

Master Inservice Plan Component Preparation Template

April - 2005

COMPONENT BASICS

Component Title	DIBELS
Component Number (Will Be Assigned by HRD staff)	4013001
Total Maximum Points	Up to 120 points
Point Value Activity Assessment	60
Point Value Follow-Up Processes	60
Contact Person (Position/Title)	Kathryn Kelton, Reading First Senior 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 checked="" type="checkbox"/> Assessment | <input type="checkbox"/> Human Development & Learning |
| <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Knowledge of Subject Matter |
| <input checked="" type="checkbox"/> Continuous Improvement | <input type="checkbox"/> Learning Environments |
| <input type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Planning |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Role of the Teacher |
| <input type="checkbox"/> Ethics | <input checked="" type="checkbox"/> Technology |

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Information Manager | <input checked="" 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 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.)

LA.A.1.2, LA.A.2.1, LA.A.2.2

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

Reading

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 checked="" type="checkbox"/> Student Academic & Personal Goals |
| <input checked="" type="checkbox"/> Learning Environments | <input checked="" type="checkbox"/> Instruction & Curriculum For Success |
| <input 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 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 checked="" type="checkbox"/> Diversity |
| <input checked="" type="checkbox"/> Instructional Leadership | <input checked="" 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 checked="" 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 | Process Standards |
| <input type="checkbox"/> Learning Community Focus & Organization | <input checked="" type="checkbox"/> Data Driven Processes |
| <input type="checkbox"/> Leadership Participation and Support | <input checked="" type="checkbox"/> Evaluation Focused – (Achievement & Application) |
| <input type="checkbox"/> Adequate Resources (Time, Money, Staff) | <input checked="" type="checkbox"/> Research-Based Content |
| Content Standards | <input type="checkbox"/> Design – Aligned Goals, Strategies, Outcomes |
| <input type="checkbox"/> Equity Emphasis (Safe, Supportive, Expectant) | <input 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

Teachers will become familiar with the system for managing and reporting assessment results from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), understand the instrument and its use in driving instructional decisions, and the use of the parent/student report as a communication tool.

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

Acquisition:

The participants will:

1. Acquire knowledge to understand the relationship of assessment to classroom instruction.
2. Acquire knowledge to understand the four assessment requirements.
3. Acquire knowledge to administer the assessments following outlined protocol.
4. Acquire knowledge to record data on the PMRN.
5. Acquire knowledge to analyze data to determine students' areas of strengths and weaknesses.
6. Gain knowledge to plan individual professional development to form flexible skill groups and progress monitor student results to drive classroom instruction.

Application:

The participants will:

1. Gain understanding of the relationship of assessment to classroom instruction.
2. Gain understanding of the four assessment requirements.
3. Administer the assessments following outlined protocol.
4. Record data on the PMRN.
5. Analyze data to determine students' areas of strengths and weaknesses.
6. Plan individual professional development to form flexible skill groups and progress monitor student results to drive classroom instruction.

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.)

- Study Group/Learning Community (D.) Action Research (E.) Independent Study (F.)
 District-wide Workshop (A.) Electronic Interactive (B.) Other
 School-wide Workshop (AA.) Electronic Non Interactive (C.) Specify:

C. Instructional Activities Applied (Check all that apply but at least one.)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Lecturette | <input checked="" type="checkbox"/> Guided Practice |
| <input 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 type="checkbox"/> Journaling |
| <input checked="" type="checkbox"/> Role Play/Simulation | <input type="checkbox"/> Individual/Team Problem Solving |
| <input 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 checked="" type="checkbox"/> Questionnaire/Survey |
| <input type="checkbox"/> Portfolio Development | <input type="checkbox"/> Project Completion/Presentation |
| <input checked="" type="checkbox"/> Other... Specify Practice assessing 20 students | |

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: Reading First Coordinator

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: Reading First Coordinator