strategies, crisis management, &</p>	<p>Recognizes the various concepts and model of positive behavior management.</p>	<p>Does not yet recognize the various concepts and models of positive behavior management.</p>

<p>management, and disciplinary actions. Aligns and implements data collection for assessing individual student behavior. Implements effective positive behavior and social/emotional learning intervention techniques and strategies.</p> <p>Evaluates, implements and revises the Functional Behavior Assessment and Behavior Intervention Plan based on student need/data.</p>	<p>disciplinary actions. Implements data collection for assessing student behavior. Analyzes individual and group data regarding social/emotional learning to select and evaluate proactive interventions.</p> <p>Designs and implements a positive Behavior Intervention Plan based on student need/data.</p>	<p>Identifies data collection for assessing student behavior.</p> <p>Identifies and interprets the elements of a Functional Behavior Assessment and a Behavior Intervention Plan.</p>	
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DESIRED OUTCOME: 2.4 Teacher/ESE Provider will identify appropriate practices based on legal and ethical standards related to students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Applies FAPE, LRE, confidentiality, transition planning, access to the general curriculum and using principles of universal design for learning. Develops quality (aligned and clear) IEP and Matrix of Services for individual student based on impact of disability. Provides exemplary models of support and advocacy based on student needs. Implements transition planning to develop desired post school outcomes.</p>	<p>Identifies and defines FAPE, LRE, confidentiality, and access to the general curriculum. Develops aligned and clear IEP based on student data and impact of disability. Provides models of support based on student needs. Demonstrates knowledge of transition planning to develop desired post school outcomes.</p>	<p>Identifies components of the legal and ethical standards including confidentiality related to students with disabilities.</p> <p>Develops IEP that is not aligned, measurable or clear with student data and impact of disability.</p>	<p>Does not yet identify appropriate practices related to educating students with disabilities.</p>

Data Collection Plan: Teacher/ESE Provider			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback and Attendance (PL Management System), Participant Perception Survey (FDLRS)	1 x per workshop	Instructor/ Facilitator
2. Participants' Learning	Pre/post knowledge surveys	1x per workshop	Instructor / Facilitator
3. Organizational Supports	Coaching/mentoring Technical Assistance Virtual Communication and collaboration platforms	Scheduled intervals post workshop	Instructor / Facilitator
4. Participants' Practice	Follow-up activities, Self-assessments Rubrics, Support Visits, EdPlan documents	1 x per workshop	Instructor/ Facilitator
5. Student Outcomes	Impact Database (FDLRS), DOE-LEA profile reports (SPP Indicators 1 – 5 for K-12 and 7 for Pre-K)	1 x per workshop	Instructor/ Facilitator

3. Education Support Professional (Paraprofessional Educator, Registered Behavior Technicians)			
DESIRED OUTCOME: 3.1 Education Support Professional will collaborate with instructional staff/providers.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Effectively communicates and collaborates needs and progress of student maintaining confidentiality.	Communicates or collaborates with instructional staff/providers, maintaining confidentiality. Communicates or collaborates with instructional staff/providers.	Gives information to instructional staff/providers when specifically asked while maintaining confidentiality.	Does not yet communicate or collaborate with instructional staff/providers.

DESIRED OUTCOME: 3.2 Education Support Professional will practice and reinforce specialized interventions systematically with fidelity using necessary scaffolds and supports and providing feedback to students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Independently provides practice of intervention consistently and accurately that includes differentiation and/or	Provides practice of intervention as provided by teacher consistently and accurately that may include differentiation	Provides practice of components of intervention as directed by ESE provider but may be inconsistent or inaccurate.	Does not yet practice and reinforce appropriate interventions with students.

<p>use of instructional and assistive technology.</p> <p>Scaffolds and supports instruction as needed and can fade support as appropriate.</p> <p>Provides feedback to assist student to redirect their learning and actions and thin (fade) as appropriate.</p> <p>Effectively communicates and collaborates needs and progress of student.</p>	<p>and/or use of instructional and assistive technology.</p> <p>Accommodates and supports instruction when shown or modeled.</p> <p>Provides feedback to assist student to redirect his/her learning and action.</p> <p>Gives information to others when specifically asked.</p>	<p>Provides non-specific corrective feedback to student.</p>	<p>Does not give support or feedback to students.</p>
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DESIRED OUTCOME: 3.3 Education Support Professional will implement and reinforce positive behavioral supports for students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Adheres to ethical issues pertaining to positive behavior-management strategies and disciplinary actions.</p> <p>Aligns and implements data collection for assessing individual student behavior.</p> <p>Implements effective positive behavior intervention techniques and strategies.</p>	<p>Recognizes ethical issues pertaining to positive behavior-management strategies and disciplinary actions.</p> <p>Implements data collection for assessing student behavior.</p> <p>Analyzes individual and group data to select and evaluate proactive interventions.</p>	<p>Recognizes the various concepts and model of positive behavior management.</p> <p>Identifies data collection for assessing student behavior.</p>	<p>Does not yet recognize the various concepts and models of positive behavior management.</p>

Data Collection Plan: Educational Support Professional (Paraprofessional Educator)			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback and Attendance (PL Management System), Participant Perception Survey (FDLRS)	1 x per workshop	Instructor/ Facilitator
2. Participants' Learning	Pre/post knowledge surveys	1 x per workshop	Instructor/ Facilitator
3. Organizational Supports	Technical Assistance	As needed	Instructor/ Facilitator and/or Classroom teacher
4. Participants' Practice	Follow-up activities	1 x per workshop	Instructor/ Facilitator
5. Student Outcomes	Participant Perception Survey (FDLRS) (Paraprofessional's perceptions of impact on student outcomes)	1 x per workshop	Instructor/ Facilitator

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Specialized Teacher/Support	Attendance, LAB Survey, FDLRS Survey Questions	Analysis of data entered into LAB and FDLRS surveys
ESE Teacher/ Provider	Attendance, LAB Survey, FDLRS Survey Questions	Analysis of data entered into LAB and FDLRS surveys
Educational Support Professionals (paraprofessional educators)	Attendance, FDLRS Survey Questions	Analysis of FDLRS Survey
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Specialized Teacher/Support	Pre/post knowledge survey, participants' reflection, anecdotal data	Analysis of pre/post test and reflections (if appropriate), anecdotal data
ESE Teacher/Provider	Pre/post knowledge survey, Participants' reflection, anecdotal data	Analysis of pre/post test and reflections (if appropriate), anecdotal data
Educational Support Professionals	Pre/post knowledge survey, Participants' reflection, anecdotal data	Analysis of pre/post test results and reflections (if appropriate), anecdotal data

(paraprofessional educators)		
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Specialized Teacher/Support	Virtual communication and collaboration platforms, coaching and mentoring	Analysis of participant feedback
ESE Teacher/Provider	Virtual communication and collaboration platforms, coaching and mentoring	Analysis of participant feedback
Educational Support Professionals (paraprofessional educators)	Coaching and mentoring	Analysis of teacher data regarding implementation
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Specialized Teacher/Support	Self-Assessments, virtual communication and collaboration platforms, participant evidence of implementation	Review of self-assessments, Analysis of participant feedback
ESE Teacher/Provider	Self-Assessments, virtual communication and collaboration platforms, participant evidence of implementation	Review of self-assessments, Analysis of participant feedback
Educational Support Professionals (paraprofessional educators)	Self-Assessments, Observations	Review of self-assessments, Analysis of teacher data regarding implementation
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Specialized Teacher/Support	FDLRS Impact Database, work samples	Analysis of FDLRS Impact Database and work samples
ESE Teacher/Provider	FDLRS Impact Database, work samples	Analysis of FDLRS Impact Database and work samples
Educational Support Professionals (paraprofessional educators)	Not measured	Not measured