



THE FLORIDA IMPLEMENTATION PLAN

***LANGUAGE!* Professional Development**

Teaching students how to read and write is a challenging and complex activity that is learned with the help of coaching and experience (American Federation of Teachers, 1999)⁶. Professional development for teachers, coaches/mentors, and administrators is integral to the effective implementation of *LANGUAGE!*

In the past decade, knowledge about reading research, effective instructional practices, and struggling readers has greatly increased; however, “the fruits of these scientific labors cannot be realized unless teachers understand and are prepared to implement them” (Moats, 2004)⁷. *LANGUAGE!* professional development was designed based on the research indicating that, unless a teacher “understands the content and principles of instruction in the teacher’s manual, intentional teaching is not possible” (Moats, 2004). The in-depth *LANGUAGE!* Professional Development Model includes initial and ongoing professional development for teachers, coaches/mentors, and administrators.

Sopris West Educational Services delivers professional development and implementation services with an understanding and consideration of an instructional school year consisting of 180+ days. Sopris West supports educators and administrators in the highest level of implementation fidelity every day of the instructional calendar. In other words, Sopris West does not approach its implementation support services in a “one-shot” or “once and done” model.

The goal of the *LANGUAGE!* professional development model is to build a school district’s capacity to sustain quality, long-term intervention. The model intentionally decreases publisher support and increases district capacity over the course of implementation. Year 1 training will be delivered 100 percent by Sopris West. Year 2 training will be delivered 75 percent by Sopris West. Year 3 training will be delivered 25 percent by Sopris West. Area/district trainers will deliver training in Years 4 through 6, with Sopris West hosting annual reviews.

The following professional development sessions and tools are provided in the *LANGUAGE!* Professional Development Model:

Years 1–3: Professional Development Model

The charts on the following pages outline the *LANGUAGE!* Professional Development Model, including: timeline, duration, number of participants, types of participants, and technology enhancements. The charts are color-coded to demonstrate the transition from Sopris West-led professional development to district-led professional development:

- **Pink:** Professional development led by Sopris West
- **Blue:** Professional development led by district with guidance from Sopris West
- **Green:** Professional development led by district
- **Purple:** Technology support

Years 4–6: Professional Development Model

Years 4–6 of training are primarily provided by local school district resources. A Sopris West trainer will visit one time during each school year (4–6) to provide any support the district needs. Additionally, Training of Trainers sessions will continue to be provided by Sopris West National Trainers.

⁶American Federation of Teachers. (1999, June). *Teaching reading IS rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.

⁷Moats, L. (2004). Science, language, and imagination in the professional development of reading teachers. In McCardle, P. & Chhabra, V. (Eds.). *The voice of evidence in reading research*, 269–287. Baltimore, MD: Paul H. Brookes Publishing Company.

Year 1: Florida *LANGUAGE!* Professional Development Plan

Please see pages 48–51 for an in-depth description of each session.

	Spring Launch	Summer Year 1	Week 3 Implementation Survey	Fall Year 1	Fall Year 1	Fall Year 1	Spring Year 1	Spring Year 1	Spring Year 1	Spring Year 1
SESSION TITLE	Initial Launch	Initial Training	Online Needs Assessment Survey	School-Based Site Visits	Administrator and Coach/Mentor Follow-Up	Local Capacity-Building Workshop Training of Trainers	School-Based Site Visits	Administrator and Coach/Mentor Follow-Up	Local Capacity-Building Workshop Training of Trainers	Certification of one Area Trainer per 50 teachers implementing <i>LANGUAGE!</i>
TRAINER	Sopris West National Trainer	Sopris West National Trainer		Sopris West Implementation Coach	Sopris West National Trainer	Sopris West National Trainer	Sopris West Implementation Coach	Sopris West Implementation Coach	Sopris West National Trainer	
DURATION	½ day Administrators, ½ day Coaches/Mentors/Lead Teachers	2 days per session		1 visit per building	1 day per session	2 days per session	1 visit per building	1 day per session	2 days per session	
NUMBER OF PARTICIPANTS	100 per training	40 per training		each school	40 per training	25 per session	each school	40 per training	25 per session	
PARTICIPANTS	Teachers, Local Coaches/Mentors, Principals, District Supervisors	Teachers, Local Coaches/Mentors		Teachers, Local Coaches/Mentors	Principals, Local Coaches/Mentors	Local Coaches/Mentors	Teachers, Local Coaches/Mentors	Principals, Local Coaches/Mentors	Local Coaches/Mentors	From pool of Coaches/Mentors attending the Local Capacity-Building Workshops and passing course assessment
TECH SUPPORT	Online Modules and Continuing Education as described on pp. 50–51									



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Year 2: Florida **LANGUAGE!** Professional Development Plan

Please see pages 48–51 for an in-depth description of each session.

	Spring Transition Year 2	Summer Year 2	Summer Year 2	Fall Year 2	Fall Year 2	Fall Year 2	Spring Year 2	Spring Year 2	Spring Year 2	Spring Year 2
SESSION TITLE	Overview and Placement	Initial Training	Administrators Overview	School-based Site Visits	Administrator and Coach/Mentor Follow-Up	Local Capacity-Building Workshop Training of Trainers	School-based Site Visits	Administrator and Coach/Mentor Follow-Up	Local Capacity-Building Workshop Training of Trainers	Certification of one Area Trainer per 50 teachers implementing LANGUAGE!
TRAINER	Sopris West Implementation Coach	District Area Trainer	District Area Trainer	Sopris West Implementation Coach	Sopris West Implementation Coach	Sopris West National Trainer	Sopris West Implementation Coach	Sopris West Implementation Coach	Sopris West National Trainer	
	District Area Trainer	Site-based coaching by district/school mentors/coaches under guidance of Sopris West Implementation Coach								
DURATION	1 day per session	2 days per session	1 day per session	1 visit per building	0.5 day per session	2 days per session	1 visit per building	0.5 day per session	2 days per session	
NUMBER OF PARTICIPANTS	100 per training	40 per training	40 per training	each school	40 per training	25 per session	each school	40 per training	25 per session	
PARTICIPANTS	Teachers, Local Coaches/Mentors, Principals, District Supervisors	Teachers, Local Coaches/Mentors	Principals, Local Coaches/Mentors, District Supervisors	Teachers, Local Coaches/Mentors	Principals, Local Coaches/Mentors	Local Coaches/Mentors	Teachers, Local Coaches/Mentors	Principals, Local Coaches/Mentors	Local Coaches/Mentors	From pool of Coaches/Mentors attending the Local Capacity-Building Workshops and passing course assessment
TECH SUPPORT	Online Modules and Continuing Education as described on pp. 50–51									

Year 3: Florida *LANGUAGE!* Professional Development Plan

Please see pages 48–51 for an in-depth description of each session.

	Spring Transition Year 3	Summer Year 3	Summer Year 3	Fall Year 3	Fall Year 3	Fall Year 3	Spring Year 3	Spring Year 3	Spring Year 3	Spring Year 3
SESSION TITLE	Overview and Placement	Initial Training	Administrators Overview	School-based Site Visits	Administrator and Coach/Mentor Follow-Up	Local Capacity-Building Workshop Training of Trainers	School-based Site Visits	Administrator and Coach/Mentor Follow-Up	Local Capacity-Building Workshop Training of Trainers	Certification of one Area Trainer per 50 teachers implementing <i>LANGUAGE!</i>
TRAINER	District Area Trainer	District Area Trainer	District Area Trainer	District Area Trainer	District Area Trainer	Sopris West National Trainer	District Area Trainer	District Area Trainer	Sopris West National Trainer	
Site-based coaching by district/school mentors/coaches under guidance of Sopris West Implementation Coach										
DURATION	1 day per session	2 days per session	2 days per session	1 visit per building	1 day per session	2 days per session	1 visit per building	1 day per session	2 days per session	
NUMBER OF PARTICIPANTS	100 per session	40 per session	40 per session	each school	40 per session	25 per session	each school	40 per session	25 per session	
PARTICIPANTS	Teachers, Local Coaches/Mentors, Principals, District Supervisors	Teachers, Local Coaches/Mentors	Principals, Local Coaches/Mentors, District Supervisors	Teachers, Local Coaches/Mentors	Principals, Local Coaches/Mentors	Local Coaches/Mentors	Teachers, Local Coaches/Mentors	Principals, Local Coaches/Mentors	Local Coaches/Mentors	From pool of Coaches/Mentors attending the Local Capacity-Building Workshops and passing course assessment
TECH SUPPORT	Online Modules and Continuing Education as described on pp. 50–51									



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Initial Launch—Administrators and Coaches/Mentors (1/2 day for administrators and 1/2 day for coaches)

The initial launch for administrators and coaches/mentors provides guidance on how to make reading a school priority. Participants learn about the curriculum components and the purpose, administration, scoring, and interpretation of the Placement Assessments. Administrators and coaches also learn what to look for in a *LANGUAGE!* classroom, including signs of a strong implementation and correct use of materials. Observation tools (checklists, pacing factors, etc.) are provided. The training also addresses:

- Building a Reading Leadership Team
- Implementation rubrics to objectively measure fidelity of implementation and to provide ongoing implementation data
- Selecting the right teachers
- Ideas for teacher (and student) buy-in
- Parent-student connection
- Incorporating content-area teachers
- Classroom “walk-throughs” to ensure fidelity

Note: The Overview and Placement sessions and Administrators Overview in Year 2 and Year 3 are similar to this session.

Initial Training—Teachers/Coaches/Mentors (2 days per session)

The initial professional development session prepares educators for implementing the *LANGUAGE!* curriculum immediately and builds the background knowledge needed to implement with fidelity. The course presents the *LANGUAGE!* research base and background that is vital to understanding the curriculum’s principles and purpose. Teachers build an understanding not only of how to deliver instruction but also of why they are delivering instruction in a particular way. The training offers ample opportunities for teachers to practice what they have learned. Educators return to the classroom with a strong foundation that allows them to effectively teach the curriculum.

The content of this session includes but is not limited to:

- Six Steps from Sound to Text
- Placement assessment and screening using FCAT scores
- Assessment: Content Mastery
- Assessment: Summative Tests and Progress Indicators
- *LETRS*® (*Language Essentials for Teachers of Reading and Spelling*) Interactive CD Series; Instructional Planning Tools CD-ROM
- *Speaking and Listening to the English Language* oral lessons

School-Based Site Visits—Teachers/Coaches/Mentors (1 day in fall and 1 day in spring)

The school-based site visits include classroom visits by *LANGUAGE!* trainers to observe and coach individual teachers, demonstrate model lessons, and conduct question-and-answer sessions. This customized support assists educators in troubleshooting and addressing challenges that arise during implementation to ensure fidelity of instruction. Much of the content is driven through data and feedback gathered through the online “Needs Assessment Survey for Teachers and Coaches/ Mentors” (see page 50).

During these visits, district coaches shadow the *LANGUAGE!* trainers and participate in observations and debriefing sessions as part of their learning process. Additional content includes but is not limited to:

- Using Content Mastery Assessments to identify students in need of immediate intensive intervention
- Differentiating instruction
- Using leveled books and classroom libraries

Administrator and Coach/Mentor Follow-Up (1 day in fall and 1 day in spring)

For this follow-up training, the *LANGUAGE!* trainer reconvenes with administrators and coaches to discuss any challenges that have occurred since the initial training. Specific content, especially in the fall session, may include pacing, differentiation of instruction, evaluating and utilizing data, general content, and implementation support. Spring sessions typically include content such as:

- Evaluating, utilizing, and reporting data
- Transitioning from Year 1 to Year 2 of implementation
- Maintaining a Literacy Team
- Identifying model teachers

During these sessions, the trainer also debriefs with administrators and coaches about the “walk-throughs” they have done and reinforces what a *LANGUAGE!* classroom “looks like” and elements that should be seen during observations.

Local Capacity-Building Workshop/Training of Trainers—Coaches/Mentors (2 days per session)

Together, Sopris West and your school district develop the local resources that are critical for the ongoing success and sustainability of *LANGUAGE!* implementation. A Training of Trainers session allows a school district to train personnel to provide future teacher training. This is an essential factor in the sustainability of implementation. Qualified district candidates attend a *LANGUAGE!* Training of Trainers session and begin the process toward area certification. This session provides potential area trainers with:

- Preparation to deliver *LANGUAGE!* instruction to teachers (especially practice and modeling of training selections)
- Strategies to support *LANGUAGE!* instruction in all literacy strands
- Instruction in training and assisting teachers in data analysis and using data to differentiate instruction



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- Preparation to facilitate weekly study groups with *LANGUAGE!* teachers and to provide concrete examples of activities/strategies they can incorporate into instruction
- Deeper curriculum knowledge and philosophical background
- Knowledge of current research-based best practices and how they are incorporated into *LANGUAGE!*
- Training guide and outline, PowerPoint®, and handouts to successfully train content-area teachers
- Strategies and templates that can be incorporated into content-area classes
- Content strands that are particularly applicable to content-area classrooms, including vocabulary, comprehension, and writing

Other areas addressed in this session include but are not limited to differentiating instruction, ensuring fidelity of implementation, establishing pacing, reviewing any online courses that have been taken, and using technology tools.

Online Needs Assessment Survey for Teachers and Coaches/Mentors

This Web-based survey serves as a communication tool between Sopris West and coaches/mentors and teachers. The results are used to direct/customize ongoing support and site visits.

Online Training and Continuing Education

LANGUAGE! provides online training and continuing education to support educator and administrator best practices that result in accelerated student learning. This professional development allows *LANGUAGE!* users to:

- Build deeper content and curriculum knowledge with a clear focus on the best practices for teaching reading
- Target and address specific challenges encountered by educators
- Understand and use student performance data to better inform, plan, and differentiate instruction
- Provide a pacing “road map” so that teachers and administrators can assess, on an ongoing basis, where they are compared with where they should be in the curriculum
- Facilitate peer-to-peer collaboration and sharing of best practices

LANGUAGE! online continuing education services for both administrators and teachers are not meant to replace face-to-face training. Courses incorporate both synchronous and asynchronous teaching, and educators implementing *LANGUAGE!* have access to faculty comprising Sopris West’s National Language Implementation Support Professionals. Guest lecturers are available for selected topics to provide ongoing support during implementation or to conduct the actual courses.

Sopris West will work with Florida districts to customize their online courses and course content to ensure district objectives are met. *LANGUAGE!* online continuing education services closely align course content (learning objectives) with established standards (whether state or local) and provide reporting of performance in accordance with these standards.

For administrators, specific elements of implementation are dealt with in four mini courses as follows:

1. Preplanning for Success	<ul style="list-style-type: none"> • Setting priorities • Choosing a literacy leader/coordinator • Determining the vision, mission, and goal for your district • Sources of funding • Determining student need
2. Dealing With Start-Up	<ul style="list-style-type: none"> • Awareness: Setting the stage • The role of the site administrator • Choosing teachers • School/District site teams • Assessment and placement • School site schedules • Monitoring progress and site fidelity • Pacing
3. Staying On Course	<ul style="list-style-type: none"> • The role of administration in continuance • Creating a culture of literacy • Keeping parents informed • Planning for sustainability
4. Professional Development	<ul style="list-style-type: none"> • Finding the right formula for success; how important is training? • Training administrators • Training coaches • Building local capacity through the Training of Trainers process • Teacher turnover and attrition

For teachers and coaches/mentors, specific elements of program implementation are dealt with in four mini courses as follows:

1. Understanding the <i>LANGUAGE!</i> Research Base	<ul style="list-style-type: none"> • Research base and pedagogical foundation • Understanding the science behind the struggling reader • Evidence-based instructional practices • Efficacy data
2. The <i>LANGUAGE!</i> Curriculum: Structure and Components	<ul style="list-style-type: none"> • Six Steps from Sound to Text • My <i>LANGUAGE!</i> resources: What to use and when • <i>LANGUAGE!</i> support of the Sunshine State Standards
3. Teaching <i>LANGUAGE!</i>	<ul style="list-style-type: none"> • The DNA of the <i>LANGUAGE!</i> Teacher Editions • Step 1: Phonemic Awareness and Phonics • Step 2: Word Recognition and Spelling • Step 3: Vocabulary and Morphology • Step 4: Grammar and Usage • Step 5: Listening and Reading Comprehension • Step 6: Speaking and Writing
4. <i>LANGUAGE!</i> Assessments	<ul style="list-style-type: none"> • Establishing a baseline • Monitoring progress • Determining mastery • The <i>LANGUAGE!</i> Progress Monitoring and Reporting System for Florida



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Other Professional Development

Other professional development supports in the model include online surveys, WebEx sessions, and Web site support tools.

Support Materials Included With Major Tool

The following materials are provided with Major Tool to assist with fidelity of implementation and are reviewed in-depth during *LANGUAGE!* professional development:

- *LETRS* Interactive CD-ROM, Module 2: *The Speech Sounds of English*
This interactive module introduces phonemes and discusses the importance of phonological awareness in reading and spelling instruction. *The Speech Sounds of English* also discusses the features of consonants and vowels and covers some of the problems that students who speak other languages or dialects may have when learning English.
- *LANGUAGE! Placement: Administration, Scoring, and Use* DVD
This DVD walks educators through the purpose, administration, scoring, and interpretation of the Placement Assessments. It also supports teachers with the administration and scoring of the Progress Indicators that are administered at the end of each book level.
- *LANGUAGE! in the Classroom* DVDs
This DVD set provides classroom footage from all six steps of Unit 5, Lesson 8. The six-step lesson sequence is the basis of every *LANGUAGE!* lesson. Insights into classroom management, curriculum content and background, and instructional methods are presented. Also included on these DVDs are in-class models of all phonemic awareness activities used throughout the curriculum.