

# Master Inservice Plan Component Preparation Template

April - 2005

## COMPONENT BASICS

Component Title	Developmentally Appropriate Practices: Young Children Part I Working with Families	
Component Number (Will Be Assigned by HRD staff)	8012001	
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.)

- |  |  |
|--|--|
| <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 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 type="checkbox"/> Assessment                        | <input type="checkbox"/> Human Development & Learning           |
| <input type="checkbox"/> Communication                     | <input checked="" type="checkbox"/> Knowledge of Subject Matter |
| <input checked="" type="checkbox"/> Continuous Improvement | <input type="checkbox"/> Learning Environments                  |
| <input type="checkbox"/> Critical Thinking                 | <input type="checkbox"/> Planning                               |
| <input checked="" type="checkbox"/> Diversity              | <input checked="" type="checkbox"/> Role of the Teacher         |
| <input checked="" 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 checked="" type="checkbox"/> Ethical and Responsible Worker | <input checked="" type="checkbox"/> 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.)**

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Family Involvement | <input type="checkbox"/> Student Academic & Personal Goals               |
| <input 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 type="checkbox"/> Opportunity to Learn                    |
| <input type="checkbox"/> High Expectations                       | <input type="checkbox"/> Frequent Monitoring of Student Progress |
| <input type="checkbox"/> Instructional Leadership                | <input checked="" type="checkbox"/> Home and School Relations    |
| <input 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 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 checked="" 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**

This component is designed to develop knowledge and skills in the areas of parent involvement, child abuse prevention and identification and family empowerment.

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

**Acquisition:**

- Recognize the family as a system affected by surrounding social and economic systems.
- Identify the stress factors most often experienced by high risk families.
- Identify parent roles in the child's education.
- Identify physical and behavioral indicators of child abuse and neglect.
- Identify elements of effective parenting.
- Identify skills of empathetic helping.

**Application:**

- Develop strategies to respond to identified family needs.
- Develop meaningful family involvement activities at the classroom and school level.
- Provide information on network of family resources and services relevant to the needs of parents with young children.
- Practice methods to inform parents appropriately of their child's growth, development and progress in school.
- Provide appropriate professional response in cases where child abuse is suspected.
- Provide appropriate response to agencies and families involved with reported child abuse.

**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 coaching team response |  |

**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: