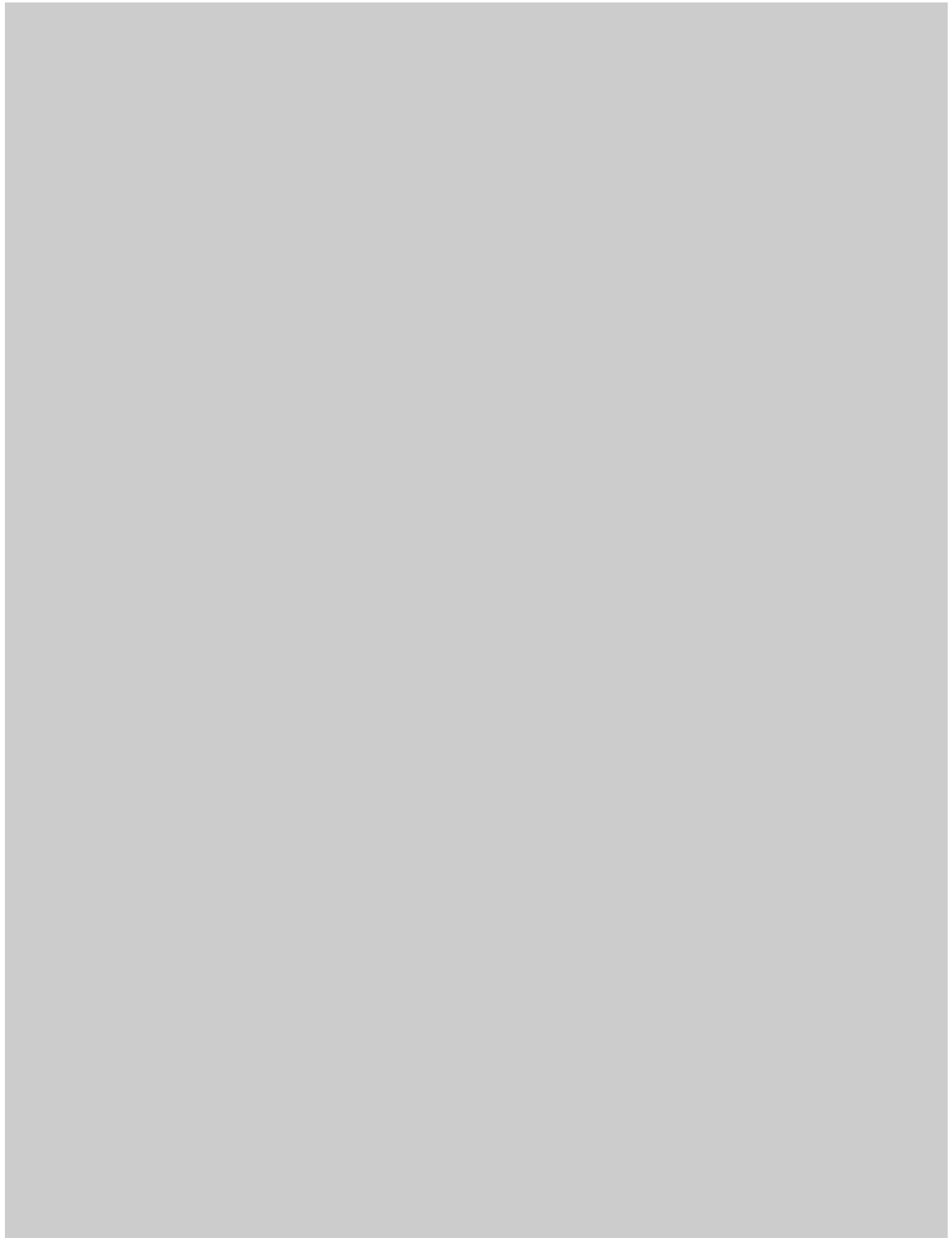


C H A P T E R

2

**PROVIDING
ON-SITE
PROFESSIONAL
DEVELOPMENT**





CHAPTER 2: PROVIDING ON-SITE PROFESSIONAL DEVELOPMENT

PG 2.5 OBJECTIVE

- PG 2.5** What is professional development (PD)?
- PG 2.7** What are the standards for professional development?
- PG 2.8** How does coaching fit into the big picture of professional development?
- PG 2.10** How does a coach determine on-site professional development needs?
- PG 2.18** What are the characteristics of effective on-site professional development?
- PG 2.19** What are the key elements of an on-site professional development plan?
- PG 2.20** How do learning objectives help a coach plan professional development?

PG 2.26 LEARNING CENTERS

PG 2.29 REFERENCES

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**OBJECTIVE**

Reading coaches will build their knowledge and use their expertise to plan, deliver, follow-up on, and evaluate on-site professional development at their schools to improve teacher practice and student achievement.

WHAT IS PROFESSIONAL DEVELOPMENT (PD)?

As an experienced educator, your participation in numerous professional development activities has likely led to your own definition of the term. You've been there, done that, and received the tote bag. You are probably asking what makes this professional development model and goal different from all the others. Does professional development really make a difference in achieving goals? Good question!

**PROCESS & PRACTICE****PD: New and Improved Activity**

Think of the three most effective and the three least effective professional development activities you have participated in during your career. What made these activities memorable? As you compare and contrast these experiences, record your thoughts below.

Effective Professional Development	Less Effective Professional Development
1.	1.
2.	2.
3.	3.

You may have to overcome your peers' negative associations with weak or ineffective professional development.



WATCH A VIDEO CLIP

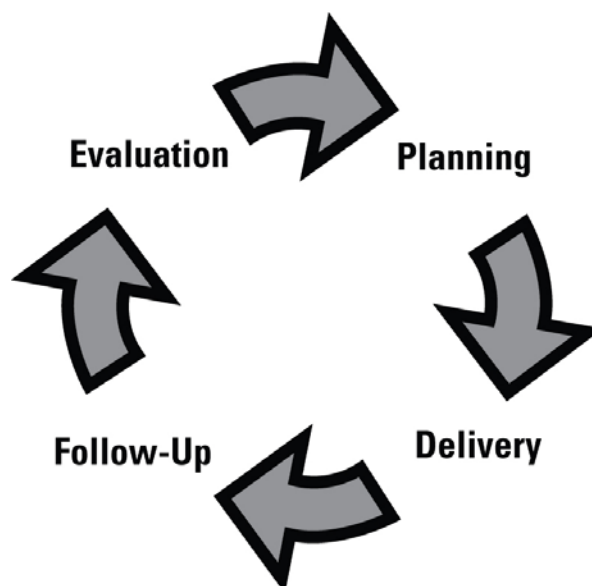
Let's hear some teachers' opinions on what makes professional development effective or ineffective. Compare their thoughts with the experiences you recorded in the Process & Practice activity.

What makes the difference between effective and ineffective PD for you?

[illegible]

One of teachers' biggest complaints about professional development is its lack of relevance to what they teach. Generic teaching strategies, while helpful to know, are not a useful focus for educators unless these strategies are aligned with their curriculum and address students' immediate learning needs. In order to change teachers' complaints to commendations, new and improved professional development must include a constant cycle of thoughtful planning, engaging delivery, frequent follow-up, and evaluation based on student impact. The graphic below illustrates the ongoing cycle in a professional development system focused on meeting student needs (Florida Department of Education, 2006).

Professional Development System



According to the National Commission on Teaching for America's Future (1996) *What Matters Most: Teaching for America's Future*, "many goals set to improve student achievement by major reform movements in the past have not been realized because teachers and schools did not know how to make the change and the systems in which they worked did not support them in learning how" (p. 5). McLaughlin and Marsh confirmed this premise as early as 1979 when they speculated that one reason for reform failure was underestimating teacher training needs. Successful programs cannot be replicated in schools where staff lacks the know-how and resources to bring the programs to life. Can professional development make a difference? Absolutely.

Current reform movements emphasize the importance of professional development in realizing their student-focused goals. The National Staff Development Council (NSDC) Standards for Staff Development (2001) support these goals, and define professional development (PD) as learning to help educators "acquire or enhance the knowledge, skills, attitudes and beliefs necessary to create high levels of learning for all students" (p. 2).

WHAT ARE THE STANDARDS FOR PROFESSIONAL DEVELOPMENT?

The NSDC Standards for Staff Development are divided into context, process, and content categories, with the caveat that if one dimension is ignored, the intended results are far less likely to be achieved. Context standards describe the structures that must be in place for successful learning to occur. Process standards address the use of data, evaluation, and research. Content standards address the knowledge and skills that ensure success for all students. Context, process, and content standards are all necessary to ensure that professional development improves student learning.

The NSDC context, process, and content standards for staff development that improves the learning of all students, are summarized below:

Context Standards—Staff development that improves the learning of all students:

- Organizes adults into learning communities whose clear goals are consistent with school and district goals;
- Requires skillful school and district leaders who guide continuous instructional improvement; and
- Requires resources to support adult learning and collaboration.

Process Standards—Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement;
- Uses multiple sources of information to guide improvement and demonstrate the impact of professional development;
- Prepares educators to apply research to decision making;
- Uses learning strategies designed to achieve the intended goal;
- Applies knowledge about human learning and change; and
- Provides educators with the knowledge and skills to collaborate.

Content Standards—Staff development that improves the learning of all students:

- Assures equity and prepares educators to understand and appreciate all students, to create safe, orderly, and supportive learning environments, and to hold high expectations for students' academic achievement;
- Results in quality teaching which deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately; and

- Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Some educators question why, if improving the learning of all students is the focus, time should be diverted from the classroom and devoted to teacher training? Ferguson (1991) answers by reporting that **teacher quality is the most critical aspect of school and student success and has a direct impact on student learning**. Teacher quality matters more than many reform initiatives a school or district may adopt to address deficits in student learning (National Commission on Teaching for America's Future, 1996). When teacher learning is aligned with student needs and student curriculum, no time is lost. Time invested in professional development is repaid with interest and improved student achievement.

HOW DOES COACHING FIT INTO THE BIG PICTURE OF PROFESSIONAL DEVELOPMENT?

If you have coaching at your school, one answer to this question would be, "Our teachers learn new things in their classrooms!" **Coaching is a promising approach to help teachers learn and confirm the most effective practices in education on-site.** Coaching addresses the NSDC standards through job-embedded learning, which encourages participants to apply what they learn on the job and supports mid-course corrections if a strategy is not working. Coaching offers a learning process focused on a person's immediate needs. Provided one-on-one, in small groups, by grade level, by department, or by skill level, coaching's versatility enhances its practicality.

Coaching also applies many concepts that are known to be effective in helping adults learn. Because adults learn best by doing, coaches provide opportunities for demonstration, practice, collaborative problem-solving, and feedback. Delivery on-site allows for frequent follow-up on the training topic, which helps teachers transfer their learning experiences into practice. Research on transfer has shown little evidence that knowledge and skills learned in one setting are spontaneously applied in another. Only through coaching support has there been significant transfer of training to classroom practice.

The following chart shows "the relationship between different types of training outcomes (knowledge, skill, transfer) in terms of the percentage of participants likely to attain them when the combinations of components are employed" (Joyce & Showers, 2002, p. 78). The first column lists components of professional development: theory, demonstration, practice, and coaching. Across the top of the chart are the three levels of understanding: knowledge, skill, and transfer to practice.

PROFESSIONAL DEVELOPMENT OUTCOMES

Professional Development Elements	Knowledge Level (Percentage of participants who understand content)	Skill Level (Percentage of participants who demonstrate proficiency in the instructional practices)	Transfer to Practice (Percentage of participants who regularly implement instructional practices in the classroom)
Theory Presenter explains content—what it is, why it is important, and how to teach it.	10%	5%	0%
Demonstration Presenter models instructional practices.	30%	20%	0%
Practice Participants implement instructional practices during the session.	60%	60%	5%
Coaching Participants receive ongoing support and guidance when they return to the classroom.	95%	95%	95%

Professional development that affects student outcomes positively focuses on strong curricular-based content that includes research-based instructional strategies and practices that enhance and expand teachers' existing knowledge and skills. When this professional development is supported, it is estimated that 95% of teachers are more likely to learn and implement new practices in the classroom. It is the accurate implementation that affects student achievement.

While participants in off-site professional development may return to school with positive intentions to implement accurately what they have learned, daily classroom challenges frequently erode enthusiasm for new strategies, with a resulting lapse into what was done previously. Lead Literacy Coach Maryann Ouellete (Richardson, 2004, p. 7) contrasts isolated off-site professional development with coaching:

"With coaching, you not only get the opportunity for professional development but you have this person on site on a regular basis to help you implement and problem solve around the particular nuances of the population you're working with. The coach can be your cheerleader and your conscience."

HOW DOES A COACH DETERMINE ON-SITE PROFESSIONAL DEVELOPMENT NEEDS?

Determining needs is part of thoughtful planning. Just as effective reading instruction is guided by assessments of students' strengths and needs, effective professional development is based on an assessment of needs in a school. Professional development needs assessment should include these three elements:

1. Analyzing the needs identified through student achievement data (Hasbrouck & Denton, 2005);
2. Summarizing the needs that the coach observes during classroom visits; and
3. Determining teacher needs and how teachers would like the coach to address those needs.

1. Data from Student Assessments

The first indicator for a coach determining needs for on-site professional development is the most important: data from student assessments. Reading assessment data highlight specific reading skills and concepts that students have not developed or mastered. Reinforcing the importance of student data, the NSDC Standards for Staff Development (NSDC, 2001) require the use of student data to:

- Establish priorities for adult learning;
- Monitor progress or growth in teacher skills; and
- Sustain continuous improvement.

In their influential book, *Teaching as the Learning Profession* (1999), Darling-Hammond & Sykes identify “professional development driven by the analyses of the differences between goals and standards for student learning and student performance” as the first of their eight principles in determining professional development needs. When targeted and delivered appropriately, professional development can improve teacher practices that help students meet rigorous performance standards in key areas of academic development such as reading (Garet, Porter, Desmone, Birman, & Yoon, 2001; McCutchen, Abbot, Green, Beretvas, Cox, Potter, Quiroga, & Gray, 2002; Moats, 2004).

Wenglinski (2000) also reports that students whose teachers receive professional development score better on assessments than students who don't have the benefit of such teacher practices. Professional development is an essential vehicle for practicing teachers to continuously improve their teaching. This idea is widely accepted throughout the professional community (Strickland & Kamil, 2004).

Two important ways that student performance data can help guide and focus professional development and teacher support include:

- Using student outcome measures to describe areas of instruction that need improvement across a broad group of teachers; and
- Using student data as the basis for differentiated training and support among teachers.

A word of caution is in order concerning the use of student data to guide professional development and support. Only when students in different classes are roughly equal in talent and preparedness for learning can end-of-year student outcomes be used as indicators of differences in teacher effectiveness. **It is a scientifically established fact that students vary enormously in the ease with which they learn to read** (Share & Stanovich, 1995; Torgesen, 2000).

The key advantage of using student outcome data to guide professional development is in helping coaches to focus their efforts where they are most needed. Student data keep coaches centered on student learning, the most important outcome of good teaching and good professional development. **The bottom line for the reading coach is to support student growth in reading.** The form below (Resource 2.1) may be useful to the coach for rating the needs indicated by reliable student outcomes.



PROCESS & PRACTICE

Review the summary data for the 1st grade teachers at Dewey Elementary. Remember, this information was transferred from the most recent assessment of the students in each teacher's current class.

Example: Summary of Needs Reflected in Student Assessment (Resource 2.1)

Date: 10/12/06 Grade Level: 1st School: Dewey Elementary

Use the results of student assessments in each classroom to target areas of need. You may have assessment data for only some of these reading components. Rate the needs using this scale:

Score 3: Most students in the class display this need.

Score 2: Many students in the class display this need.

Score 1: Some students in the class display this need.

Score 0: No students display this need, or the area was not assessed.

Teacher		Teaching Phonemic Awareness	Teaching Phonics/Decoding	Teaching Reading Fluency	Teaching Vocabulary	Teaching Comprehension	Other
Diaz	0	2	2	1	1		
Miller	1	2	3	2	2		
Wright	2	3	3	3	2		
Copeland	3	3	3	3	3		
Taylor	1	2	3	2	2		
Smith	0	2	2	1	1		
Speights	2	3	3	2	2		
Dahl	2	3	3	2	2		
Zurenda	0	1	2	1	1		
Jones	0	2	2	2	1		
Total Score For Grade Level	11	23	26	19	17		
Average Score For Grade Level	1	2	3	2	2		

What professional development recommendations would you make in response to this information? Record your impressions below.

2. Data from Classroom Observation

The second indicator of professional development needs is classroom observation. A teacher may be too close to the situation to pinpoint what is needed. Coaches can provide an objective review of classroom instruction and interactions that may cue the need for additional professional development. The Coach's Conferencing Tool (Resource 2.2, beginning on page PG 2.35) allows the coach to identify the needs observed during reading instruction in individual classrooms.

Sharing a copy of the two-part Coach's Conferencing Tool before the observation will give teachers a self-checklist. Using the tool to offer immediate feedback and follow-up after the observation is a critical component of coaching. **Remember, your role in observation is to improve instruction, not to evaluate performance.**

The Coach's Conferencing Tool provides great information for individualized professional development. Occasionally, a number of teachers may need similar information and assistance. The Summary of Observations from Coach's Conferencing Tool on page PG 2.43 helps coaches to identify when a small-group or alternative delivery option would be appropriate and time-efficient.

Example: Summary of Observations from Coach's Conferencing Tool (Resource 2.3)

Grade: 1 Date: 11/12/06 School: Dewey Elementary

Using the observation data for each teacher from Resource 2.2, rate each topic according to the needs at each grade level. Note any trends or areas that should be addressed.

Topic	High Need	Med Need	Low Need	Notes
Teaching Phonemic Awareness	3	2	①	
Teaching Phonics/Decoding	3	②	1	
Teaching Reading Fluency	③	2	1	
Teaching Vocabulary	3	②	1	
Teaching Comprehension Strategies	3	②	1	
Effective Instruction for Struggling Readers	3	②	1	
Selecting Appropriate Text for Reading Instruction	3	2	①	
Organizing and Managing Small-Group Reading Instruction	3	②	1	
Using Assessment Results to Plan Effective Instruction	③	2	1	
Monitoring Student Progress in Reading	3	②	1	
Getting the Most out of the Reading Program	③	2	1	
Other	3	2	1	

**PROCESS & PRACTICE****2****Very Observant**

Review the data for Dewey Elementary in the example above. Remember this information was transferred from the Coach's Conferencing Tool and based on individual classroom observations completed by the coach.

Record your impressions. What professional development recommendations would you make in response to this information?

3. Data from Teacher Requests

A survey may be useful in collecting information about professional development areas teachers would like the coach to address. As suggested prompts for PD selection, the needs assessment form should list important aspects of effective research-based reading instruction. Each teacher completes the survey, ranking the topics as high, medium, or low priority to help the teacher and his or her students meet their goals. In the row marked "other," teachers may also add other topics they would like to see addressed.

On-site professional development is not always delivered in a traditional workshop setting. In fact, the most powerful forms of staff development occur in ongoing teams that meet regularly for the purposes of learning, joint lesson planning, and problem-solving. These teams, often called learning communities, create a quality context for professional improvement, and will be discussed in detail in Chapter Seven. While surveying teachers on content, also ask their process preferences for professional development delivery. Context, process, and content standards of professional development may be addressed by the Survey of Teacher Priorities for Professional Development, on page PG 2.14.

Survey of Teacher Priorities for Professional Development (Resource 2.4)

Name: _____ Grade: _____ Date: _____

Please help me plan the focus of coaching in our school by completing this form. Your input in determining the topics and the delivery for our professional development will help set the priorities for this school year.

Circle the appropriate number to rate each of the following topics as high, medium, or low priority needs to help you and your students meet your reading goals this year.

Topic	High Need	Medium Need	Low Need
Teaching Phonemic Awareness	3	2	1
Teaching Phonics/Decoding	3	2	1
Teaching Reading Fluency	3	2	1
Teaching Vocabulary	3	2	1
Teaching Comprehension Strategies	3	2	1
Instructing Struggling Readers	3	2	1
Selecting Appropriate Text for Reading Instruction	3	2	1
Organizing and Managing Small-Group Reading Instruction	3	2	1
Using Assessment Results to Plan Effective Instruction	3	2	1
Monitoring Student Progress in Reading	3	2	1
Getting the Most out of the Reading Program	3	2	1
Other	3	2	1

Circle the appropriate number to rate the following as high, medium, or low preference to indicate your interest in participating in each form of professional development delivery.

Delivery Option	High Preference	Medium Preference	Low Preference
Analysis of Student Work	3	2	1
Book Study	3	2	1
Case Studies	3	2	1
Demonstrations	3	2	1
Group Meeting/s by Grade Level	3	2	1
Model Classroom Visits	3	2	1
Role Playing	3	2	1
Staff Meeting/s	3	2	1
Other	3	2	1

Please return to me by _____.

Thank you!

With the Survey of Teacher Priorities for Professional Development forms in hand, the coach is now ready to compile this information into a usable format. The following Summary of Survey of Teacher Priorities for Professional Development can be used for this task.

Summary of Survey of Teacher Priorities for Professional Development (Resource 2.5)

Grade: _____ Date: _____

2

Complete this form for each grade level by recording each teacher's name in the left column. Transfer the teacher's ratings from the Teacher Priorities for Professional Development Survey into the appropriate column below.

[illegible]



WATCH A VIDEO CLIP

How do other coaches determine professional development needs at their school? Take a few minutes to learn from the leaders on the video. Record below how their approach is similar to your approach. If the coach mentions an approach you would like to implement at your school, list them as action items.

How do you determine professional development needs at your school?

[illegible]

Action Items:

[illegible]

To review, the coach should determine professional development needs through:

1. Analyzing student assessment results;
2. Observing in the classroom; and
3. Surveying teacher's priorities.

While your job does not end with this data collection, it is definitely a great start. The Prioritizing Professional Development Needs Form (Resource 2.6), is intended to be completed for teachers at a single grade level. It is designed to help you compile all the data to determine which needs should be addressed.

Prioritizing Professional Development Needs (Resource 2.6)

Grade: _____ Date: _____ School: _____

Refer to the grade-level results on the *Summary of Survey of Teacher Priorities for Professional Development* (Resource 2.5), the *Summary of Observations from the Coach's Conferencing Tool* (Resource 2.3), and the *Summary of Needs Reflected in Student Assessment* (Resource 2.1). Enter the average score in the relevant column. Compare the total scores for each topic to determine priorities for coaching efforts. **If areas have similar total scores, give higher priority to needs reflected in student assessments.**

Score 3: High Priority **Score 2:** Medium Priority **Score 1:** Low Priority

Topic/Delivery Option	Teacher Needs Assessment	Observations	Student Assessments	Total	Priority
Teaching Phonemic Awareness					
Teaching Phonics/Decoding					
Teaching Reading Fluency					
Teaching Vocabulary					
Teaching Comprehension Strategies					
Effective Instruction for Struggling Readers					
Selecting Appropriate Text for Reading Instruction					
Organizing and Managing Small-Group Reading Instruction					
Using Assessment Results to Plan Effective Instruction					
Monitoring Student Progress in Reading					
Getting the Most from the Reading Program					
Other Topic:					
Analysis of Student Work					
Book Study					
Case Studies					
Demonstration					
Group Meeting/s By Grade Level					
Model Classroom Visits					
Role Playing					
Staff Meeting/s					
Other Delivery Option:					

With so much time spent in planning professional development, the tendency is to be authoritarian about attendance. Remember that **while all teachers benefit from professional development, they may not all need the same professional development**. Coaches should respect the knowledge and experience participants bring to professional development sessions.

Some teachers may need more individual training and support. **Use student data and classroom observation notes to identify teachers who may need additional training** beyond that provided for all teachers.

Some teachers may have advanced knowledge and skills in various areas of teaching practice. In this case, ask for their participation as co-presenters or set up their classrooms as model classrooms for follow-up.

WHAT ARE THE CHARACTERISTICS OF EFFECTIVE ON-SITE PROFESSIONAL DEVELOPMENT?

Given the complexity of teaching and the range of experiences teachers bring to trainings, how should effective professional development be designed? (This is the planning and delivery section of the professional development system.) We know that one-shot workshops with little follow-up have been criticized for inefficiency (e.g., Borko & Putnam, 1995; Huberman, 1992; Joyce & Showers, 1995). How can teachers be supported in developing practical professional knowledge? Renowned educational author Rick DuFour states the best staff development is in the workplace, not in a workshop (DuFour, 2004).

Effective professional development in the workplace includes engaging learning experiences that:

- Meet identified needs;
- Honor adult learning;
- Focus on implementing the learning; and
- Adjust the instruction and learning environment to ensure success.

The most effective deliverer of information during on-site professional development will have knowledge of and experience in scientifically based reading instruction, preferably at all targeted grade levels. **Studies confirm that the amount of time teachers spend in professional development is less significantly relevant to student achievement than the content of the professional learning experiences** (Garet, et al., 2001; Wenglinski, 2000). A rich experience base lends many “real-life” examples, creating rich content.

While content is critical, delivery is also important. Effective presenters interact with participants in a way that fosters a collaborative and supportive environment. They are open, friendly, sincere, and patient. Effective presenters can answer questions and provide guidance without appearing to be authoritarian.

To promote awareness of what teachers are learning and are expected to implement in the classroom, invite administrators to attend professional development sessions. Administrative support in funding substitute teachers enables teachers to observe model lessons in colleagues’ classrooms and to attend professional development sessions, either individually or as a grade group, with little disruption to reading instruction.

Follow-up, the third component of the professional development system, may be provided by a principal during a reading walk-through. This is a brief, unannounced classroom visit by an administrator. Teachers know to continue instruction and students become so accustomed to “pop-in” visits that they, too, carry on with their work. The walk-through is focused on a particular area of reading instruction. When a strategy learned during a professional development session is observed in the classroom, follow-through is confirmed. The relationship between professional development and reading walk-throughs will be explored further in Chapter 8.

WHAT ARE THE KEY ELEMENTS OF AN ON-SITE PROFESSIONAL DEVELOPMENT PLAN?

An on-site professional development plan is part of a coherent, focused reading program. It should extend off-site trainings offered at the state, regional, or district level. **Workshops should never be events unto themselves, but should be an important part of a well-coordinated on-site professional development plan.**

An abbreviated version of a professional development plan is shown below (Center on Instruction, 2006).

Sample Framework for a Professional Development Plan

Sessions	Topic	Time Needed
First Summer	Scientifically based research in reading Initial assessment training Program-specific training	2 days 2 days 4 days
Ongoing training during the school year (year one)	Continued program-specific training and support General and program-specific assessment data use Problem solving (e.g., intervention strategies)	Ongoing Ongoing Ongoing
Second Summer	Continued SBRI strategies and interventions Problem-solving using data and year one implementation experiences Additional, more in-depth program-specific training	2-4 days 2-4 days 2 days
Ongoing training during the school year (year two)	Continued support in all areas; continued development of the knowledge and skills introduced in year one	Ongoing

A well-coordinated on-site professional development plan:

- Provides information on all the essential components of scientifically based reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Prepares teachers to provide quality instruction through delivering reading programs, interventions, and supplemental materials effectively at the beginning of the school year;
- Offers training on administering assessments, interpreting data, and using assessment data effectively to inform instruction; and
- Includes follow-up, ongoing support, and guidance during classroom implementation.

HOW DO LEARNING OBJECTIVES HELP A COACH PLAN PROFESSIONAL DEVELOPMENT?

As a coach, it is important to write learning objectives based on assessments of school needs, just as teachers write lesson objectives. Learning objectives describe what participants will be able to do as a result of participating in an on-site professional development session.

Well-defined objectives help in developing content and activities for the training. A focus on particular objectives has two benefits: (1) it helps the coach plan a unified program of professional development that targets specific needs, and (2) it keeps the coach from trying to teach too much at one time. The objectives also form the basis for evaluating the professional development.

Well-defined learning objectives address:

- Who—Who are the target participants (e.g., 1st grade teachers)?
- Behavior—What specific level of knowledge or skill is expected (e.g., ability to administer an early reading assessment)?
- What—What specific content is addressed (e.g., assessment of students' skills in key components)?
- Timeline—When do you expect teachers to implement what they have learned?
- Proficiency—How will you know the training was a success?

For example:

At the conclusion of the session, 1st grade teachers (*who*) will be able to administer and record results (*behavior*) with 100% accuracy (*proficiency*) on an early reading assessment of key components (*what*) as demonstrated during the fall assessment administration (*timeline*). The Coach's Learning Objectives Form (Resource 2.7) offers prompting questions to develop quality learning objectives.

Coach's Learning Objectives Form (Resource 2.7)

Grade Level: _____ Date: _____ School: _____

Write objectives to address the top three professional development priorities in your school.

Objective	Who?	Will Do What?	By When?	Measured by What?

Now it is your turn to apply what you have learned.



PROCESS & PRACTICE

2

Example: Coach's Learning Objectives Form (Resource 2.7)

For each objective below, complete the coaching objectives form. Indicate which (if any) of the five elements is missing, then rewrite the objectives to address all five elements.

Objective	Who?	Will Do What?	By When?	Measured by What?
Teachers will understand fluency.				

Rewritten objective that includes all elements (if applicable):

Objective	Who?	Will Do What?	By When?	Measured by What?
At the completion of the January training and model demonstrations, Cloverdale's kindergarten teachers will demonstrate the ability to implement phonemic awareness activities with small groups of same-ability students as indicated through classroom observations conducted by the reading coach in mid-February.				

Rewritten objective that includes all elements (if applicable):

Objective	Who?	Will Do What?	By When?	Measured by What?
After training, teachers will know how to assess students' reading ability.				

Rewritten objective that includes all elements (if applicable):

The final step in the on-site professional development process is to complete a Coach's Action Plan for Professional Development based on the learning objectives. The example below is based on data from Dewey Elementary School and addresses Dewey's third objective.

Example: Coach's Action Plan for Professional Development (Resource 2.8)

Grade Level: _____ Date: _____ School: _____

Plan the steps you will take to address learning objectives.

Objective:

After training, teachers will know how to assess students' reading ability.

Plan to Address Objective:

Topic: <i>Using assessment results to group students for small-group instruction</i>	Date(s): <i>September 2006 (grades 1–3) February 2007 (kindergarten)</i>	Participants (# and grade level): <i>12: 1st–3rd grade teachers 4: kindergarten teachers</i>
Session Objective(s): <i>Teachers will be able to identify instructional needs and form same-ability groups using results from the initial assessment class summary reports as evidenced in classroom observations.</i>	Place: <i>Library</i>	Materials: <ul style="list-style-type: none"> - Sample class summary reports (one per grade level) - Small-group planning worksheet - PowerPoint presentation to facilitate discussion and activities
Strategies for active learning: <i>Work in grade-level pairs to form same-ability groups based on sample data</i>		

**PROCESS & PRACTICE****2****Getting Your Priorities Straight**

Use your resources to determine one professional development priority for your school, and complete the Coach's Action Plan for Professional Development form below.

Coach's Action Plan for Professional Development (Resource 2.8)

Grade Level: _____ Date: _____ School: _____

Plan the steps you will take to address each learning objective.

Objective:

Topic:	Date(s):	Participants (# and grade level):
Session Objective(s):	Place:	Materials:
Strategies for active learning:		

As you complete each form you will be systematically checking the planning, delivery, follow-up, and evaluation of your professional development. With these elements present, teachers will not only enjoy and apply the learning more, but their students will also learn more as a result (Garet, et al., 2001; Wenglinski, 2000).

Review the Professional Development System. Using the forms leads you through thoughtful planning, engaging delivery, frequent follow-up, and evaluation based on student impact. To double check, reflect on the key questions below for new and improved professional development.

Key Questions in Planning Effective Professional Development**Planning**

- What outcomes do we want for our students?
- How are we doing? What is our current level of performance as a school and at each grade level (kindergarten through 3rd grade)?
- How far do we need to go to improve student outcomes and reach our reading goals?
- What more do we need to do? What instructional adjustments need to be made?
- What instructional areas and grade levels should the professional development plan target?
- How often do teachers participate in professional development specifically designed to address effective reading instruction? Are teachers required to attend? Are there incentives and/or administrative support for attendance?

- Is there a school- or district-level professional development plan related specifically to reading? If not, who will be involved in developing such a plan?
- What skills/topics will be emphasized during site-based professional development? Will the theory and rationale for each topic be presented during the training sessions?
- Does the plan reflect a commitment to reading achievement for all students by providing teachers with research-based information on reading instruction?
- Do the professional development goals and objectives stem from selected topics for training aligned with the district's reading plan and scientifically-based reading research?
- Are topics coordinated so that they complement rather than conflict with each other?
- Does the sequence of topics align with the teachers' instructional needs and meet the results of a systematic needs assessment? (For example, a session on grouping at the beginning of the year aligns with teachers' needs and increases the likelihood that teachers will implement small-group reading instruction.)
- How much has been budgeted for training? Will funds cover all expenses (location, presenters, materials, etc.)?
- How can other stakeholders (e.g., higher education faculty or local business partners) be involved in implementing the plan?
- Where and when will the session(s) be held?
- Does the publisher offer training modules or materials on all programs, including intervention programs?
- What materials are needed? How many are needed?
- How will new or reassigned teachers have access to the information after the training?

Delivery

- How many presenters are needed? How will they be prepared to address site-specific needs?
- Are the presenters highly qualified to conduct the sessions? Do they have knowledge of reading goals and SBRR? Have they conducted professional development for similar audiences? Would the professional development coordinator ask the presenter to return?
- How will the instructor model and demonstrate effective teaching practices?
- Is time built in for the teachers to practice the skills? Is the instructor prepared to provide feedback on teacher performance during the practice sessions?
- Is the professional development intense enough to ensure that teachers will master the skills? Does the timing, content, and duration of program-specific training enable teachers to use reading programs effectively at the beginning of the school year?
- Is training on the use of screening, diagnostic, and classroom-based reading assessments provided? Is training provided on using data from screening, diagnostic, and classroom-based reading assessments to inform instructional practices?
- What technology will the instructor use to deliver the professional development?

Follow-Up

- How often and what type of follow-up (e.g., demonstrations) will be provided? Does follow-up training include on-site coaching and access to additional resources or experts?
- Will the instructor go into the classrooms to help teachers implement the new skills?
- Is follow-up assistance offered, either through the Web or face-to-face, to talk with the instructor about using new skills?

- Has the coach attended “train the trainer” professional development to build the school’s capacity to deliver on-site training?

Evaluation

- How will you determine if the skills gained are used in the classroom appropriately? How will this information be used to provide additional follow-up and on-site support to improve the fidelity of implementation?
- What changes have occurred in student performance as a result of the professional development?
- How will systematic, ongoing needs assessments inform short- and long-term professional development planning?

LEARNING CENTERS

Make and Take Center

Coaching involves providing resources to help teachers deliver effective reading instruction. Use this learning center time to create materials to add to your coaching collection.

Option A: Personal note cards to promote an upcoming professional development event.

Option B: Word Wall Cards to prompt questions about additional professional development options (e.g., action research, analysis of student work, book studies, case reviews, learning communities).

Notes to self on Make and Take ideas for teachers:

Reflection Center

As coach, you will ask many teachers to reflect on their instructional practices. Review each reflection prompt below. Select one and write a response.

Option A: If successful programs cannot be replicated in schools where staff members lack the know-how and resources to bring them to life, what role does professional development play in rectifying the situation? What is your role in professional development at your school?

Option B: The key advantage of using student outcome data to guide professional development is in helping coaches focus efforts where they are most needed and keeping coaches centered on the most important outcome of good teaching and good professional development—student learning. What data sources are available in your school on which to base your analysis of professional development needs?

Notes to self on reflection prompts:

Technology Center

Websites offer additional information not covered in *Leading for Reading*. Select a site below and explore resources that would be helpful at your school. Make a note to bookmark this site on your personal computer for future reference.

- Center on Instruction: *Tips for Designing a High-Quality Professional Development Program*
www.centeroninstruction.org/files/PDTips
- International Reading Association: *The Role and Qualifications of the Reading Coach in the United States*
www.reading.org/resources/issues/positions_coach.html

Note to self on resources found at these websites:

Research Center

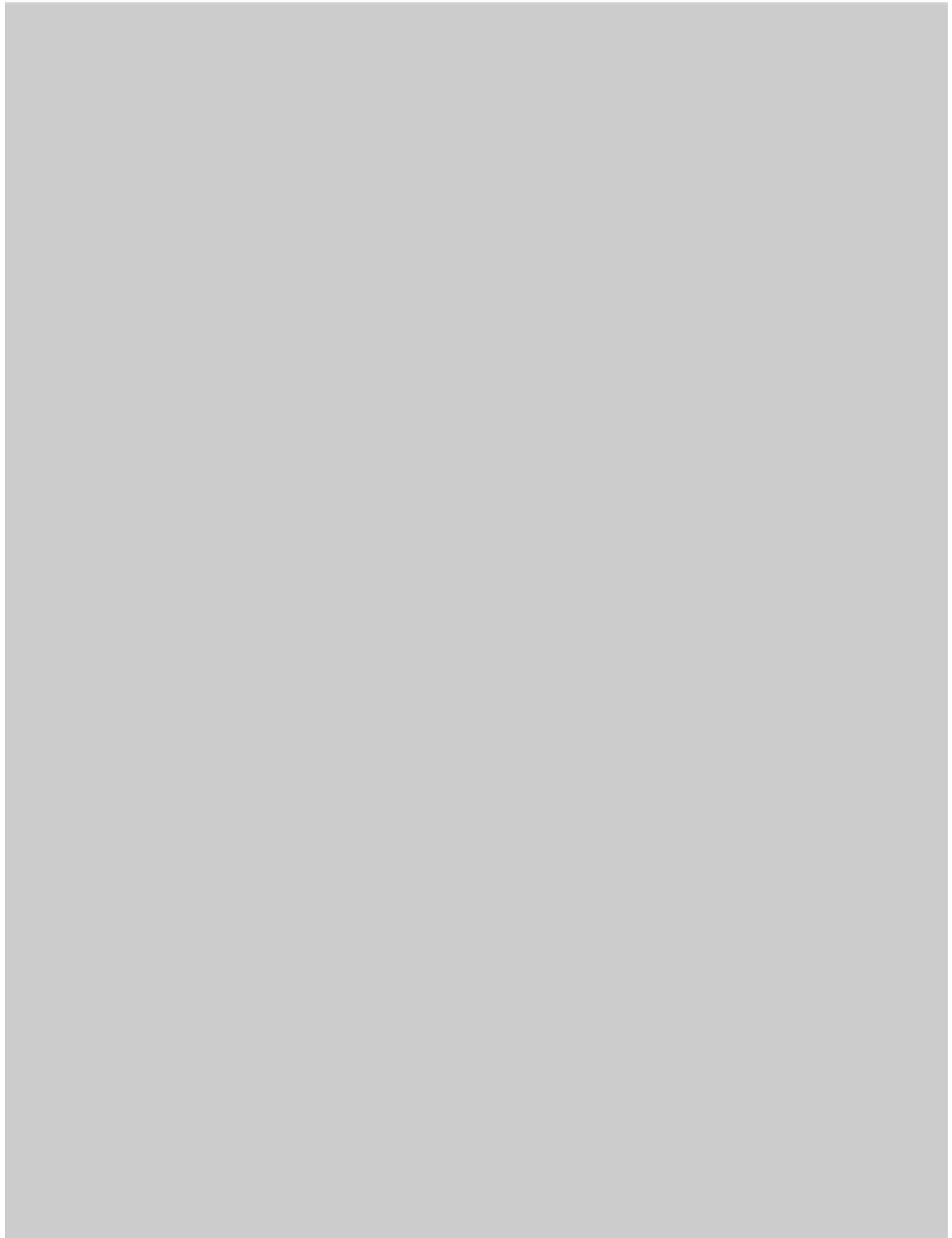
The website below offers an opportunity to assess your “Professional Development IQ.” The answers are based on surveys from various agencies. While not rigorous research, these surveys may help to quantify what we know about quality professional development.

What is your Professional Development IQ?

<http://www.nsd.org/library/basics/profdevIQ.cfm>

Answers: <http://www.nsd.org/library/basics/pdiqan.cfm>

Notes to self about what these findings mean for our school:



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CHAPTER 2: REPRODUCIBLE MASTERS

Resource 2.1 Summary of Needs Reflected in Student Assessment

Resource 2.2 Coach's Conferencing Tool, Parts A and B

***Resource 2.3 Summary of Observations from
Coach's Conferencing Tool***

***Resource 2.4 Survey of Teacher Priorities for
Professional Development***

***Resource 2.5 Summary of Survey of Teacher Priorities for
Professional Development***

Resource 2.6 Prioritizing Professional Development Needs

Resource 2.7 Coach's Learning Objectives Form

Resource 2.8 Coach's Action Plan for Professional Development

Master copies of the forms used in Chapter 2 follow.

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Summary of Needs Reflected in Student Assessment (Resource 2.1)

Date: _____ Grade Level: _____ School: _____

Use the results of student assessments in each classroom to target areas of need. You may have assessment data for only some of these reading components. Rate the needs using this scale:

Score 3: Most students in the class display this need.

Score 2: Many students in the class display this need.

Score 1: Some students in the class display this need.

Score 0: No students display this need, or the area was not assessed.

Teacher	Teaching Phonemic Awareness	Teaching Phonics/Decoding	Teaching Reading Fluency	Teaching Vocabulary	Teaching Comprehension	Other
Total Score for Grade Level						

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Coach's Conferencing Tool (Resource 2.2), Part A

Teacher's Name: _____ Grade: _____ Date: _____

Check the content of instruction for all activities observed during the classroom visit(s). Rate each topic according to the teacher's needs. Note any specific areas that should be discussed.

Topic	High Need	Medium Need	Low Need	Notes
Teaching Phonemic Awareness _____ Divide spoken language into sentences or words _____ Oral rhyming, songs, and choral recitation _____ Blend spoken syllables into words _____ Segment spoken words into syllables _____ Blend spoken sounds to form words _____ Segment spoken words into sounds _____ Identify, categorize, add, or delete sounds in spoken words _____ Other	3	2	1	
Teaching Phonics/Decoding _____ Alphabetic knowledge (identify printed letters by name) _____ Letter-sound correspondences and decoding strategies _____ consonants _____ vowels _____ blends _____ Blend sounds letter by letter when reading one-syllable words _____ Blend onset and rime or decode by analogy to read common word families _____ Analyze whole words into component parts and blend parts to read whole words _____ Use knowledge of syllable patterns to combine syllables when reading multi-syllable words _____ Guided oral reading of connected text, with teacher feedback on decoding unfamiliar words _____ Practice oral reading of connected text without teacher guidance to improve decoding accuracy _____ Integration of encoding (spelling) and decoding words _____ Other	3	2	1	

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Coach's Conferencing Tool, Part A (continued)

Teacher's Name: _____ Date: _____

Topic	High Need	Medium Need	Low Need	Notes
Teaching Reading Fluency <input type="checkbox"/> Identify isolated high frequency words <input type="checkbox"/> Oral reading of connected text with teacher feedback to improve fluency (speed, accuracy, prosody) <input type="checkbox"/> Practice oral reading of connected text independently at appropriate reading level to improve fluency <input type="checkbox"/> Repeated oral reading <input type="checkbox"/> Timed oral reading of connected text <input type="checkbox"/> Other	3	2	1	
Teaching Vocabulary <input type="checkbox"/> Build background knowledge through experience, discussion, direct teaching, or relating personal experience to text <input type="checkbox"/> Build vocabulary knowledge through experience, discussion, direct teaching, or relating personal experience to text <input type="checkbox"/> Infer word meaning when reading connected text <input type="checkbox"/> Word study (semantic categories of related words; synonyms, antonyms, word structure, roots/affixes) <input type="checkbox"/> Use a dictionary or thesaurus <input type="checkbox"/> Other	3	2	1	
Teaching Comprehension <input type="checkbox"/> Pre-reading activities (preview, predict, set purpose) <input type="checkbox"/> Self-monitor reading comprehension (reread, self-correct) <input type="checkbox"/> Use graphic organizers (story maps or informational text structure) <input type="checkbox"/> Work cooperatively to construct text meaning (literature discussions, partner reading, book clubs) <input type="checkbox"/> Formulate questions about text <input type="checkbox"/> Determine meaning of text by answering questions <input type="checkbox"/> literal <input type="checkbox"/> inferential/critical <input type="checkbox"/> Summarize main ideas <input type="checkbox"/> Use reciprocal teaching/coordination of multiple strategies (predicting, questioning, clarifying, summarizing) <input type="checkbox"/> Other	3	2	1	

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Coach's Conferencing Tool, Part B

Teacher's Name: _____ Date: _____

Topic	High Need	Medium Need	Low Need	Notes
Instruction for Struggling Readers <input type="checkbox"/> Teacher-led instruction: teacher models using text, demonstrates skills, explains <input type="checkbox"/> Teacher provides explicit skills instruction using a systematic scope and sequence with instructional texts <input type="checkbox"/> Teacher engages students in interactive discussion <input type="checkbox"/> teacher/student <input type="checkbox"/> student/student <input type="checkbox"/> Students work independently without teacher guidance (individuals, partners, groups) <input type="checkbox"/> Teacher modifies instruction based on assessment information <input type="checkbox"/> Teacher acknowledges correct responses <input type="checkbox"/> Teacher scaffolds instruction by providing feedback to correct, clarify, or expand student response <input type="checkbox"/> Other	3	2	1	
Selecting Appropriate Text for Reading Instruction <input type="checkbox"/> Teacher uses grade-level reading material for read-alouds <input type="checkbox"/> Students spend time reading independent level text to apply comprehension and decoding skills <input type="checkbox"/> Teacher uses instructional level text for small-group reading instruction <input type="checkbox"/> Other	3	2	1	
Organizing and Managing Small-Group Reading <input type="checkbox"/> Teacher works with: <input type="checkbox"/> whole group <input type="checkbox"/> individual students <input type="checkbox"/> small, homogeneous group <input type="checkbox"/> small, heterogeneous group <input type="checkbox"/> Students work in: <input type="checkbox"/> partners <input type="checkbox"/> individually <input type="checkbox"/> homogeneous centers <input type="checkbox"/> heterogeneous centers <input type="checkbox"/> Other	3	2	1	

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Coach's Conferencing Tool, Part B (continued)

Teacher's Name: _____ Date: _____

Topic	High Need	Medium Need	Low Need	Notes
Using Assessment Results to Monitor Student Progress _____ Teacher checks independently completed student work _____ Teacher monitors student oral reading fluency _____ Teacher monitors student comprehension and vocabulary responses _____ Teacher records progress in reading skills and strategies _____ Small-group instruction is based on data _____ Teacher adjusts group instruction based on progress monitoring data _____ Other	3	2	1	
Getting the Most from the Reading Program _____ Basal _____ Workbooks/worksheets _____ Children's trade books: _____ Fiction _____ Informational text _____ Decodable books _____ Leveled books _____ Paper and pencil/other writing materials _____ Student work (journals, writing folders) _____ Classroom displays (posters, charts, word cards, word walls, photos, environmental print) _____ Games, puzzles, manipulatives _____ Blackboard/whiteboard, felt board, or easel pad _____ Audio/video _____ Computer resources _____ software _____ internet access _____ Other	3	2	1	

Adapted from *Pathways to Literacy: Leading Literacy Change for Coaches and Facilitators*, Hanson Initiative for Language and Literacy, 2006.

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Summary of Observations from Coach's Conferencing Tool (Resource 2.3)

Grade: _____ Date: _____ School: _____

Using the observation data for each teacher from Resource 2.2, rate each topic according to the needs at each grade level. Note any trends or areas that should be addressed.

Topic	High Need	Medium Need	Low Need	Notes
Teaching Phonemic Awareness	3	2	1	
Teaching Phonics/Decoding	3	2	1	
Teaching Reading Fluency	3	2	1	
Teaching Vocabulary	3	2	1	
Teaching Comprehension Strategies	3	2	1	
Effective Instruction for Struggling Readers	3	2	1	
Selecting Appropriate Text for Reading Instruction	3	2	1	
Organizing and Managing Small-Group Reading Instruction	3	2	1	
Using Assessment Results to Plan Effective Instruction	3	2	1	
Monitoring Student Progress in Reading	3	2	1	
Getting the Most from the Reading Program	3	2	1	
Other	3	2	1	

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Survey of Teacher Priorities for Professional Development (Resource 2.4)

Name: _____ Grade: _____ Date: _____

Please help me plan the focus of coaching in our school by completing this form. Your input in determining the topics and the delivery for our professional development will help set priorities for this school year.

Circle the appropriate number to rate each of the following topics as high, medium, or low priority needs to help you and your students meet your goals this year.

Topic	High Need	Medium Need	Low Need	Notes
Teaching Phonemic Awareness	3	2	1	
Teaching Phonics/Decoding	3	2	1	
Teaching Reading Fluency	3	2	1	
Teaching Vocabulary	3	2	1	
Teaching Comprehension Strategies	3	2	1	
Instructing Struggling Readers	3	2	1	
Selecting Appropriate Text for Reading Instruction	3	2	1	
Organizing and Managing Small-Group Reading Instruction	3	2	1	
Using Assessment Results to Plan Effective Instruction	3	2	1	
Monitoring Student Progress in Reading	3	2	1	
Getting the Most out of the Reading Program	3	2	1	
Other	3	2	1	

Circle the appropriate number to rate each of the following as high, medium, or low preference to indicate your interest in participating in each form of professional development delivery.

Delivery Option	High Preference	Medium Preference	Low Preference
Analysis of Student Work	3	2	1
Book Study	3	2	1
Case Studies	3	2	1
Demonstrations	3	2	1
Group Meeting/s by Grade Level	3	2	1
Model Classroom Visits	3	2	1
Role Playing	3	2	1
Staff Meeting/s	3	2	1
Other	3	2	1

Please return by _____.

Thank you!

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Summary of Survey of Teacher Priorities for Professional Development (Resource 2.5)

Grade: _____ Date: _____ School: _____

Complete this form for each grade level by recording each teacher's name in the left column. Transfer the teacher's ratings from the Survey of Teacher Priorities for Professional Development into the relevant columns.

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Prioritizing Professional Development Needs (Resource 2.6)

Grade: _____ Date: _____ School: _____

Refer to the grade-level results on the *Summary of Survey of Teacher Priorities for Professional Development* (Resource 2.5), the *Summary of Observations from the Coach's Conferencing Tool* (Resource 2.3), and the *Summary of Needs Reflected in Student Assessment* (Resource 2.1). Enter the average score in the relevant column. Compare the total scores for each topic to determine priorities for coaching efforts. **If areas have similar total scores, give higher priority to needs reflected in student assessments.**

Score 3: High Priority **Score 2:** Medium Priority **Score 1:** Low Priority

Topic/Delivery Option	Teacher Needs Assessment	Observations	Student Assessments	Total	Priority
Teaching Phonemic Awareness					
Teaching Phonics/Decoding					
Teaching Reading Fluency					
Teaching Vocabulary					
Teaching Comprehension Strategies					
Effective Instruction for Struggling Readers					
Selecting Appropriate Text for Reading Instruction					
Organizing and Managing Small-Group Reading Instruction					
Using Assessment Results to Plan Effective Instruction					
Monitoring Student Progress in Reading					
Getting the Most from the Reading Program					
Other Topic:					
Analysis of Student Work					
Book Study					
Case Studies					
Demonstration					
Group Meeting/s By Grade Level					
Model Classroom Visits					
Role Playing					
Staff Meeting/s					
Other Delivery Option:					

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Coach's Learning Objectives Form (Resource 2.7)

Grade Level: _____ Date: _____ School: _____

Write objectives to address the top three professional development priorities in your school.

Objective	Who?	Will Do What?	By When?	Measured by What?
1.				
2.				
3.				

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Answers: Coach's Learning Objectives Form (Resource 2.7)

For each objective below, complete the coaching objectives form. Indicate which (if any) of the five elements are missing, then rewrite the objectives to address all five elements.

Objective 1:

Objective	Who?	Will Do What?	By When?	Measured by What?
Teachers will understand fluency.	Teachers	Understand Fluency	?	?

Rewritten objective that includes all elements (if applicable):

Second grade teachers' application of instructional strategies to improve fluency will increase by the end of the first grading period as measured by the students' weekly counts of words read per minute.

Objective 2:

Objective	Who?	Will Do What?	By When?	Measured by What?
At the completion of the January training and model demonstrations, Cloverdale's kindergarten teachers will demonstrate the ability to implement phonemic awareness activities with small groups of same-ability students as indicated through classroom observations conducted by the reading coach in mid-February	Cloverdale's kindergarten teachers	Demonstrate the ability to implement phonemic awareness activities with small groups of same-ability students	At the completion of the January training and model demonstrations	Classroom observations conducted by the Reading coach in mid-February

Rewritten objective that includes all elements (if applicable):

Not applicable

Objective 3:

Objective	Who?	Will Do What?	By When?	Measured by What?
After training, teachers will know how to assess students' reading ability.	Teachers	Know how to assess students' reading ability	After training	?

Rewritten objective that includes all elements (if applicable):

After the assessment training, members of the school assessment team will demonstrate the ability to give the test reliably during the first progress monitoring period, as observed by the reading coach.

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Coach's Action Plan for Professional Development (Resource 2.8)

Grade: _____ Date: _____ School: _____

Plan the steps you will take to address each learning objective.

Objective:

Topic:	Date(s):	Participants (# and grade level):
Session Objective(s):	Place:	Materials:
Strategies for active learning:		

Topic:	Date(s):	Participants (# and grade level):
Session Objective(s):	Place:	Materials:
Strategies for active learning:		

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