

Master Inservice Plan Component Preparation Template - January 2010

COMPONENT BASICS

Component Title	WCG Leadership Modules	
Component Number (Will Be Assigned by PD Staff)	[7507020]	
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)	Karen Kemp, PD Senior Coordinator	

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 type="checkbox"/> Florida Educators Certificate Renewal (C.) | <input checked="" type="checkbox"/> Wm. Cecil Golden PD Program School Leaders [F.] | |

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

- | | | |
|--|--|---|
| <input 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 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 checked="" 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.)

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

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.**

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

- Community Services, Unclassified (600)
- Lay Advisory Councils (601)
- 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.**

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

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

- Assessment
- Communication
- Continuous Improvement
- Critical Thinking
- Diversity
- Ethics
- Human Development & Learning
- Knowledge of Subject Matter
- Learning Environments
- Planning
- Role of the Teacher
- 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 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 checked="" type="checkbox"/> Analyzing Perspectives
<input checked="" type="checkbox"/> Distributed Summarizing	<input checked="" 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 checked="" type="checkbox"/> Decision Making	<input type="checkbox"/> Analyzing for Errors
<input checked="" type="checkbox"/> Problem Solving	<input checked="" type="checkbox"/> Evaluating
<input type="checkbox"/> Investigation	<input type="checkbox"/> Abstracting
<input type="checkbox"/> Invention	<input checked="" type="checkbox"/> Providing Example to Idea
<input type="checkbox"/> Experimental Inquiry	<input checked="" 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 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 checked="" type="checkbox"/> Community and Stakeholder Partnerships | <input checked="" type="checkbox"/> Human Resource Development |
| <input checked="" type="checkbox"/> Decision Making Strategies | <input checked="" 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 professional development content centered around the Florida Leadership Standards for the school-based leader.

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

Acquisition:

The WCG Modules, provides the educational leaders with a self evaluation process to help identify their current knowledge and practices as well as identify strengths and weaknesses.

Participants will acquire the knowledge through the William Cecil Golden Modules:

1. Vision
2. Instructional leadership
3. Managing the Learning Environment
4. Community and Stakeholder Partnerships
5. Decision Making Strategies
6. Diversity
7. Technology
8. Learning Accountability and Assessment
9. Human Resource Development
10. Ethical Leadership
11. Effective Communication
12. School Culture

Application:

These modules introduce the Florida Principal Leadership Standards, their origins, and ways in which current administrators can acquire the skills and knowledge that will demonstrate mastery of the Standards.

By working through the modules they will be able to reflect upon their present role as an administrator and consider the Florida Principal Leadership Standards as they assess their own developing competency, and then apply their learning to develop the expertise of a high performing leader in all aspects of school leadership.

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

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

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

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

- Objective Pre/Post Test or Narrative Test Product Development Reflective Journal
 Portfolio Development Interview/Dialogue Questionnaire/Survey
 Observation/Application Project Completion/Presentation 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 Principal Intern Team Recommendation Sheet

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: