

## STAFF DEVELOPMENT COMPONENT INFORMATION

**COMPONENT TITLE:** Individualizing Literacy Lessons for the Most At-Risk Struggling Readers and Writers

**COMPONENT NUMBER:** 2013007

**MAXIMUM POINTS:** 60

### GENERAL OBJECTIVE:

This component is designed to improve knowledge, skills, and strategies in order to implement differentiated literacy instruction based on formal and informal assessments to meet the need of ALL literacy learners.

### SPECIFIC OBJECTIVES:

Within the duration of this component the participants will:

1. Diagnose student strengths and needs in alphabet knowledge, phonemic awareness, high frequency word knowledge, understanding about concepts of print, writing vocabulary, and text reading using a formal assessment as a pre/post test.
2. Demonstrate the ability to summarize student strengths and needs in order to plan individualized lessons to satisfy specific learning needs.
3. Demonstrate the ability to prescribe daily instruction based on the demonstrated skill and strategy deficits.
4. Demonstrate the ability to maintain thorough student records and update them daily after each lesson.
5. Demonstrate the ability to maintain adequate pacing of daily lessons to include all crucial lesson components.
6. Demonstrate the ability to use informal observation during daily reading and writing lessons in order to further diagnose the needs of the at-risk learner.
7. Demonstrate the ability to utilize effective techniques for teaching reading skills, comprehension skills, vocabulary and language skills, fluency skills, and composing and writing skills.
8. Demonstrate the ability to apply brain research strategies to effectively prompt students during a lesson to problem-solve in reading and writing on-the-run.
9. Demonstrate the understanding that ALL learners can accelerate once lessons are planned from diagnostic reflection of teacher-student behaviors demonstrated to show the strengths and weaknesses of each.
10. Demonstrate the ability to update knowledge and utilization of strategies as current research and issues are explored relating to diagnostic and prescriptive literacy instruction.

## **DELIVERY PROCEDURES:**

Participants will engage in facilitated interactions relating to various researched-based strategies by demonstrating 2 or more of the following:

1. participate in large group and small group discussions regarding individualizing instruction.
2. read research-based materials for best practices from a variety of sources.
3. model lessons using knowledge from brain research and best practice research for peer discussion.
4. provide copies of monitoring sheets and daily lesson records for reflection.
5. record reflections during reading assignments.
6. model effective curriculum strategies with colleagues.
7. create individualized lessons which scaffold student learning.
8. use data collection techniques or tools during observation of lessons.
9. create an environment in individual lessons which promotes active engagement.
10. keep a written portfolio of information learned, implemented activities, student products and performance results.

## **EVALUATION OF PARTICIPANTS:**

Participants will demonstrate mastery of the targeted objectives as evidenced through product samples, reflections, observations, dialogue notes, and/or assessment.

## **FOLLOW-UP:**

Participants will apply their learning by completing a minimum of three of the following:

1. written reflections.
2. gather student work samples.
3. develop a portfolio.
4. publish an article, newsletter, or best practice stating impact to student achievement as a result of implementation.
5. collect and sharing of data.
6. provide notes of modeled lessons, mentoring, collegial conversations and/or coaching.
7. conduct a study group (agenda, notes).

## **COMPONENT EVALUATION:**

Participants and instructors will assess the degree to which the activities addressed the specific objectives and will make recommendations for revisions through a component evaluation.