

Workplace Diversity

COMPONENT #: 7-503-008

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 district administrators to use process/guidelines for monitoring compliance of established rules and practices, and how to recognize, respond to and resolve difficult interaction that can stem from individual and cultural differences. Upon successful completion of this professional development, participants will be able to refine management skills already possessed and prevent staff conflicts due to misunderstandings, personality clashes, and lack of cooperation, in an ethical and professional manner.

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 type="checkbox"/> Learning Designs |
| X 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 type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input 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 | X Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | X Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | X School Management |
| <input type="checkbox"/> Faculty Development | X Communication |
| <input type="checkbox"/> Learning Environment | X Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

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

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) | <input type="checkbox"/> Student learning |
|--------------------------------------|---|

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X Educator (professional growth)

X 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. Develop management skills and interpersonal etiquettes required for harmony in the workplace.
2. Analyze causes of conflict (e.g. values, rejection, defensiveness, and unmet needs).
3. Analyze personal behavior in conflict situations and barriers to conflict resolution (e.g. defensiveness, assumptions unexpressed expectations, intimidation and manipulation).
4. Identify the four diversity characteristics in instructional staff monitored by the Civil Rights and Diversity Compliance office.
5. Formulate activities which develop sensitivity to the needs of all stakeholders that lead to positive outcomes.
6. Communicate effectively with various cultural, ethnic, racial, and special interest groups in the community.
7. Respect the rights and dignity of all stakeholders.
8. Identify the categories that are protected by Federal Laws, State Statutes, or School Board rule. The protected categories are: Age, Color, Disability, Ethnic or National Origin, Gender, Linguistic Preference, Marital Status, Political Beliefs, Pregnancy, Race, Religion, Retaliation, Sexual Harassment, Sexual Orientation, Social and Family Background.
9. Identify steps that can be implemented at the work site to promote mutual respect and compliance with the District non-discrimination/harassment policy.

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. Attend the instructor's lectures/presentations and participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1-9).
2. Describe how to involve the stakeholders in the educational process (SLO 1-9).
3. Explain the differences between external and internal clients (SLO 1-9).
4. Discuss in small group appropriate strategies to develop sensitivity to parents and community members (SLO 1-9).
5. Create, in a small group, simulations of situations where sensitivity to parents and community members are displayed (SLO 1-9).
6. Review two strategies which can be used to market positive happenings at the school site (SLO 1-9).
7. Demonstrate through role play how to reduce stress from complaints, dissatisfaction or frustration (SLO 1-9).

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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).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- 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.
- 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: Evidence will include developing a plan to improve his/her interpersonal skills based on the information learned.
2. Educator: Evidence will include submission of an action plan. The plan of action will describe the nature of the conflict, resolution strategies, and follow-up steps to prevent future conflicts.
3. Organizational support and change: Evidence will include district and school records, questionnaires, interviews with participants and district or school administrators, participant portfolios.

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).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- 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.

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Department: Office of Professional Development and Evaluation

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