

Master Inservice Plan Component Preparation Template

April - 2006

COMPONENT BASICS

Component Title	Functional Behavioral Assessment	
Component Number (Will Be Assigned by HRD staff)	5404007	
Total Maximum Points	Up to 60 points	
Point Value Activity Assessment	30	
Point Value Follow-Up Processes	30	
Contact Person (Position/Title)	Billie Frier / Deirdre Wright	
Date of Component Addition	July 2006	

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 checked="" 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 type="checkbox"/> Knowledge of Subject Matter |
| <input checked="" type="checkbox"/> Continuous Improvement | <input checked="" type="checkbox"/> Learning Environments |
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Diversity | <input checked="" 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 checked="" type="checkbox"/> Effective Communicator | <input type="checkbox"/> Systems Manager |
| <input type="checkbox"/> Numeric Problem Solver | <input checked="" type="checkbox"/> Cooperative Worker |
| <input checked="" 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.)

Crosses various subject content and Crosses various strands/benchmarks

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"/> 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 checked="" type="checkbox"/> Home and School Relations |
| <input type="checkbox"/> Clear and Focused Mission | |

M. 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 type="checkbox"/> Human Resource Development |
| <input checked="" type="checkbox"/> Decision Making Strategies | <input type="checkbox"/> Ethical Leadership |

N. 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

O. 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

P. General Goal/Purpose/Outcome

To enhance the participants knowledge and skills, in order to conduct a Functional Behavioral Assessment (FBA) implement the positive behavior intervention Plan (BIP).

To recognize behavior management techniques that are effective for classroom management and reduce conflict in and outside of the classroom.

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

Acquisition:

Identify behavior management techniques
 Apply different techniques, identify current models, and apply effective discipline
 Learn how to assess behavior of individuals and groups
 Identify environmental influences on behavior, social/behavioral patterns, and detection of behavioral clues
 Understand the interactive role of the teacher /student
 Learn the importance of effective communication

Application:

Define a FBA and BIP
 Define when, why and for who an FBA/BIP is necessary as mandated by IDEA
 Review data collection forms (Indirect/Direct)
 Apply knowledge to create an FBA/BIP
 Provide a structured environment, consistent expectations, success-oriented activities, and progression to self-direction
 Evaluate interventions, legal issues in discipline, and understand the interactive role of the teacher/student
 Apply effective communication, consultative methods, and effective team membership

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.)

- Lecturette Guided Practice
 Small Group Activities (Cooperative Learning) Independent Practice
 Skill Practice With Feedback Embedded On-Going Coaching
 Video/Audio Analysis Journaling
 Role Play/Simulation Individual/Team Problem Solving
 Individual/Team Presentation Inventory/Survey
 Other – Specify... _____

D. Participant Assessment Method(s) (Check all that apply but at least one.)

- Objective Pre/Post Test or Narrative Test Product Development
 Observation/Application Reflective Journal
 Interview/Dialogue Questionnaire/Survey
 Portfolio Development Project Completion/Presentation
 Other... Specify _____

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

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: