Language Arts Instruction

COMPONENT #: 2-008-346   **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 research, examine, and implement the current strategies, teaching techniques, and recent trends in the area of language arts, writing, and communication skills. Skills and activities of this component will be aligned to the Florida Standards and Language Arts Instructional Shifts, and will specifically target the components of an exemplar lesson. Additionally, this component will allow the participant to improve the instructional process.

Upon successful completion of this professional development activity the participant will be able to incorporate Florida Standards and Language Arts Instructional Shifts aligned strategies and activities into their language arts instruction.

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

Florida Educator Accomplished Practices (check all that apply)

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

Florida Leadership Standards (check all that apply)

X Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
X Instructional Plan Implementation ☐ School Management
☐ 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   X 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 effective instructional practices in language arts, writing, and communication skills. Examine language arts and writing instructional strategies,best practices, technology resources, and materials for the purpose of adapting them to specific student need.
2. Incorporate the level of rigor from the Florida Standards and Language Arts Instructional Shifts into language arts and writing curriculum, best practices, technology resources, and materials to improve overall classroom instruction.
3. Correlate the research and instructional practices to the Florida Standards and Language Arts Instructional Shifts.
4. Incorporate practical applications of the research through explicit and systematic instruction.
5. Identify and collect data that should be used in planning, delivering, and assessing effective language arts and writing instruction.
6. Develop activities that integrate language arts, writing, and communication skills into the curriculum content areas.
7. Develop activities that integrate technology into the curriculum.
8. Identify and create curriculum resource materials that are designed and constructed to meet the needs of diverse learners.
9. Evaluate the impact on student achievement resulting from the effective implementation of latest trends and performance-based instructional strategies in the classroom.

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 effective strategies, curriculum and technology integration, materials for specific instructional objectives, and practical applications of the research (SLO 1-9).
2. Discuss how the effective strategies, curriculum and technology integration, materials for specific instructional objectives, and practical applications of the research can be used to support specific instructional objectives (SLO 1-9).
3. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 2-3 & 6-9).
4. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted his/her professional behavior (SLO 5 & 7-9).
5. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement (SLO 2-9).

6. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings (SLO 9).
7. Develop lessons that are closely aligned to the components of an exemplar lesson aligned to LAFS (SLO 5 & 7-9).
8. Provide evidence of implementing instructional practices aligned to Florida Standards and Language Arts Instructional Shifts (SLO 2-9).
9. Engage in collaborative discussions with colleagues to make necessary adjustments to the curriculum and instructional activities based on Florida Standards and Language Arts Instructional Shifts (SLO 5 & 9).

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.

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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