

## STAFF DEVELOPMENT COMPONENT INFORMATION

**COMPONENT TITLE:** Balanced Rotational Instruction Model (BRIM)  
(Formerly called *Balanced CARE*) (Computers Assisting Reading and English)

**IDENTIFIER NUMBER:** 1001003

**MAXIMUM POINTS:** 60

### GENERAL OBJECTIVE:

This component will explain the Balanced Rotational Instruction Model (BRIM) to teachers of Developmental Language Arts through ESOL and Intensive Reading. The model will assist teachers in focusing on how students learn rather than only on what they learn. This balanced literacy model incorporates reading, writing, listening, speaking, and technology in large and small group instruction, and is appropriate for English Language Learners (ELLs) learning a second language, and for struggling readers of any language background.

### SPECIFIC OBJECTIVES:

Within the duration of the component, participants will:

1. Demonstrate the ability to recognize that language and literacy development occurs when ELLs and other students understand the task(s) in which they are engaged.
2. Demonstrate the ability to articulate the interdependency of literacy and language development.
3. Demonstrate the ability to provide a supportive, risk free classroom environment for students of diverse linguistic and/or literacy backgrounds in which students are willing to take risks with language.
4. Demonstrate the ability to share a theoretical framework about language development which guides not only oral language development, but literacy instruction, cross-curricular learning strategies, and content knowledge.
5. Demonstrate the ability to make appropriate teaching decisions for ELLs and other struggling readers.
6. Demonstrate the ability to recognize that learning to listen, speak, read, and write are all parts of a student's literacy development.
7. Demonstrate, through classroom activities, the practical applications of teaching strategies that are appropriate for the individual needs of ELLs and other struggling readers.
8. Evaluate, select, and utilize instructional materials that meet individual student instructional needs, interests, backgrounds, and level(s) of literacy development.
9. Identify criteria for the selection and application of computer assisted instructional materials that build literacy skills and develop language proficiency.
10. Identify, analyze, evaluate and use strategies for comprehensible instruction to teach reading, writing, listening, & speaking skills to struggling readers.
11. Apply specific classroom instructional techniques for a multilevel class with students of diverse literacy levels and/or language proficiency levels, including large and small group instruction in reading, writing, technology, listening, speaking and cooperative/collaborative learning.

12. Demonstrate applications of content area instruction for ELLs and other struggling readers.
13. Demonstrate the ability to develop lesson plans incorporating appropriate multilevel literacy strategies that demonstrate how the Language Arts Sunshine State Standards drive effective instruction.
14. Demonstrate the ability to manage classroom instruction through flexible large and small group combinations, appropriate room arrangement, and effective utilization of technology.
15. Demonstrate the ability to design activities that incorporate the major components of a balanced literacy program.

**DELIVERY PROCESSES:**

The participant will:

1. Attend staff development session(s) with a trainer in order to cover the objectives listed above.
2. Participate in a variety of activities designed for various lengths of time, which may include:
  - Lecture/discussion
  - Large group activities
  - Small group activities
  - Strategy demonstrations
  - Classroom activities
  - Outside activities
3. Practice using strategies in the classroom after they are modeled in component workshop sessions.

**FOLLOW-UP:**

Participants will:

1. Demonstrate through classroom performance the practical application of the BRIM instructional model with students.
2. Create an original lesson plan using a BRIM lesson plan format to prepare appropriate instruction for ELLs and/or struggling readers.

**EVALUATION OF PARTICIPANTS:**

Participants will demonstrate a minimum mastery of 80 percent of the component objectives as determined by submission of follow-up documentation.

**COMPONENT EVALUATION:**

Participants and instructors will assess the degree to which the professional development procedures addressed the specific objectives of the component, and will make recommendations for revisions through their follow-up activities.