

## FLaRE Professional Development

# *Content Area Reading – Professional Development*

## *Overview*



## History

- Purpose
- Collaboration with content area educators
- Benefits
- Content
  - Vocabulary & Comprehension
- Focus
  - Rationales
  - Instructional practices

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The primary purpose for CAR-PD is to amplify instruction to accelerate vocabulary development and comprehension. The focus of the course is based on sound theory and research that supports effective and efficient classroom instructional practices in the content areas.

## Course Introduction

- Purpose
- 150 hours course description
  - 60 hours/ FLaRE - vocabulary & comprehension
    - 40 hours of knowledge acquisition
    - 20 hours of collaborative action research
  - 60 hours Florida On-line Reading Professional Development (FOR-PD)
  - 30 hours practicum

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The entire course is 150 hours. FLaRE will provide facilitator in-services to build professional development capacity within districts and schools. FLaRE's 60 hour module will include 40 hours of knowledge acquisition (seat-time) with 20 hours of collaborative action research in classrooms. Teachers will directly apply theory and research in their content area classrooms. In addition to FOR-PD, a 30 hour practicum case study will be required, which includes the investigation of appropriate instructional practices for high-progress, average progress, and non-traditional learners in content area classrooms.

## Course Content

- Developing a common language
- Investigating conditions for learning
- Motivation
- Interest
- Designing a supportive classroom

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During the course, there will be an emphasis on developing a common language and investigating the creation of conditions for learning in content area classrooms. Motivation and interest will be discussed throughout the course as they relate to content areas.

## Investigating Literacy Learning Across Content Areas

- Strategic activities for sustaining literacy learning across content areas
- Strategic activities for expanding literacy learning across content areas

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Two major concepts that will be addressed and investigated throughout the course will be strategic activities for sustaining literacy learning across content areas and strategic activities for expanding literacy learning across content areas. For example, some strategic activities for sustaining literacy learning across content areas are: word solving, checking and correcting, searching for and using information, and summarizing. Some strategic activities for expanding literacy learning across content areas are: inferring, analyzing, critiquing, predicting, and synthesizing.

## Writing Across Content Areas

- Response to reading across content areas
  - Narrative
  - Expository
  - Persuasive

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Since our understanding of content is enhanced when we communicate with each other about our thinking, writing is addressed in the course to promote comprehension while thinking, talking, and representing ideas in print. In addition to narrative, expository, and persuasive writing, functional writing such as note-taking and using graphic organizers will be addressed to amplify instruction in content area classrooms.

## Using Assessment to Guide Instruction Across Content Areas

- Static assessment
  - Measuring change over time
  - Documenting students' strengths and needs
- Dynamic assessment
  - Honing focus-lessons to students' strengths and needs

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Assessment during the course will be presented from the point of view of using static and dynamic assessments to amplify instruction and promote the acceleration of learning. Static assessments document student's strengths and needs based on a quantitative score, while dynamic assessments are qualitative and focus on how students are processing information. Static assessments inform teachers of what needs to be taught, while dynamic assessments inform teachers how to teach it. Both are necessary in amplifying instruction to promote the acceleration of learning across content areas.

### Guiding Learners Across Content Areas

- Whole group instructional practices to support vocabulary development and comprehension
- Small group instructional practices to support vocabulary development and comprehension
- Amplifying instruction to accelerate learning

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Real classroom approaches will be investigated to support whole-group and small-group instruction across content areas. Instructional practices will be researched, discussed, and practiced. This will include approaches such as: interactive read alouds (think-alouds), shared reading and writing of content area materials, and independent reading and writing with teacher support.

### Using Literature Across Content Areas

- Content-related graphic novels
- Content-related young adult novels
- Content-related crossover picture books
- Content-related genres

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Participants in the course will be exposed to a variety of genres as they apply to specific content areas. (Presenters will do a brief book talk using a variety of texts to demonstrate this practice.)

### Supporting Non-traditional Learners Across Content Areas

- Explicit and comprehensive instruction
- Intensive instruction
- Emotional and cognitive support

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Strengths and needs of non-traditional learners will be researched and discussed to accommodate all students from the gifted and talented to students with specific learning disabilities.

### Supporting English Language Learners Across Content Areas

- Cognitive load
- Cultural load
- Language load
- Learning load

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The use of realia and total physical response (TPR) as they apply to content areas are some of the concepts to which teachers in the course will be exposed and encouraged to incorporate into their repertoire of instructional practices to support ELL students with the four loads that can hinder meaningful instruction.