

SLIDE 39: PROVIDING ON-SITE PROFESSIONAL DEVELOPMENT



Handouts/Materials:

Vocabulary Word Wall—On-Site Professional Development

Participant's Guide Page:

PG 2.3

Facilitator Support:

Approximate time for Chapter Overview of Chapter 2 activity: 5 minutes

Approximate time for Chapter 2: 2.5 hours

KEY POINTS

Overview of Chapter 2

Say: *"Let's use the reading strategy of a modified K-W-L Chart to familiarize ourselves with Chapter 2. In a regular K-W-L activity you would record what you know and what you'd like to know before reading the text. After reading the text, you would record what you learned. This is usually a whole-group activity.*

Take the next five minutes to skim the contents of Chapter 2 before the group discussion. As you scan it, write a phrase to indicate what you'd like to know. Use the sticky notes located in the center of your table."

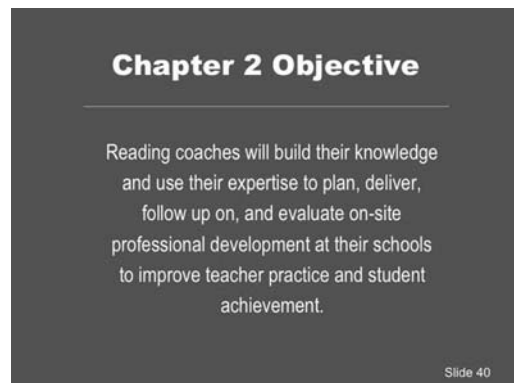
Hold up a sticky note. Point to the Questions poster.

Say: *"I'll collect your questions and post them on our Questions poster. At the end of the discussion, we'll review them to make sure all your questions are answered. The Questions poster will be up throughout the training. If a question occurs to you at anytime, ask it immediately, or feel free to post it for later review."*

DEFINITION

- **On-Site Professional Development:** Professional development designed locally to meet the needs of a selected audience or to extend off-site trainings offered at the state, regional, or district level through coaching, book studies, case reviews, or analyzing student work.

SLIDE 40: CHAPTER 2 OBJECTIVE



Chapter 2 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.

Slide 40

Participant's Guide Page:

PG 2.5

KEY POINT

Chapter 2 Objective

- Refer to Chapter 2 Objective.
- Review the results of the Coaching Objectives Orientation activity conducted earlier in the day and note the number of red, yellow, and green marks for this chapter objective.
- **Say:** *"When we completed the Coaching Objectives Orientation activity, (#) of you indicated this was an objective you'd like us to 'STOP' and spend the most time reviewing. Yellow checks were placed on this objective by (#) of you indicating you'd like us to 'Go slowly.' This was a third priority as indicated by a green check for (#) of you."*

SLIDE 41: PD: NEW AND IMPROVED

**Professional Development:
New and Improved**
Past Professional Development Experiences

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

Slide 41

Handouts/Materials:

Vocabulary Word Wall—Professional Development (PD)

Participant's Guide Page:

PG 2.5

Facilitator Support:

Approximate time for PD: New and Improved activity: 3 minutes

KEY POINTS

Introduction to the Coach as a Professional Developer

Process & Practice Activity: PD: New and Improved

- Ask participants to think of three of the most effective and three of the least effective PD activities they have participated in during their careers.
- As they compare and contrast these experiences, ask them to record their thoughts in the space on page PG 2.5.
- Watch the video clip (next slide) and discuss.

DEFINITIONS

- **Professional Development (PD):** High-quality, sustained, intensive, and classroom-focused activities intended to have a positive and lasting impact on classroom instruction and student achievement.

SLIDE 42: EFFECTIVE AND INEFFECTIVE PD



Handouts/Materials:

Reading-related incentive

Participant's Guide Page:

PG 2.6

KEY POINTS

Video Clip: (3:03)

- After viewing the clip, ask participants to use the space on page PG 2.6 to compare what they recorded on page PG 2.5 with what the teachers shared in the clip.
- Allow 3 to 5 minutes.

Teachers' Perspectives

- Ask a volunteer to share. Reward the first volunteer with a reading-related incentive.

SLIDE 43: PROFESSIONAL DEVELOPMENT SYSTEM



Handouts/Materials:

Vocabulary Word Wall—Planning
 Vocabulary Word Wall—Delivery
 Vocabulary Word Wall—Follow-Up
 Vocabulary Word Wall—Evaluation

Participant's Guide Page:

PG 2.6

KEY POINT

Components of a PD System

DEFINITIONS

- **Planning:** Addressing the content selection, organization, and support components of a PD system.
- **Delivery:** The presentation component of a professional development system; may use technology and is designed so that training is sufficiently sustained and intense enough to ensure mastery of the needed skills. During delivery, trainers should model effective teaching practices and provide practice and feedback opportunities.
- **Follow-Up:** The implementation support component of a PD system ensures that teachers apply the skills and knowledge gained through the professional development system; includes coaching, mentoring, and/or Web-based resources.
- **Evaluation:** The feedback and reflection component of a PD system ensures that the professional development resulted in teacher application in the classroom as documented through (1) observation and/or classroom walk-throughs and (2) improvements in student learning as demonstrated in standardized achievement tests, teacher-constructed tests, portfolios, and checklists of student performance. Evaluation results should be used to plan future professional development by expanding effective trainings and eliminating ineffective sessions.



TALKING IT OVER

How does attending to each component lead to effective professional development? Which components were lacking in the weak professional development you've attended in the past?

SLIDE 44: NATIONAL STAFF DEVELOPMENT COUNCIL STANDARDS



Handouts/Materials:

Vocabulary Word Wall—Context Standards

Vocabulary Word Wall—Process Standards

Vocabulary Word Wall—Content Standards

Participant's Guide Page:

PG 2.7

Facilitator Support:

www.nsdsc.org


KEY POINT

Introduce NSDC's Standards

- All are necessary to ensure the PD improves student learning.
- Teacher quality is a critical aspect of school and student success.
- Suggestions for *Making It Personal*: As reported by the Florida Department of Education at www.fldoe.org/profdev/inserv.asp, 961,249 hours were devoted to professional development in reading during 2003–2004. In 2004–05, 1,446,554 hours were spent on professional development, a number which rose to 2,103,581 in 2005–06.

DEFINITIONS

- **Context Standards:** One of the three National Staff Development Council benchmarks; they address the structures of professional development that must be in place for successful learning to occur.
- **Process Standards:** One of the three National Staff Development Council benchmarks; they address the use of data, evaluation, and research in professional development.
- **Content Standards:** One of the three National Staff Development Council benchmarks; they address the knowledge and skills focus of professional development that ensures all students succeed.



MAKING IT PERSONAL

Contact your state department of education or district professional development director for the latest tabulations on hours of professional development offered in reading and the presentation methods.

SLIDE 45: NSDC CONTEXT STANDARDS



Handouts/Materials:

Vocabulary Word Wall—Learning Communities

Participant's Guide Page:

PG 2.7

Facilitator Support:

www.nsd.org

KEY POINT

Context Standards

- Ask participants to look up *learning communities* in the glossary, chapter 9 of their *Participant's Guide*. When they find the definition, ask them to put their hands on their chins as an indication they are ready to proceed.
- Ask for a volunteer to read the definition. Discuss.

DEFINITION

- **Learning Communities:** Teams that create a high-quality context for professional improvement.

SLIDE 46: NSDC PROCESS STANDARDS

NSDC Process Standards

- Disaggregated data
- Demonstrated impact
- Applied research
- Learning strategies
- Change strategies
- Collaboration skills

Slide 46

Participant's Guide Page:

PG 2.7

Facilitator Support:

www.nsd.org

KEY POINT

Process Standards

- Address the roles of data, evaluation, and research in professional development.

SLIDE 47: NSDC CONTENT STANDARDS



Handouts/Materials:

Vocabulary Word Wall—Equity

Participant's Guide Pages:

PG 2.7

KEY POINT

Content Standards

- Discuss how professional development can affect student learning.
- Discuss how a coach can influence family involvement in reading.

DEFINITION

- **Equity:** Giving all students a fair and impartial opportunity to learn and meet academic expectations; prompts educators to understand, appreciate and hold high standards for all students and create safe, orderly, and supportive learning environments.



TALKING IT OVER

Select clips from Families Building Better Readers, available at <http://www.fec.tv/mm/index.asp>. Explore how reinforcing these concepts with parents could also deepen the teachers' understanding of these concepts explored at this session. Discuss how this may be a less threatening approach to some teachers.

SLIDE 48: HOW COACHING FITS



Handouts/Materials:

Vocabulary Word Wall—Job-Embedded Learning

Vocabulary Word Wall—Transfer of Training

Participant's Guide Page:

PG 2.8

KEY POINTS

Review Definition of On-Site Professional Development:

- Focuses on curricular-based content that includes research-based instructional strategies and practice.
- Expands teachers' existing knowledge and skills.

Define *Job-Embedded Learning*

- Learning focused on a teacher's immediate needs.
- Honors adult learning.
- Frequent follow-up.

Discuss *Transfer of Training*

DEFINITIONS

- **Job-Embedded Learning:** Encourages participants to apply what they learn on the job and supports midcourse corrections if the strategy is not working.
- **Transfer of Training:** Application of professional development learning to classroom practice.

SLIDE 49: THE IMPORTANCE OF COACHING

Importance of Coaching			
PD Elements:	PD Outcomes in Terms of Estimated Percent of Participants':		
	Knowledge Level	Skill Level	Transfer to Practice
+ Theory	10%	5%	0%
+ Demonstrations	30%	20%	0%
+ Practice	60%	60%	5%
+ Coaching	95%	95%	95%

Adapted from Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Slide 49

Participant's Guide Page:

PG 2.9

Facilitator Support:

Joyce B., & Showers, B. (2002). *Student achievement through staff development. Fundamentals of school renewal*. (3rd ed.). Alexandria, VA: ASCD.

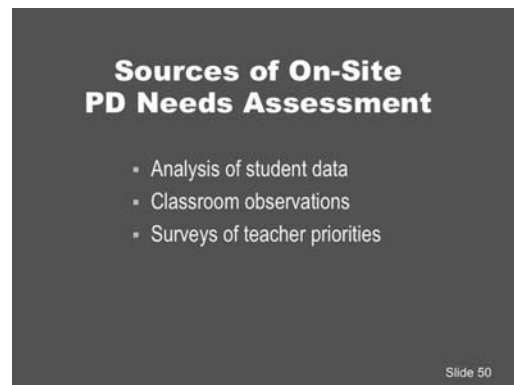
Approximate time for Joyce and Showers' Research activity:
7 minutes

KEY POINT

The Research of Joyce and Showers

- Emphasize that it is the accurate implementation of PD that affects student achievement.
- Ask participants to read the quote by Coach Maryann Ouellete on page PG 2.9.
- Ask participants to record on their whiteboards the phrase they consider best captures the concept of coaching.
- Allow three minutes for participants to read and record.
- Ask participants to hold their whiteboards facing outward and group themselves by the phrase they selected.
- Allow four minutes for participants to group and discuss.

SLIDE 50: DETERMINING ON-SITE PD NEEDS



Participant's Guide Page:
PG 2.10

KEY POINT

Determining PD Needs

- The next 3 slides will elaborate on these three data sources in determining professional development needs.

SLIDE 51: USING STUDENT DATA

Using Student Data

- Areas of instruction that need to be improved across a broad group of teachers
- Basis for differentiated training and support among teachers

Slide 51

Participant's Guide Pages:

PG 2.10–13

Facilitator Support:

Approximate time for Summary of Needs Reflected in Student Assessment activity: 10 minutes

KEY POINTS

Using Student Data to Determine PD Needs

- Emphasize that this is the most important aspect of determining professional development needs.
- Stress that student data help the coach to focus effort where it is needed most.
- Bottom line for the reading coach is supporting student growth in reading.

Process & Practice Activity: Summary of Needs Reflected in Student Assessment (Resource 2.1)

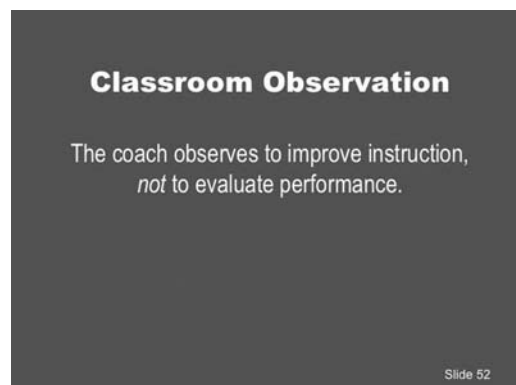
- Ask participants to review the summary data on page PG 2.11 for the 1st grade teachers at Dewey Elementary.
- Ask participants to recommend topics for PD in the space on page PG 2.12.
- For the 1st grade group, teaching reading fluency appears to be the greatest need. Phonics, vocabulary, and comprehension have the same average score for the grade; based on total scores, however, phonics is the area of greatest need.
- Individually, Copeland and Wright appear to have classes with the greatest needs.
- *Making It Personal* Suggestion: If participants are interested in more time to complete this activity, schedule a follow-up session at a later date to extend the conversation.



MAKING IT PERSONAL

Use actual data from your school or district. Invite participants to bring data from their school so this planning time can be most productive. Remember the focus for this activity is the use of data to drive decisions concerning professional development.

SLIDE 52: CLASSROOM OBSERVATION



Participant's Guide Pages:

PG 2.12–13; PG 2.25

Facilitator Support:

Review Coach's Conferencing Tool (Resource 2.2)

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

Approximate time for Summary of Observations activity:
10 minutes

KEY POINTS

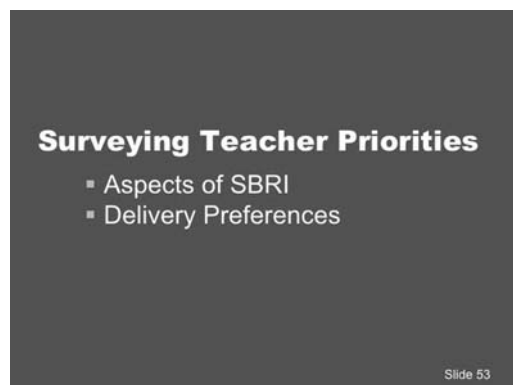
Using Classroom Observation to Determine PD Needs (Resource 2.2)

- Observation data comprise the second of three methods to determine PD needs.
- Focus of observation is to improve instruction.
- Introduce the Coach's Conferencing Tool (Resource 2.2) on page PG 2.35 as a means of collecting individual information and identifying similar needs among teachers.

Process & Practice Activity: Summary of Observations from Coach's Conferencing Tool (Resource 2.3) Example

- Ask participants to review the data on page PG 2.11 for the 1st grade teachers at Dewey Elementary.
- Ask participants to record their professional development recommendations in the space on page PG 2.13.
- Allow 7 minutes.
- Ask participants to discuss their findings with their table group for 3 minutes.
- Circulate among tables to facilitate discussions.
- High priority PD topics based on the summary of observations for 1st grade include teaching for fluency using assessment results to plan effective instruction, and getting the most out of the reading program.
- Suggested break.
- During the break, check for questions generated during the chapter overview.
- Welcome participants back by briefly reviewing the questions covered and previewing the discussion of the remaining questions.
- Remind participants that reproducible masters of these forms appear at the end of each chapter in the *Participant's Guide*.

SLIDE 53: SURVEY OF TEACHER PRIORITIES



Handouts/Materials:

Vocabulary Word Wall—Survey

Vocabulary Word Wall—Needs Assessment

Participant's Guide Pages:

PG 2.13–15

Facilitator Support:

Review Survey of Teacher Priorities for Professional Development (Resource 2.4) and Summary of Survey of Teacher Priorities for Professional Development (Resource 2.5)

KEY POINT

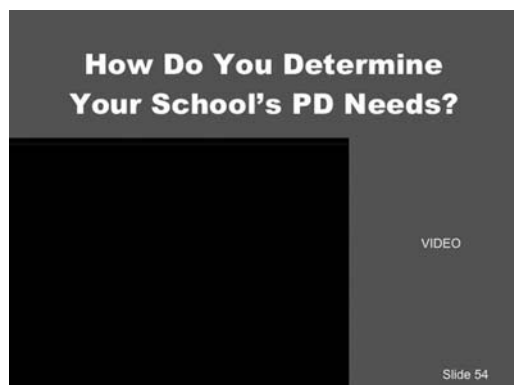
Survey and Summary of Survey of Teacher Priorities for Professional Development (Resources 2.4 and 2.5)

- A survey of teacher priorities is the third of three methods of determining PD needs.
- The Survey of Teacher Priorities for Professional Development (Resource 2.4) may be used to collect information from teachers about topics for PD and delivery preferences.
- Summary of Survey of Teacher Priorities for Professional Development (Resource 2.5) is a tool for compiling survey information to identify faculty priorities.

DEFINITIONS

- **Survey:** A tool to gather various types of information (e.g., professional development preferences, needs, and priorities) in a standardized manner that allows the collected data to be quantified and used as general information from the sample of respondents.
- **Needs Assessment:** Useful tool in reviewing classroom level reports of disaggregated student achievement data by content area and skills; conducted in addition to school initiatives, teacher certification needs, professional growth interests, and other information to identify professional development needs.

SLIDE 54: HOW DO YOU DETERMINE PD NEEDS?



Handouts/Materials:

Reading-related incentive

Participant's Guide Page:

PG 2.16

Facilitator Support:

Approximate time for Determining Your School's PD Needs:
5 minutes

Review Prioritizing Professional Development Needs
(Resource 2.6)

Reading-related incentive

KEY POINTS

Video Clip (2:48)

- As participants view the clip, ask them to record how the approach to determining PD needs shared is similar to their approach. Use the space on page PG 2.16.
- Ask participants to list action items if the coach on the video clip mentions an approach they would like to implement in their school.
- After the clip ask a participant to share for 2 minutes .
- Reward the first volunteer with a reading-related incentive.

Determining PD Needs (Resource 2.6)

- Use student data, classroom observations, and teacher priorities to set professional development priorities.
- Prioritizing Professional Development Needs (Resource 2.6) provides a model for using multiple sources of data in prioritizing areas of need.

Coach's Perspective

- Respect differences in teachers' needs for professional development.
- Use student data and classroom observations to identify teachers who may need more training and support.

SLIDE 55: EFFECTIVE PD IN THE WORKPLACE

Effective PD in the Workplace

- Meets identified needs
- Honors adult learning
- Focuses on transfer of learning
- Adjusts instruction and learning environment to ensure success

Slide 55

Participant's Guide Page:

PG 2.18

Facilitator Support:

Review the *Principal's Reading Walk-Through: K–3* and prepare to provide a brief preview of this follow-up tool. Focus on the *Checklists*.

KEY POINT

Effective PD in the Workplace

- Reference items on slide as components of engaging learning experiences.
- Review professional development system: planning, delivery, follow-up, and evaluation from Slide 43.
- Mention the *Principal's Reading Walk-Through: K–3* as a tool to confirm follow-up. Available for download at www.centeroninstruction.org
- Preview the *Principal's Reading Walk-Through: K–3*, noting especially the *Checklists*.

SLIDE 56: KEY ELEMENTS OF AN ON-SITE PD PLAN

**Key Elements
of an On-Site PD Plan**

- Five essential reading components
- Reading program and intervention delivery
- Assessment administration
- Data interpretation
- Data-driven instruction
- Follow-up and support

Slide 56

Handouts/Materials:

Vocabulary Word Wall—Professional Development Plan

Sample school improvement plans

Participant's Guide Page:

PG 2.19

Facilitator Support:

Sample PD Plans


KEY POINT

Components of a PD Plan

- PD plan should be coherent and well-coordinated to facilitate growth in knowledge and provide implementation support for high-quality reading instruction throughout the year.

DEFINITION

- **Professional Development Plan:** Part of a coherent, focused reading program addressing on- and off-site professional development offered at the school, state, regional, or district level.



MAKING IT PERSONAL

Share examples of school improvement plans or other documents that contain plans for professional development.

SLIDE 57: LEARNING OBJECTIVES



Handouts/Materials:

Vocabulary Word Wall— Learning Objectives

Participant's Guide Pages:

PG 2.20–22

Facilitator Support:

Approximate time for Coach's Learning Objectives activity:
10 minutes

KEY POINTS

Define *Learning Objectives*

- Stress the connection between learning objectives and the evaluation of the PD.

Describe Components of a Learning Objective

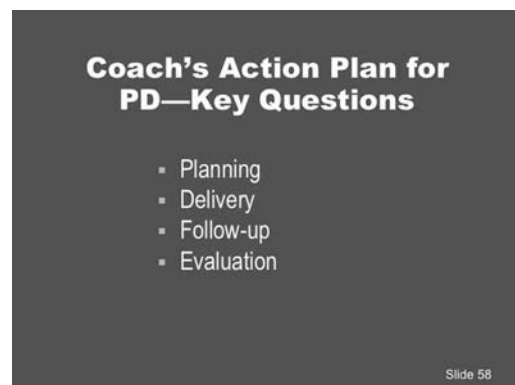
Process & Practice Activity: Coach's Learning Objectives Form (Resource 2.7)

- Ask participants to work with their table groups to complete the coaching objectives form for the three examples. Indicate which, if any, of the five elements of an objective is missing. Rewrite the objectives so they address all five elements.
- Allow 6 minutes.
- Discuss for 4 minutes, reviewing the answers on page PG 2.53.

DEFINITION

- **Learning Objectives:** Descriptions of what participants will be able to do as a result of participating in professional development. Objectives provide the basis for evaluating professional development and its impact on student achievement. Well-defined learning objectives address: **Who** are the target participants? **What level** of knowledge or skill is expected? **What content** is addressed? **When** do you expect teachers to implement what they have learned? **How** will you know the training was a success?

SLIDE 58: KEY PD QUESTIONS



Handouts/Materials:

Sample PD plans

Participant's Guide Pages:

PG 2.22–25

Facilitator Support:

Approximate time for Coach's Action Plan for Professional Development activity: 20 minutes

KEY POINTS

Coach's Action Plan for PD

- Review Coach's Action Plan for Professional Development (Example). Note the role of the objective.

Process & Practice Activity: Coach's Action Plan for Professional Development (Resource 2.8)

- Ask participants to use their resources to determine one PD priority for their school.
- Participants have 15 minutes to complete the Coach's Action Plan for PD Form on page PG 2.23.
- Ask participants to share for 5 minutes.
- If participants don't have any data specific to their school, they may complete this activity by determining a priority for the 1st grade teachers at Dewey Elementary.

Review the Key Questions in Planning Professional Development

- Emphasize the questions on pages 2.23–25.

SLIDE 59: LEARNING CENTERS



Participant's Guide Pages:

PG 2.26–27

Facilitator Support:

Approximate time for Learning Centers: 30 minutes or
7 minutes per station

KEY POINTS

Review Chapter 2

- Address any questions from Chapter 2 remaining on the Questions poster.

Learning Centers

- Ask participants to turn to pages PG 2.26–27 to review the learning center options.
- Model the use of a center management board, adjusting schedule and groups at the centers based on the total number of participants.
- Remove Vocabulary Word Wall words for Chapters 1 and 2.
- Prepare materials for next day.

CHAPTER 2 VOCABULARY WORD WALL

On-Site Professional Development

Professional Development (PD)

Planning

Delivery

Follow-Up

Evaluation

Context Standards

Process Standards

Content Standards

Learning Communities

Equity

Job-Embedded Learning

Transfer of Training

Survey

Needs Assessment

Professional Development Plan

Learning Objectives