

Leadership in Reading

COMPONENT #: 7-013-306

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 increase his/her knowledge base of reading and writing, improve his/her coaching skills, and understand how to effectively monitor the implementation of the K-12 Comprehensive Research-based Reading Plan; including core curriculum, assessment and data analysis, reading intervention programs, effective and systematic instruction, and meeting the needs of diverse learners. Additionally, the participant will learn to create and conduct staff development that incorporates the Florida Standards and Language Arts Instructional Shifts to improve reading, writing, and thinking across the curriculum at their respective schools.

Upon successful completion of the component, the reading coach will be able to utilize the components of effective coaching to enhance teaching competencies of reading and writing, as well as content area teachers to improve student achievement.

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 checked="" 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 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 checked="" 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 checked="" 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 | |

Leadership in Reading

COMPONENT #: 7-013-306

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. Understand the role of the Reading Coach and the Reading Literacy Team, as an integral part of the school-wide literacy plan.
2. Demonstrate understanding and mastery of reading and writing research and performance-based instructional strategies that improve comprehension.
3. Demonstrate understanding and mastery of the coaching model, including conducting demonstration lessons for groups of teachers, planning, analyzing assessment data, and conducting staff development emphasizing strategies in reading, writing, and thinking.
4. Demonstrate understanding and mastery of the components of the K-12 Comprehensive Research-Based Reading Plan (K-12 CRRP).
5. Demonstrate knowledge and skill in developing an action plan for implementation of the K-12 CRRP at the school sites.
6. Implement, monitor, and support teachers and staff as they implement K-12 Comprehensive Research- based Reading Plan (CRRP) and Comprehensive Intervention Reading Programs (CIRP).
7. Understand and communicate how to utilize the Florida Standards and Language Arts Instructional Shifts to plan and deliver effective instruction that addresses the needs of diverse learners.
8. Understand and effectively communicate the purpose of meaningful, systematic, explicit instruction and immediate intensive intervention.
9. Facilitate, lead, and participate in study groups addressing current reading research.
10. Assist in the selection of instructional groups and the implementation of effective strategies to meet the needs of individual students.
11. Assist teachers in understanding the instructional shifts of Common Core.

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 lectures/presentations and participate actively in discussions and activities that emphasize the components of the coaching model: plan, demonstrate, debrief, and co-teach, follow-up, needs assessment, and workshop; for the purpose of increasing student achievement (SLO 1-11).
2. Discuss how the Literacy Leadership Team, K-12 CRRP, and the coaching model can be used to support specific instructional objectives (SLO 1-11).
3. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 2-8 &10-11).

Leadership in Reading

COMPONENT #: 7-013-306

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 their professional learning (SLO 1-9).
5. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement (SLO 1-2, 5-8 &10-11).
6. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings (SLO 10).
7. Develop and deliver professional development activities aligned to the Florida Standards and Language Arts Instructional Shifts (SLO 9).
8. Provide evidence of collaborative discussions held with teachers to share newly learned knowledge from all meetings and workshops (i.e. monthly reading coach meetings) (SLO 6-11).
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 7 & 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).

Leadership in Reading

COMPONENT #: 7-013-306

- 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.

Date Approved: 5/20/2014

Department: Department of Language Arts/Reading

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