

**Designing High Quality Professional Development:  
Building a Community of Reading Experts in Elementary Schools**

**Description:** This brief, adapted from a product created by the National Center for Reading First Technical Assistance, provides guidelines for building a high-quality professional development program to support reading instruction in elementary schools. The guidance in this brief is based on reading research on the essential components of reading instruction.

**Information Level:** novice

**Intended Audience for Internal Knowledge Development:**

State: grants, professional development

District: planning, professional development

School: literacy plan, professional development

To expand RCC's capacity, this activity or resource:	
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	RCCs can use information in this document to assist states in creating a research-based framework for a statewide professional development plan for districts.
Helps the RCC enhance states' ability to address NCLB/*ESEA requirements.	It provides information on instructional materials, programs and strategies based on scientific reading research that RCCs can use in their work with SEAs.
Helps RCC improve states' ability to work with districts.	It can be used at all levels--state, district, and school--to clearly plan a systematic professional development program. RCCs can assist states with an appropriate dissemination and technical assistance plan.
Enables the RCC to carry out its work more effectively.	It provides research-based information to support discussions between RCCs and SEAs in developing high quality professional development in reading.

**Suggested Dissemination Strategies:**

- Share document with DOE staff highlighting its purpose and content.
- Provide follow up conference call with DOE to answer questions and discuss strategies for use.

\* ESEA - Elementary and Secondary Education Act