

## Multi-Level Service Plan for 2007-2008 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 with literacy coach to build capacity
    - CAR-PD in-service in collaboration with 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 with literacy coach to build capacity. Activities will include:
    - Direct assistance in identifying an initial area of concern
    - Direct assistance in refining an initial area of concern
    - Direct assistance in studying an area of concern
    - 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 with literacy coach to build capacity. Activities will 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 and small group 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 a year-long (twice-a-month) structured course of professional development for cadres of literacy coaches with a detailed syllabus to be developed according to strengths and needs of group. Activities will 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

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 with 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 with 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 with 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 with literacy coach
  - CAR-PD in-service in collaboration with 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 with literacy coach
  - CAR-PD in-service in collaboration with 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 with 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

\_\_\_\_\_  
Reading/Literacy Coach