

School-Based Improvement Initiatives

COMPONENT #: 2-512-355

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to gain knowledge of the essential positive characteristics needed to create a culture/climate as a foundation for school improvement and the latest instructional strategies, innovative teaching techniques, technologies, methodologies, and/or new instructional materials needed to implement effective instruction leading to successful student learning.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her instruction the principles presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

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IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)

X Student learning

X Educator (professional growth)

Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify the characteristics of the school culture and climate for all stakeholders of the school community.
2. Identify the resources and areas essential in implementing an improved school culture model, including but not limited to increased family involvement, anti-bullying methods/strategies, and cooperative team strategies.
3. Establish benchmarks and develop criteria for success that will assist in monitoring the school climate and culture model based on the goals of the school improvement plan.
4. Develop a plan to provide ongoing support in the implementation of a school climate/culture improvement program.
5. Identify and implement the latest instructional strategies, innovative teaching techniques, new instructional technologies, the latest instructional methodologies, and/or new instructional materials for school improvement.
6. Develop skills in analyzing and assessing (traditional and alternate) instructional needs.
7. Demonstrate knowledge and ability to use instructional strategies of differentiation appropriate to specific learners, including, but not limited to the student's culture, learning style, special needs, and interests.
8. Demonstrate knowledge and ability to create and maintain a safe and positive learning environment in which students are actively engaged in learning, cooperative learning and self-motivation, and where they utilize critical, creative, and evaluative thinking
9. Demonstrate knowledge of available effective instructional technologies and the ability to incorporate these technologies appropriately into the teaching and learning process.
10. Identify and implement strategies for continuous professional quality improvement for self and the school

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Conduct needs assessment among stakeholders (SLO 2 & 6).
2. Develop an action plan for implementation of the instructional improvement plan for the school, grade level, subject area and/or class (SLO 3, 4 & 6).
3. Review literature regarding the implications of effective instruction for school improvement (SLO 2, 5, 6 & 8).
4. Create strategies and lessons that will address the instructional methods of the content areas from the school improvement plan (SLO 5, 7 & 10).
5. Select two of the improving instruction goals from the school improvement objectives and develop a plan for implementation (SLO 4).

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6. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).
7. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
8. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
9. Provide evidence of collaborative planning related to the training.
10. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-thru, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection,

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assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/20/2014

Department: Center for Professional Learning

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