

Master Inservice Plan Component Preparation Template

January 2010

COMPONENT BASICS

Component Title	FAIR (Florida Assessments for Instruction in Reading)
Component Number (Will Be Assigned by PD staff)	4013002
Total Maximum Points	Up to 120 points [May NOT Exceed 120 (or 60 for Endorsement)]
Point Value Activity Participation & Assessment	60
Point Value Follow-Up Processes	60
Contact Person (Position/Title)	Julie Noel – Senior Coordinator, K-12 Reading
Date of Component Addition	7/1/2009

PART I - PLANNING

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

- Add-on Endorsement (A.) Other Professional Certificate/License Renewal (D.) Approved District Leadership Development Program
 Alternative Certification (B.) Professional Skill Building (E.) [Non Certified Staff Only]
 Florida Educators Certificate Renewal (C.) Wm. Cecil Golden PD Program School Leaders

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

- Instructional Staff District Level Leaders
 School-Based Leaders District Level Professional/Technical Staff
 School Level Support Staff District Level Non-Instructional Staff
 School Level Non-Instructional Personnel Other... Specify below:
 Parents and/or Community Members

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

- Subject Content /Sunshine State Standards (1) Classroom Management (5)
 Instructional Methodology (2) School Safety/Safe Learning Environment (6)
 Technology (3) Management/Leadership/Planning (7)
 Assessment & Data Analysis (4) 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.)

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.**)

- | | |
|--|--|
| <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**)

- | | |
|---|--|
| <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.**)

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Assessment | <input type="checkbox"/> Human Development & Learning |
| <input 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 type="checkbox"/> Role of the Teacher |
| <input checked="" type="checkbox"/> Ethics | <input checked="" type="checkbox"/> Technology |

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

Language Arts SSS for grades K-12, Reading Process

K. Related Polk County Comprehensive Core Curriculum Item(s) (State as may be applicable.)

Reading

L. Related Polk County School Board Strategic Plan Element(s) (Check all that apply but at least one.)

- | | |
|---|---|
| <input type="checkbox"/> Family Involvement | <input type="checkbox"/> Student Academic & Personal Goals |
| <input type="checkbox"/> Learning Environments | <input type="checkbox"/> Instruction & Curriculum For Success |
| <input checked="" type="checkbox"/> Effective Staff | <input type="checkbox"/> Internal Culture of Articulation |
| <input type="checkbox"/> Community Relationships | <input type="checkbox"/> Resource Acquisition & Allocation |

M. Related Effective Schools Correlate(s) (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Safe and Orderly Environment | <input checked="" type="checkbox"/> Opportunity to Learn |
| <input checked="" type="checkbox"/> High Expectations | <input checked="" type="checkbox"/> Frequent Monitoring of Student Progress |
| <input type="checkbox"/> Instructional Leadership | <input type="checkbox"/> Home and School Relations |
| <input checked="" type="checkbox"/> Clear and Focused Mission | |

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Vision | <input checked="" type="checkbox"/> Diversity |
| <input checked="" type="checkbox"/> Instructional Leadership | <input checked="" 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 type="checkbox"/> Human Resource Development |
| <input checked="" type="checkbox"/> Decision Making Strategies | <input type="checkbox"/> Ethical Leadership |

O. Linkage To National Staff Development Council Standards: (Check all that apply but at least one.)

- | | |
|---|--|
| Context Standards | Process Standards |
| <input type="checkbox"/> Learning Community Focus & Organization | <input checked="" type="checkbox"/> Data Driven Processes |
| <input type="checkbox"/> Leadership Participation and Support | <input checked="" type="checkbox"/> Evaluation Focused – (Achievement & Application) |
| <input type="checkbox"/> Adequate Resources (Time, Money, Staff) | <input checked="" type="checkbox"/> Research-Based Content |
| Content Standards | <input checked="" type="checkbox"/> Design – Aligned Goals, Strategies, Outcomes |
| <input type="checkbox"/> Equity Emphasis (Safe, Supportive, Expectant) | <input type="checkbox"/> Adult Learning Theory & Change Theory Applied |
| <input checked="" type="checkbox"/> Quality Teaching (Rigor, Relevance, Relationship) | <input type="checkbox"/> Collaboration Valued and Implemented |
| <input type="checkbox"/> Parental Involvement Focused | |

P. 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
 - IPGP Performance Gain Data Analysis
 - School-wide Analysis of Student Achievement Data
 - Other Student Performance Data Analysis
- Specify: State Replacement Option for Intensive Reading Course for Fluent Level 2 Students
- 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

Q. General Goal/Purpose/Outcome

- To administer the Florida Assessments for Instruction in Reading, a comprehensive K-12 assessment system that provides teachers with assessment tools to support instructional decision-making in reading (State-wide initiative August 2009)
- To assist educators with the interpretation of assessment data
- To provide educators with a link between the interpretation of data and instructional resources to assist in the planning and implementing of appropriate reading instruction

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

Acquisition:

- To understand the relationship of assessment to classroom instruction
- To understand the target population and the purpose of screening students
- To understand the 4 types of assessments that are included on the FAIR: Broad Screen, Broad Diagnostic Inventory, Targeted Diagnostic Inventory and Progress Monitoring Tasks
- To acquire the knowledge to administer the assessments following an established timeline and using outlined protocol
- To understand the instructional implications of the FAIR results

Application:

- Administer the FAIR assessments following an established timeline and using outlined protocol
- Evaluate progress in reading with the end-of-year benchmarks
- Identify learning needs
- Set instructional goals
- Monitor instructional progress
- Utilize the PMRN (Progress Monitoring and Reporting Network) to submit and interpret data

PART II - DELIVERY

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 Inservice Delivery 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 checked="" type="checkbox"/> District-wide Workshop (A.) | <input type="checkbox"/> Electronic Interactive (B.) | <input type="checkbox"/> Other |
| <input type="checkbox"/> School-wide Workshop (AA.) | <input type="checkbox"/> Electronic Non Interactive (C.) | Specify: |

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

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

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

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

Part III - FOLLOW-UP

A. Primary Follow-up 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(s) Responsible For Documentation of Follow-Up 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, Reading Coach, Content Resource Teacher, ESE Facilitator)
 - Other District Level Staff Member As Designated by the Component Writer
- Specify: Senior Coordinators, K-12 Reading

Part IV - EVALUATION

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

- PD Professional Development Activities Evaluation Form (PD 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(s) 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: