Reading Content

COMPONENT #: 1-013-319 **POINTS TO BE EARNED:** 120 MPP

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

This component is designed to enable the participant to become knowledgeable on research-based instructional strategies aligned to the Florida Standards, which impact student reading and writing achievement. The participant will learn and understand the Language Arts Instructional Shifts: Balancing Informational and Literary Text, Building Knowledge in the Disciplines, Staircase of Complexity, Text Based Answers, Writing from Sources, and Academic Vocabulary.

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. Additionally, the participant will be able to create a balanced literacy program utilizing the best teaching strategies as reflected in the Florida Standards and research.

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)

☐ Learning Communities ☐ Learning Designs
☐ Leadership X Implementation
☐ Resources ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning X Assessment
X The Learning Environment X Continuous Professional Improvement
X Instructional Delivery and Facilitation X Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results ☐ Decision Making
X Student Learning as a Priority ☐ Leadership Development
X Instructional Plan Implementation ☐ School Management
X Faculty Development X Communication
X Learning Environment ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners X PS 6 – Communication
X PS 3 – Instructional Planning ☐ PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement X PS 8 – Learning Environment
X 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 current research issues and developments in the field of reading instruction.
2. Identify the stages and characteristics of readers at various levels of literacy development.
3. Examine methods, techniques, and practices addressing the needs of all students.
4. Select reading strategies to help diverse learners become more effective readers.
5. Examine the Florida Standards and Language Arts Instructional Shifts to determine specific instructional strategies needed to increase the level of rigor in the classroom.
6. Demonstrate strategies of effective instruction to be used before, during and after reading a text, such as activating and building background knowledge, strategies for constructing meaning, and developing comprehension skills.
7. Create a classroom that incorporates the Florida Standards, Language Arts Instructional Shifts, a literate, print-rich environment and a balanced literacy program.
8. Create and implement exemplar lessons that reflect the appropriate components of the Language Arts Instructional Shifts and are aligned to the Florida Standards.
9. Understand the importance of teaching reading and writing together and incorporate the elements of effective writing in daily instruction.
10. Understand the advantages of integrating reading and writing in all content areas.
11. List practical applications of reading research in the classroom including strategies that promote creative/critical thinking capabilities of students.

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 presentations and participate actively in discussions and activities on Florida Standards, Language Arts Instructional Shifts, current research, levels of literacy development, effective strategies, curriculum integration, and practical applications of the standards and research (SLO 1-9).
2. Discuss how current reading research, including effective literacy strategies and curriculum integration can be used to support specific instructional objectives (SLO 1-9).
3. Discuss and examine how Florida Standards can be aligned to effective literacy strategies and curriculum resources and materials to support specific instructional objectives (SLO 1-9).
4. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 4-8).
5. 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 (SLO 4-8).

6. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement (SLO 1-9).
7. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings (SLO 5).
8. Develop an action research study related to the training and provide evidence of implementation (SLO 8).
9. Provide evidence of collaborative planning related to the training (SLO 7).
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) (SLO 11).

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

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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.

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Department: Department of Language Arts/Reading
Name of Author/Position: Sharon Scruggs-Williams - Instructional Supervisor