

# Creating Independence through Student-owned Strategies (Project CRISS)

**COMPONENT #: 2-013-331**

**POINTS TO BE EARNED: 24 MPP**

## **PART I – PLANNING**

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

This component is designed to help content area teachers (K-12) develop thoughtful and independent readers and learners. The principles and philosophy of CRISS helps teachers engage students in effective behaviors for reading text across the content areas.

At the conclusion of this professional development activity, the participant will be able to model and implement theoretically-based literacy strategies which will help students better organize, understand, and retain content knowledge.

**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 checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> 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 checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment                                      |
| <input checked="" type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement  |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making                    |
| <input checked="" type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development             |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input checked="" type="checkbox"/> Faculty Development               | <input checked="" type="checkbox"/> Communication           |
| <input checked="" type="checkbox"/> Learning Environment              | <input type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning       |
| <input checked="" type="checkbox"/> Educator (professional growth)     | <input type="checkbox"/> Organizational support and change |

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**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. Demonstrate comprehension and mastery of the principles and philosophy of Project CRISS.
2. Demonstrate comprehension and mastery of various strategies to build background knowledge.
3. Demonstrate comprehension and mastery of a variety of strategies to initiate student-generated discussion.
4. Demonstrate comprehension and mastery of a variety of strategies for understanding text structure and author's craft.
5. Demonstrate comprehension and mastery of selective highlighting and marginal notes.
6. Demonstrate comprehension and mastery of a variety of mapping strategies.
7. Demonstrate comprehension and mastery of a variety of content frames.
8. Demonstrate comprehension and mastery of a variety of vocabulary strategies for reading comprehension.
9. Demonstrate comprehension and mastery of a variety of approaches to formal and informal writing.
10. Demonstrate comprehension and mastery of two-column note-taking.
11. Demonstrate comprehension and mastery of a variety of questioning strategies.
12. Demonstrate comprehension and mastery of metacognition.
13. Demonstrate comprehension and mastery of a variety of techniques for modeling and explaining reading strategies.
14. Demonstrate comprehension and mastery of techniques for using CRISS strategies to assess learning of content information.
15. Demonstrate comprehension and mastery of a variety of active learning strategies.
16. Demonstrate comprehension and mastery of developing and implementing lesson plans that utilize the CRISS principles and philosophy.

## 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. Use appropriate cognitive and social learning research to determine appropriate reading and learning strategies (SLO 1).
2. Identify and use appropriate strategies to activate prior knowledge and to build background knowledge such as K-W-L, Quick Writes, and Visuals (SLO 2).
3. Formulate strategies that engage student learning and involvement with text. (SLO 2-16)
4. Differentiate between rote learning and metacognition (SLO 1-16).
5. Select and apply a number of strategies to promote student- led instructional conversations such as Seed Discussions, Authentic Questions, and Sticky-note Discussions (SLO 3).
6. Assess and determine appropriate writing formats for student writing which include RAFT, Spool Papers, Framed Paragraphs, and Learning Logs (SLO 9).

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7. Examine the author's craft in selected content area text and determine an author's style of presentation (SLO 4).
8. Identify and use several strategies to organize information such as two-column notes, story plans, and content frames (SLO 7 & 8).
9. Explain and model reading and learning strategies (SLO 2-16).
10. Interpret a topic of study in a variety of ways (SLO 2-16).

## 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.

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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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