Florida's Grades PreK-5 Literacy Instruction Practice Profile

FLORIDA DEPARTMENT OF
EDUCATION
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Objectives and Goals

- To increase understanding of Florida's PreK-5 Literacy Instruction Practice Profile

- To increase understanding of evidence-based practices in delivering PreK-5 literacy instruction

Practice Profiles: *What are they?*

Define — Evidence-based Practices of Core Literacy Instruction

Provide — Guidance and Common Language for:
PreK-5 English Language Arts (ELA) Instruction,
6-12 ELA Instruction

Align To — Research on Effective Reading Instruction
Florida Early Learning and Developmental Standards (FELDS)
Florida's B.E.S.T. ELA Standards

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Florida's FORMULA FOR READING SUCCESS

6 + 4 + T1 + T2 + T3

6 COMPONENTS	4 TYPES OF ASSESSMENTS	T1 CORE	T2 INTERVENTION	T3 INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

PreK-5 Practice Profile: *Desired Outcomes*

- Increase the percentage of students ready to learn when entering kindergarten

- Increase the percentage of students reading on grade level by the end of third grade

- Close the achievement gap

- Rank #1 nationally in fourth-grade reading on the National Assessment of Educational Progress

Sections of the Practice Profile

- Philosophy, Values and Guiding Principles

- Core Components:
    - Explicit Instruction
    - Systematic Instruction
    - Scaffolded Instruction
    - Corrective Feedback
    - Differentiated Instruction

- Glossary

Philosophy, Values and Guiding Principles

PreK-5 Literacy Instruction includes the continuum of literacy development from emergent literacy to early literacy and reading. The PreK-5 Practice Profile is informed by four types of classroom assessment:
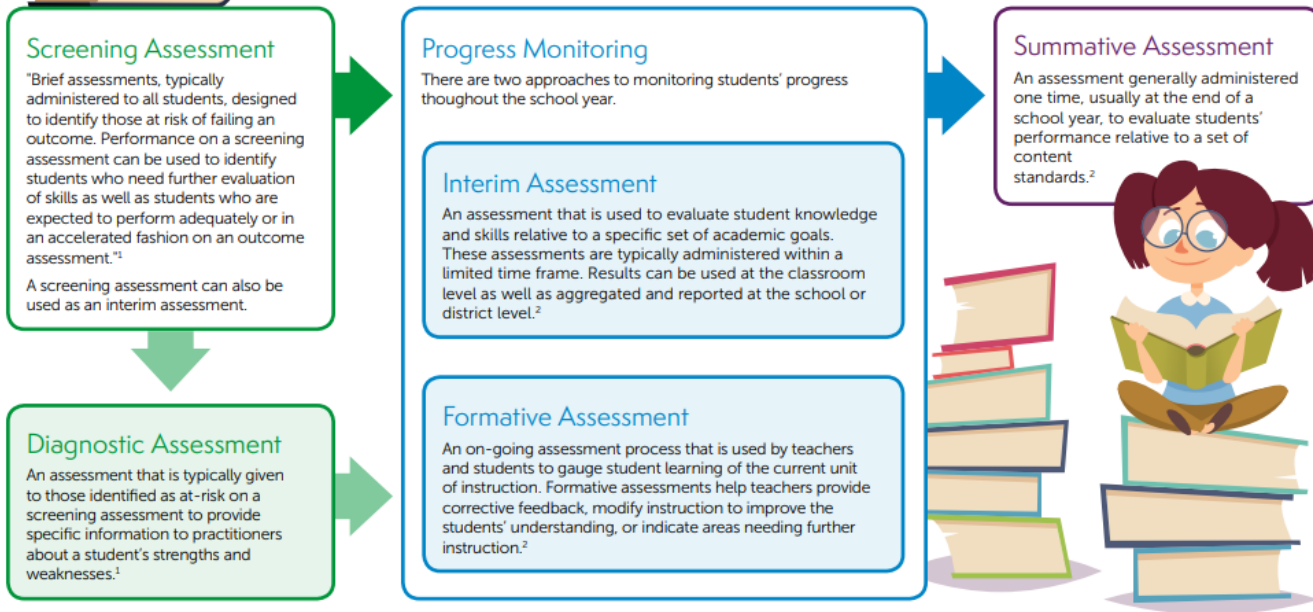
- Screening;
- Progress Monitoring;
- Diagnostic; and
- Summative.

Types of Classroom Assessment

Assessment Terms Used in Reading

There are multiple terms used to describe reading assessments. This infographic is intended to clarify these terms.

Screening Assessment

"Brief assessments, typically administered to all students, designed to identify those at risk of failing an outcome. Performance on a screening assessment can be used to identify students who need further evaluation of skills as well as students who are expected to perform adequately or in an accelerated fashion on an outcome assessment."[1]

A screening assessment can also be used as an interim assessment.

Diagnostic Assessment

An assessment that is typically given to those identified as at-risk on a screening assessment to provide specific information to practitioners about a student's strengths and weaknesses.[1]

Progress Monitoring

There are two approaches to monitoring students' progress thoughout the school year.

Interim Assessment

An assessment that is used to evaluate student knowledge and skills relative to a specific set of academic goals. These assessments are typically administered within a limited time frame. Results can be used at the classroom level as well as aggregated and reported at the school or district level.[2]

Formative Assessment

An on-going assessment process that is used by teachers and students to gauge student learning of the current unit of instruction. Formative assessments help teachers provide corrective feedback, modify instruction to improve the students' understanding, or indicate areas needing further instruction.[2]

Summative Assessment

An assessment generally administered one time, usually at the end of a school year, to evaluate students' performance relative to a set of content standards.[2]

1. Foorman, B.R., Kershaw, S., & Petscher, Y. (2013). *Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR)*. (REL 2013–008). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

2. Perie, M., Marion, S., Gong, B., & Wertzel, J. (2007). *The role of interim assessments in a comprehensive assessment system*. The Aspen Institute.

Information in this infographic is supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

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Partner and Whole Group Discussion

- What is most significant about Florida's guiding principles?

- How does this support PreK-5 Tier 1 Literacy Instruction?

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Ready, Set, Let's Go!
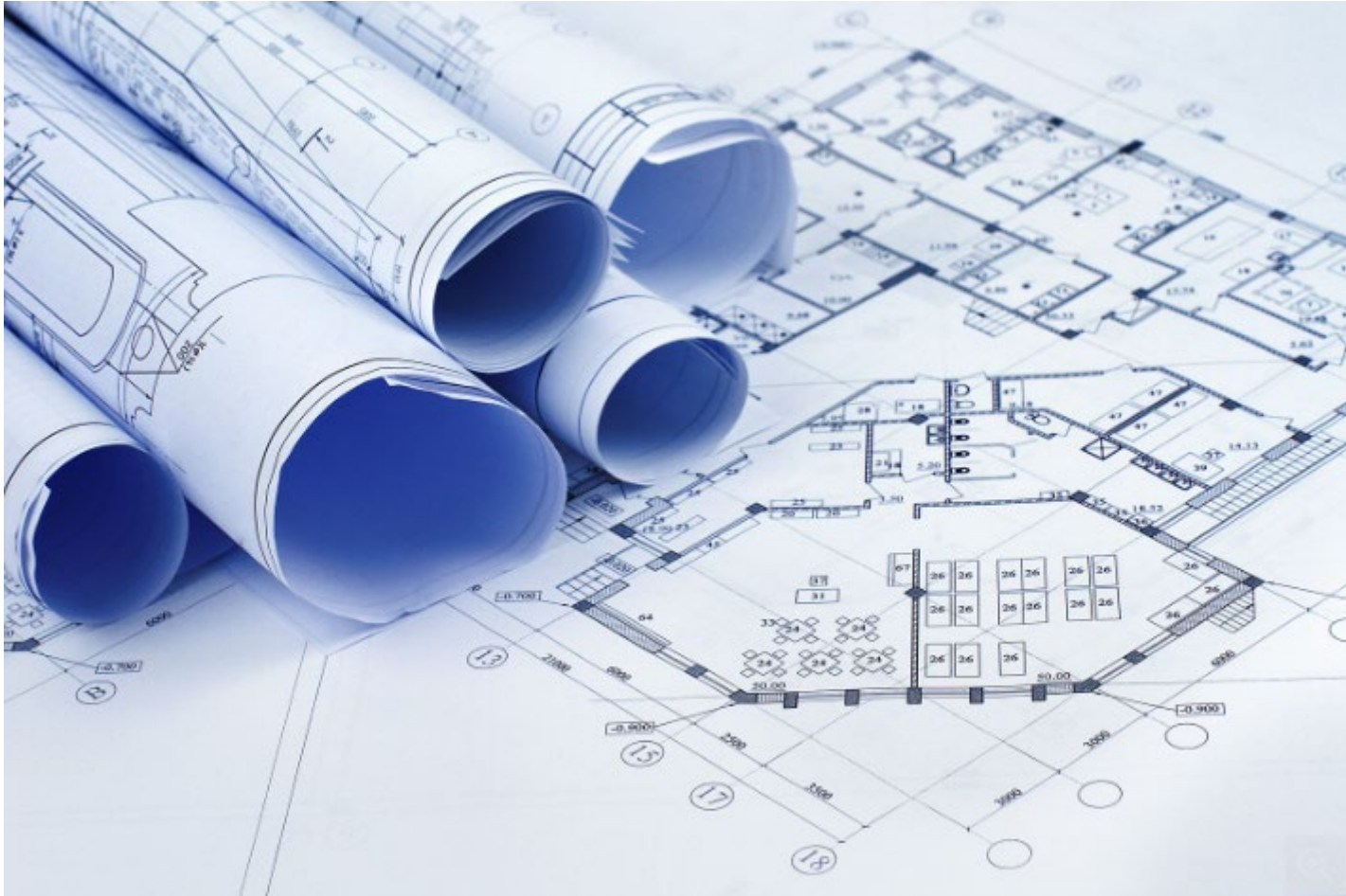
Core Component: *Explicit Instruction*

Core Component	Contribution to the Desired Outcomes	Accomplished Use in Practice
Explicit instruction is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills. One example is the gradual release model.	**Explicit instruction** contributes to the learner's clear understanding of newly introduced or retaught content, concepts and skills, positive engagement in relating to the new learning and strong early literacy progress.	1. Introduces the new content, concept or skill clearly and directly. 2. Models or demonstrates use of the new or retaught content, concept or skill. 3. Provides clear visual and/or auditory examples (and non-examples when needed) to illustrate specific application of content, concept or skill. 4. Provides learners frequent opportunities for guided and independent practice of new content, concept or skill.

Explicit Instruction: *Ineffective Use*

Ineffective Use

1. Introduces new content, concept or skill indirectly, relying upon student inferencing; does not provide clear and concise explanation.
2. Provides instruction without modeling or demonstrating new or retaught content, concepts or skills; does not clarify potential misconceptions.
3. Provides instruction without visual and/or auditory examples and non-examples; does not illustrate specific application of new content, concepts or skills.
4. Provides instruction without follow-up opportunity for learners to practice new content, concepts or skills; does not guide learners toward independence as soon as possible.

Core Component: *Systematic Instruction*

Core Component	Contribution to the Desired Outcome	Accomplished Use
Systematic instruction is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.	**Systematic instruction** contributes to the learner's continuous acquisition of increasingly complex content, concepts and skills in order to become a confident reader. It decreases the prospect of a learner developing a reading difficulty over time.	1. Uses a logical progression of content, concept and skill, proceeding from simple to more complex. 2. Conducts a cumulative review, enabling learners to make connections to previously learned material. 3. Provides opportunities for students to practice previously taught content, concepts and skills to progress toward learning goals.

Systematic Instruction: *Ineffective Use*

Ineffective Use
1. Teaches content, concepts or skills that do not proceed from simple to more complex.
2. Does not provide cumulative reviews for learners to build content, concepts and skills or make connections to new and previously learned material.
3. Does not provide opportunities for learners to practice new and previously taught content, concepts and skills in order to progress toward learning goals.

Core Component: *Scaffolded Instruction*

Core Component	Contributions to the Desired Outcomes	Accomplished Use
Scaffolded instruction is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.	**Scaffolded instruction** contributes toward the quality of a learner's efforts in relating to new or unfamiliar content, concepts and skills that fortify the development of language and literacy skills orally and in written form.	1. Identifies learners who are having difficulty carrying out a task or solving a problem on their own. 2. Provides intentional support matched to the learner's need, such as asking an open-ended question, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement. 3. Monitors the learner's response to the scaffold and provides the next level of support needed on a scale from intense to moderate, gradually releasing ownership of learning to the student until they are able to perform the task independently.

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Scaffolded Instruction: *Ineffective Use*

Ineffective Use

1. Overlooks learners having difficulty carrying out a task or solving a problem on their own.
2. Does not provide appropriate support that relates to the needs of the learner.
3. Does not monitor learner response to scaffolding; does not identify next level of requisite support for further learning; does not empower the learner to perform the task independently.

Core Component: *Corrective Feedback*

Core Component	Contributions to the Desired Outcomes	Accomplished Use
Corrective feedback is clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses learners' errors or misconceptions. It is one type of ongoing instructional feedback.	**Corrective feedback** contributes to a learner's awareness of errors and increases self-correction and self-regulation, the quality of a learner's literacy engagement, motivation and independence for improved performance, behavior and academic achievement.	1. Identifies learner's misunderstanding/error relative to the target instructional goal. 2. Communicates immediate/timely feedback clearly using student-friendly language. 3. Provides the learner the opportunity for timely self-correction. 4. Repeats the process as needed or confirms accuracy based on learner response.

Corrective Feedback: *Ineffective Use*

Ineffective Use
1. Overlooks learner's misunderstanding/error relative to the target instructional goal.
2. Provides no feedback to learner response.
3. Provides the learner no opportunity for self-correction.
4. Provides no confirmation or follow-up correction of the learner's accurate or inaccurate response.

Core Component: *Differentiated Instruction*

Core Component	Contributions to the Desired Outcomes	Accomplished Use
Differentiated instruction is adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.	**Differentiated instruction** contributes to the refined understanding of specific content, concepts and skills within each learner's distinct range of understanding and independent practice that improves individual abilities to successfully engage in comprehension, fluency/decoding, letter-word reading, vocabulary and writing.	1. Delivers individualized instruction using one or more of the following adaptations to meet specific learning needs of each learner or group of learners: the content (what is taught), process (how learning is structured), product (what is produced and assessed) and/or the physical learning environment. 2. Monitors the ongoing understandings and progress toward meeting specific learning goals to determine further adaptations.

# Differentiated Instruction: *Ineffective Use*

Ineffective Use
1. Delivers generalized instruction using none of the following adaptations: content, process, product or physical environment; does not address specific needs of individual learners or groups of learners.
2. Does not monitor learner's ongoing understandings and progress toward meeting specific learning goals to determine further adaptations.

Small Group Activity

- With your table, draft a summary and/or illustration (i.e., symbolism, metaphor) of the primary concepts and priorities included in your assigned practice profile component.

- Gallery walk!
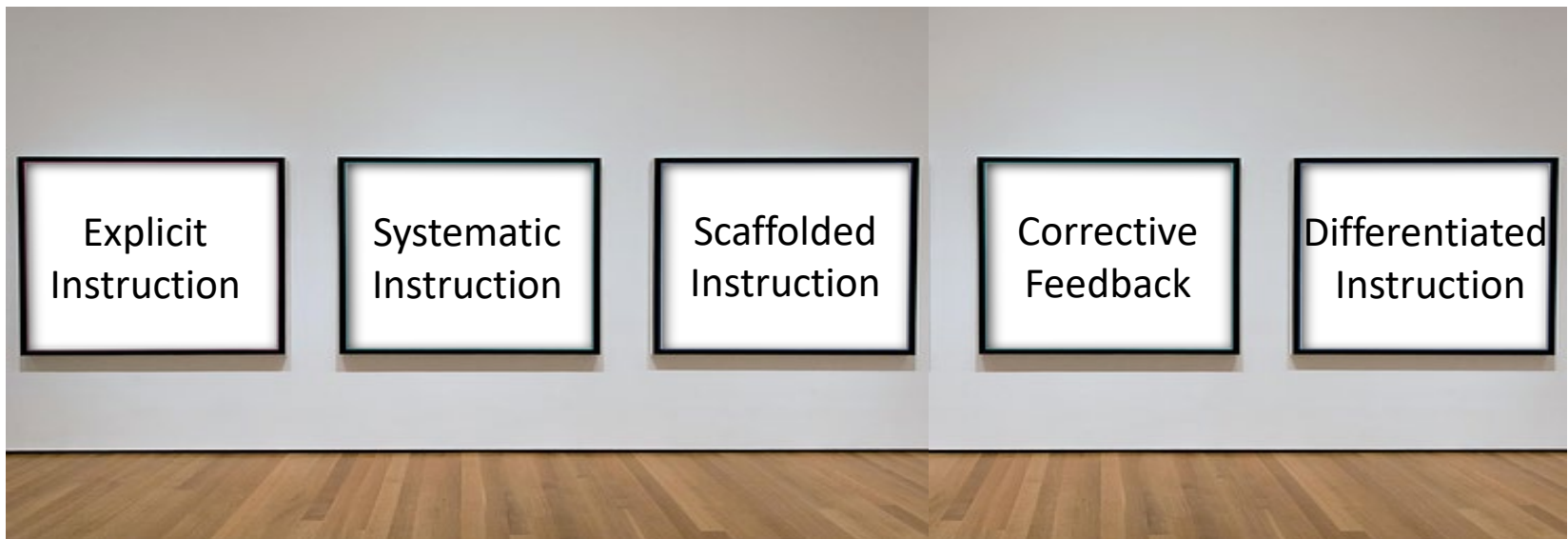
Thank You!

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