

HB7069: LETRS Unit 1

COMPONENT NUMBER: 2-013-061

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (061)

POINTS TO BE EARNED: 20 maximum points per year

DESCRIPTION: Unit 1 of LETRS provides training for teachers in understanding the challenge in learning to read and a foundation of the reading process. This course meets the requirements of HB7069.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Discuss why reading is difficult.
2. Explain the connection between language and literacy.
3. Recognize the skills that support proficient reading.
4. Recognize characteristics of the developmental phases of early word recognition and what they indicate about students' instructional needs.
5. Describe and recognize the major types of reading difficulties.
6. Understand how to select and use assessment for prevention, early intervention and differentiated instruction.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and

guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the participant, documented observation by administrators, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

HB7069 LETRS Unit 2

COMPONENT NUMBER: 2-013-062

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (062)

POINTS TO BE EARNED: 20 maximum points per year

DESCRIPTION: Unit 2 of LETRS provides training for teachers in understanding the sounds involved in speech and a foundation of phonological awareness. This course meets the requirements of HB7069.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the role of the strands of the Reading Rope in word recognition.
2. Recognize the role of phonics in reading instruction.
3. Compare code-emphasis instruction with meaning-emphasis instruction.
4. Explore the phoneme-grapheme correspondence system of English.
5. Classify phonics elements.
6. Understand some basic patterns of position-based spelling in English.
7. Understand an instruction sequence: letter names and letter formation; key word for sound-symbol associations; teach correspondences explicitly; use sound-blending routines.
8. Utilize word practice and word meaning routines
9. Understand how to teach spelling using dictation.
10. Understand what decodable text is and when it is important to use it.
11. Use data to further student success.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply their new skills in their classroom setting and integrate strategies into their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

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HB7069 LETRS Unit 3

COMPONENT NUMBER: 2-013-063

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (063)

POINTS TO BE EARNED: 20 maximum points per year

DESCRIPTION: Unit 3 of LETRS provides training for teachers in understanding instruction for beginning phonics, word recognition, and spelling. This course meets the requirements of HB7069.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the role of the strands of the Reading Rope in word recognition.
2. Recognize the role of phonics in reading instruction.
3. Compare code-emphasis instruction with meaning-emphasis instruction.
4. Explore the phoneme-grapheme correspondence system of English.
5. Classify phonics elements.
6. Understand some basic patterns of position-based spelling in English.
7. Understand an instruction sequence: letter names and letter formation; key word for sound-symbol associations; teach correspondences explicitly; use sound-blending routines.
8. Utilize word practice and word meaning routines
9. Understand how to teach spelling using dictation.
10. Understand what decodable text is and when it is important to use it.
11. Use data to further student success.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

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HB7069 LETRS Unit 4

COMPONENT NUMBER: 2-013-064

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (064)

POINTS TO BE EARNED: 20 maximum points per year

DESCRIPTION: Unit 4 of LETRS provides training for teachers in understanding advanced decoding, spelling and word recognition skills, decoding assessment tools, and best practices for teaching decoding. This course meets the requirements of HB7069.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Explain advanced word study strategies.
2. Understand position-based spelling correspondences and other orthographic conventions.
3. Demonstrate phoneme-grapheme mapping.
4. Recognize the six syllable types and explain how they should be taught.
5. Distinguish syllables from morphemes.
6. Explain the suffix rules.
7. Utilize spelling screeners and know how to interpret the results to utilize best practices for teaching spelling.
8. Describe the relationship between reading fluency and reading comprehension.
9. Align practices with scientific evidence for building word, sentence, and passage reading fluency.
10. Interpret phonological, phonics, spelling and fluency data.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance

and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

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HB7069 LETRS Unit 5

COMPONENT NUMBER: 2-013-065

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (065)

POINTS TO BE EARNED: 20 maximum points per year

DESCRIPTION: Unit 5 of LETRS provides training for teachers in understanding the challenge in vocabulary knowledge and instruction. This course provides a foundation of word knowledge and use. This course meets the requirements of HB7069.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the relationship among vocabulary knowledge, background knowledge, oral language proficiency, and reading comprehension.
2. Explain how to create a mental map of a well-known word or words.
3. Identify words that should be taught directly.
4. Explain how to introduce new words and effective practice of new words.
5. Create a language-rich classroom.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they use this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

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Reason: meet HB7069 requirements

HB7069 LETRS Unit 6

COMPONENT NUMBER: 2-013-066

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (066)

POINTS TO BE EARNED: 20 maximum points per year

DESCRIPTION: Unit 6 of LETRS provides training for teachers in understanding reading comprehension instruction and text structure. This course meets the requirements of HB7069.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Recognize the language and cognitive skills that support reading comprehension.
2. Distinguish comprehension products from comprehension processes.
3. Recognize the characteristics of students who struggle with language and reading comprehension.
4. Explain the connection among vocabulary, background knowledge, and reading comprehension.
5. Develop a process for teaching texts.
6. Understand the importance of syntax and how to teach it.
7. Explain the importance of text coherence and its relationship to mental coherence.
8. Explain how text structure affects comprehension.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate online coursework, independent LETRS textbook study and embedded deliberate practice to demonstrate transference of learning activities within their classrooms to complete their training.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

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Reason: meet HB7069 requirements

HB7069 LETRS Unit 7

COMPONENT NUMBER: 2-013-067

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (067)

POINTS TO BE EARNED: 20 maximum points per year

DESCRIPTION: Unit 7 of LETRS provides training for teachers in understanding text-driven instruction and the importance of questioning in reading. This course meets the requirements of HB7069.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand the balance of foundational skills with language comprehension.
2. Identify which comprehension strategies are supported by research.
3. Identify effective strategies during and after reading.
4. Guide student generated questions before, during, and after reading to deepen understanding of text.
5. Reread and revisit text for various purposes.
6. Demonstrate the process for planning an entire reading comprehension lesson.
7. Adapt instruction for special populations of students.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

- **R: Electronic Interactive**

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

Revision Date:

Reason: meet HB7069 requirements

Reading: HB7069 LETRS Unit 8

COMPONENT NUMBER: 2-013-068

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Reading (013)

Local Sequence Number(s): (068)

POINTS TO BE EARNED: 20 maximum points per year

DESCRIPTION: Unit 8 of LETRS provides training for teachers in understanding the challenge in the reciprocal relationship between reading and writing. This course meets the requirements of HB7069.

SPECIFIC LEARNER OBJECTIVES:

Upon completion of this component the learner will be able to:

1. Understand why writing is important to benefit reading.
2. Understand the foundational and language skills necessary for writing.
3. Understand the phases of the writing process.
4. Understand how letter formation and handwriting fluency benefit students regarding reading.
5. Demonstrate explicit instruction for spelling.
6. Understand how to provide instruction to help students gain competence in building sentences.
7. Understand narrative, informational and opinion writing development.
8. Utilize various methods for assessing student progress in writing.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive

F: Independent Inquiry

I: Job Embedded Workshop

- **WHAT** will occur during this professional development component delivery?

Participants will participate in online coursework, independent LETRS study, and implement embedded practices within their classrooms to demonstrate transference of learning activities.

- **HOW** will the experiences be provided to participants during this delivery?

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include videos, discussions, modeling of strategies, demonstrations, and hands-on training.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant product related to training

M: Structured Coaching/Mentoring

R: Electronic Interactive

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Participants will apply new knowledge and skills in their classroom setting and integrate strategies in their instructional practices. Participants will reflect on the impact these strategies have on student performance and their professional growth.

- **SUPPORT** to be provided for participant Implementation/Follow-Up (should support the specific learner

outcomes identified above):

Participants will have access to online resources and site-based coaches and mentors to provide support and guidance if needed.

IMPACT EVALUATION PROCEDURES:

Staff: A: Changes in instructional or learning environment practices

Student: D: Observation of student performance

- **What criteria will be used to evaluate the impact of the component on:**

- **Specific Learner Objectives?**

A qualified facilitator will develop the course outline based on the specific objectives stated above. This facilitator will ensure that course objectives are covered during the training.

- **Increasing Educator Knowledge?**

Course facilitator will provide opportunities for participants to show their understanding of the concepts taught during the training by using verbal, written or demonstrated activities.

- **Changing Educator Practice?**

Participants will reflect on their teaching practices after the training and identify how they are using this new knowledge in their classroom setting. Evidence of implementation will be reviewed by the course facilitator; walk-through observations may be used by the administrator or district staff to provide evidence of change in educator practice.

- **Improving Student Outcomes?**

Student Outcomes will be determined through analysis of student performance data affected by training activities, portfolios maintained by the training participant, documented observation by administrators, rubrics developed for curriculum, teacher-provided test results/grade books, or curriculum alignment data.

Effective Date: 7/20

Department: Literacy

Name(s) of Component Author(s): Charlotte Boling

Date approved:

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