

Reading Instruction

COMPONENT #: 2-013-360

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

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 reading educational practices. Instructional practices will be aligned to the Florida Standards and Language Arts Instructional Shifts. Additionally, this component will allow the participant to improve the instructional process and increase the level of rigor in the classroom.

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.

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 checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input 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.

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X Educator knowledge/skill (content)
X Educator (professional growth)

X Student learning
 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 reading instructional practices.
2. Examine the Florida Standards and Language Arts Instructional Shifts, reading strategies, best practices, technology resources, and materials for the purpose of adapting them to specific student need.
3. Analyze the Florida Standards and Language Arts Instructional Shifts, reading strategies, best practices, technology resources, and materials for the purpose of adapting them to specific student need.
4. Correlate the research and instructional practices to the Florida Standards and Language Arts Instructional Shifts.
5. Incorporate practical applications of the research through explicit and systematic instruction.
6. Identify and collect data that should be used in planning rigorous lessons that incorporate the components of exemplar lessons.
7. Develop activities that integrate reading into the curriculum content areas.
8. Develop activities that integrate technology into the curriculum.
9. Identify and create curriculum resource materials aligned to Florida Standards and Language Arts Instructional Shifts to meet the needs of diverse learners.
10. Evaluate the impact on student achievement resulting from the effective implementation of Florida Standards and Language Arts Instructional Shifts, relevant reading research, 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 aligned to Florida Standards and Language Arts Instructional Shifts, effective strategies, curriculum and technology integration, materials for specific instructional objectives, and practical applications of the research (SLO 1-10).
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 1-10).
3. Implement specific instructional strategies and activities aligned to Florida Standards and Language Arts Instructional Shifts that will address the needs of diverse learners (SLO 2-3 & 6-10).
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 2-10).

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6. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings (SLO 9).
7. Develop an action research study that reflects LAFS related to the training and provide evidence of implementation (SLO 5).
8. Provide evidence of collaborative planning related to the training (SLO 9).
9. 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 10).

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).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- 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.
- 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).

- 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.
- 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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Department: Department of Language Arts/Reading

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