

**From:** Duclos-Francois, Janae  
**Sent:** Friday, August 28, 2020 7:52 AM  
**To:** Susan G. Leon  
**Cc:** Coburn, Jennifer; Blayre C. Kuznik; Monica Bianchi


**Subject:** Congratulations!

Ms. Leon-Leigh:

Congratulations! Broward County Public School's matrix for the Autism Endorsement has been reviewed and approved by BEESS personnel. The required edits to include standard DDA.7.S1 and removal of referencing to Appendix A has been completed. Additionally, all of the Council for Exceptional Children (CEC) Initial and Advanced Specialty Set standards for Autism Spectrum Disorder are included and addressed. The approved matrix has been forwarded for further processing. If you have any questions or concerns, please contact me at [Janae.duclos-francois@fldoe.org](mailto:Janae.duclos-francois@fldoe.org)

Thank you.

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Broward County Public Schools  
Autism Spectrum Disorder  
Add-On Endorsement Program K-12

**2020**

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*Broward County Public Schools  
Autism Spectrum Disorder  
Add-On Endorsement Program K-12*

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## RATIONALE AND PURPOSE

The Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The purpose of the Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: <http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.shtml>

Due to the:

- increase in the prevalence of children with ASD by the National Institute of Health (1:59 births, 2018),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

The add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

## PROGRAM CONTENT/CURRICULUM COMPETENCIES

### *Competencies*

Competencies to be addressed in the program are:

- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for

Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,

- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

### *Specialization/Professional Studies*

Specialization requirements for the Autism Spectrum Disorder Endorsement follow and are listed at: <https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.01796>.

Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

### *Nationally Recognized Guidelines*

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the National Professional Development Center on Autism Spectrum Disorder, 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder and can be found at the following link: <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included.

St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans as well as course

descriptions for state universities were all consulted in the development of the autism endorsement plan.

## INSTRUCTIONAL DESIGN AND DELIVERY

There are three modules in the Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

### Instructional Strands

<b>Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience</b>	<b>Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience</b>	<b>Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience</b>
<ol style="list-style-type: none"> <li>1. The Basics of Autism</li> <li>2. History and Assessment</li> <li>3. Evidence Based Practices</li> <li>4. Parental Involvement</li> <li>5. Sensory Differences</li> <li>6. Visual Schedules</li> <li>7. Social Narratives and Social Skills</li> <li>8. Structured Work Systems</li> <li>9. Quality Individualized Education Program (IEP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Challenging Behavior in Autism</li> <li>2. Applied Behavioral Analysis (ABA)</li> <li>3. Decreasing Challenging Behavior</li> <li>4. The Power of Reinforcement</li> <li>5. Social Skills</li> <li>6. Beginning the Functional Behavioral Assessment (FBA)</li> <li>7. Self-Monitoring</li> <li>8. Data Collection</li> <li>9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)</li> </ol>	<ol style="list-style-type: none"> <li>1. The Basics-Communication in Autism Spectrum Disorders</li> <li>2. Augmentative/Alternative Communication Systems (AAC)</li> <li>3. AAC in the School Setting</li> <li>4. Functional Communication Training</li> <li>5. Assistive Technology</li> <li>6. Technology Aided Instruction and Intervention (TAII)</li> <li>7. Communication and Collaboration in the School</li> <li>8. Transition and Community Based Instruction</li> <li>9. Transition</li> </ol>

## Required Training Components

<b>Component Number</b>	<b>Master Plan Points</b>	<b>Component Title</b>
2100001	80	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2100002	80	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
2100003	80	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

# Training Components

## High Quality PLC Component

District: Broward

### 1) IDENTIFICATION

Title: **Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience**

Component Number: **2100001**

- Function: Instructional Methodology (2)
- Focus Area: Instructional Strategies (100)
- Local Sequence Number: Sequential Number (001)

Points to Be Earned: **Minimum 80 / Maximum 80**

### 2) DESCRIPTION: This is a brief description of content or general objectives

Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

### 3) LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other:



#### 4) FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	<b>Educator</b>	<b>School</b>	<b>District</b>
Planning	<input checked="" type="checkbox"/> 1.1.1	N/A	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,	N/A	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	N/A	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	N/A	<input type="checkbox"/> 3.4.3, 3.4.7

Check here if not significantly related to any Protocol Standard

#### 5) IMPACT AREAS

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

#### 6) SPECIFIC LEARNER OUTCOMES: Identify the priority study and/or on-the-job implementation outcomes.

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
  - a. criteria for determining eligibility (medical and educational)
  - b. autism-specific instruments
  - c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.

12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
  - a. opportunities to enhance communicative initiations and interactions;
  - b. opportunities for appropriate play and leisure activities;
  - c. self-regulation and self-control;
  - d. sensory-motor concerns and
  - e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques

## 7) **LEARNING PROCEDURES (Methods):**

Electronic, interactive

### **WHAT will occur during this professional development component delivery?**

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

**HOW** the experiences will be provided to participants during delivery?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

**KEY ISSUES** to be included in participant implementation agreements:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

- 8) **IMPLEMENTATION/MONITORING PROCEDURES:** describe the method(s) and resource(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning.

Electronic, Interactive

**Implementation, Support and Monitoring Procedure:**

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants' successful completion of 100% of the course objectives. The participant's implementation agreement will be among the resources.

- 9) **IMPACT EVALUATION PROCEDURES:** describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes" section.

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

**Who will use the evaluation impact data gathered?**

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and

Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

## **10) PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS**

### **What other forms of evaluation data will be gathered?**

#### **a. What evaluation data address value of the PD design?**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

#### **b. What evaluation data addresses quality of implementation of the PD?**

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

#### **c. Who will use these aspects of PD evaluation data?**

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

**High Quality PLC Component**  
**District: Broward**

**1) IDENTIFICATION**

Title: **Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience**

Component Number: **2100002**

- Function: Instructional Methodology (2)
- Focus Area: Instructional Strategies (100)
- Local Sequence Number: Sequential Number (002)

Points to Be Earned: **Minimum 80 / Maximum 80**

**2) DESCRIPTION:** This is a brief description of content or general objectives.

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

**3) LINKS TO PRIORITY INITIATIVES:** Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Mastery of a specific leadership practice:
- Multi-tiered System of Supports (MTSS)

- Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other:

**4) FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	<b>Educator</b>	<b>School</b>	<b>District</b>
Planning	<input checked="" type="checkbox"/> 1.1.1	N/A	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,	N/A	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	N/A	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	N/A	<input type="checkbox"/> 3.4.3, 3.4.7

Check here if not significantly related to any Protocol Standard

**5) IMPACT AREAS**

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

**6) SPECIFIC LEARNER OUTCOMES:** identify the priority study and/or on-the-job implementation outcomes.

Educators will:

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.

7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

## **7) LEARNING PROCEDURES (Methods):**

Electronic, interactive

### **WHAT will occur during this professional development component delivery?**

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

## **HOW will the experiences will be provided to participants during delivery?**

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

## **KEY ISSUES to be included in participant implementation agreements:**

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

- 8) IMPLEMENTATION/MONITORING PROCEDURES:** describe the method(s) and resource(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning.

Electronic, Interactive

### **Implementation, Support and Monitoring Procedure:**

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants' successful completion of 100% of the course objectives. The participant's implementation agreement will be among the resources.

- 9) IMPACT EVALUATION PROCEDURES:** describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes" section.

### **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

### **Who will use the evaluation impact data gathered?**

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.



Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

## **10) PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS**

### **What other forms of evaluation data will be gathered?**

#### **1. What evaluation data address value of the PD design?**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

#### **2. What evaluation data addresses quality of implementation of the PD?**

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

#### **3. Who will use these aspects of PD evaluation data?**

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

**High Quality PLC Component**  
**District: Broward**

**1) IDENTIFICATION**

**Title:** Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Number: **2100003**

- Function: Instructional Methodology (2)
- Focus Area: Instructional Strategies (100)
- Local Sequence Number: Sequential Number (003)

Points to Be Earned: **Minimum 80 / Maximum 80**

**2) DESCRIPTION:** This is a brief description of content or general objectives.

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders, including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

**3) LINKS TO PRIORITY INITIATIVES:** Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other:

#### 4) FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	<b>Educator</b>	<b>School</b>	<b>District</b>
Planning	<input checked="" type="checkbox"/> 1.1.1	N/A	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,	N/A	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	N/A	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	N/A	<input type="checkbox"/> 3.4.3, 3.4.7

Check here if not significantly related to any Protocol Standard

#### 5) IMPACT AREAS

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

#### 6) SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

Educators will:

1. Identify and describe communication characteristics of students with ASD including limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
  - a. Single message
  - b. Picture communication systems
  - c. Manual communication boards
  - d. Voice output communication devices
  - e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
  - a. Identify vocabulary the student would need in specific environments.
  - b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers,

- general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
  11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
  12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
    - a. communication
    - b. social interactions
    - c. academics
    - d. daily living
    - e. executive functioning
  13. Describe the benefits of community-based instruction.
  14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
  15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
  16. Describe how individuals with autism are included in transition planning in your district.

## **7) LEARNING PROCEDURES (Methods):**

Electronic, interactive

**WHAT** will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

**HOW** will the experiences will be provided to participants during delivery?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

**KEY ISSUES** to be included in participant implementation agreements:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

- 8) IMPLEMENTATION/MONITORING PROCEDURES:** describe the method(s) and resource(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning.

Electronic, Interactive

**Implementation, Support and Monitoring Procedure:**

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives. The participant's implementation agreement will be among the resources.

- 9) IMPACT EVALUATION PROCEDURES:** describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes" section.

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

**Who will use the evaluation impact data gathered?**

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

- 10) PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS**

**What other forms of evaluation data will be gathered?**

- a. What evaluation data address value of the PD design?**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

**b. What evaluation data addresses quality of implementation of the PD?**

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

**c. Who will use these aspects of PD evaluation data?**

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

# Matrix

Competency Number*	Component Number	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards	Method of Competency Demonstration
<b>Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience</b>				
2a		1, 3	DDA.1.K1, DDA.1.K2, DDA.1.K3, SEDAS.1.S1, SEDAS.1.S2, DDA.6.K4, SEDAS.1.K5, SEDAS.1.S3, SEDAS.4.S1	<ol style="list-style-type: none"> <li>1. Research major characteristics of ASD</li> <li>2. Describe autism and comorbid conditions</li> <li>3. Application exercise that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Quiz</li> </ol>
2a, 2d, 2e		2, 4, 5, 6	DDA.6.K3, SEDAS.4.K1, DDA.1.K1, DDA.1.K8, DDA.6.K5, DDA.6.K1, SEDAS.1.K1, DDA.4.K1, DDA.4.K3, SEDAS.1.K2, SEDAS.1.K3	<ol style="list-style-type: none"> <li>1. Research project that addresses history as well as medical diagnosis and educational eligibility</li> <li>2. Describe autism specific instruments and process used for comprehensive evaluation</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
2a, 2e		14, 20, 22	DDA.1.K4, DDA.4.K2, DDA.5.S11, SEDAS.1.S3, SEDAS.3.S8, SEDAS.3.S11, SEDAS.3.S14, DDA.2.S6, DDA.5.K1, DDA.5.S9, DDA.5.S5, SEDAS.3.S5	<ol style="list-style-type: none"> <li>1. Research Evidence-based Practices (EBP)</li> <li>2. Application exercise that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>
2a		7, 8	DDA.7.K1, SEDAS.1.S10, SEDAS.6.K1, SEDAS.6.K2, SEDAS.7.S4, DDA.6.K7, DDA.7.S1	<ol style="list-style-type: none"> <li>1. Research data regarding parental involvement in schools and how this can be improved in their own school</li> <li>2. Application exercise that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Quiz</li> </ol>
2a		15	DDA.1.K4	<ol style="list-style-type: none"> <li>1. Sensory graphic organizer</li> <li>2. Application exercise that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Quiz</li> </ol>
2a, 2e		19	DDA.3.S4, SEDAS.3.S9	<ol style="list-style-type: none"> <li>1. Development and implementation of visual schedules</li> <li>2. Application exercise that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>
2a, 2c, 2e		16, 17	DDA.2.S2, DDA.3.S5, DDA.5.S12, SEDAS.3.K1, DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2	<ol style="list-style-type: none"> <li>1. Development and implementation of a social narrative</li> <li>2. Application exercise that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>

2a,2e		17, 18	DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2, DDA.2.S1, DDA3.S3, DDA.5.S13, SEDAS.3.K4	<ol style="list-style-type: none"> <li>1. Development and implementation of structured work system; including progress monitoring tool</li> <li>2. Develop and implement a visual to support the use of the structured work system</li> <li>3. Application exercise that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
2a, 2d, 2e		9, 10, 11, 12, 13, 21	DDA.6.K2, SEDAS.1.S6, SEDAS.3.S1, DDA.2.S4, DDA.4.K4, DDA.5.S1, DDA.5.S3, SEDAS.1.S5, SEDAS.3.S14, DDA.5.S4, DDA.5.S14, DDA.5.S16, SEDAS.1.S6, SEDAS.3.S12, DDA.3.S6, DDA.4.S1, DDA.5.S16, SEDAS.1.K4, SEDAS.1.S4, SEDAS.2.K2	<ol style="list-style-type: none"> <li>1. Analysis of assessment results</li> <li>2. Development of IEP SMART goals</li> <li>3. Make decisions regarding accommodations and instructional strategies</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>
<b>Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience</b>				
2a, 2c, 2e		1, 2, 4	DDA.1.K1, DDA.1.K6, DDA.1.K8, DDA.1.K9, SEDAS.1.K1, SEDAS.1.S1, DDA.1.K7, DDA.1.K4, SEDAS.1.S2, SEDAS.3.K2	<ol style="list-style-type: none"> <li>1. Research project</li> <li>2. Development of IEP SMART goals for social/emotional/behavior</li> <li>3. Field experience application of course concepts</li> <li>4. Quiz</li> </ol>
2c		3, 5, 6	SEDAS.3.S11, SEDAS.6.S4, SEDAS.6.K2, SEDAS.1.S6, SEDAS.1.S8, DDA.4.S2, DDA.4.S3, DDA.5.S5, DDA.5.S.11, DDA.5.S15	<ol style="list-style-type: none"> <li>1. Research basic principles of ABA</li> <li>2. Choose an Evidenced Based Practice in the area of behavior to research</li> <li>3. Application exercise that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
2c, 2e		11, 12, 16	SEDAS.3.S11, SEDAS.4.K1, SEDAS.1.K2, SEDAS.6.K2, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> <li>1. Collect behavioral data (ABC)</li> <li>2. Application exercise that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>
2a, 2c, 2e		7, 8, 13, 14, 15	DDA.6.K7, SEDAS.3.S12, DDA.2.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.K2, DDA.5.S11, DDA.5.S12, DDA.5.S13, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, EDAS.3.S11, SEDAS.3.S14, SEDAS.4.K1, SEDAS.1.S5, DDA.5.S5, DDA.5.S10, DDA.6.K4, SEDAS.3.K2, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.6, SEDAS.1.S8, DDA.7.S1	<ol style="list-style-type: none"> <li>1. Develop token economy system</li> <li>2. Identify target/replacement behavior</li> <li>3. Analyze reinforcer assessment</li> <li>4. Application exercise that include a dialogue between facilitator and educators</li> <li>5. Self-reflection</li> <li>6. Field experience application of course concepts</li> <li>7. Quiz</li> </ol>



2c, 2d, 2e		9	DDA.1.K9, DDA.2.S1, DDA.2.S3, DDA.3.S1, DDA.3.S5, DDA.5.S5, DDA.5.S11, DDA.5.S12, DDA.5.S15, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4	<ol style="list-style-type: none"> <li>1. Administer Functional Social Skills Assessment (FSSA)</li> <li>2. Complete the Visual Social Skills Profile based on results of FSSA</li> <li>3. Create and implement a social skills lesson that addresses the deficits from the above</li> <li>4. Application exercise that include a dialogue between facilitator and educators</li> <li>5. Self-reflection</li> <li>6. Field experience application of course concepts</li> <li>7. Quiz</li> </ol>
2c, 2d, 2e		17, 18	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8,	<ol style="list-style-type: none"> <li>1. Use ABC data to develop a hypothesis for the function of behavior</li> <li>2. Research and design an intervention strategy that matches the function of the competing behavior</li> <li>3. Implement intervention and collect data</li> <li>4. Application exercise that include a dialogue between facilitator and educators</li> <li>5. Self-reflection</li> <li>6. Field experience application of course concepts</li> <li>7. Quiz</li> </ol>
2c		10	DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4, SEDAS.3.S11, SEDAS.3.S12	<ol style="list-style-type: none"> <li>1. Develop and implement a self- monitoring system</li> <li>2. Application exercise that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Quiz</li> </ol>
2c, 2e		19	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> <li>1. Develop a graph that shows baseline and intervention data</li> <li>2. Make instructional decisions based on data results</li> <li>3. Application exercise that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
2c, 2e		20	DDA.4.S2, DDA.4.S3, DDA.5.S5, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> <li>1. Develop an FBA and PBIP based on data results</li> <li>2. Application exercise that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Field experience application of course concepts</li> <li>5. Quiz</li> </ol>
<b>Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience</b>				
2a		1	DDA.1.K2, DDA.1.K5, SEDAS.1.K1, SEDAS.1.S1, SEDAS.1.S2	<ol style="list-style-type: none"> <li>1. Research project</li> <li>2. Application exercised that include a dialogue between facilitator and educators</li> <li>3. Self-reflection</li> <li>4. Quiz</li> </ol>
2b, 2e		2, 3, 4, 6	DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, SEDAS.1.S5, SEDAS.1.S6, SEDAS.2.K1, SEDAS.3.K3, SEDAS.3.S6, SEDAS.6.S3, DDA.1.K5, DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.4.K2, DDA.4.K4, DDA.5.S4, DDA.5.S13, DDA.5.S15, SEDAS.3.S7	<ol style="list-style-type: none"> <li>1. Research AAC devices; including PECS</li> <li>2. Individualize AAC for a student</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>

2a, 2b		5, 7	DDA.1.K5, DDA.2.S2, DDA.3.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.5.K1, DDA.5.S2, DDA.5.S3, DDA.5.S10, DDA.5.S14, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.6.S3, DDA.4.S1, DDA.4.S2, SEDAS.3.S5, SEDAS.3.S10, DDA.7.S1	<ol style="list-style-type: none"> <li>1. Research AAC devices</li> <li>2. Integration of AAC into classroom environment/curriculum</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Quiz</li> </ol>
2a, 2b, 2c, 2e		8	DDA.4.S2, DDA.5.S2, DDA.5.S5, DDA.5.S13, DDA.5.S15, DDA.6.K5, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5, DDA.7.S1	<ol style="list-style-type: none"> <li>1. Identify interfering behavior</li> <li>2. Implement the Functional Communication Training (FTC) strategy</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>
2a, 2b		10, 11, 12	DDA.2.S4, DDA.4.K2, DDA.5.S2, DDA.5.S15, DDA.7.K1, SEDAS.1.S5, SEDAS.1.S7, DDA.1.K5, DDA.1.K8, DDA.2.S2, DDA.3.S2, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S1, DDA.2.S3, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.K4, DDA.5.S4, DDA.5.S12, DDA.5.S13, DA.5.S15, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	<ol style="list-style-type: none"> <li>1. Research technology supports</li> <li>2. Provide examples of low, mid, and high tech supports</li> <li>3. Review district AT evaluation process</li> <li>4. Application exercised that include a dialogue between facilitator and educators</li> <li>5. Self-reflection</li> <li>6. Quiz</li> </ol>
b, 2e		11, 12	DDA.1.K5, DDA.1.K8, DDA.2.S1, DDA.3.S2, DDA.3.S4, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.K4, DDA.5.S2, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	<ol style="list-style-type: none"> <li>1. Research Technology Aided Instruction and Intervention (TAII) resources</li> <li>2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Field experience application of course concepts</li> <li>6. Quiz</li> </ol>

2a		9	DDA.2.S2, DDA.5.K1, DDA.5.S14, DDA.6.K6, DDA.7.K1, SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2, SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5, SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S4, SEDAS.7.S3, SEDAS.7.S4	<ol style="list-style-type: none"> <li>1. Describe collaboration and communication with stakeholders; including paras and service providers</li> <li>2. Describe collaboration and communication among and between special education and general education teachers</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Quiz</li> </ol>
2a		13, 14	DDA.2.S1, DDA.5.S6, DDA.5.S7, DDA.5.S8, DDA.7.K1, SEDAS.3.S12, SEDAS.3.S13, SEDAS.5.S1, DDA.3.K1, DDA.5.K2, DDA.6.K2, DDA.6.K6, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.K4, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.6.S1, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5, DDA.7.S1	<ol style="list-style-type: none"> <li>1. Research transition services statewide and in their community/district</li> <li>2. Describe the benefits of community-based instruction</li> <li>3. Application exercised that include a dialogue between facilitator and educators</li> <li>4. Self-reflection</li> <li>5. Quiz</li> </ol>
2a, 2b, 2d, 2e		15, 16	DDA.3.K1, DDA.4.K2, DDA.4.K3, DA.4.K4, DDA.4.S1, DDA.5.K2, DDA.5.S6, DDA.5.S7, DDA.5.S14, DDA.5.S16, DDA.6.K2, DDA.6.K6, DDA.7.K1, SEDAS.1.K6, SEDAS.1.S9, EDAS.3.S2, DDA.7.S1	<ol style="list-style-type: none"> <li>1. Research transition assessments</li> <li>2. Use assessment data to develop post-secondary transition IEP goals</li> <li>3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges</li> </ol>
2a, 2b, 2e			SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S5, DDA.5.K2, DDA.7.S1	<ol style="list-style-type: none"> <li>1. Application exercised that include a dialogue between facilitator and educators</li> <li>2. Self-reflection</li> <li>3. Field experience application of course concepts</li> <li>4. Quiz</li> </ol>

\*Competency Number based upon Rule 6A-4.01796

### **Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program PLC: Additional CEC Standards**

CEC Standard #	Standard	Possible assignment/follow up/monitoring options.
SEDAS.4.S2	Remain informed of current research, legislation, and debate concerning developmental disabilities and autism spectrum disorder	<p>This standard is embedded throughout all courses and the practicum. It is expected that after completion of the endorsement courses, teachers will become teacher leaders and advocates for students with ASD and related disabilities through staying informed of current research, legislation and debate.</p> <p>Teachers can remain up to date with evidenced-based practices by regularly monitoring the information at:</p> <ul style="list-style-type: none"> <li>• <a href="#">DOE</a>; Here they can find current legislative and rule changes and Technical Assistance Papers.</li> <li>• <a href="#">AFIRM</a> and <a href="#">IRIS Center</a> for research.</li> </ul>
SEDAS.5.K1	Electronic, print, and organizational resources on developmental disabilities and autism spectrum disorder	<p>This standard is embedded throughout all courses and the practicum. It is expected that after completion of the endorsement courses, teachers will continue learning and seek out resources through electronic, print and community organization.</p> <p>The Center for Autism and Related Disabilities (CARD) is a leading organization and BEESS discretionary project who will partner with districts. Teachers can contact their local CARD representatives.</p>
SEDAS.6.S5	Provide professional service through leadership in the field	<p>After adding the endorsement to their certificates, it is expected that teachers will become teacher leaders and advocates for students with ASD and related disabilities. As teacher leaders, they should provide professional development</p>

	of developmental disabilities and autism spectrum disorder	in the area of autism and the needs of students, lead PLCs, provide technical assistance for other teachers and families, and participate in leadership activities and community outreach. Activities should be designed based upon individual district needs. Teachers can also contact their local FDLRS Center for assistance in professional learning opportunities.
SEDAS.6.S6	Provide service to the profession through leadership activities in professional organizations	After adding the endorsement to their certificates, it is expected that teachers will become engaged in leadership opportunities within the school as well as through professional organization such as the <a href="#">Council for Exceptional Children</a> , <a href="#">Special Olympics</a> , <a href="#">The Arc</a> , <a href="#">Best Buddies International</a> , etc. Teachers should look to local organizations for service opportunities.
SEDAS.7.S2	Provide leadership in collaborating with individuals and families around issues of sexuality	This standard is covered under the transition services in AT/AAC Section 8 (Transition and Community-Based Instruction). Additional resources for transitioning students into adulthood can be found through local resources including <a href="#">Project 10</a> , <a href="#">Vocational Rehab</a> , <a href="#">AFIRM</a> and <a href="#">IRIS</a> modules, and their local <a href="#">Center for Autism and Related Disabilities</a> (CARD) centers.

## Instructors

Selection of instructors for the Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master’s degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

## COMPLETION REQUIREMENTS

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Add-On Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor’s or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: nature of autism spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.

### Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion.

Satisfactory completion of individual components may be demonstrated through:

- Instructor’s verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program.

In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Upon successful completion of all three required courses, the participant will be provided with a Certificate of Completion noting that the participant has successfully completed the Broward County Public Schools Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator’s teaching certificate.

## Competency Demonstration

All those pursuing the addition of the Autism Spectrum Disorder Add-On Endorsement to their Florida Educators’ Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate’s successful completion of the components, direct instruction, and follow-up activities.

## Competency Verification

College and/or university coursework may be substituted for portions of the Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the instructor that there is reasonable equivalence between the college/university courses and the add-on courses. Decisions will be made at the local level, in collaboration with the teacher certification office and the professional development office. Certificates will be issued to successful completers as a record of competency completion.

## PROGRAM EVALUATION

### Evaluation Plan

The overall effectiveness of the Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on 100% of the specific objectives).
2. Each training component will be evaluated by utilizing staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and exceptional student education administrative and supervisory staff to determine program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

### Descriptive Data

Formal program evaluation will provide the following data:

1. Number of teachers who are out-of-field in autism spectrum disorders
2. Number and percentage of the above that have enrolled in the add-on program
3. Number of enrollees dropped for nonperformance
4. Number and percentage of program completers
5. Number and percentage of program completers teaching in the district

### Client Satisfaction Data

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs
2. The quality of instruction is consistent with professional development standards
3. The curriculum is pertinent to their classroom and professional development needs
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities

### Supervisory Evaluation Data

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others
3. Evidence exists of tangible benefit to students accruing from add-on training

### Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning

- Adequacy of preparation for teaching assignment/study

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program will mostly be borne by the participating district. The district may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, the district may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

### Annual Review

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

An annual review of the efficacy of the program will be conducted by the Exceptional Student Learning Support Division via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan*. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional development offered outside of the endorsement program.

## MANAGEMENT

The Exceptional Student Learning Support Division will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training will be offered by the district. The ESLS Division will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to the district.

### Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program. Eligibility to participate in the program is predicated on a candidate holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Add-On Endorsement to meet employment requirements. Other participants will be admitted to the program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

### Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

### Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 80 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

### Transfer and Utilization of Credit (College or Inservice)

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office.

Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

- The component is of equivalent or higher content level
- The component was earned as part of a Florida-approved Add-On Certification Program

### Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

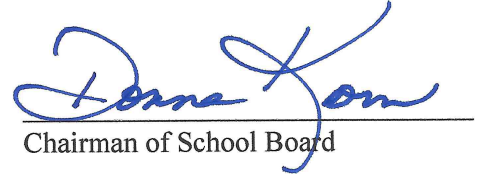


## SCHOOL BOARD APPROVAL

In order for the Broward County Public Schools Autism Spectrum Disorder Add-On Endorsement Program to receive state approval, a statement signed by each District Superintendent and Chairman of the School Board stating that it has been approved locally for submission is included with this document.

  
\_\_\_\_\_  
Superintendent

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairman of School Board

  
\_\_\_\_\_  
Date