

Master Inservice Plan Component Preparation Template - January 2010

COMPONENT BASICS

Component Title	Reading Endorsement-Competency 1: Foundations of Language and Cognition (FOLAC)	
Component Number (Will Be Assigned by PD Staff)	[1013015]	
Total Maximum Points	Up to 60 points [May NOT Exceed 120 (or 60 for Endorsement)]	
Point Value- Learning Process & Assessment	48 [May be from 1 up to 60 and may be less, equal to, or more than value for Implementation]	
Point Value- Implementation Processes	12 [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)	K-12 Reading Senior Director	

PART I - PLANNING

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

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

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Subject Content /Sunshine State Standards (1) | <input type="checkbox"/> Classroom Management (5) |
| <input 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)

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)

Career- Technical, Unclassified (211)

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 type="checkbox"/> Assessment | <input checked="" type="checkbox"/> Human Development & Learning |
| <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Knowledge of Subject Matter |
| <input checked="" type="checkbox"/> Continuous Improvement | <input type="checkbox"/> Learning Environments |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Planning |
| <input type="checkbox"/> Diversity | <input checked="" type="checkbox"/> Role of the Teacher |
| <input 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 type="checkbox"/> Essential Questions	<input type="checkbox"/> Identifying Cause/Effect
<input checked="" type="checkbox"/> Linking to Prior Knowledge	<input type="checkbox"/> Comparing/Contrasting
<input checked="" type="checkbox"/> Scaffolding/Previewing	<input type="checkbox"/> Classifying
<input type="checkbox"/> Collaborative Pairs	<input type="checkbox"/> Constructing Support
<input type="checkbox"/> Distributed Practice	<input type="checkbox"/> Analyzing Perspectives
<input type="checkbox"/> Distributed Summarizing	<input type="checkbox"/> Justifying Position
<input type="checkbox"/> Use of Graphic Organizers	<input type="checkbox"/> Reasoning by Induction
Authentic, Meaningful Use and Mastery	<input type="checkbox"/> Reasoning by Deduction
<input type="checkbox"/> Decision Making	<input type="checkbox"/> Analyzing for Errors
<input 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.)

Addresses all the benchmarks in Strand A Reading Standards 1 and 2.
 Standard 1 - The student uses the reading process effectively.
 Standard 2 - The student constructs meaning from a wide range of texts.

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 checked="" 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 checked="" type="checkbox"/> Learning Accountability and Assessment |
| <input type="checkbox"/> Community and Stakeholder Partnerships | <input checked="" type="checkbox"/> Human Resource Development |
| <input checked="" 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

The purpose of this component is to provide the opportunity to develop substantive knowledge of language structure, function and cognition for each of the five major components of the reading process. Upon successful completion of the component, participants will be able to: analyze and apply the basic concepts of phonology as they relate to language development; recognize and apply structural analysis as they relate to words; understand the role of fluency in reading development; apply principles of morphemic analysis; and understand the impact of different text structures on the construction of meaning. The participants will demonstrate mastery at or above an 80% level of all required indicators through the completion of a post test.

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

Acquisition:

Participants will:

1. Acquire knowledge of the basic concepts of phonology as they relate to language development and reading performance (e.g. phonological processing, inventory of phonemes, phonemic awareness skills, phonemic analysis).
2. Learn to distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
3. Learn to identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions, spellings of prefixes, root words, affixes).
4. Acquire knowledge to apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills).
5. Learn to identify the principles of reading fluency as they relate to reading development.
6. Gain an understanding of the role of reading fluency in development of the reading process.
7. Learn to identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis).
8. Learn to identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
9. Learn to identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, type of sentences, sentence manipulations).
10. Gain understanding of the impact of variations in written language of different text structures on the construction of meaning.
11. Learn to identify cognitive task levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation).
12. Gain understanding of the transitive nature of the reading process in construction meaning from a variety of purposes (e.g., text connections: within texts, across texts, from text to self, from text to world).
13. Learn to identify language characteristics related to informal language and cognitive academic language.
14. Learn to identify phonemic, semantic, and syntactic variability between English and other languages.
15. Gain understanding of the interdependence between each of the major reading components and their affect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning).
16. Gain understanding of the interdependence between each of the major reading components and their affect upon comprehension (e.g., construction of meaning: vocabulary, fluency).
17. Gain understanding of the impact of dialogue, writing to learn, and print environment upon reading development.

Application:

Participants will:

1. Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological processing, inventory of phonemes, phonemic awareness, phonemic analysis).
2. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
3. Identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions, spellings of prefixes, root words, affixes).
4. Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills).
5. Identify the principles of reading fluency as they relate to reading development.
6. Understand the role of reading fluency in development of the reading process.
7. Identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis).
8. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc).
9. Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations).
10. Understand the impact of variations in written language of different text structures on the construction of meaning.
11. Identify cognitive task levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation).
12. Understand the transitive nature of the reading process in constructing meaning from a wide variety of texts, from text to self, from text to world).
13. Identify language characteristics related to informal language and cognitive academic language.
14. Identify phonemic, semantic, and syntactic variability between English and other languages.
15. Understand the interdependence between each of the major reading components and their affect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning).
16. Understand the interdependence between each of the major reading components and their affect upon comprehension (e.g., construction of meaning: vocabulary, fluency).
17. Understand the impact of dialogue, writing to learn, and print environment upon reading development.

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.)

- | | | |
|--|--|---|
| <input type="checkbox"/> Study Group/Learning Community (D.) | <input type="checkbox"/> Action Research (E.) | <input type="checkbox"/> Independent Study (F.) |
| <input type="checkbox"/> District-wide Workshop (A.) | <input type="checkbox"/> Electronic Interactive (B.) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> School-wide Workshop (AA.) | <input type="checkbox"/> Electronic Non Interactive (C.) | Specify: Investigative activities |

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

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Lecturette | <input checked="" type="checkbox"/> Guided Practice | <input checked="" type="checkbox"/> Journaling |
| <input checked="" type="checkbox"/> Small Group Activities (Cooperative Learning) | <input checked="" type="checkbox"/> Independent Practice | <input checked="" type="checkbox"/> Inventory/Survey |
| <input checked="" type="checkbox"/> Skill Practice With Feedback | <input checked="" type="checkbox"/> Embedded On-Going Coaching | <input type="checkbox"/> Video/Audio Analysis |
| <input type="checkbox"/> Individual/Team Presentation | <input type="checkbox"/> Individual/Team Problem Solving | <input type="checkbox"/> Role Play/Simulation |
| <input type="checkbox"/> Other – Specify... _____ | | |

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

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Objective Pre/Post Test or Narrative Test | <input type="checkbox"/> Product Development | <input type="checkbox"/> Reflective Journal |
| <input type="checkbox"/> Portfolio Development | <input type="checkbox"/> Interview/Dialogue | <input type="checkbox"/> Questionnaire/Survey |
| <input type="checkbox"/> Observation/Application | <input 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: