

Master Inservice Plan Component Preparation Template

April - 2005

COMPONENT BASICS

Component Title	Classroom Walk Through (CWT)	
Component Number (Will Be Assigned by HRD staff)	8507002	
Total Maximum Points	Up to 120 points	
Point Value Activity Assessment	60	
Point Value Follow-Up Processes	60	
Contact Person (Position/Title)	Sr. Coordinator Elementary Education	
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)
 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 checked="" 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 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 type="checkbox"/> Critical Thinking | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Role of the Teacher |
| <input type="checkbox"/> Ethics | <input type="checkbox"/> Technology |

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

- | | |
|---|---|
| <input type="checkbox"/> Information Manager | <input type="checkbox"/> Resource Manager |
| <input type="checkbox"/> Effective Communicator | <input type="checkbox"/> Systems Manager |
| <input type="checkbox"/> Numeric Problem Solver | <input type="checkbox"/> Cooperative Worker |
| <input type="checkbox"/> Creative and Critical Thinker | <input checked="" type="checkbox"/> Effective Leader |
| <input type="checkbox"/> Ethical and Responsible Worker | <input type="checkbox"/> Culturally Sensitive Learner |

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

Relates to NSDC Standards (National Staff Development Council)
Standards for Professional Development

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.)

- | | |
|---|--|
| <input type="checkbox"/> Family Involvement | <input checked="" type="checkbox"/> Student Academic & Personal Goals |
| <input checked="" type="checkbox"/> Learning Environments | <input checked="" type="checkbox"/> Instruction & Curriculum For Success |
| <input checked="" type="checkbox"/> Effective Staff | <input checked="" 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 checked="" 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 checked="" 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 type="checkbox"/> Diversity |
| <input checked="" type="checkbox"/> Instructional Leadership | <input 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 checked="" type="checkbox"/> Human Resource Development |
| <input type="checkbox"/> Decision Making Strategies | <input checked="" type="checkbox"/> 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 assist principals and assistant principals in "coaching" for improved practice in the classroom ending in improved student achievement.

As a result of CWT training, participants will:

- Be prepared to explain CWT rationale and process to staff, students, and parents as appropriate.
- Understand the difference between CWT and evaluation.
- Establish the amount of time to be devoted to CWT.
- Establish a system for conducting and managing information from CWT and Reflection Process.
- Use CWT for brief classroom visits.
- Identify the teaching/learning objective and determine alignment with standards/curriculum (T1).
- Determine if the teaching/learning objective is on target for grade level/course level (T2).
- Determine the Taxonomy level (T3).
- Determine the alignment of Text/materials (T4).
- Identify instructional strategy(s) observed during CWT.
- Determine the level of learner engagement during CWT.
- Use quick questions to determine student understanding and engagement.
- Identify topic for reflection.
- Use CWT model for reflection.

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

Acquisition:

Principal as "Lead Learner"

Real-time data to make decisions for:

- School improvement planning
 - Professional development planning
- Increase student achievement

Application:

Frequent classroom visits by principal.

School-wide reflective practice.

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 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 type="checkbox"/> Journaling |
| <input 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 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 checked="" type="checkbox"/> Other... Specify <u>District Staff Observation</u> | |

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: Varies according to participant role; Sr. Dir., Principal, AP, etc.

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: Varies according to participant role; Sr. Dir., Principal, AP, etc.