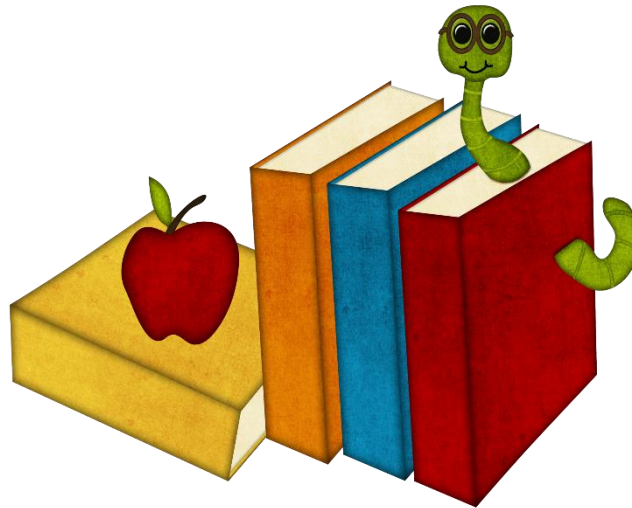
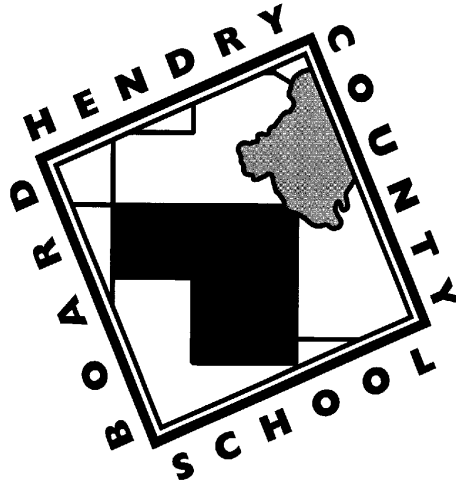


HENDRY COUNTY DISTRICT SCHOOLS



MASTER INSERVICE PLAN

2017-2018

SPECIAL PROGRAMS

COMPONENT TITLE: *Alternative Certification Teacher Program (ACT)*

COMPONENT NUMBER: 2408500

INSERVICE POINTS: 120

GENERAL OBJECTIVES:

To provide non-education degree teachers with specialized knowledge in the area of professional education. As a result of this program, it is anticipated that participating teachers will develop the necessary skills and competencies enabling them to provide effective, quality instruction for all students.

SPECIFIC OBJECTIVES:

Participants will:

1. Understand effective procedures for the management of classroom and student behavior.
2. Identify successful strategies for the planning and evaluation of effective instruction in a variety of learning environments.
3. Explore and implement the use of appropriate technology in the teaching and learning process.
4. Understand and implement the use of assessment strategies, both traditional and alternative, to assist the continuous development of the learner.
5. Use effective communication techniques with students and all other stakeholders.
6. Explore the use of teaching and learning strategies that reflect each student's culture, learning styles, special needs and socioeconomic background.
7. Develop an understanding of learning and human development in order to provide a positive learning environment that supports the intellectual, personal, and social development of all students. *(Includes the ESOL Methods of Teaching English Speakers of Other Languages endorsement for 60 hours for all participants)*
8. Demonstrate knowledge and understanding of subject matter to include the planning and implementation of effective reading and writing concepts and strategies to meet student needs.
9. Explore and adhere to the Code of Ethics and Principals of Professional Conduct of the education profession the state of Florida.
10. Use performance assessment techniques and strategies that measure higher order thinking skills in students and build a repertoire of realistic project and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.
11. Communicate and work cooperatively with families and colleagues to improve the educational experiences at the school.
12. Participate in continued professional development to meet the goals of a personal professional development plan.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

COMPONENT TITLE:

Alternative Certification Teacher Program (ACT)

Page 2

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *New Teacher Training – Assessment & Data Analysis*

COMPONENT NUMBER: 4007500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide beginning teachers and teachers new to the state of Florida an orientation to the Hendry County Induction program and follow-up support, as required in FS CH 1012.56(5), FS CH 1012.56(7), and the district.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate understanding of state requirements, the district approved Induction program, timelines, and certification requirements.
2. Identify a variety of strategies that can be utilized to promote a positive learning environment.
3. Demonstrate the Educators’ Accomplished Practices identified by the state as part of the requirements for successful program completion.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

New Teacher Training – Assessment & Data Analysis
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *New Teacher Training – Classroom Management*

COMPONENT NUMBER: 5007500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide beginning teachers and teachers new to the state of Florida an orientation to the Hendry County Induction program and follow-up support, as required in FS CH 1012.56(5), FS CH 1012.56(7), and the district.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate understanding of state requirements, the district approved Induction program, timelines, and certification requirements.
2. Identify a variety of strategies that can be utilized to promote a positive learning environment.
3. Demonstrate the Educators' Accomplished Practices identified by the state as part of the requirements for successful program completion.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of "high-effect" practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE: *New Teacher Training – Classroom Management*
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *New Teacher Training – Induction*

COMPONENT NUMBER: 8410500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide beginning teachers and teachers new to the state of Florida an orientation to the Hendry County Induction program and follow-up support, as required in FS CH 1012.56(5), FS CH 1012.56(7), and the district.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate understanding of state requirements, the district approved Induction program, timelines, and certification requirements.
2. Identify a variety of strategies that can be utilized to promote a positive learning environment.
3. Demonstrate the Educators' Accomplished Practices identified by the state as part of the requirements for successful program completion.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

***New Teacher Training – Induction
Page 2***

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *New Teacher Training – Methodology*

COMPONENT NUMBER: 2007500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide beginning teachers and teachers new to the state of Florida an orientation to the Hendry County Induction program and follow-up support, as required in FS CH 1012.56(5), FS CH 1012.56(7), and the district.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate understanding of state requirements, the district approved Induction program, timelines, and certification requirements.
2. Identify a variety of strategies that can be utilized to promote a positive learning environment.
3. Demonstrate the Educators’ Accomplished Practices identified by the state as part of the requirements for successful program completion.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

New Teacher Training – Methodology

Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *New Teacher Training – School Safety/Learning Environment*

COMPONENT NUMBER: 6007500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide beginning teachers and teachers new to the state of Florida an orientation to the Hendry County Induction program and follow-up support, as required in FS CH 1012.56(5), FS CH 1012.56(7), and the district.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate understanding of state requirements, the district approved Induction program, timelines, and certification requirements.
2. Identify a variety of strategies that can be utilized to promote a positive learning environment.
3. Demonstrate the Educators’ Accomplished Practices identified by the state as part of the requirements for successful program completion.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE: *New Teacher Training – School Safety/Learning Environment*
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *New Teacher Training – Subject Content*

COMPONENT NUMBER: 1007500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide beginning teachers and teachers new to the state of Florida an orientation to the Hendry County Induction program and follow-up support, as required in FS CH 1012.56(5), FS CH 1012.56(7), and the district.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate understanding of state requirements, the district approved Induction program, timelines, and certification requirements.
1. Identify a variety of strategies that can be utilized to promote a positive learning environment.
2. Demonstrate the Educators’ Accomplished Practices identified by the state as part of the requirements for successful program completion.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE: *New Teacher Training – Subject Content*
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *New Teacher Training – Technology*

COMPONENT NUMBER: 3007510

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide beginning teachers and teachers new to the state of Florida an orientation to the Hendry County Induction program and follow-up support, as required in FS CH 1012.56(5), FS CH 1012.56(7), and the district.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate understanding of state requirements, the district approved Induction program, timelines, and certification requirements.
2. Identify a variety of strategies that can be utilized to promote a positive learning environment.
3. Demonstrate the Educators’ Accomplished Practices identified by the state as part of the requirements for successful program completion.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE: *New Teacher Training – Technology*
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *How to Administer the Florida VPK Assessment*

COMPONENT NUMBER: 4401520

MAXIMUM POINTS: 8

CERTIFICATION AREA(S): All Certification Areas

DESCRIPTION:

This professional development is appropriate for VPK directors, administrators, and teachers who will administer the Florida VPK Assessment. Participants will learn the purpose of the VPK Assessment and are provided an overview of the four assessment measures, in addition to information on how to administer, record, and score each of the assessment measures through hands on activities and engaging video clips. Participants will also receive an overview of the VPK Assessment Online Reporting System.

GENERAL OBJECTIVE:

The purpose of this professional development is to prepare the participant to administer the Florida Voluntary Prekindergarten (VPK) Assessment and give an overview of the VPK Assessment Online Reporting System.

SPECIFIC OBJECTIVES:

Upon completion of this professional development, participants will:

1. Understand the components of the four assessment measures: Print Knowledge, Phonemic Awareness, Mathematics, and Oral Language/Vocabulary
2. Understand how to administer, record, and score each assessment measure
3. Administer the VPK Assessment measures to children in the VPK classroom
4. Recognize the benefits of and uses for the VPK Assessment Online Reporting System

AVAILABLE DELIVERY METHOD:

Instructor-led

EVALUATION CRITERIA:

Demonstrate mastery of at least 80% of the targeted objectives on a post-test.

DESCRIPTION OF FOLLOW-UP ACTIVITIES:

To earn in-service credits, participants must successfully complete the four-hour instructor-led professional development **and** an additional four hours of follow-up activities which may include any of the following:

1. View the *How to Administer the Florida VPK Assessment* DVD and write a one to two page summary.
2. Action Research regarding the impact of VPK Assessment data on instructional practices.
3. Develop three lesson plans to enhance the phonemic awareness, mathematics, and/or oral language/vocabulary development of four-year-olds enrolled in a VPK program

COMPONENT TITLE:

How to Administer the Florida VPK Assessment
Page 2

DESCRIPTION OF FOLLOW-UP ACTIVITIES CONTINUED:

4. Create a learning center which targets the development of phonemic awareness, mathematics, and/or oral language/vocabulary of four-year-olds enrolled in a VPK program.
5. Coach or mentor other teachers to ensure the appropriate application of knowledge and skills regarding the administration, recording, and scoring of the assessment measures.
6. Write a two page Reflection on experiences implementing the VPK Assessment.
7. Network to share best practices and updates.
8. Compile assessment data (using the reports available via the VPK Assessment Online Reporting System) for specified assessment period.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Florida VPK Assessment Instructional Implications*

COMPONENT NUMBER: 4401530

MAXIMUM POINTS: 5

CERTIFICATION AREA(S): All Certification Areas

DESCRIPTION:

This professional development is appropriate for VPK directors, administrators, and teachers who have administered the VPK Assessment. Participants will review the VPK Assessment Online Reporting System score types, reports, and instructional resources for planning instructional based on VPK Assessment data.

GENERAL OBJECTIVE:

To assist teachers with the interpretation of VPK Assessment data and provide a link between the interpretation of the VPK Assessment data and what quality instruction looks like in the VPK classroom.

SPECIFIC OBJECTIVES:

Upon completion of this professional development, participants will:

1. Understand the VPK Assessment Online Reporting System score types (e.g., Exceeding Expectations, Meeting Expectations, Below Expectations)
2. Be able to distinguish between a screening assessment and a progress monitoring assessment.
3. Know the types of assessment reports that are available via the VPK Assessment Online Reporting System.
4. Understand the components of an assessment report.
5. Be familiar with the benefits of and uses for the VPK Assessment Parent Letter.

AVAILABLE DELIVERY METHOD:

Instructor-led

EVALUATION CRITERIA:

Demonstrate mastery of at least 80% of the targeted objectives on a post-test.

DESCRIPTION OF FOLLOW-UP ACTIVITIES:

To earn in-service credits, participants must successfully complete the two-hour instructor-led professional development **and** an additional three hours of follow-up activities which may include any of the following:

1. Use assessment data to complete the VPK Assessment Instructional Implications Follow-Up Activity (given out at the training).
2. Action Research regarding the impact of VPK Assessment data on instructional practices.
3. Develop three lesson plans to enhance the phonemic awareness, mathematics, and/or oral language/vocabulary development of four-year-olds enrolled in a VPK program.

COMPONENT TITLE:

**Florida VPK Assessment Instructional Implications
Page 2**

DESCRIPTION OF FOLLOW-UP ACTIVITIES CONTINUED:

4. Create a learning center which targets the development of a specific skill area (e.g., phonemic awareness, mathematics, and/or oral language/vocabulary) for children in the VPK classroom who scored **Below Expectations** or **Meeting Expectations**.
5. Coach or mentor other teachers to ensure the appropriate interpretation of assessment data and encourage effective practices for sharing assessment data with parents.
6. Write a two page Reflection on experiences implementing the VPK Assessment.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators