

Assessment and Data Analysis in Reading

COMPONENT #: 4-013-001

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 effectively analyze and use assessment data to improve the instructional process and guide instruction to positively impact student achievement, specifically achievement of struggling readers.

Upon successful completion of this professional development activity, the participant will be able to understand the instructional implications from reading assessment data, as well as how to use assessment data to organize 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)

- | | |
|---|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input checked="" type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input 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 type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input 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 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. Understand the components of reading and the implications for reading instruction.
2. Demonstrate knowledge of the importance of interventions for struggling readers.
3. Recognize that assessments serve different purposes: screening, diagnosing, monitoring progress, and measuring outcome.
4. Demonstrate comprehension and mastery of a variety of learning strategies.
5. Demonstrate the use of a variety of assessment instruments.
6. Demonstrate awareness of available data that can be used to drive reading instruction.
7. Demonstrate ability to interpret available data to make sound instructional decisions.
8. Demonstrate comprehension and mastery for developing and implementing lesson plans that utilize the student data in order to guide instruction.
9. Monitor student progress through the use of formative and summative assessment tools.
10. Evaluate the effectiveness of implementation of instructional plans based on data analysis and make adjustments as needed to meet the needs of diverse learners.

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 assessment tools, data analysis, instructional strategies, technology integration and/or materials for specific instructional objectives (SLO 1-10).
2. Discuss how the assessment tools, data analysis, instructional strategies, technology integration and/or materials can be used to support specific instructional objectives. 3. Implement specific instructional strategies and activities that will address the needs of diverse learners. Develop a plan for differentiated instruction based on the results of diagnostic instruments administered in the classroom (SLO 1-10).
3. 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 7, 8 &10).
4. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement (SLO 7-10).
5. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings (SLO 10).
6. Develop an action research study related to the training and provide evidence of implementation (SLO 8).
7. Provide evidence of analysis of assessment data (SLO 6).
8. Engage in collaborative discussions about instructional implications from reading assessment data (SLO 10).

PART III – IMPLEMENTATION

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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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Department: Department of Language Arts/Reading

Name of Author/Position: Sharon Scruggs-Williams - Instructional Supervisor