

Master Inservice Plan Component Preparation Template - January 2010

COMPONENT BASICS

Component Title	ESE Early Intervention Curriculum Enhancement
Component Number (Will Be Assigned by PD Staff)	[1105002]
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)	ESE PreK Senior Manager

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 type="checkbox"/> Parents and/or Community Members |
| <input 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 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)
- 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 checked="" 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 type="checkbox"/> Communication | <input type="checkbox"/> Knowledge of Subject Matter |
| <input type="checkbox"/> Continuous Improvement | <input checked="" type="checkbox"/> Learning Environments |
| <input type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Planning |
| <input checked="" 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 checked="" 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 checked="" 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.)

Crosses Varied Subject Content and Crosses Varied Strands/Benchmarks

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 type="checkbox"/> Instructional Leadership | <input type="checkbox"/> Technology |
| <input 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 provide the participant with knowledge and skills necessary for implementation of a developmentally appropriate, antibias program for PreKindergarten children with disabilities.

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

Acquisition:

Participants will:

- Recognize stages of child development from birth to 5 years.
- Recognize pre-cursors to conventional reading and writing.
- Become familiar with placement and dismissal criteria of the Developmentally Delayed category.
- Recognize the needs of young children with disabilities as they relate to the curriculum and the physical environment.

Application:

- Identify the essential experiences for optimal language, social, cognitive and emotional development in young children.
- Develop a classroom learning environment which includes well defined appropriately labeled interest areas.
- Provide a daily schedule that emphasizes a predictable routine and that balances large group-small group-individual time, quiet-active time, and child-initiated - adult-initiated activities.
- Provide a language rich, print rich environment.
- Identify the indicators of stress in children's behavior and provide effective cues and strategies to help the child manage that stress.
- Develop strategies for facilitating the development of self-esteem and creativity.
- Practice skills in child observation, anecdotal record keeping, and other alternative means of documenting a child's growth.
- Administer standardized and criterion-referenced assessments and interpret the results.
- Assess children's progress through developmental stages of play.
- Create and implement basic augmentative communication devices and develop techniques for engineering the classroom.

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
- Other – Specify... _____
- Guided Practice
- Independent Practice
- Embedded On-Going Coaching
- Individual/Team Problem Solving
- Journaling
- Inventory/Survey
- Video/Audio Analysis
- Role Play/Simulation

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 type="checkbox"/> Reflective Journal |
| <input type="checkbox"/> Portfolio Development | <input type="checkbox"/> Interview/Dialogue | <input checked="" 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: **ESE staff, FDLRS staff**

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 Module Satisfaction Survey

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: **ESE staff, FDLRS staff**