

Multi-Level Service Plan for 2008-2009 FLaRE K-12 Schools

Level 1 – FLaRE Area Coordinator highly involved by request of district and/or school

K-12 FLaRE designated school service plan:

- Monthly on-site coordinator/colleague visits
 - Provide on-going regularly scheduled professional development opportunities. Activities may include:
 - K-12 Reading Endorsement in-service (Comp. 1, 3, 4/5, 6) in collaboration w/ literacy coach to build capacity
 - CAR-PD in-service in collaboration w/ literacy coach to build capacity
 - 4/5 Literacy Academy
 - Content specific in-service by request utilizing FLaRE modules as resources
 - Action Research
 - Assessment
 - Classroom Ecology
 - Differentiating Instruction
 - Engaging students in text
 - Study groups
 - Directly support once-a-month meetings of the Literacy/Reading Leadership Team in collaboration w/ literacy coach to build capacity. Activities may include:
 - Direct assistance in identifying an initial adaptive challenge
 - Direct assistance in refining an initial adaptive challenge
 - Direct assistance in studying an adaptive challenge
 - Direct assistance in developing a literacy plan of action
 - Direct assistance in collaboration with the literacy coach in implementing the literacy plan of action
 - Support reflecting on the implementation of the literacy plan of action
 - Utilizing the literacy coach
 - Utilizing the FLaRE website
 - Developing a common language
 - Interpreting and using data
 - Involving the community
 - Directly support the development of Observation Classrooms in collaboration w/ literacy coach to build capacity. Activities may include:
 - Direct assistance in creating an information-intensive classroom to support comprehending narrative and non-narrative texts
 - Direct assistance in transitioning from word walls to theme charts
 - Direct assistance in creating and sustaining progress monitoring to guide instruction
 - Direct assistance on utilizing writing to support reading development
 - Direct assistance on organizing classrooms to support whole group, small group, and individual instruction
 - Direct assistance in setting up rituals and routines
 - Direct assistance in utilizing static and dynamic assessment to guide instruction
 - Direct assistance in matching students to text
 - Support the literacy coach in providing observation lessons in the observation classroom
 - Provide observation lesson in the observation classroom

- Facilitate or support a year-long (twice-a-month) structured course of professional development for cadres of literacy coaches; detailed syllabus to be developed according to strengths and needs of group. Activities may include:
 - Understanding coaching as a continuum of professional development
 - Facilitating a workshop
 - Providing an observation lesson
 - Co-teaching
 - Conferring, observing, debriefing
 - Facilitating a study group
 - Facilitating action research/ supporting the Reading Leadership Team
 - Understanding literacy as a process
 - The role of phonics in comprehending (assembling a graphophonic working system)
 - The role of prior knowledge in comprehending (assembling a schematic working system)
 - Understanding the author's purpose (assembling a pragmatic working system)
 - The role of vocabulary in comprehending (assembling a lexical working system)
 - The role of grammar in comprehending (assembling a syntactic working system)
 - Constructing a defensible interpretation (assembling a semantic working system)
 - Understanding conditions for learning in the classroom
 - Approximation
 - Immersion
 - Engagement
 - Use or practice
 - Response
 - Responsibility
 - Demonstration
 - Expectation
 - Categorizing coaching points
 - Coaching for theoretical understanding
 - Coaching for procedures
 - Coaching for aesthetics or refinement
 - Triangulating observations
 - Collecting artifacts
 - Professional texts
 - Student texts
 - Student work samples
 - Field notes (Note-taking, Note-making, Note-remaking)
 - Participant observations
 - Shared experiences
 - Interviews
 - Teacher conference
 - Student conference
 - Non-participant observations
 - Designing and implementing a year-long course for the faculty

Level 2 – FLaRE Area Coordinator moderately involved by request of district and/or school
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K-12 FLaRE designated school service plan:

- On-site coordinator/colleague visits. Activities may include:
 - Provide scheduled professional development opportunities by request
 - K-12 Reading Endorsement in-service (Comp. 1, 3, 4/5, 6) in collaboration w/ literacy coach
 - CAR-PD in-service in collaboration w/ literacy coach
 - 4/5 Literacy Academy
 - Content specific in-service by request utilizing FLaRE modules as resources
 - Action Research
 - Assessment
 - Classroom Ecology
 - Differentiating Instruction
 - Engaging students in text
 - Study groups
 - Support the development of the Reading Leadership Team in collaboration w/ literacy coach by request
 - Provide assistance in identifying an initial area of concern
 - Provide assistance in refining an initial area of concern
 - Provide assistance in studying an area of concern
 - Provide assistance in developing a literacy plan of action
 - Provide assistance in collaboration with the literacy coach in implementing the literacy plan of action
 - Support reflecting on the implementation of the literacy plan of action
 - Support utilizing the literacy coach
 - Support utilizing the FLaRE website
 - Support developing a common language
 - Support interpreting and using data
 - Support involving the community
 - Promote the development of Observation Classrooms in collaboration w/ literacy coach
 - To the extent practicable, provide assistance in creating an information-intensive classroom to support comprehending narrative and non-narrative texts
 - To the extent practicable, provide assistance in transitioning from word walls to theme charts
 - To the extent practicable, provide assistance in creating and sustaining progress monitoring to guide instruction
 - To the extent practicable, provide assistance on utilizing writing to support reading development
 - To the extent practicable, provide assistance on organizing classrooms to support whole group and small group instruction
 - To the extent practicable, provide assistance in setting up rituals and routines
 - To the extent practicable, provide assistance in utilizing static and dynamic assessment to guide instruction
 - To the extent practicable, provide assistance in matching students to text
 - To the extent practicable, provide support the literacy coach in providing observation lessons in the observation classroom
 - To the extent practicable, provide observation lesson in the observation classroom
 - Support on-going district professional development of literacy coaches

Level 3 – FLaRE Area Coordinator minimally involved by request of district and/or school

K-12 FLaRE designated school service plan:

- To the extent practicable, on-site coordinator/colleague visits provided by request only
- Monthly email and/ or phone contact
- Provide scheduled professional development opportunities by request
 - K-12 Reading Endorsement in-service (Comp. 1, 3, 4/5, 6) in collaboration w/ literacy coach
 - CAR-PD in-service in collaboration w/ literacy coach
 - 4/5 Literacy Academy
 - Content specific in-service by request utilizing FLaRE modules as resources
 - Action Research
 - Assessment
 - Classroom Ecology
 - Differentiating Instruction
 - Engaging students in text
 - Study groups
- Support the development of the Reading Leadership Team in collaboration w/ literacy coach by providing timely information (e.g. FLaRE website, FLaRE Professional Papers, FLaRE Bookmarks, FLaRE professional lending library)
- Support on-going district professional development of literacy coaches in cadres by request

Level 4 – FLaRE Area Coordinator involved by extending invitation to district and/or school

K-12 Non-FLaRE school service plan:

- Invitation to attend scheduled professional learning opportunities at FLaRE Level 1 and Level 2 service plan schools
 - K-12 Reading Endorsement in-service (Comp. 1, 3, 4/5, 6) in collaboration w/ literacy coach
 - CAR-PD in-service in collaboration w/ literacy coach
 - 4/5 Literacy Academy
 - Content specific in-service by request of Level 1 and Level 2 service plan schools
 - Support the development of the Reading Leadership Team in collaboration w/ literacy coach by providing timely information (e.g. FLaRE website, FLaRE Professional Papers, FLaRE Bookmarks, FLaRE professional lending library)

NOTE: Levels 1 thru 3 are service plans reserved for FLaRE designated schools. The Level 4 service plan is provided to serve all non-FLaRE designated schools.

Service plan selected by principal: (please circle one) Level 1 Level 2 Level 3

Principal/ date

School

County

FLaRE Area Coordinator

FLaRE, Director

Just Read, Florida!, Executive Director