Next Generation
Sunshine State Standards
Literacy Initiative

Florida State University
Florida Center for Reading Research
Panhandle Area Education Consortium
Florida Department of Education
Florida Teacher Quality Grants Program

- Request for Proposal, Florida Teacher Quality Grants Program (PDF, 272KB)
- Florida Teacher Quality Grants Program TAPS number: 09A111
- Required Forms:
  - Project Application Single (DOE100A) (Word, 74KB)
  - Budget Narrative Form (DOE101) (Word, 89KB)
  - Budget Narrative Form (DOE101) (Excel, 108KB)
- Frequently Asked Questions - FAQ period is now closed.
  - FAQ's as of March 18, 2009 (PDF, 82KB)
  - FAQ's as of March 27, 2009 (PDF, 28KB)
  - FAQ's as of April 3, 2009 (PDF, 15KB)
  - FAQ's as of April 10, 2009 (PDF, 203KB)
  - FAQ's as of April 20, 2009 (PDF, 15KB)
Teacher Quality Grant Recipients

Math and Science Focus
- Broward County School District
  - Barry, Broward University, FL
  - Atlantic, NOVA
- University of West Florida
  - Escambia, Okaloosa, Santa Rosa

Fine Arts Focus
- University of Tampa
Teacher Quality Grant Recipients

**Language Arts & Social Studies Focus**

- Florida State University
  - PAEC & Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Madison, Okaloosa, Taylor, Wakulla, and Washington

- Hillsborough County School District
  - Pasco, USF

- Escambia County School District
  - University of West Florida
Teacher Quality Grant Recipients

Social Studies Focus

- University of Central Florida
  - UF, USF, Volusia, Orange, Hillsborough, Pinellas

English Language Learners, ESE

- Jacksonville University
  - Miami Dade, Duval, St. Johns, Lake
Timeframe

- **Cycle 1:** July 6–September 30, 2009
- **Cycle 2:** Sept 1, 2009–June 30, 2010
- **Cycle 3:** July 1, 2010–June 30, 2011
Partners

FCRR
- Barbara Foorman
- Jane Meadows
- Yaacov Petscher

PAEC
- Sharon Mitchell

College of Arts and Sciences
- Jonathan Grant (history)
- Kathleen Yancey (English)
- Michael Neal (English)
- Leigh Edwards (English)
- Cristobal Silva (English)

College of Education
- Jeanne Wanzek
- Angie Davis
- Shelbie Witte

College of Social Sciences
- Joseph Calhoun (economics)
Project Purpose

- To provide high quality professional development in the Next Generation Sunshine State Standards (NG SSS) to improve teachers’ content knowledge and teaching skills.

Project Goals

- **Goal 1:** To Increase secondary teachers’ knowledge of discipline-specific **content** and **literacy practices** to enable all students, including those who struggle, to access content of the NG SSS.

- **Goal 2:** To **develop** a teacher inservice model for improving a) teachers’ content knowledge and b) pedagogical skills in literacy that is **sustainable** within the school districts written into this proposal and **portable** to other districts in Florida.
Welcome

The Teacher Quality Literacy Initiative, integrating Literacy strategies into content instruction initiative is made possible through Title II, Part A funds that the Florida Center for Reading Research (FCRR) and the Panhandle Area Educational Consortium received from the Florida Department of Education through a competitive application process. The general purpose of the initiative is to provide high quality professional development and teaching skills in the Next Generation Sunshine State Standards (NGSSS) of Social Studies and Language Arts.

The specific goals...

Activities include institutes with face to face instruction, digital video taping of instruction for based course development, follow up support throughout the school year and web based resources. School year support includes peer collaboration, face to face interaction with FSU college of Education and FCRR professors, web based interaction and workshops.

To register for Teacher Quality 2010 Summer Institutes, please click here.
Major Activities 2009

- 77 teachers from 14 Panhandle districts attended the summer institutes in 2009
- Teacher feedback on the institutes reported an average of 28 points out of 30 possible points across all institutes
- All teachers reported knowledge gains (range from 4 – 20 points with possible 25 points)
Major Activities 2010

- Summer institutes for middle and high school teachers of social studies and language arts
  - June 14-17: week 1 offered in Chipley and TLH
  - June 21-24: week 2 offered in Chipley and TLH

- Social Studies Institute
  - Economics/American History

- Reading/language Arts Institute
  - English Lit/Writing
## 2010 Summer Institutes

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Chipley June 14-17</th>
<th>Chipley June 21-24</th>
<th>Talla June 14-17</th>
<th>Talla June 21-24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>Economics Calhoun</td>
<td>American History Grant</td>
<td>American History Grant</td>
<td>Economics Calhoun</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Early American Lit Silva</td>
<td>Writing M. Neal</td>
<td>Writing Yancey</td>
<td>Contemporary American Lit Edwards</td>
</tr>
</tbody>
</table>
Inservice Credits

• 120 inservice points may be earned with full participation in institute (60) and follow up (60)

• Follow up includes:
  • Face to face meetings onsite and classroom visits
  • Online Collaboration
  • Lesson Planning
NAEP 2009 Reading Framework

Characteristics of text difficulty:

- Vocabulary reported out separately
- Subscales for literary & informational text
- Grade-level standards for text type
<table>
<thead>
<tr>
<th>Cognitive Targets Distinguished by Text Type</th>
<th>Literary Text</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate/Recall</td>
<td>Fiction</td>
<td>Exposition</td>
</tr>
<tr>
<td></td>
<td>Literary Nonfiction</td>
<td>Argumentation and Persuasive Text</td>
</tr>
<tr>
<td></td>
<td>Poetry</td>
<td>Procedural Text and Documents</td>
</tr>
</tbody>
</table>

2009 NAEP Framework
### Achievement Levels for Grade 8 NAEP Reading

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Literary</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G8 students at the <em>Advanced</em> level should be able to:</td>
<td>G8 students at <em>Advanced</em> level should be able to:</td>
<td></td>
</tr>
<tr>
<td>• Make complex inferences</td>
<td>• Make complex inferences</td>
<td></td>
</tr>
<tr>
<td>• Critique point of view</td>
<td>• Evaluate author’s purpose</td>
<td></td>
</tr>
<tr>
<td>• Evaluate character motivation</td>
<td>• Evaluate strength &amp; quality of supporting evidence</td>
<td></td>
</tr>
<tr>
<td>• Describe thematic connections across literary texts.</td>
<td>• Compare and contrast ideas across texts</td>
<td></td>
</tr>
<tr>
<td>• Evaluate how an author uses literacy devices to convey meaning</td>
<td>• Critique causal relations</td>
<td></td>
</tr>
</tbody>
</table>
### Achievement Levels for Grade 8 NAEP Reading

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Literary Text</th>
<th>Informational Text</th>
</tr>
</thead>
</table>
| **Proficient**    | G8 students at the *Proficient* level should be able to:  
  - Make inferences that describe problem & solution, cause, and effect  
  - Analyze character motivation  
  - Interpret mood or tone  
  - Explain theme  
  - Identify similarities across texts  
  - Analyze how an author uses literary devices to convey meaning  
  - Interpret figurative language  | G8 students at *Proficient* level should be able to:  
  - Summarize major ideas  
  - Draw conclusions  
  - Provide evidence in support of an argument  
  - Describe author’s purpose  
  - Analyze & interpret implicit causal relations  |
Achievement Levels for Grade 8 NAEP Reading

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Literary Text</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic</strong></td>
<td>G8 students at the <em>Basic</em> level should be able to:</td>
<td>G8 students at the <em>Basic</em> level should be able to:</td>
</tr>
<tr>
<td></td>
<td>• Interpret textually explicit information</td>
<td>• Locate the main idea</td>
</tr>
<tr>
<td></td>
<td>• Make inferences</td>
<td>• Distinguish between fact and opinion</td>
</tr>
<tr>
<td></td>
<td>• Identify supporting details</td>
<td>• Make inferences</td>
</tr>
<tr>
<td></td>
<td>• Identify character’s motivation</td>
<td>• Identify author’s explicitly stated purpose</td>
</tr>
<tr>
<td></td>
<td>• Describe the problem</td>
<td>• Recognize explicit causal relations</td>
</tr>
<tr>
<td></td>
<td>• Identify mood</td>
<td></td>
</tr>
</tbody>
</table>
FCAT Test Design

- **Cognitive Complexity (Webb’s Depth of Knowledge)**

- **Content Categories for Reading**
  - Words & phrases in context
  - Main idea, plot, & author’s purpose
  - Comparison; cause/effect
  - Reference & Research (locate, organize, interpret, synthesize, & evaluate information)
How can we improve academic literacy instruction for students?

This publication was developed to help answer this question.

Academic Literacy Instruction Recommendations

1. Provide explicit instruction and supportive practice in the use of effective comprehension strategies throughout the school day.

   - Langer’s 2001 study noted that effective teachers were much more likely to explicitly teach students strategies for accomplishing reading and writing tasks than were less effective teachers.

   - In Alfassi’s 2004 study, high school students benefited from using strategies to improve inferencing from text and integrating text information with preexisting knowledge.
Recommendations cont....

2. Increase the amount and quality of open, sustained discussion of reading content.

- Murphy & Edwards’ 2005 study concluded that having students engage in critical analysis of text or discussion of specific questions about text had the most consistently positive effect on reading comprehension.

- Fall, Webb & Chudowsky’s 2000 study showed that even a small amount of collaborative discussion can improve students’ reading comprehension.
3. Teach essential content knowledge so that all students master critical concepts.

- Bulgren, Lenz, Schumaker, Deshler & Marquis’ study in 2002 showed that strategies utilizing a Concept Comparison Routine resulted in improved student performance.

- They also concluded that “when an instructional innovation is well defined and teachers are provided with explicit instruction and concrete examples for using it, their implementation of the innovation is likely to be successful”.
Additional Recommendations

4. Set and maintain high standards for text, conversation, questions, and vocabulary.

5. Increase students’ motivation and engagement with reading.
CCSSO Toolkit Overview

For Teachers:
- Literacy Self-Assessment Rubric
- Content Area Literacy Guide
- Lesson Plans and Narratives
- Content Expert Literacy Q & A
**Purpose of the CCSSO Toolkit**

- **To help teachers understand** the value of integrating literacy best practices and instructional strategies into content area instruction.

- **To provide teachers with useful resources to help them integrate** literacy best practices and instructional strategies into content area instruction.

- **To provide resources to states** for professional development in literacy at the state level.
Adolescent Literacy Toolkit

Toolkit Overview

CCSSO’s Adolescent Literacy Toolkit was developed by the Council and multiple partners in response to a state-identified need to develop the skills, knowledge, and resources of content-area high school teachers to implement adolescent literacy best practices and strategies in their classrooms.

The toolkit includes resources for both states and teachers and has the following purposes:

- To help teachers understand the value of integrating literacy best practices and instructional strategies into content-area instruction.
- To provide teachers with useful resources to help them integrate literacy best practices and instructional strategies into content-area instruction.
- To provide resources to states for literacy professional development conducted at the state level.

Use the left navigation to access the various toolkit components. Use the right navigation to access some of the toolkit components by subject area.

http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/
Center on Instruction

- A national, USD OE-funded comprehensive center set up to improve the quality of instruction in our schools
- Provides resources in the areas of reading, math, science, special ed, RTI and English language learning
- Resource packet includes DVD and eCatalog;
Coming Soon

- A Guide for Literacy Specialists and Technical Assistance Providers: Enhancing and Supporting Academic Literacy Instruction for Adolescents

- The new publication is based on the recommendations from this guide previously discussed.
Think & Share

Please think about the following

1. What do you think content area teachers need in order to better support students’ literacy development?

2. What do you think schools and states need in order to better support teachers in this area?

After thinking about each of the above questions, share your thoughts with a neighbor.
2010 Summer Inservice Institutes

June 14-17 and June 21-24

Chipley and Tallahassee

Open to middle and high school social studies and language arts teachers in these districts:

Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Madison, Okaloosa, Taylor, Wakulla, Walton, and Washington
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ePDC Instruction Guides

- Enrolling & Registering in ePDC
- Review ePDC Transcript
- Completing Follow-up & Online Exercises
- Individual Professional Development Plan Completion
- IPDP Instructions for Teachers
- IPDP Leadership Guide

To view these documents, you may need to download this free software:

Adobe Acrobat Reader

Instructions for Registration:

Floridalearns Academy
Professional Development Center

- FEC
  - Schedule
  - Channel Access
  - Tuesday Teacher Training
  - Teacher-To-Teacher/FL
  - Live TV

- ePDC
  - About ePDC
  - First Time Visitor
  - Preview Course Offerings
  - Course Registration
  - Member Transcript

- If you're new to the ePDC, click on "First Time Visitor" to start.
- To see available courses, click on "Preview Course Offerings".
- Once you're a member, click on "Course Registration" to register,
or, click on "Member Transcript" to access your personal transcript.
Select A Course
TAHG Annenberg Primary Sources & Videos on Demand
TAHG Yr 2 Annenberg Project
TCES - Bring Words To Life
TCHS: Integrating Technology in the Classroom
TEACH Session II BANKED
Teach Them All to Read

Teacher Quality 2010 FSU.PAEC High School Social Studies, American History and Economics
Teacher Quality 2010 FSU.PAEC High School, American Literature and Writing, Language Arts
Teacher Quality 2010 FSU.PAEC Middle School Social Studies, American History and Economics
Teacher Quality 2010 FSU.PAEC Middle School, American Literature and Writing, Language Arts
Teacher Quality Literacy Initiative: Analyzing Primary Sources
Teacher Webpage Design
Teachers Discovering Computers
Teachers Discovering Computers: Integrating Technology In The Classroom
Teachers Discovering Computers: Integrating Technology In The Classroom
Teacher-To-Teacher: Beginning to Write
Teacher-To-Teacher: Building Fluency: Do It Well and Do It Right
Teacher-To-Teacher: Building Teacher Leaders
Teacher-To-Teacher: Developing Computational Fluency in Addition and Subtraction
Teacher-To-Teacher: Differentiated Instruction
Teacher-To-Teacher: Differentiating Instruction in a High School Inclusion Setting
Teacher-To-Teacher: Early Steps Count: Teaching Arithmetic to Prepare Students for Algebra
Teacher-To-Teacher: Examining Student Work: A Protocol for Improving Reading
Thank you!

Contact

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Sharon Mitchell  mitchells@paec.org
850-638-6131