

HIGH-QUALITY PROFESSIONAL LEARNING CATALOG (HQPLC) COMPONENT

DISTRICT: [Click here to enter text.](#)

1. IDENTIFICATION: Basic elements that distinguish each component within the district's plan

Title: Emergent Literacy for VPK Instructors – Online Professional Learning (Name of component)

Component Number: [Click here to enter text.](#) (Number assigned to component in accordance with [Appendix D](#) of FDOE's Information Database Requirements, Volume II – Automated Staff Information System)

Function: 1 (1-digit code)

Focus Area: 408 (3-digit code)

Local Sequence Numbers: [Click here to enter text.](#) (3-digit code)

Points To Be Earned: 5 (Number or range of points to be earned for component)

2. DESCRIPTION: This is a brief description of content or general objectives to establish that the component is a high quality MIP component designed to result in highly effective performance levels on the targeted practice(s). The description makes clear that earning MIP points through this component requires sustained engagement in development processes that support implementation of productive on-the-job changes in practice and successful on-the-job implementation of the targeted professional learning, including an implementation agreement that guides both development of the learning content and processes and participant on the job implementation.

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *Emergent Literacy for VPK Instructors Course* is recommended for all VPK instructors and directors and is required for all VPK instructors with a Child Development Associate (CDA) or a Florida Child Care Professional Certificate (FCCPC). The goal of the 5-hour course is to provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in VPK classrooms.

Participants will receive explicit instruction on the components of emergent literacy via the 5-hour online course.

3. LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (Select all that apply.)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice: [Click here to enter text.](#)
- Mastery of a specific leadership practice: [Click here to enter text.](#)
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: [Click here to enter text.](#)

(This list may be edited to focus on issues that are district priorities.)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT: Identify any Florida Professional Learning Standards supported by this component. (Select all that apply.)

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

5. IMPACT AREA(S): While the component number code for “Focus Area” identifies the program the component will support, this HQPLC element addresses the “impact” the component is to have on the participants. Select the intended impact area(s) from the choices below. (Note that Impact Evaluation Procedures (HQPLC element #8) - used in this component should reflect the level(s) of impact selected below. (Select all that apply.)

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES: Identify the priority study and/or on-the-job implementation outcomes. This section guides development of the implementation agreements.

- Participants will gain an understanding that emergent literacy prepares young learners for formal reading and writing instruction.
- Participants will gain knowledge of presented content, research, best practices and instructional strategies specific to emergent literacy instruction for young learners.
- Participants will gain knowledge of learning goals and expectations of young learners.
- Participants will gain knowledge of the components of emergent literacy and emergent writing.

7. LEARNING PROCEDURES (Methods): This HQPLC element expands on the Survey 5 data choice made for state data element “251243” – Learning Method. What is described for HQPLC are more specific expectations on the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to implement the learner outcome of this component. This HQPLC section also guides development of participant implementation agreements¹. Be as specific as possible, ensuring that those who access the component will understand the structure and methods for learning. Text here should include the learning methods code choice for staff data element “215243”. Provide specific answers to the following:

WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive specific mathematical research and instructional content, view content driven videos, and photos, explore resources and reflect on current instructional practice via a self-paced module. Participants will demonstrate mastery of content by completing an end-of-course assessment.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 5-hour course via the DCF training system at <http://childcare-training.myflfamilies.com/>. Participants will work at their own pace to complete the course and receive in-depth knowledge of mathematical thinking.

¹ Implementation agreements define what participant’s will do in the follow-up portion of the component (implementation). They can be district determined and part of the component or developed by participants and component providers.

Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs which will be noted on the participant's transcript.

- 8. IMPLEMENTATION/MONITORING PROCEDURES:** Describe the method(s) and resource(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. This HQPLC element expands on staff data base code 215253. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253. Include a statement that a participant's implementation agreement will be among the resources.

To be completed by the district

- 9. IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes" section. This description should include specific evaluation of impact decisions for each impact area identified for this component and the priority Specific Learner Outcomes. Text here should include procedures consistent with the code choice for staff development data base element 215246. (Evaluation Method Staff) and, if relevant, data base element 215248 (Evaluation Method Student).

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

All participants are expected to successfully complete the online end-of-course assessment.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

Note: This HQPLC element is focused on impact. HQPLC element 10 addresses evaluation of PD design and implementation.

- 10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** High quality evaluation of PD requires more planning than can be reflected in staff database elements and often requires more evaluation data than impact evaluation alone will provide. This HQPLC element expands the evaluation planning processes to enable evaluation processes that provide what is needed for a district to meet statutory and SBE rule expectations that led to "high quality." Information on PD design and implementation puts impact evaluation data in context and enriches analyses and decision making.

Describe what will be done with the data obtained through the evaluation processes.

- ❖ What other forms of evaluation data will be gathered?:
 - a. What evaluation data addresses value of the PD design?
 - b. What evaluation data addresses quality of implementation the PD?
 - c. Who will use these aspects of PD evaluation data?

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness.

It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-k-3 as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards will be evidence towards the impact of this professional learning opportunity.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: [Click here to enter text.](#)

Department: [Click here to enter text.](#)

Name(s) of Component Author(s): Office of Early Learning