

## STAFF DEVELOPMENT COMPONENT INFORMATION

**COMPONENT TITLE:** Implementing the Lexile Framework Schoolwide: Year 3

**IDENTIFICATION NUMBER:** 4013004

**MAXIMUM POINTS:** 44

### DESCRIPTION:

This component is designed to encourage teachers to synthesize the Lexile Framework into their instructional practice. Faculty members who complete *Implementing the Lexile Framework School-wide: Year 3* develop a portfolio to document satisfaction of the component objectives and design their own implementation activities that are delivered to students through instruction. The customized implementation plan is recorded as an Individual Professional Development Plan (IPDP). Satisfactory completion of the component objectives results in the satisfactory completion of the IPDP. The school professional development contact and a school administrator will review the portfolio to determine if the IPDP has been satisfied. Upon satisfactory completion of the IPDP, the teacher will be awarded 40 in-service points.

When implemented, faculty will 1) differentiate instructional materials by student ability (either individually or by group), and 2) monitor student attainment of the state standards using instructional materials.

**Restricted Component:** Only individuals who have completed training by MetaMetrics to facilitate the Lexile Framework for Reading may open this component. All 44 points will be assigned upon completion of training and follow-up activities. Partial points will not be assigned.

### GENERAL OBJECTIVES:

Participants incorporate as part of their instructional practice strategies to differentiate instructional materials to facilitate students' 1) ability to comprehend text material that meets grade level standards and 2) monitor student attainment of developmental reading growth goals.

### SPECIFIC OBJECTIVES:

Within the duration of the component, participants will:

1. Demonstrate the ability to create a plan to implement the Lexile Framework within instructional practice.
2. Demonstrate the ability to create a plan to monitor student achievement of District standards through your content instruction.
3. Demonstrate the ability to monitor the standard using instructional materials.
4. Demonstrate the ability to differentiate instructional materials by State Standard.
5. Demonstrate the ability to use active learning strategies to facilitate comprehension of text.
6. Demonstrate the ability to appraise how controlling comprehension by matching students to text has an effect on students' performances and/or experiences in the classroom.
7. Demonstrate the ability to assess one's current practice for monitoring student attainment of growth goals and grade level standards.
8. Demonstrate the ability to differentiate instruction via supplemental reading.

9. Interpret and validate student performance using multiple measures when discussing student achievement issues.
10. Demonstrate the ability to examine student performance on District Diagnostic Assessments.
11. Demonstrate the ability to examine student performance on SRI-I.

### **DELIVERY PROCEDURES:**

Participants will:

1. Conduct a needs assessment to determine 1) student ability groups and 2) determine which benchmarks need to be emphasized during instruction.
2. Analyze and interpret test results.
3. Utilize test data to impact curriculum decisions.
4. Integrate technology in appropriate curriculum areas.
5. Observe students reaction to instruction.
6. Discuss student performance using results from multiple assessments to understand student performance.
7. Produce curriculum units that correlate to Sunshine State Standards and Benchmarks.
8. Develop strategies and activities that will lead to improved assessment scores in the targeted benchmarks.
9. Create authentic products based on the content of the targeted objectives of the component.

### **FOLLOW-UP PROCEDURES:**

Participants will:

1. Develop a portfolio.
2. Provide written reflections.
3. Gather SRI and FCAT Diagnostic Reading reports.
4. Complete 'Growth Goals Monitoring Sheet' for all students eligible to participate in standardized testing.
5. Develop assignments and collect student work samples that use Lexiled text and database resources for instructing benchmark skills.
6. Utilize a variety of electronic databases including: eLibary, EBSCO Online Reader, SIRS, and/or Reading Counts.
7. Recommend students for FCAT prep program based on the results of multiple assessments.
8. Share observations in learning team meetings.

## EVALUATION OF PARTICIPANTS:

A portfolio document analysis will be conducted to ensure that implementation took place. Portfolios will be reviewed for completion of the following elements:

Component Objective	Professional Development Portfolio Element
<ul style="list-style-type: none"><li>• Create your own Lexile Implementation plan.</li><li>• Create a plan to monitor student achievement of District standards through your content instruction.</li></ul>	Reflection log entry describing how you will 1) differentiate text materials to meet student abilities using Lexiled resources and 2) how you will scaffold students to grade level standards.
<ul style="list-style-type: none"><li>• Monitor the standard using instructional materials.</li><li>• Differentiate instructional materials by State Standard.</li></ul>	Create and store in your portfolio assignments that incorporate the use of District provided database containing Lexiled articles. Include student work samples.
<ul style="list-style-type: none"><li>• Use active learning strategies to facilitate comprehension of text.</li></ul>	Include with your assignments examples of instructional resources that facilitate active learning. See CRISS graphic organizers, power note diagrams etc for examples.
<ul style="list-style-type: none"><li>• Appraise how controlling comprehension by matching students to text has affected student performance and or experience in your classroom.</li></ul>	Reflection Log entry following implementation of a differentiated lessons.
<ul style="list-style-type: none"><li>• Assess your current practice for monitoring student attainment of growth goals and grade level standards.</li></ul>	Reflection log entry describing how you will monitor student attainment of growth goals and FCAT Sunshine State Standards.
<ul style="list-style-type: none"><li>• Interpret and validate student performance using multiple measures when discussing student achievement issues.</li></ul>	Using multiple measures of student performance (Diagnostic, SRI, and previous FCAT), recommend students who would benefit from remedial instruction.
<ul style="list-style-type: none"><li>• Examine student performance on District Diagnostic Assessments</li><li>• Examine student performance on SRI-I</li></ul>	Store in your portfolio fall SRI reports; fall FCAT reading diagnostic reports; and RWC class overview reports (screen shots of these web pages).

## COMPONENT EVALUATION:

Participants will assess the degree to which the professional development procedures addressed the specific objectives of the component, and will make recommendations for revisions through the evaluation instrument.