

Master Inservice Plan Component Preparation Template

April - 2005

COMPONENT BASICS

Component Title	Behavior/Classroom Management Techniques	
Component Number (Will Be Assigned by HRD staff)	5404005	
Total Maximum Points	Up to 120 points	
Point Value Activity Assessment	60	
Point Value Follow-Up Processes	60	
Contact Person (Position/Title)	Pam Zeigler	
Date of Component Addition		

PART I - PLANNING

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

- Add-on Endorsement (A.) Florida Educators Certificate Renewal (C.) Professional Skill Building (E.)
 Alternative Certification (B.) Other Professional Certificate/License Renewal (D.)

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)
 Bilingual/ESOL (001)
 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)

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)

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)

Writing (017)

Career- Instructional Support Services (210)

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.)

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)**

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.)**

Community Services, Unclassified (600)

Lay Advisory Councils (601)

Parent Education (602)

H. 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

I. Related Florida Goal 3 Standards IF Applicable (Check all that apply.)

Information Manager

Effective Communicator

Numeric Problem Solver

Creative and Critical Thinker

Resource Manager

Systems Manager

Cooperative Worker

Effective Leader

Ethical and Responsible Worker

Culturally Sensitive Learner

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

Crosses Varied Subject Content and Crosses Varied Strands/Benchmarks

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

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

Family Involvement

Student Academic & Personal Goals

Learning Environments

Instruction & Curriculum For Success

Effective Staff

Internal Culture of Articulation

Community Relationships

Resource Acquisition & Allocation

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

Safe and Orderly Environment

Opportunity to Learn

High Expectations

Frequent Monitoring of Student Progress

Instructional Leadership

Home and School Relations

Clear and Focused Mission

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

Vision

Diversity

Instructional Leadership

Technology

Managing the Learning Environment

Learning Accountability and Assessment

Community and Stakeholder Partnerships

Human Resource Development

Decision Making Strategies

Ethical Leadership

O. 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

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:

- 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 recognize behavior management techniques that are effective for classroom management and reduce conflict in the classroom.

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

Acquisition:

Identify behavior management techniques.
 Apply different techniques, identifying current models, and applying effective discipline.
 Learn how to assess behavior of individuals and groups.
 Identify environmental influences on behavior, social/behavioral patterns, and detection of behavioral clues.
 Understand the interactive role of the teacher/student.
 Learn the importance of effective communication.

Application:

Design and implement behavior interventions for individuals and groups.
 Provide a structured environment, consistent expectations, success-oriented activities, and progression to self-direction.
 Adapt for transitions and behavior management plans.
 Plan social skills development with multi-disciplinary interventions.
 Evaluate interventions, legal issues in discipline, and understand the interactive role of the teacher/student.
 Apply effective communication, consultative methods, and effective team membership.

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 type="checkbox"/> Guided Practice |
| <input checked="" type="checkbox"/> Small Group Activities (Cooperative Learning) | <input checked="" type="checkbox"/> Independent Practice |
| <input checked="" type="checkbox"/> Skill Practice With Feedback | <input type="checkbox"/> Embedded On-Going Coaching |
| <input checked="" type="checkbox"/> Video/Audio Analysis | <input checked="" type="checkbox"/> Journaling |
| <input checked="" type="checkbox"/> Role Play/Simulation | <input type="checkbox"/> Individual/Team Problem Solving |
| <input checked="" 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 checked="" type="checkbox"/> Product Development |
| <input checked="" type="checkbox"/> Observation/Application | <input type="checkbox"/> Reflective Journal |
| <input type="checkbox"/> Interview/Dialogue | <input checked="" type="checkbox"/> Questionnaire/Survey |
| <input checked="" type="checkbox"/> Portfolio Development | <input checked="" type="checkbox"/> Project Completion/Presentation |
| <input type="checkbox"/> Other... Specify _____ | |

Part III - FOLLOW-UP

A. Follow-up Method(s) (Check all that apply but at least one.)

- Collaborative Planning related to professional development (A.)
- Participant Product related to professional development (B.) – (May include lesson plans, written reflection, audio/video tape, case study, samples of student work, etc.)
- Action Research related to professional development (C.) - (Should include evidence of implementation)
- Structured Coaching/Mentoring (D.) – (May include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Study Group participation (E.)
- Electronic Interactive (F.)
- Electronic Non-Interactive (G.)

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:

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. Recommended Methods for Evaluation of Impact of this Professional Growth Experience (Check all that apply but at least 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.) Specify_____
- Summaries of Observed Student Behavior
- Documented Transfer of Knowledge/Skill/Mental Model Into Participants' Job Role

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, Reading Coach, Content Resource Teacher, ESE Facilitator)
- Other District Level Staff Member As Designated by the Component Writer

Specify: