

SECTION 1

INTRODUCTION



INTRODUCTION

The Purpose of *Leading for Reading* Professional Development

As the essential link among reading research, teachers, and student results, coaches must be well prepared. The purpose of *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* is to aid in this preparation. The *Leading for Reading* model has combined the best information on reading development and coaching implementation for this initial professional development series for coaches. Suggestions are also made and resources listed for additional professional development sessions to encourage the continuous learning necessary to sustain quality coaching.

This guide is based on converging evidence from scientifically based reading research. Coaches' effectiveness as they take the lead in improving classroom reading instruction, and ultimately, student outcomes in reading, will be enhanced through active participation in this professional development activity. For best results, the objectives below should be met within a year of receiving the materials. Success may be measured by the resulting improvements in student reading achievement.

Orientation to the *Leading for Reading* Professional Development Module

Leading for Reading comprises three components:

- A *Participant's Guide* that provides extended K–3 literacy content, space for participating in learning activities and recording responses, reproducible masters for the forms that the facilitator uses in the training, and an extended glossary. The *Participant's Guide* is intended both to support learning during the professional development sessions and to serve as an extensive resource for participants once they return to their schools;
- A *Facilitator's Guide* that offers key information for each slide in the accompanying slide presentation, including explanations, examples and sample wording, instructions for activities, and references to the corresponding *Participant's Guide* pages. Additionally, facilitators will want to review the *Participant's Guide* to personalize his or her presentation notes; and
- A PowerPoint slide presentation with important content for the professional development, including embedded video clips that demonstrate practical application of the content.

As a professional development tool, the *Facilitator's Guide* contains several features designed to help participants make connections to their own communities, adjust the time allocated to various topics, and model strategies that can easily be applied in classrooms. *Making It Personal* introduces key concepts that will allow participants to benefit by connecting the materials with local ways of work. Suggestions include replacing *Leading for Reading* sample forms with local forms or procedures, using school or district data, or inviting local guest speakers to address community concerns or challenges. *Talking It Over* gives ideas that can be used to explore topics in more depth or to adjust practice time if necessary, allowing the facilitator to personalize the professional development to their localities and to adapt to the four- or five-day format. The facilitator is also expected to model the use of a Vocabulary Word Wall. This list of key words for each session appears at the end of each chapter of this *Facilitator's Guide*. Learning Centers are the culminating activity for each chapter and provide a way for participants to select activities of interest.

Project Objectives

1. Regional Comprehensive Centers, other technical assistance providers, and/or states will develop a plan to disseminate *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* as a professional development model for preparing school-based reading coaches.
2. Regional Comprehensive Centers, other technical assistance providers, and/or states will personalize *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* by including state-specific information, as indicated, to strengthen the training, coordination, and support systems for school-based reading coaches.
3. States, consortia, and/or districts will increase reading coaches' effectiveness by providing *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* in the four- or five-day format suggested and by supplying coaches with the knowledge, skills, and feedback they need to move from being successful classroom teachers to becoming successful coaches of classroom teachers.
4. States, consortia, and/or districts will implement processes that facilitate a collaborative relationship among the school's coach, administration, and staff to sustain gains from *Leading for Reading* implementation.
5. States, consortia, and/or districts will improve the quality of the professional development programs in participating schools by using appropriate *Leading for Reading* resources as the basis for individual, small, or large-group sessions.
6. States, consortia, and/or districts will use the evaluation of the *Leading for Reading* program implementation and its impact on student achievement to increase the effectiveness of reading coaches as a strategy for improving student learning.

Professional Development Delivery Options

Reading coaches are selected based on their experience in and knowledge of reading as well as their ability to communicate with their peers. Ideally, a lead reading coach with a depth of knowledge about the reading process and finesse with collaboration would be the best facilitator to provide the *Leading for Reading* professional development sessions. Although the subject matter may be reviewed individually, having the opportunity to practice communication and be a part of a learning community requires a multi-day workshop format during which coaches engage and interact with content and colleagues. Suggestions for a four- or five-day format are listed below.

Leading for Reading: An Introductory Guide for K–3 Reading Coaches **Professional Development Four-Day Format**

Day One	Day Two	Day Three	Day Four
Introduction Chapter 1—Defining Coaching Chapter 2—On-site Professional Development	Chapter 3—The Five Reading Components Chapter 4—Scientifically Based Reading Instruction	Chapter 5—Assessment-Driven Instruction Chapter 6—Instructional Effectiveness	Chapter 7—Instructional Leadership Chapter 8—Sustaining Reading Improvement

The four-day format would be most appropriate for coaches who are comfortable with the five essential components of scientifically based reading instruction and simply need a refresher to confirm their knowledge of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Leading for Reading: An Introductory Guide for K–3 Reading Coaches
Professional Development Five-Day Format—Example A

Day One	Day Two	Day Three	Day Four	Day Five
Introduction Chapter 1—Defining Coaching Chapter 2—On-site Professional Development	Chapter 3—The Five Reading Components	Chapter 4—Scientifically Based Reading Instruction	Chapter 5—Assessment-Driven Instruction Chapter 6—Instructional Effectiveness	Chapter 7—Instructional Leadership Chapter 8—Sustaining Reading Improvement

The five-day format, as shown in example A, would be most appropriate for coaches who need a stronger background in the five essential components of scientifically based reading instruction. This format provides additional time for coaches to learn how to identify effective reading instruction in the classroom setting.

Leading for Reading: An Introductory Guide for K–3 Reading Coaches
Professional Development Five-Day Format—Example B

Day One	Day Two	Day Three	Day Four	Day Five
Introduction Chapter 1—Defining Coaching Chapter 2—On-site Professional Development	Chapter 3—The Five Reading Components Chapter 4—Scientifically Based Reading Instruction	Chapter 5—Assessment-Driven Instruction	Chapter 6—Instructional Effectiveness	Chapter 7—Instructional Leadership Chapter 8—Sustaining Reading Improvement

For those districts where coaches have strong reading knowledge but need additional professional development in data analysis and communication, the five-day format as shown in Example B provides another option. In either scenario, the five-day model provides additional time for practice in the collaborative skills of coaching and in differentiating content covered based on school-specific data.

Principal participation in the *Leading for Reading* training would be excellent. If attendance every day is not possible, principals may be strongly encouraged to team up with the coach during the last day of the training, when sustaining gains in reading achievement through the efforts of the instructional leadership team will be discussed. Identifying reading team members, drafting a reading component for a school improvement plan, and discussing next steps will be more productive with a member of the school's administration present.

After *Leading for Reading* professional development, continuing connections with others undertaking the same work through in-district meetings, face-to-face study groups, or online seminars is strongly encouraged to allow coaches to share the wealth of experiences that accompany this work. Paraprofessional cadres, parent groups, or enrichment teachers all affect student reading; these groups may also benefit from formal interactions facilitated by coaches.

This workshop is designed to assist in the beginning of a coach's career and should be scheduled several weeks before the start of the school year. Following this timeline, coaches can start their work with a better understanding of the big picture of reading reform in their schools. A stronger understanding of their role, combined with the knowledge and skills they need, will provide coaches with a smoother introduction to the coaching process.

If the coaching model has already begun, this information may confirm research-based strategies and prompt collegial conversations on how coaching looks in a particular school or district. Creating a community of learners

among coaches is an effective way to address coaches' evolving learning needs while using their experience and expertise to build coaching capacity. The reality of personnel changes, funding cycles, materials distribution, and other opportunities may limit the ideal approach. Flexibility is the key to quality coaching and this guide can be used in a variety of ways.

Other methods for using the *Leading for Reading* include:

- Using the *Participant's Guide* as a study group tool with other coaches. A chapter per week could prompt positive exchanges;
- Selecting materials appropriate for use with individual teachers, small or large groups, and using the *Participant's Guide* to provide topic-specific professional development. Individual chapters may be downloaded one by one at www.centeroninstruction.org; and
- Reading the information individually and completing the activities which extend and reinforce the information as a self study.

Preparing for Professional Development

The *Leading for Reading* model is based on the National Staff Development Council's standards for quality professional development. Activities provide essential practice and processing time for the concepts covered. Discussion is encouraged to facilitate a learning community among the participants. Resources are suggested for further development of leadership skills. Strategies are research-based and honor adult learning.

Multiple-day professional development is a tremendous investment of time and resources. This section of the *Facilitator's Guide* is designed to assist the provider in receiving the greatest return on this investment. It may be tempting to collapse the sessions by relegating practice time as homework, rushing the presentation, or skipping discussions. Fidelity to the *Leading for Reading* model as designed is critical to receive the full benefit of this professional development.

The preparation process involves detailed planning and targeted orientation to ensure success. Coaches struggle to be successful when they do not have the explicit formal and informal support of administrators, both within their schools and at the district level. Without district support, many principals are reluctant to fully support a coach's efforts.

For preparation, use the handouts, supports, and DVD provided in this *Facilitator's Guide*. The material is also available on the Center on Instruction website at www.centeroninstruction.org. The provider should model the collaboration used by a successful coach when planning this professional development opportunity. Identifying individuals with talents to accomplish the tasks listed below would be a great way to begin this cooperative process.

Numerous activities, discussion options, and suggestions to personalize the presentation are provided. For the facilitator, this is a form of differentiating instruction and should be brought to the participants' attention as an example of this important strategy. The following Assistance, Equipment, Materials, and Resources charts list necessary items for all of the professional development options. As you plan the *Reading for Leading* module, you may delete items to accommodate activities which better meet your participants' needs.

Assistance	Who	When	Confirm
Planning Committee for <i>Reading for Leading</i> Professional Development			
Orientation on Professional Development for: <ul style="list-style-type: none"> State departments of education Superintendent/s District office administrator/s Principal/s Coaches Candidates for administrative positions Candidates for coaching positions 			
Facilities <ul style="list-style-type: none"> Lodging Meeting room/s 			
Materials <ul style="list-style-type: none"> Purchase Distribution 			
Registration			
Hospitality <ul style="list-style-type: none"> Breaks Meals 			
Technical/ Audio/ Visual			
Facilitator/s			
Guest Speaker/s (Optional) <ul style="list-style-type: none"> Welcome—Day One Welcome—Subsequent days Demonstration Lesson Phonemic Awareness—Chapter 3 Demonstration Lesson Phonics—Chapter 3 Demonstration Lesson Fluency—Chapter 3 Demonstration Lesson Vocabulary—Chapter 3 Demonstration Lesson Comprehension—Chapter 3 Discuss Assessment Scheduling—Chapter 5 Discuss Progress Monitoring—Chapter 5 Discuss how practices of reading leadership team affect student achievement—Chapter 7 Discuss Reading Walk-Through or Classroom Walk-Through practices—Chapter 8 	Superintendent District administrator/s PD participant PD participant PD participant PD participant PD participant Coach Principal, Coach, Teacher Team Reading Leadership Team Principal or Assistant Principal		

Equipment	Quantity	Purpose	Availability
Laptop computer	1	Run the PowerPoint	
Speakers for laptop or house sound system	2 speakers or 1 house sound system	Broadcast of video clips embedded in PowerPoint	
Large screen	1	Project the PowerPoint	
LCD projector	1	Project the PowerPoint	
Lavaliere microphone	1 per presenter	Introduction	
Computer with Internet access	2–4	Learning center stations	
Remote control	1	Run the PowerPoint	
Laser pointer	1	Emphasize content	

Materials	Quantity	Purpose	Availability
3" Binder notebook	2 per participant	Bind <i>Participant's Guide</i> Bind <i>Facilitator's Guide</i>	
DVD sleeve	1 per participant	Protect DVD	
Pocket file folder	1 per participant	Hold brochures	
Name badges	1 per participant	Introduction	
Name tents	1 per participant	Introduction	
Individual whiteboards	1 per participant	Activities	
Dry erase markers	1 per participant	Activities	
Eraser for whiteboard	1 per participant	Activities	
Reading-related incentives	20	Activities	
Sticky chart paper	1 tablet	Activities	
Red, yellow, and green markers	1 per participant	Activities	
Varying sizes of sticky notes	1 pack per table	Activities	
Poster board	1	Questions poster	
Lightweight bins	4	Learning Center organization	
Brightly colored card stock	1 per word (about 120)	Vocabulary Word Wall	
Pointer	1 per day	Activities	
Pocket chart	1	Centers Management Board	
Variety of art supplies		Make and Take Center	
Journals	1 per participant	Reflection Center	

Tasks

- Introduce the *Leading for Reading* professional development model to the appropriate audience and/or to those who give permission for participation. While letters of introduction may be used, a brief orientation at a regularly scheduled meeting of the targeted audience is advised. Focus the presentation on how support of the *Leading for Reading* professional development will benefit its participants as well as the audience addressed. End by requesting an invitation to present additional information to members of your audience's sphere of influence. For example, request 10 minutes on the agenda of an educational consortium's board meeting, where you will have an opportunity to address many superintendents. Focus on how the *Leading for Reading* professional development opportunity is designed to maximize the impact of the coaching model in teacher performance and student achievement in reading. End by requesting a 20-minute opportunity to address administrators in the superintendents' districts at their next meetings. Follow up with a call to each superintendent within a week of this presentation.
- Send a letter of introduction and orientation to the training if participants pre-register; templates for both are located in Section 4 of the *Facilitator's Guide*. Alert participants that they need to bring:
 - State, district, school goals;
 - School curriculum map;
 - State standards;
 - Teacher's edition for school reading program;

- Teacher's edition for intervention program;
 - Actual school screening data;
 - Actual progress monitoring data;
 - Actual diagnostic data;
 - Sample classroom schedules; and
 - School coaching schedule.
- Secure a convenient location for the training. The ideal location would have a room large enough to accommodate a group of 24 participants and space to accommodate four learning centers. Internet access will be required for at least one of the learning centers.
 - Place tables (one per six participants) within view of the projection screen and in an arrangement conducive to discussion at the table.
 - Set up LCD projector and screen.
 - Download the PowerPoint presentation to your personal computer. Attempts to present the PowerPoint directly from the website will result in poor broadcast quality of the video clips.
 - Test all equipment prior to participant arrival. Make sure computer settings allow for full view of PowerPoint slides.
 - Set sound levels for comfortable listening.
 - Duplicate the *Leading for Reading Participant's Guide*, one per participant. Binding it in notebooks with dividers will help participants locate the appropriate material quickly.
 - Provide the participants with copies of their entire notebook at the beginning of the training. Encourage participants to write in their notebooks. All forms are available in a copy-ready format at the end of each chapter.
 - Gather resource materials and supplies required for each day's activities.
 - Place supplies in the center of each table.
 - Set up registration table for Day One with sign-in sheets.
 - Have participants complete any other documentation required for travel reimbursement or professional development credits.

Resources	Quantity	Purpose	Availability
Center on Instruction brochures	1 per participant	Introduction	www.centeroninstruction.org
United States Department of Education brochures	1 per participant	Introduction Chapter 1	www.ed.gov/index.jhtml
National Staff Development Council (NSDC) brochures	1 per participant	Introduction Chapter 1 Chapter 2	1-800-727-7288 www.nsd.org
<i>Report of the National Reading Panel: Teaching Children to Read</i>	1	Display Introduction Chapter 1 Chapter 3	www.nationalreadingpanel.org
State reading standards	1 per participant	Activities Chapter 4	
District reading standards	1 per participant	Activities	
School reading standards	1 per participant	Activities	
<i>Preventing Reading Difficulties in Young Children</i> by Catherine Snow, M. Susan Burns, and Peg Griffin	1	Display Chapter 3	www.ed.gov/inits/americanreads/ReadDiff/read-sum.html
<i>Starting Out Right</i>	1	Display	http://nap.edu/html/sor
<i>Teaching Children to Read</i>	1	Display	www.nationalreadingpanel.org/
<i>Put Reading First</i>	1 per participant	Activities	1-800-228-9913; www.nifl.gov
<i>Voice of Evidence in Reading Research</i>	1	Display	
Job description for a coach	1	Facilitator Chapter 1	
Job advertisement for a coach	1	Facilitator Chapter 1	
<i>NSDC's Standards for Staff Development</i>	1	Display Introduction Chapters 1 and 2	1-800-727-7288; www.nsd.org
<i>Beginning to Read: Thinking and Learning about Print</i> by Marilyn Adams	1	Display Chapter 3	
<i>Making Sense of Phonics: The Hows and Whys</i> by Isabel Beck	1	Display Chapter 3	
<i>Reading Fluency Assessment and Instruction</i> by Roxanne Hudson, Holly Lane, and Paige Pullen	1	Display Chapter 3	
<i>Bringing Words to Life: Robust Vocabulary Instruction</i> by Isabel Beck, Margaret McKeown, Linda Kucan	1	Display Chapter 3	
The RAND Report: <i>Reading for Understanding</i>	1	Display Chapter 3	
<i>American Educational Research Journal</i>	1	Display Chapter 3	http://sagepub.com/
<i>Elementary School Journal</i>	1	Display Chapter 3	www.journals.uchicago.edu/ESJ/home.html

Resources	Quantity	Purpose	Availability
<i>Journal of Literacy Research</i>	1	Display Chapter 3	www.nrconline.org/jlr/archive/index.html
<i>Reading Research Quarterly</i>	1	Display Chapter 3	
<i>Journal of Educational Psychology</i>	1	Display Chapter 3	
Sample student learning centers	3–5	Display Chapter 4	
Sample curriculum map	1 per table	Chapter 4	Participants need to bring a curriculum map from their school.
Sample school schedule	1 per table	Chapter 4	
Teacher's manual for reading program	1 per table	Chapter 4 Chapter 5	Participants need to bring a teacher's manual from the reading program used at their school.
Sample student center management boards	3–5	Display Chapter 4	
Teacher's manual from the reading intervention program used at participants' schools	3–5	Display Chapter 4	Participants need to bring a teacher's manual from the intervention program used at their school.
Sample intervention schedule	1 per table	Chapter 4	
Sample screening data	1 per table	Chapter 5	Participants need to bring actual screening data from their school.
Sample of screening, progress monitoring, diagnostic, outcome assessments	3–5	Chapter 5	
Sample progress monitoring data	1 per table	Chapter 5	Participants need to bring actual progress monitoring data from their school.
Sample diagnostic data	1 per table	Chapter 5	Participants need to bring actual diagnostic data from their school.
Sample outcome data	1 per table	Chapter 5	Participants need to bring actual outcome data from their school.
Newspaper headlines on assessment results	3–5	Chapter 5	
Sample classroom schedules	1 per table	Chapter 5	Participants need to bring sample classroom schedules from their school.
One-step direction slips	15	Chapter 6	
DVD with 3 minutes of interactions or live TV	1	Chapter 6	
Slips of paper numbered Teacher 1, Teacher 2, etc.	8	Chapter 6	
Slips of paper numbered Coach 1, Coach 2, Coach 3 etc.	8	Chapter 6	
Sample schedule for a coach	1 per table	Chapter 7	Participants need to bring a copy of the coaching schedule used at their school.

- Facilitators must become very familiar with the content of the *Leading for Reading Participant's Guide*. You will find additional background information in Section 3 of the *Facilitator's Guide*, "Readings About Reading."
- The format of Section 2, "Facilitator's Notes," identifies materials suggested for each slide, outlines key points for whole-group discussion, describes activities and examples, and notes resources and ideas to personalize the presentation.
- Personalize the *Leading for Reading* materials by noting terms used in your state, district, or school. Gather examples of forms already in use that meet the intent of the forms proposed in the guide. Invite educators who model the concepts in the guide to share their experiences.
- Familiarize yourself with the organization of the training. Adjust it if necessary. Remember that processing and practice time is essential to quality professional development.
- Duplicate and sign certificates (page FG 237).