



VOLUNTARY PREKINDERGARTEN (VPK) EDUCATION PROGRAM

**Staff Development Plan for Providers on Probation**

Pursuant to s. 1002.67(4)(c)2., Florida Statutes, the Office of Early Learning (OEL) has approved the following for VPK providers on probation that choose to use the staff development plan to strengthen instruction in language development and phonological awareness. The staff development plan includes both required and recommended trainings and activities. All required trainings and activities must be completed and documented appropriately to maintain compliance. The use of a staff development plan will be monitored by the local early learning coalition.

<b>REQUIRED STAFF DEVELOPMENT TRAININGS – BEFORE VPK PROGRAM BEGINS</b>		
<b>Prior to offering the VPK program,</b> each site director/supervisor, VPK teacher and VPK assistant teacher must complete the courses listed below. New staff members hired after the VPK program begins must complete these trainings within two months of hire.		
<b>Course Title</b>	<b>Available Format(s)</b>	<b>Description</b>
<b>Standards for Four-Year-Olds</b>	Instructor-led or Online	– Participants will learn about the Standards for Four-Year-Olds and will know where to find the language development and phonological awareness standards and benchmarks.
<b>Emergent Literacy for VPK Instructors</b>	Online	– Participants will understand the language development and phonological awareness standards and benchmarks in more depth, including examples of how to introduce these skills, scaffold children’s learning and provide support for young children’s learning.
<b>Language and Vocabulary in the VPK Classroom</b>	Online	– Participants will be introduced to four research-based instructional strategies (Language Scaffolding, Book-Embedded Vocabulary Instruction, Dialogic Reading, and Think, Show, Tell, Talk) that can be used to enhance learning in their classroom.
<b>How to Administer the Florida VPK Assessment</b>	Instructor-led or Online	– Participants will understand the proper way to assess their students and input data online using the VPK Assessment. Participants will understand the difference between assessment and instruction of young children, and how assessment should inform future instruction.
<b>Documentation:</b> For all required staff trainings, the required documentation is a printed DCF Child Care Training Transcript (or CEU tab, as applicable) for each staff member that shows the appropriate courses have been successfully completed (highlight the completed classes).		



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**REQUIRED STAFF DEVELOPMENT TRAININGS – BEFORE FIFTY PERCENT OF VPK INSTRUCTIONAL HOURS**

Prior to one of a program’s classes completing fifty percent of its instructional hours, each site director/supervisor, VPK teacher and VPK assistant teacher must complete the courses listed below. New staff members hired after the VPK program begins must complete these trainings within two months of hire or prior to the completion of fifty percent of the instructional hours, whichever is later.

Required Course	Format	Description
<b>Integrating the Standards: Phonological Awareness</b>	Instructor-led or Online	– Participants will learn about children’s development of phonological awareness skills along a continuum and identify activities and teaching strategies that can enhance children’s learning in this area.
<b>VPK Assessment Instructional Implications</b>	Instructor-led or Online	– Using their own data from VPK Assessment, providers will begin to link assessment results to planning instruction for their class, as well as individual children within the class.

**REQUIRED STAFF DEVELOPMENT ACTIVITIES**

The activities listed below must be completed and documented by the provider within the timeline described.

Activity	Who	Timeline	Documentation
1) For each VPK instructor, the provider must obtain a copy and/or print the Standards for Four-Year-Olds.	Director	Prior to offering the VPK program	– Standards for Four-Year-Olds manual available for each VPK instructor.
2) Use the Standards for Four-Year-Olds in lesson planning and to guide instruction, paying particular attention to language development and phonological awareness.	Instructor or Director	Weekly	– Documentation of language development and phonological awareness standards on a written/typed classroom lesson plan.
3) Use and print out applicable OEL sample lesson plans and/or FCRR VPK learning center activities related to language development and phonological awareness.	Instructor or Director	Weekly	– Printed sample lesson plans and/or learning center activities – Typed/written weekly lesson plans that include sample lesson plans and/or learning center activities, as appropriate.



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<p><b>OEL Sample Lesson Plans:</b>  <a href="http://www.floridaearlylearning.com/providers/provider_menu/professional_development_and_training_resources/vpk_professional_development_and_teacher_resources/sample_lesson_plans.aspx">http://www.floridaearlylearning.com/providers/provider_menu/professional_development_and_training_resources/vpk_professional_development_and_teacher_resources/sample_lesson_plans.aspx</a></p> <p><b>FCRR VPK Learning Center Activities:</b>  <a href="http://www.fcrr.org/resources/resources_vpk.html">http://www.fcrr.org/resources/resources_vpk.html</a></p>			
<p>4) Determine the appropriate schedule for administering the VPK Assessment. For school year programs scheduled for more than four months, the provider must administer during Assessment Periods 1, 2 and 3 (AP1, AP2 and AP3) and submit the results.</p>	<p>Director</p>	<p>Prior to offering the VPK program</p>	<ul style="list-style-type: none"> <li>– Written/typed plan for administering the assessment during the required timeframes. (For example, staffing schedule during assessment administration, written schedule in the lesson plan, assessment administration and submission scheduled on calendar.)</li> </ul>
<p>5) Site director/supervisor observes VPK class staff bi-weekly to see if they are incorporating information gained through staff development, taking written notes.</p> <p><b>See exhibit A, Staff Observation Template.</b>          Providers are required to observe the elements on the exhibit A, at minimum. Providers may use their own format, as long as these elements are observed.</p>	<p>Director and Instructor</p>	<p>Bi-weekly</p>	<ul style="list-style-type: none"> <li>– Dated, written/typed notes documenting each observation.</li> </ul>
<p>6) Site director/supervisor meets monthly with teaching staff to provide individualized feedback, reflect, discuss next steps and record meeting notes in written plan. This monthly meeting must be about topics covered in the Staff Development Plan <b>only</b> (e.g., phonological awareness, language and vocabulary development, instructional strategies for these areas, children’s assessment scores for these areas).</p>	<p>Director and Instructor</p>	<p>Monthly</p>	<ul style="list-style-type: none"> <li>– Calendar indicating monthly meetings with each staff member/class team.</li> <li>– Dated, written/typed notes documenting each meeting and outcome of meeting “next steps”.</li> </ul>



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<p><b>See exhibit B, Monthly Feedback Template.</b>          Providers may use their own format, as long as the elements in the template are addressed.</p>			
<p>7) Site director/supervisor meets with teaching staff at least once to discuss results of VPK Assessment by class. Cooperatively written lesson plans should be developed to link VPK assessment plans with further instruction, particularly in the areas of phonological awareness and language development/vocabulary. Children’s individualized needs should be addressed by the plan for at least the two areas mentioned.</p> <p><b>See exhibit C, Assessment Results Meeting Template</b>          Providers may use their own format, as long as the elements in the template are addressed.</p>	<p>Director and Instructor</p>	<p>Within 30 days of administering the VPK Assessment for each required assessment period</p>	<ul style="list-style-type: none"> <li>– Calendar indicating meeting(s).</li> <li>– Printed child and classroom-level reports for the appropriate assessment period.</li> <li>– Lesson plans that reflect “next steps” for teaching based upon the class’ VPK Assessment data.</li> </ul>



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**HELPFUL RESOURCES**

To enhance your opportunities for success, the Office of Early Learning also recommends the following:

**TRAININGS AND TECHNICAL ASSISTANCE**

- English Language Learners in the VPK Classroom (online)
- Mathematical Thinking for Early Learners (online)
- Working to Create Positive Learning Environments: Preventive Strategies (online)
- Developing the Socially and Emotionally Competent Child (online)
- Attend phonological awareness and language development sessions at local, regional and state early childhood conferences
- Other OEL developed trainings
- Other VPK regional facilitator-developed trainings
- Other early learning coalition-developed trainings
- VPK Learning Circles - ask your VPK regional facilitators for more information

**ACTIVITIES**

- Attend meetings for Providers on Probation led by the VPK regional facilitator or early learning coalition.
- Determine if there is another VPK program that would provide mentoring.
- Take part in any available supports through VPK regional facilitator.
- Take part in any available supports through the local early learning coalition.
- Read professional journal articles to enhance knowledge and practice. Discuss as a group.
- Determine if staff would benefit from membership in local, state, and/or national early childhood professional organizations or groups.
- Get involved in social media!
  - Pinterest: <https://www.pinterest.com/flearlylearning/>
  - Facebook: <https://www.facebook.com/floridaearlylearning>
  - Twitter: <https://twitter.com/FEarlyLearning>



**Exhibit A – Staff Observation Template**  
**VOLUNTARY PREKINDERGARTEN (VPK) EDUCATION PROGRAM**  
**Staff Development Plan**

DATE: \_\_\_\_\_

<b>Staff Member:</b>	<b>Director/Supervisor:</b>
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<b>LANGUAGE DEVELOPMENT</b>			
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	Interactions and Instructional Strategies	Was this observed?	If observed, describe the interaction or instructional strategy.
INTERACTIONS	The instructor engages in individual conversations with children.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	The instructor facilitates small group interactions with a focus on building vocabulary.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	The instructor engages in interactions that build on children’s prior knowledge and interests.	<input type="checkbox"/> Yes <input type="checkbox"/> No	



**Exhibit A – Staff Observation Template**  
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**Staff Development Plan**

DATE: \_\_\_\_\_

INSTRUCTIONAL STRATEGIES	<p align="center"><b>Language scaffolding</b></p> <p>A strategy that promotes the development of oral/language skills in children by exposing them to a wide variety of vocabulary words using specific activities throughout the school day to build language skills.  <a href="http://www.flvpkonline.org/teachertoolkit/langVoc/section_2/2a.htm">http://www.flvpkonline.org/teachertoolkit/langVoc/section_2/2a.htm</a></p>	<p align="center"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
INSTRUCTIONAL STRATEGIES	<p align="center"><b>Book embedded vocabulary instruction</b></p> <p>A strategy that is interactive shared reading between the instructor and the children that incorporates explicit vocabulary instruction with the shared reading experience.  <a href="http://www.flvpkonline.org/teachertoolkit/langVoc/section_3/3a.htm">http://www.flvpkonline.org/teachertoolkit/langVoc/section_3/3a.htm</a></p>	<p align="center"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
	<p align="center"><b>Dialogic reading</b></p> <p>A strategy that is interactive shared picture book reading designed to enhance young children’s language and literacy skills. Instructors prompt children with simple questions, engage them in discussions and expand on children’s responses with follow-up questions.  <a href="http://www.flvpkonline.org/teachertoolkit/langVoc/section_4/4a.htm">http://www.flvpkonline.org/teachertoolkit/langVoc/section_4/4a.htm</a></p>	<p align="center"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
	<p align="center"><b>Think, show, tell, talk</b></p> <p>A strategy that provides an easy-to-use format to create vocabulary and language growth within the classroom, and to individualize the vocabulary instruction for the unique context of each child or group of children.  <a href="http://www.flvpkonline.org/teachertoolkit/langVoc/section_5/5a.htm">http://www.flvpkonline.org/teachertoolkit/langVoc/section_5/5a.htm</a></p>	<p align="center"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	



**Exhibit A – Staff Observation Template**  
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**Staff Development Plan**

DATE: \_\_\_\_\_

PHONOLOGICAL AWARENESS			
	Interactions and Instructional Strategies	Was this observed?	If observed, describe the interaction or instructional strategy.
INTERACTIONS	Based on children’s knowledge, small groups focus on particular phonological awareness skills along a developmental continuum	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Interactions and activities are fun and engaging and occur throughout the day. <i>For examples of activities that support interactions that are fun and engaging visit the Florida Center for Reading Research web page below.</i> <a href="http://www.fcrr.org/resources/resources_vpk.html">http://www.fcrr.org/resources/resources_vpk.html</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
INSTRUCTIONAL STRATEGIES	The instructor teaches phonological awareness skills using instructional materials or strategies that have no letters or words.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	The instructor follows a developmental progression when teaching phonological awareness skills, practicing blending words, syllables and phonemes before elision (deletion) of words, syllables and phonemes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	





## Exhibit B – Monthly Feedback Template

### VOLUNTARY PREKINDERGARTEN (VPK) EDUCATION PROGRAM

#### Staff Development Plan

DATE: \_\_\_\_\_

<b>Staff Member:</b>	<b>Director/Supervisor:</b>
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Meetings should be based upon the two most recent bi-weekly observations with one meeting per month occurring for each VPK staff member. Use the tables below to reflect on interactions and instructional strategies related to language development and phonological awareness noted during the observation. Be sure to complete the planning section of each table ensuring that classroom interactions and instructional strategies are translating to children’s learning in the specified areas.

FIRST OBSERVATION		
Date of Observation:		
Discussed	Interactions and Strategies to Reflect Upon	Notes
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
Discussed	Planning: Future Goals and Plans for Growth	Notes
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		



**Exhibit B – Monthly Feedback Template**  
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**Staff Development Plan**

DATE: \_\_\_\_\_

**SECOND OBSERVATION**

Date of Observation:

<b>Discussed</b>	<b>Interactions and Strategies to Reflect Upon</b>	<b>Notes</b>
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>Discussed</b>	<b>Planning: Future Goals and Plans for Growth</b>	<b>Notes</b>
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		



## Exhibit C – Assessment Results Meeting Template

### VOLUNTARY PREKINDERGARTEN (VPK) EDUCATION PROGRAM

#### Staff Development Plan

DATE: \_\_\_\_\_

<b>Staff Member(s):</b>	<b>Director/Supervisor:</b>
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Directors/supervisors must meet with teaching staff at least once to discuss VPK Assessment results by class. Cooperatively written lesson plans should be developed to link VPK Assessment results with further instruction, particularly in the areas of phonological awareness and language development/vocabulary. Children’s individualized needs should be addressed by the plan for at least the two areas mentioned.

VPK ASSESSMENT DISCUSSION		
VPK Assessment Period:		
Discussed	Items to Address/Agenda	Notes
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
Discussed	Classroom Implications of Assessment	Notes
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		