

## Master Inservice Plan Component Preparation Template - January 2010

### COMPONENT BASICS

Component Title	FORPD Trainer - Florida On-Line Reading	
Component Number (Will Be Assigned by PD Staff)	<b>[1013014]</b>	
Total Maximum Points	Up to 60 points [May NOT Exceed 120 (or 60 for Endorsement)]	
Point Value- Learning Process & Assessment	25 [May be from 1 up to 60 and may be less, equal to, or more than value for Implementation]	
Point Value- Implementation Processes	35 [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 Director K-12 Reading	

### 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 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 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)
- 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 checked="" 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.)**

Reading refines and applies previously learned pre-reading knowledge and skills of the previous grade with increasingly complex reading texts and assignments and tasks; extends previously learned knowledge and skills of the previous grades with increasingly complex reading selections and assignments and tasks (for example, using context and word structure, making inferences and generalizations, using graphic organizers and note-making, comparing and contrasting); extends the vocabulary-development expectations of the previous grade using present grade or higher vocabulary; refines previously learned knowledge and skills of the previous grade with increasingly complex reading texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report); refines previously learned knowledge and skills of the previous grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas); knows ways the author's perspective or point of view affects a text; knows the author's purpose and relates it to specific statements from text; identifies persuasive and propaganda techniques in text; delineates the strengths and weaknesses of an argument in persuasive text; distinguishes between logical and illogical, and ethical and unethical statements in text; develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction; refines previously learned knowledge and skills of the previous grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for realworld tasks); gathers, evaluates and uses information from a variety of sources (including primary sources) when researching content area topics; classifies, records and summarizes information using organization tools (for example, note cards, a data file, spreadsheets, graphic organizers such as timelines, circle diagrams); compares and contrasts elements within or across texts; records bibliographic information using a format such as source cards; extends previously learned knowledge and skills of the previous grade with increasingly complex texts and assignments and tasks (for example, differences between fact and opinion,

**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 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**

Florida Online Reading Professional Development Facilitator Course is designed to provide participants with the knowledge and skills they need to become successful online class facilitators for the Florida Online Reading Professional Development Course.

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

**Acquisition:**

Upon completion of the FOR-PD Facilitator course, participants should be able to:

1. Describe the FOR-PD course and the goals of the course.
  - a. Identify the words the letters in FOR-PD represent.
  - b. List the topics covered by this facilitator training.
  - c. Identify the basic elements of each lesson in this training.
  - d. Take a quiz in WebCT.
  - e. Be able to see your score on the quiz.
  - f. Locate the FOR-PD Website.
  - g. Describe the FOR-PD Project in your own words.
  - h. Describe why the FOR-PD Project is important to Florida.
  - i. Use the WebCT discussion tool.
2. Identify advantages of online learning.
3. Identify potential disadvantages of online learning and describe at least one way each disadvantage can be addressed.
4. Identify the role of the online class facilitator.
5. Describe techniques for facilitating an online course.
6. Identify and use online tools such as chat, discussion boards, email, and gradebooks.

**Application:**

- A. Sharing Best Practices Meeting(s)
- B. Project Completion Portfolio
- C. Journal review/analysis

**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.)**

- Objective Pre/Post Test or Narrative Test
- Portfolio Development
- Observation/Application
- Product Development
- Interview/Dialogue
- Project Completion/Presentation
- Reflective Journal
- Questionnaire/Survey
- 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 FORPD online feedback gathering instrument

**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: