

# Master Inservice Plan Component Preparation Template

April - 2005

## COMPONENT BASICS

Component Title	Developmentally Appropriate Practices: Young Children Part II Supporting Children's Development	
Component Number (Will Be Assigned by HRD staff)	2012002	
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 checked="" type="checkbox"/> Human Development & Learning |
| <input type="checkbox"/> Communication                | <input checked="" type="checkbox"/> Knowledge of Subject Matter  |
| <input type="checkbox"/> Continuous Improvement       | <input type="checkbox"/> Learning Environments                   |
| <input checked="" 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 checked="" type="checkbox"/> Effective Communicator         | <input type="checkbox"/> Systems Manager                         |
| <input checked="" 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.)**

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.)**

- Family Involvement
- Learning Environments
- Effective Staff
- Community Relationships
- Student Academic & Personal Goals
- Instruction & Curriculum For Success
- Internal Culture of Articulation
- Resource Acquisition & Allocation

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

- Safe and Orderly Environment
- High Expectations
- Instructional Leadership
- Clear and Focused Mission
- Opportunity to Learn
- Frequent Monitoring of Student Progress
- Home and School Relations

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

- Vision
- Instructional Leadership
- Managing the Learning Environment
- Community and Stakeholder Partnerships
- Decision Making Strategies
- Diversity
- Technology
- Learning Accountability and Assessment
- Human Resource Development
- Ethical Leadership

**O. Linkage to National Staff Development Council Standards: (Check all that apply but at least one.)**

- |   |   |
|---|---|
| <b>Context Standards</b>  | <b>Process Standards</b>  |
| <input checked="" type="checkbox"/> Learning Community Focus & Organization           | <input checked="" type="checkbox"/> Data Driven Processes                         |
| <input type="checkbox"/> Leadership Participation and Support                         | <input type="checkbox"/> Evaluation Focused – (Achievement & Application)         |
| <input type="checkbox"/> Adequate Resources (Time, Money, Staff)                      | <input checked="" type="checkbox"/> Research-Based Content                        |
| <b>Content Standards</b>  | <input type="checkbox"/> Design – Aligned Goals, Strategies, Outcomes             |
| <input type="checkbox"/> Equity Emphasis (Safe, Supportive, Expectant)                | <input checked="" type="checkbox"/> Adult Learning Theory & Change Theory Applied |
| <input checked="" type="checkbox"/> Quality Teaching (Rigor, Relevance, Relationship) | <input type="checkbox"/> Collaboration Valued and Implemented                     |
| <input type="checkbox"/> Parental Involvement Focused                                 |   |

**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 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 for optimal language, social, cognitive and emotional development of young children.
- Identify the indicators of stress in children's behavior and provide effective cues.
- Identify the strategies to help the child manage that stress.
- Acquire knowledge of methods to prevent and/or confront bias in the classroom related to gender, race, ethnicity, cultural diversity, or different physical abilities.

**Application:**

- Develop and apply an understanding of the concept of active learning to plan for daily classroom learning opportunities.
- Develop a classroom learning environment that includes well defined appropriately labeled interest centers.
- Provide a daily schedule that emphasizes a predictable routine and balances group times, quiet-active times, and child and adult initiated activities.
- Provide a language rich, print rich environment.
- Support children in the successful completion of their work by providing encouragement, focused attention, and physical proximity.
- Develop strategies for facilitating the development of self-esteem and creativity.
- Encourage children to be self-directed and initiate their own learning.
- Practice skills in child observation, anecdotal record keeping, portfolios, authentic assessment, and other alternative means of documenting a child's growth.

**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: