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**Title: Tools for Evidence-based Practices to Enhance Engagement and Responsiveness (based on components of Rock Your Classroom)**

**Number of Inservice Points**: \_\_\_

**Course Description:** *Evidence-based Practices to Enhance the Engagement and Responsiveness of Teachers and Children* is designed as a \_\_-hour learning experience. Participants are expected to engage in small-group discussions and exchange of information related to facilitating participation of children in early childhood programs. Participants are expected to apply knowledge of strategies that support children’s opportunities to make choices and engage with adults and peers. Additionally, participants will be expected to apply knowledge of collaboration and communication with other staff and with families. The participants will be provided a variety of information, strategies and resources.

**Upon completion of this course participants will demonstrate an awareness of the following:**

1. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning developmentally appropriate lessons and activities that address varying needs for extended and guided practice, hands-on learning, and real-life connections.
2. Levels of support (universal, individualized, intensive) to provide accommodations as needed to help children stay engaged.
3. Recognize and develop systems to support collaboration with service providers, classroom staff, family members, and administrators.

**The content has been organized around six topics. Below, suggested professional development topics and objectives are listed:**

***Topic 1: Overview of Quality Indicators of Adult and Child Engagement*** - Participants will recognize and develop supports related to facilitating engagement in hands-on learning, multi-sensory activities, theme-related lessons, and varying modes of responding.

***Topic 2: Encouraging and Engaging in Conversations*** – Using resources provided, participants will identify and give examples of strategies that facilitate comments, as well as support varying topics and levels of communication throughout activities of the day.

***Topic 3: Teamwork = Respect, Collaboration, and Cooperation*** - Participants will methods of working collaboratively with teaching partners, staff members, and families. Participants will develop plans for defining roles and sharing responsibilities and information appropriately based on children’s needs.

***Topic 4: Facilitating Interactions Among Children*** - Participants will develop examples of strategies for both engaging with children during activities and assisting children during interactive play with their peers.

***Topic 5: Providing Descriptive Feedback*** - Participants will identify methods and steps for providing positive statements to motivate and encourage children.

**Topic objectives reference the following resources**:

* [*Florida Early Learning and Developmental Standards*](http://flbt5.floridaearlylearning.com/), Florida Department of Education Office of Early Learning. (2017).
* [*Environments that Invite Learning, Brain Building in Progress*](https://tats.ucf.edu/wp-content/uploads/sites/9/2018/10/Environments-that-Invite-Learning.pdf), Massachusetts Department of Early Education
* [*Engagement and Responsiveness*](https://tats.ucf.edu/wp-content/uploads/sites/9/2018/11/Engagement-and-responsiveness-nov-correct.pdf), Rock Your Classroom - Focus on Engagement and Responsiveness - TATS document.
* [*Talking with Young Children: How Teacher Encourage Learning*](https://tats.ucf.edu/wp-content/uploads/sites/9/2018/10/Talking_With_Young_Children.pdf)*,* Test, Cunningham, Lee (38.3, 2010). Dimensions of Early Childhood

**Professional Learning Delivery, Implementation, and Evaluation:**

Participants will be required to attend the full training session (in alignment with Florida’s Professional Development System Staff Development Protocol). To earn credit, participants must complete post-test “knowledge check” question/response document.

Following successful completion of the course participants must complete **one** of the follow-up activity options. The follow-up activities may be completed in small groups or individually at the end of the sessions **or** completed later and sent back to the session presenter at an assigned time. The options include the following:

* Statement (verbal or written) of plans for using the session information in the development of strategies to support children in remaining engaged in lessons, activities including play. Plans must include strategies for sharing ideas, strategies, and plans with teaching partners, service providers, and family.
* Verbal or written reflection of experience(s) related to the impact of delays and disabilities on children’s abilities for responding to lessons and information. Develop strategies related individual needs, extended practices, accommodations for communication and social interactions.
* Contribute to small-group discussion of examples of systems for communicating and collaborating with families. Include information to share with families about community resources.

Verification of completed follow-up activities by the participants' supervisor is required.