

## Master Inservice Plan Component Preparation Template - January 2010

### COMPONENT BASICS

Component Title	Multiple Intelligences
Component Number (Will Be Assigned by PD Staff)	[2411001]
Total Maximum Points	Up to 120 points [May NOT Exceed 120 (or 60 for Endorsement)]
Point Value- Learning Process & Assessment	60 [May be from 1 up to 60 and may be less, equal to, or more than value for Implementation]
Point Value- Implementation Processes	60 [May be from 1 up to 60 and may be less, equal to, or more than value for Learning Process/Assessment]
Contact Person (Position/Title)	Senior Coordinator, Learning Intervention

### PART I - PLANNING

#### A. Primary Purpose of this Professional Development (Check only one.)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Add-on Endorsement (A.)                               | <input type="checkbox"/> Other Professional Certificate/License Renewal (D.)         | <input type="checkbox"/> Approved District Leadership Development Program [G.] |
| <input type="checkbox"/> Alternative Certification (B.)                        | <input type="checkbox"/> Professional Skill Building (E.) [Non Certified Staff Only] |  |
| <input checked="" type="checkbox"/> Florida Educators Certificate Renewal (C.) | <input type="checkbox"/> Wm. Cecil Golden PD Program School Leaders [F.]             |  |

#### B. Intended Participants (Check all that apply but at least one.)

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Instructional Staff        | <input checked="" type="checkbox"/> District Level Leaders                      | <input type="checkbox"/> District Level Non-Instructional Staff      |
| <input checked="" type="checkbox"/> School-Based Leaders       | <input checked="" type="checkbox"/> District Level Professional/Technical Staff | <input checked="" type="checkbox"/> Parents and/or Community Members |
| <input checked="" type="checkbox"/> School Level Support Staff | <input type="checkbox"/> School Level Non-Instructional Personnel               | <input type="checkbox"/> Other... Specify                            |

#### C. Primary Related State Focus Area (Check only one.)

- |  |  |
|--|--|
| <input type="checkbox"/> Subject Content /Sunshine State Standards (1) | <input type="checkbox"/> Classroom Management (5)                    |
| <input checked="" type="checkbox"/> Instructional Methodology (2)      | <input type="checkbox"/> School Safety/Safe Learning Environment (6) |
| <input type="checkbox"/> Technology (3)                                | <input type="checkbox"/> Management/Leadership/Planning (7)          |
| <input type="checkbox"/> Assessment & Data Analysis (4)                | <input type="checkbox"/> General Support (8)                         |

#### D. Related Subject Content Area (Check only one from one category only, in Part D as may be applicable. If you do, skip Parts E, F, G, & H... and go directly to Part I.)

##### Basic Programs

- Art (000)
- Career Education, Unclassified (002)
- Computer Science/Technology Education (003)
- Foreign Language (004)
- Health/Nutrition (005)
- Humanities (006)
- Integrated Curriculum (007)
- Language Arts (008)
- Mathematics (009)
- Music (010)
- Physical Education (011)
- Pre-kindergarten (012)
- Reading (013)
- Safety/Drive Education (014)
- Science (015)
- Social Studies (016)
- Writing (017)

##### OR - Exceptional Education Programs

- ESE Instructional Strategies (100)
- ESE Classroom Management (101)
- ESE Assessment (102)
- ESE Procedural/Legal Requirements (103)
- ESE Aides, Volunteers, Mentors (104)
- ESE Curriculum (105)

##### OR - Vocational Education Programs

- Career- Agriscience/Natural Resources (200)
- Career- Business Technology (201)
- Career- Diversified Education (202)
- Career- Family & Consumer Sciences (203)
- Career- Health Science (204)
- Career- Industrial Education (205)
- Career- Marketing Education (206)
- Career- Middle School Exploratory (207)
- Career- Public Service Occupations (208)
- Career- Technology Education (209)
- Career- Instructional Support Services (210)
- Career- Technical, Unclassified (211)

##### OR - Adult Edu. Prog.

- ABE (300)
- Adult, Unclassified (301)
- Adult ESOL (302)
- Adult General ESE (303)
- Citizenship (304)
- Adult High School (305)
- GED (306)
- Vocational Prep (307)
- Workplace Readiness (308)

**E. Student and Instructional Support Processes** as Appropriate (**Check only one** as may be applicable. **If you do, skip Parts D, F, G, & H...And go directly to Part I.**)

- |  |  |
|--|--|
| <input type="checkbox"/> Academic Intervention (400)                                       | <input type="checkbox"/> Parental Involvement, Parent Support (413)                |
| <input type="checkbox"/> Assessment/Student Appraisal (401)                                | <input type="checkbox"/> Physical and Mental Health Issues (414)                   |
| <input type="checkbox"/> Attendance (402)  | <input type="checkbox"/> Problem Solving Teams (415)                               |
| <input type="checkbox"/> Behavioral Interventions (Crisis, Abuse, Social Skills) (403)     | <input type="checkbox"/> Professional Standards & Ethics (416)                     |
| <input type="checkbox"/> Classroom Management & Organizational Learning Environments (404) | <input type="checkbox"/> Program Administration, Evaluation & Accountability (417) |
| <input type="checkbox"/> Dropout Retrieval (405)   | <input type="checkbox"/> Scholarships, Financial Aid, Education Transitions (418)  |
| <input type="checkbox"/> Human Relations/Communication Skills (406)                        | <input type="checkbox"/> Section 504/Americans with Disabilities Act (419)         |
| <input type="checkbox"/> Instructional Media Services (407)                                | <input type="checkbox"/> Service Coordination, Collaboration, Integration (420)    |
| <input type="checkbox"/> Instructional Strategies (408)                                    | <input type="checkbox"/> Student Motivation (421)                                  |
| <input type="checkbox"/> Instructional Support Services, Unclassified (409)                | <input type="checkbox"/> Student Records (422)                                     |
| <input type="checkbox"/> Laws, Rules, Policies, Procedures (410)                           | <input type="checkbox"/> Supplemental Academic Instruction (423)                   |
| <input type="checkbox"/> Learning Styles, Student Differences (411)                        | <input type="checkbox"/> Working with Volunteers, Aides and Mentors (424)          |
| <input type="checkbox"/> Multicultural Education (412)                                     |  |

**F. General Support** as Appropriate (**Check only one** as may be applicable. **If you do, skip Parts D, E, G, & H... And go directly to Part I.**)

- |   |  |
|---|--|
| <input type="checkbox"/> Board of Education (500)   | <input type="checkbox"/> Management Information Services (508)                         |
| <input type="checkbox"/> Central Services- Planning, Program Evaluation, Continuous Improvement (501) | <input type="checkbox"/> Office/Clerical Services (509)                                |
| <input type="checkbox"/> District-level Management (502)  | <input type="checkbox"/> Plant Operations and Maintenance (510)                        |
| <input type="checkbox"/> Diversity/Ethics (503)   | <input type="checkbox"/> Safety/Security (511)   |
| <input type="checkbox"/> Fiscal Services (504)  | <input type="checkbox"/> School Improvement (512)                                      |
| <input type="checkbox"/> Food Services (505)  | <input type="checkbox"/> School-level Management (513)                                 |
| <input type="checkbox"/> General Support Services, Unclassified (506)                                 | <input type="checkbox"/> Service on Advisory or Instructional Materials Councils (514) |
| <input type="checkbox"/> Leadership Skills, Communication, Critical Thinking (507)                    | <input type="checkbox"/> Transportation Services (515)                                 |

**G. Community Services** as Appropriate (**Check only one** as may be applicable. **If you do, Skip Parts D, E, F & H... And go directly to Part I.**)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Community Services, Unclassified (600) | <input type="checkbox"/> Lay Advisory Councils (601) | <input type="checkbox"/> Parent Education (602) |
|---|--|---|

**H. English Language Learners** as Appropriate (**Check only one** as may be applicable. **If you do, Skip Parts D, E, F & G and go to Part I.**)

- |   |  |
|---|--|
| <input type="checkbox"/> Instructional Strategies ELL(700)                        | <input type="checkbox"/> Content Area ELL PD [Cat II,II,IV](704) |
| <input type="checkbox"/> Testing & Evaluation ELL(701)                            | <input type="checkbox"/> Other [E.g., Cross Cultural Comm.](705) |
| <input type="checkbox"/> Understanding/Implementation ELP Academic Standards(702) |  |
| <input type="checkbox"/> Alignment of Curriculum to ELP Standards(703)            |  |

**I. Related Florida Educator Accomplished Practices IF Applicable (Check all that apply.)**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Assessment             | <input checked="" type="checkbox"/> Human Development & Learning |
| <input checked="" type="checkbox"/> Communication          | <input checked="" type="checkbox"/> Knowledge of Subject Matter  |
| <input checked="" type="checkbox"/> Continuous Improvement | <input checked="" type="checkbox"/> Learning Environments        |
| <input checked="" type="checkbox"/> Critical Thinking      | <input checked="" type="checkbox"/> Planning                     |
| <input checked="" type="checkbox"/> Diversity              | <input checked="" type="checkbox"/> Role of the Teacher          |
| <input checked="" type="checkbox"/> Ethics                 | <input type="checkbox"/> Technology                              |

**J. Related Levels of Learning or Related Evidence-Based Practices IF Applicable (Check all that apply.)**

Acquisition of Knowledge Processes	Extending Thinking Skills
<input checked="" type="checkbox"/> Essential Questions	<input checked="" type="checkbox"/> Identifying Cause/Effect
<input checked="" type="checkbox"/> Linking to Prior Knowledge	<input checked="" type="checkbox"/> Comparing/Contrasting
<input checked="" type="checkbox"/> Scaffolding/Previewing	<input checked="" type="checkbox"/> Classifying
<input checked="" type="checkbox"/> Collaborative Pairs	<input type="checkbox"/> Constructing Support
<input checked="" type="checkbox"/> Distributed Practice	<input type="checkbox"/> Analyzing Perspectives
<input type="checkbox"/> Distributed Summarizing	<input checked="" type="checkbox"/> Justifying Position
<input checked="" type="checkbox"/> Use of Graphic Organizers	<input checked="" type="checkbox"/> Reasoning by Induction
<b>Authentic, Meaningful Use and Mastery</b>	<input checked="" type="checkbox"/> Reasoning by Deduction
<input checked="" type="checkbox"/> Decision Making	<input type="checkbox"/> Analyzing for Errors
<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Evaluating
<input type="checkbox"/> Investigation	<input type="checkbox"/> Abstracting
<input type="checkbox"/> Invention	<input type="checkbox"/> Providing Example to Idea
<input type="checkbox"/> Experimental Inquiry	<input type="checkbox"/> Providing Idea to Example
<input type="checkbox"/> Rigor & Relevance Frameworks	<input type="checkbox"/> Writing Prompts

**K. Related Florida Sunshine State Standard(s) (State as may be applicable.)**

N/A

**L. Related Polk County School Board Strategic Plan Element(s) (Check all that apply but at least one from Academics OR Instruction OR Management.)**

**ACADEMICS**

**Goal 1: Improve student achievement and increase the graduation rate.**

- Increase student proficiency levels to meet or exceed the state standards.
- Increase overall graduation rate and graduation rate for at risk students.
- Increase the achievement of all subgroups.
- Conduct on-going progress monitoring of student achievement.
- Increase student engagement by providing more opportunities for: career and technical education, career academies, and extra-curricular offerings at the secondary level.

**Goal 2: Strengthen instruction and curriculum to meet the educational needs of each student.**

- Drive academic achievement through a continuous improvement model used in elementary, middle and high schools.
- Align curriculum that reflects the knowledge and skills students are expected to master on Next Generation Standards at each level, K through 12.
- Drive the teaching/learning process based on the goals, objectives, strategies, and evaluations in the School Improvement Plans.

**Goal 3: Enhance parent and community involvement and communication.**

- Promote diversity initiatives and encourage strong inclusive practices.
- Increase multicultural cooperation within the schools and community.
- Ensure better communication through updated school web sites.

**L. Related Polk County School Board Strategic Plan Element(s) (Continued)**

**INSTRUCTION**

**Goal 1: Recruit and retain highly qualified personnel who reflect the changing demographics of our diverse communities.**

- Develop a supportive district-wide culture committed to attracting, hiring and retaining highly qualified, appropriately certified instructional and administrative personnel that reflects the changing demographics of our diverse community.
- Provide professional instructional leadership while maintaining a vision, direction and focus for student learning.
- Provide a coordinated system of relevant, timely staff development for all employee groups consistent with the Florida Professional Development Evaluation Protocol.
- Ensure an effective teacher induction seminar.
- Establish for instructional and non-instructional employees a fair competitive compensation structure.
- Incorporate diversity benchmarks into the performance evaluation process for teachers and administrators.
- Use student academic progress as the chief indicator in evaluating school-based administrators.

**MANAGEMENT**

**Goal 1: Ensure students realize their highest potential through the use of all available resources.**

- Prioritize resource allocation to enhance student achievement.
- Provide equitable facilities, staffing, and services to all schools.

**Goal 2: Establish learning environments that ensure academic and personal success of each student.**

- Cultivate a highly professional environment that is safe, orderly, and family friendly.
- Provide safe and secure schools through the implementation of Positive Behavior Support and other strategies.
- Establish school zones that make optimal use of facilities that preserve diversity in the student body.
- Establish and enforce a consistent Attendance Policy throughout the district.

**M. Related Florida Leadership Standard(s) If Applicable (Check all that apply.)**

- |   |   |
|---|---|
| <input type="checkbox"/> Vision                                       | <input type="checkbox"/> Diversity                              |
| <input checked="" type="checkbox"/> Instructional Leadership          | <input type="checkbox"/> Technology                             |
| <input checked="" type="checkbox"/> Managing the Learning Environment | <input type="checkbox"/> Learning Accountability and Assessment |
| <input type="checkbox"/> Community and Stakeholder Partnerships       | <input type="checkbox"/> Human Resource Development             |
| <input type="checkbox"/> Decision Making Strategies                   | <input type="checkbox"/> Ethical Leadership                     |

**N. Linkage to National Staff Development Council Standards: (Check all that apply but at least one.)**

**Context Standards**

- Learning Community Focus & Organization
- Leadership Participation and Support
- Adequate Resources (Time, Money, Staff)

**Content Standards**

- Equity Emphasis (Safe, Supportive, Expectant)
- Quality Teaching (Rigor, Relevance, Relationship)
- Parental Involvement Focused

**Process Standards**

- Data Driven Processes
- Evaluation Focused – (Achievement & Application)
- Research-Based Content
- Design – Aligned Goals, Strategies, Outcomes
- Adult Learning Theory & Change Theory Applied
- Collaboration Valued and Implemented

**O. Rationale for Component Inclusion in District MIP (Check all that apply but at least one.)**

- District Disaggregated Student Achievement Data by Content Area and Skills
- Other Data Provided by Principals/Teachers Related to Student Achievement
- "Target" Performance Gain Data Analysis
- School-wide Analysis of Student Achievement Data
- Other Student Performance Data Analysis

Specify:

- Faculty Level Performance Appraisal Data Analysis
- District Strategic Plan Initiative
- Personal Professional Growth Interests Indicated by Staff
- Grade Level, Team or Departmental "Alignment" Analysis
- Certification Needs
- State or Federal Mandated Professional Development/Training

**P. General Goal/Purpose/Outcome**

To enhance the knowledge, skills, and/or mental model related to increasing participant's knowledge of multiple intelligence theory/skills and assisting them in applying these skills in planning and/or presenting curriculum that support how students learn.

**Q. Specific Objectives (Must have 1 Minimum and Up to 12 Maximum for Each Category)**

**Acquisition:**

- Describe and identify the multiple intelligences associated with the Multiple Intelligences Theory.
- Describe methods for developing a student's intellectual profile.
- Identify alternate methods of assessment based on different Multiple Intelligences
- Demonstrate understanding of specific Kagan cooperative learning structures designed to accommodate individual student differences based on their preferred intelligence.
- Plan curriculum integrating the Multiple Intelligences

**Application:**

- Adapt and/or modify activities to teach a variety of Multiple Intelligences.
- Assist students in recognizing their intellectual strengths
- Apply specific Kagan cooperative learning structures designed to accommodate individual student differences based on their preferred intelligence in their instructional practices with students..

**PART II - LEARNING**

**A. Change Focus of This Professional Development (Check all that apply but at least one.)**

- Knowledge Acquisition/Application
- Skill Acquisition/Application
- Mental Model Impact

**B. Primary Learning Method (Check only one.)**

- Study Group/Learning Community (D.)
  - District-wide Workshop (A.)
  - School-wide Workshop (AA.)
  - Action Research (E.)
  - Electronic Interactive (B.)
  - Electronic Non Interactive (C.)
  - Independent Study (F.)
  - Other
- Specify:

**C. Learning Activities Applied (Check all that apply but at least one.)**

- Lecturette
- Small Group Activities (Cooperative Learning)
- Skill Practice With Feedback
- Individual/Team Presentation
- Guided Practice
- Independent Practice
- Embedded On-Going Coaching
- Individual/Team Problem Solving
- Journaling
- Inventory/Survey
- Video/Audio Analysis
- Role Play/Simulation

Other – Specify... \_\_\_\_\_

**D. Participant Assessment of Learning Method(s) (Check all that apply but at least one.)**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Objective Pre/Post Test or Narrative Test | <input checked="" type="checkbox"/> Product Development             | <input checked="" type="checkbox"/> Reflective Journal |
| <input type="checkbox"/> Portfolio Development                     | <input checked="" type="checkbox"/> Interview/Dialogue              | <input type="checkbox"/> Questionnaire/Survey          |
| <input checked="" type="checkbox"/> Observation/Application        | <input checked="" type="checkbox"/> Project Completion/Presentation | <input type="checkbox"/> Other... Specify _____        |

**Part III - IMPLEMENTATION**

**A. Primary Implementation Method (Check Only One.)**

- Structured Coaching/Mentoring** (M.) – (May include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Action Research** related to professional development (N.) - (Should include evidence of implementation)
- Collaborative Planning** related to professional development (O.) [E.g., Professional Learning Community Outcomes]
- Study Group** participation (Q.)
- Electronic Interactive** (R.)
- Electronic Non-Interactive** (S.)

**B. Position Title of Person Responsible for Documentation of Implementation Processes related to this Component (Check Only One.)**

- Facilitator of the Professional Development Activity  Senior Director or Director  School Principal
- Assistant Principal  Other School-Based Support Staff (E.g., IST, AIF, Content Resource Teacher, ESE Facilitator)
- Other District Level Staff Member As Designated by the Component Writer

Specify:

**Part IV - EVALUATION**

**A. Activity Evaluation Method (By Participants) (Check Only One.)**

- HRD Professional Development Activities Evaluation Form (HRD Form 005)
- Facilitative Leadership Feedback Process (Pluses/Deltas)
- Facilitator Designed Feedback Gathering Instrument
- Program-based Feedback Gathering Instrument
- Other- Specify

**B. Primary Method for Evaluation of Impact of this Professional Learning Experience (Check Only One.)**

- District Developed/Standardized Student Test Results (A.)
- School Constructed Student Test Results (B.)
- Portfolios of Student Work (C.)
- Checklists of Student Performance (D.)
- Charts and Graphs of Student Progress (E.)
- Other Performance Assessment (F.)
- Summaries of Observed Student Behavior
- Documented Transfer of Knowledge/Skill/Mental Model Into Participants' Job Role
- OR... Specify \_\_\_\_\_

**C. Position Title of Person Responsible for Documentation of Evaluation Processes related to this Component (Check only one.)**

- Facilitator of the Professional Development Activity  Senior Director or Director  School Principal
- Assistant Principal  Other School-Based Support Staff (E.g., IST, AIF, Content Resource Teacher, ESE Facilitator)
- Other District Level Staff Member As Designated by the Component Writer

Specify:

