



# FDLRS Center Competencies

Revised July, 2021

## **FDLRS COMPETENCIES ACROSS ALL FOUR FUNCTIONS AND MANAGERS**

### **Knowledge of:**

- Florida's Exceptional Student Education system including policies and procedures and relevant state and federal laws.
- Bureau of Exceptional Student Education (BESE) priorities including State Performance Plan (SPP) Indicators and Florida Department of Education (FLDOE) initiatives.
- BESE Strategic Plan and Indicator Action Items.
- Current FLDOE and BESE information, strategies and initiatives related to students with disabilities and their families.
- Stages of childhood development, early warning indicators, and disability awareness which includes characteristics and determination of all exceptionalities.
- Florida's Multi-Tiered System of Supports (MTSS).
- FDLRS Virtual Learning offerings (including facilitated and independent study courses within the BESE Portal to Professional Development Alternatives) and ability to incorporate Virtual Professional Learning into local initiatives.
- Local community resources to refer parents for additional assistance.
- Information to be disseminated on typical child development, barriers to typical development, developmentally appropriate practices, and community, or other resources regarding developmental concerns.
- Data-driven decision making including the 8-step problem solving process.
- Florida Diagnostic & Learning Resources System (FDLRS) and Florida Inclusion Network (FIN) Infrastructures, Center Operating Procedures, Project Priorities, and established ways of work.
- Least Restrictive Environment and access to the general education curriculum.

### **Demonstrates:**

- Collaboration and coordination with FDLRS Centers and FIN Facilitators to accomplish project goals and objectives.
- Effective oral and written communication skills.
- Application of adult learning theories incorporated within professional learning.
- Effective planning, conducting, and facilitation of meetings, conferences, coaching sessions and other professional learning offerings in face-to-face and virtual formats.
- Provision of timely, accurate and accessible information to families through training, technical assistance, and one-on-one consultation.
- Effective interpersonal skills to facilitate communication with families and provide meaningful feedback, including conflict resolution and consensus building.
- Sensitivity to the needs of individual families.
- Effective coordination and collaboration with school district personnel, community agencies, educational services and other stakeholders.
- Effective identification, collection, analysis and interpretation of data.
- Effective use of web-based and mobile technologies.
- Development of quality products to support FDLRS initiatives and professional learning offerings.
- Ability to conduct multi-media presentations.
- Ability to provide timely training and technical assistance to schools, upon request.
- Successful grant writing skills, including the Schedule of Deliverables (SOD), and utilization of Project Tracking System (PTS).
- Ability to incorporate Florida's Professional Development System Evaluation Protocol into all aspects of training and service delivery.
- Ability to develop and facilitate effective teams and to model and promote positive team interactions.
- Ability to market FDLRS services across the state.
- Ability to professionally represent the FDLRS Network in a variety of settings.

- Ability to support a variety of site-based teams (e.g., learning communities, LATS.).
- Adaptability to changing and evolving environments.
- Ability to market FDLRS services across the state.
- Ability to professionally represent the FDLRS Network in a variety of settings.
- Participation in FDLRS function workgroups, as appropriate.

## **CHILD FIND COMPETENCIES**

### **Knowledge of:**

- Current screening and assessment tools and practices.
- Current programs, trends, practices, policies, and legislation related to early childhood issues.
- Policies and procedures related to school age children as developed by the individual school district(s) located in the FDLRS Associate Center (FAC) service area and processes for communicating with parents regarding local policy awareness.
- Part C to Part B Transition Requirements.
- District policies for providing support to young children served in non-public educational, childcare environments.
- Battelle Developmental Inventory, 3rd Edition screener (BDI-3).
- Child Outcomes Summary entry.
- FDLRS Child Find workgroups.
- Family Involvement requirements.

### **Demonstrates:**

- Coordination of activities with regional and statewide Child Find specialists.
- Ability to schedule and conduct screenings in a timely manner.
- Proficiency in entering data into the Children's Registry and Information System (CHRIS) and generating reports.
- Ability to assist districts with timely transition from Part C to Part B.
- Ability to coordinate services for children referred for services.
- Ability to effectively explain screening, evaluation, referral, eligibility process, clarify services and processes to parents.
- Ability to use of a variety of media and technology to share timely, accurate, and accessible information to conduct outreach to the community and to disseminate Child Find materials and information.
- Collaboration with school districts and local Early Steps in the implementation of smooth and timely transition from Part C to Part B.
- Collaboration with Early Childhood partners in order to provide families in need of community services with referrals to available resources.
- Collaboration through active participation in agency meetings (such as with school districts, Early Steps, Episcopal Children's Services, Department of Children and Families, Family Integrity Program, Head Start, Florida School for the Deaf and Blind, and RCMA) focused on preschool issues.
- Coordination of training opportunities (may include development of support materials) related to child development and developmentally appropriate practices in collaboration with appropriate discretionary projects.
- Awareness and outreach to stakeholders and community entities, including expanding current service providers.

## **PARENT SERVICES COMPETENCIES**

### **Knowledge of:**

- Outreach and communication strategies for culturally diverse families.
- Conflict resolution and consensus building strategies.
- Strategies to assist families in becoming more involved in their children's education.
- Skills needed to conduct professional and family-oriented presentations.
- State, regional, and local family resources.
- FLDOE Parent Survey and methods for increasing participation.
- Methods to assist parents with needed supports to address current learning environments, instructional methodologies, and virtual instruction.
- Process for providing access to LRP Publications to parents.
- FDLRS Workgroups.
- Florida Standards Assessment, End of Course Exams, and Florida Standards Alternate Assessment.

### **Demonstrates:**

- Strategies to improve meaningful communication between school personnel and parents.
- Strategies to assist parents to become more involved in their children's education.
- Strategies to increase parent access to information about ESE, disability related information, and community and school resources.
- Effective conflict resolution and consensus building strategies within a learning environment.
- Strategies to conduct outreach for culturally diverse families, communicate with families, and facilitate family's involvement in their children's education.
- Ability to connect to local and state resources and other parent initiatives.
- Ability to develop and facilitate local or site-based teams or conduct presentations.

## **HUMAN RESOURCE DEVELOPMENT (HRD) COMPETENCIES**

### **Knowledge of:**

- Florida ESE policies and procedures, assessment, and evaluation of students with disabilities, language development and communication, ESE eligibility areas, and secondary transition.
- Research-based instructional practices and resources provided throughout FDLRS Network in the areas of reading, math, science, classroom behavior management, instructional strategies, Differentiated Instruction, Universal Design for Learning (UDL), Explicit Instruction, secondary transition, collaborative teaching, and other FLDOE BESE Initiatives.
- FDLRS facilitated and independent study online courses for professional learning (including all BESE Portal courses).
- Methods for integrating virtual professional learning opportunities into local initiatives.
- Florida's B.E.S.T. Standards and Access Points.
- Florida Standards Assessments, End of Course Exams, and Florida Standards Alternate Assessment.
- FDLRS HRD workgroup activities.

### **Demonstrates:**

- Ability to incorporate Florida's Professional Development System Evaluation Protocol recommendations into local and regional professional development.
- Ability to align professional learning to Florida initiatives, BESE strategic plan, district(s) professional development plans, and K-12 Reading Plans.
- Coordination and collaboration with school district personnel, community agencies, educational

service providers and other stakeholders to plan, deliver, follow-up, and evaluate data-based professional learning at the regional and local levels.

- Ability to plan, coordinate and deliver quality state-of-the art professional learning in a variety of settings and formats including school-based professional learning communities, online courses, webinars and online conferencing, and face-to-face professional learning opportunities.
- Ability to model, demonstrate, utilize, and integrate instructional and assistive technologies into professional learning experiences. Utilization of the FDLRS Impact Database to verify implementation of professional learning to increase student achievement.
- Ability to plan and coordinate meetings, conferences, coaching sessions, professional learning follow-up, and evaluation.
- Ability to design and develop quality products to support FDLRS initiatives and professional learning events.
- Ability to identify, collect, analyze, and interpret data.
- Ability to provide relevant and meaningful feedback when serving as a coach or mentor.
- Collaboration and coordination with FDLRS managers and function personnel to accomplish center, regional, and state goals and objectives.
- Collaboration and coordination of activities with HRD colleagues statewide to facilitate a network of professional developers throughout FDLRS.
- Ability to implement state-of-the-art professional learning for instructional reform and inclusive educational practices.

## **TECHNOLOGY COMPETENCIES**

### **Knowledge of:**

- Individual with Disabilities Education Act (AT, IT, DI, UDL, AEM), Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), Section 508 Compliance for ADA, World Wide Web Consortium Standards (W3C), National Instructional Materials Accessibility Standard (NIMAS).
- Methods for integrating virtual professional learning opportunities into local initiatives.
- Florida's B.E.S.T. Standards and Access Points.
- Florida Standards Assessment, End of Course Exams, and Florida Standards Alternate Assessment including accommodations and accessibility features.
- Assistive Technology (AT), Instructional Technology (IT), Differentiated Instruction (DI), Universal Design for Learning (UDL), Accessible Educational Materials (AEM), Virtual Instruction and Assessment.
- Accessibility features as it relates to devices, programs, and websites.
- Florida Developed Assistive Technology Competencies.

### **Demonstrates:**

- Ability to model, demonstrate, utilize, and integrate instructional and assistive technologies, DI, UDL, and accessible educational materials.
- Ability to provide practice in utilization and integration of instructional and assistive technologies, DI, UDL, and accessible educational materials.
- Utilization of the FDLRS Impact Database to verify implementation of professional learning to increase student achievement.
- Planning, learning, implementing, and evaluating meetings, conferences, coaching sessions and other professional learning offerings focusing on increasing student achievement.
- Ability to incorporate Florida's Professional Development System Evaluation Protocol recommendations into local and regional professional development.
- Coordination and delivery of professional learning in a variety of settings and formats including school-based Professional Learning Communities, online courses, webinars and online conferencing, and face-to-face professional learning.

- Ability to plan and coordinate meetings, conferences, coaching sessions, professional learning follow-up, and evaluation.
- Ability to design and develop quality products to support FDLRS initiatives and professional learning events.
- Ability to identify, collect, analyze, and interpret data.
- Ability to provide relevant and meaningful feedback when serving as a coach or mentor.
- Collaboration and coordination with FDLRS managers and function personnel to accomplish center, regional and state goals, and objectives.
- Collaboration and coordination of activities with Technology Specialist colleagues statewide to facilitate a network of professional developers throughout FDLRS.
- Ability to develop and facilitate local and site-based teams, to address teams working on Assistive Technologies including but not limited to AAC and alternative access; Instructional Technologies; Accessible Educational Materials and NIMAS; Universal Design for Learning; and Virtual Instruction/Assessment.

## **LEADERSHIP COMPETENCIES FOR FDLRS CENTER MANAGERS**

### **Knowledge and application of:**

- FDLRS Center Operating Procedures.
- FDLRS four functions and related project priorities.
- Florida Inclusion Network Initiatives.
- Appropriate personnel practices and management skills related to FDLRS function specialists and support staff.
- Effective grant writing skills.
- BESE Project Tracking System.
- Sound fiscal management practices.
- Proficiency and understanding of ESE trends, policies, procedures, legislation, and legal issues.
- FLDOE BESE Discretionary Projects and initiatives.
- BESE Strategic Plan, Indicators, and Action Steps.
- All FDLRS functions workgroups.

### **Demonstrates:**

- Ability to coordinate and conduct effective meetings and facilitation of conversations across multiple entities including Coordinating Councils, Advisory Committees, and other administrative entities.
- Effective networking and communication skills.
- Application of effective leadership skills.
- Ability to provide timely, accurate, and accessible information to all FDLRS Network stakeholders.
- Representation of ESE interests on various advisory and steering committees and related leadership teams.
- Provision of outreach efforts to universities and Professional Development Partnerships.
- Coordination of activities with BESE, FDLRS Lead Team, Regional Contacts, Center Managers, FDLRS Administration Project, MTSS Technology and Learning Connections, and MTSS-TLC Regional Technology Coordinators.
- Ability to design, implement, and interpret data from needs assessments.
- Effective ability to manage fiscal and human resources and appropriately allocate human capital.
- Ability to embrace change and address need for flexibility.
- Responsiveness to current practices and future trends.
- Responsiveness through timely reporting of data for project reports and initiatives.
- Effective implementation of current evaluation systems and provision of supports to develop staff skills and competencies.