

School-Based Book Study

COMPONENT #: 7-507-308

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 become an effective facilitator and/or member of a professional learning community for the purpose of studying a book with relevance to the specific needs of the school site. The book study learning community focuses on identifying common issues, researching information, and applying solutions to identified concerns in an effort to fulfill the goal of improving student achievement.

Successful completion of this component will enable the participant to be effective as a facilitator and/or member of a book study learning community to develop strategies to increase 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 checked="" 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 type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input checked="" 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 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 checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input 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 type="checkbox"/> 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.

- Educator knowledge/skill (content) Student learning
 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. Become a facilitator and/or member of a book study learning community in which every team member contributes and works interdependently to achieve the goal(s), objectives, and intended outcomes.
2. Analyze student achievement data within the team, identify areas of student learning needs, and establish goals for increasing both teacher and student achievement in one area based on principles presented in the book.
3. Determine how teacher and student learning will be measured.
4. Clarify intended directions and outcomes within the team.
5. Develop common instructional plans within the team and assessments that will measure student learning.
6. Facilitate within the team and share strategies/materials.
7. Engage in collective inquiry and active research.
8. Encourage peer visitation and follow-up discussions regarding best practices collaboratively with the other team members.
9. Specify the attitudes, behaviors, and collective commitments to be demonstrated in order to advance student learning.
10. Transform the intentions of the team focus statement into specific targets (goals) to be achieved at different stages of the collaborative team process.
11. Write team goals that follow the Strategic/Specific, Measurable, Attainable, Results-oriented, and Time-bound (SMART) goal format for group projects.
12. Celebrate/recognize the accomplishments of individuals and the team.
13. Select norms and rules for conducting the business and meetings of the book study learning community.
14. Keep a journal of reflections based on ongoing peer learning experiences.
15. Keep a team log of discussions, decisions, and activities from each team meeting.
16. Become an independent learner in order to function interdependently as part of the book study learning community.
17. Ensure that time is scheduled to work independently as well as interdependently with the book study learning community.
18. Apply tools and skills that help create a group environment that focuses on learning, results, and a collaborative culture.

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. Actively participate in and/or facilitate a book study learning community (SLO 1-18)

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2. Help establish the team's mission statement, vision, values, and goal(s) (SLO 2 - 4 & 9 - 11).
3. Collaboratively create lessons that correlate with student needs identified by the book study community (SLO 5).
4. Conduct active research and report findings to the book study community (SLO 7).
5. Adhere to meeting schedules established for independent and book study community work (SLO 13).
6. Identify individual and/or team accomplishments (SLO 12).
7. Establish learning goals for all learners (SLO 2, 10 & 11).
8. Schedule times to visit and to have follow-up discussions with colleagues about principles and ideas in the book (SLO 8 & 17).
9. Keep a reflective journal of colleague visits, follow-up discussions, and ongoing peer learning experiences (SLO 14).
10. Provide support and share successful strategies with colleagues. (SLO 1-18)
11. 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 behavior.
12. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
13. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
14. Develop an action research study related to the training and provide evidence of implementation.
15. Provide evidence of collaborative planning related to the Book Study.
16. 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).

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.
- 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.

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1. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.

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.
- 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: Center for Professional Learning

Name of Author/Position: Jan Fackler - Teacher-Director