

Master Inservice Plan Component Preparation Template

April - 2005

COMPONENT BASICS

Component Title	Developmentally Appropriate Practices: Young Children Part III Classroom Strategies	
Component Number (Will Be Assigned by HRD staff)	2012004	
Total Maximum Points	Up to 120 points	
Point Value Activity Assessment	60	
Point Value Follow-Up Processes	60	
Contact Person (Position/Title)	Child Care Services Coordinator	
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.)

- 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
- Ethical and Responsible Worker
- Resource Manager
- Systems Manager
- Cooperative Worker
- Effective Leader
- Culturally Sensitive Learner

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

Related to Florida School Readiness Performance Standards for 3-, 4-, and 5-year old children

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

Polk County Schools PreKindergarten Comprehensive Core Curriculum

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 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 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 type="checkbox"/> Vision | <input type="checkbox"/> Diversity |
| <input type="checkbox"/> Instructional Leadership | <input type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Managing the Learning Environment | <input 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 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

This component is designed to develop knowledge and skills necessary for implementation of classroom strategies for a developmentally appropriate, anti-bias program for PreKindergarten aged children.

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

Acquisition:

- Identify the essential experiences related to environment and routine for optimal language, social, cognitive and emotional development of young children.
- Identify the indicators of stress in children's behavior and provide effective cues as related to environment and routine.
- Identify components of active learning and methods to provide active learning in the classroom.
- Recognize components of developmentally appropriate environment that includes well defined, appropriately labeled interest areas in the classroom.
- Identify varied opportunities for children to hear and use language.
- Identify strategies and develop plan to encourage independence in children as skills are acquired.
- Identify strategies for sharing information with families about child development, age appropriate learning activities, and PreKindergarten programming.
- Acquire knowledge of methodology to prevent and confront bias in the classroom related to gender, race, ethnicity and physical ability.

Application:

- Develop a daily schedule that provides for a balance of appropriate age related components.
- Demonstrate the facilitation of successful completion of tasks by children that include support, focused attention, physical proximity and verbal encouragement.
- Develop techniques for facilitating the development of self-esteem and creativity in young children.
- Develop techniques for facilitating the development of self-control in young children by treating children with dignity and using appropriate discipline techniques.
- Develop techniques for establishing and maintaining effective relationships with each child's family and encouraging family involvement.
- Develop techniques for showing respect for child's family make-up, cultural background, and religious beliefs.

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 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 checked="" 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 checked="" 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>coaching team response</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:

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 PreK resource teacher

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: