

TIPS FOR PROFESSIONAL DEVELOPMENT

1 MODULE 1

RESEARCH OVERVIEW OF DISCUSSION OF TEXT: IMPROVING LITERACY INSTRUCTION IN SCHOOL SETTINGS

These tips have been prepared for presenters of the professional development module *Research Overview on Discussion of Text: Improving Literacy Instruction in School Settings*. They will help you deliver the professional development session and extend or add activities to occur either during or after the training. This document accompanies the module's PowerPoint presentation and handouts.

The module gives participants an understanding of the research on text discussion. Professional development providers can use these materials with school district personnel and practitioners looking for ways to connect reading research, teacher practices, and student results to create a strong academic climate in schools.

Participants will:

- adopt a common understanding of effective text discussion practices;
- learn the meanings of key terms in the module; and
- use instructional methods that facilitate students' reading comprehension.

Facilitators will:

- increase their knowledge of the reading process and current reading research;
- model explicit instruction that includes guided practice, feedback, and independent practice; and
- explore additional resources to adapt, modify, enrich, and further explain this content to meet participants' needs.

BEFORE THE TRAINING

1. Secure a convenient location for the training, determine appropriate space and set-up, and decide the timeframe of the training.
2. Prepare the professional development materials.
 - Send a letter of introduction to each registered participant.
 - Copy the daily agenda (with time allocations) for participants.
 - Set up the sign-in sheet.
 - Create and copy an evaluation form for each participant.
 - Create and sign a Certificate of Completion for each participant.
 - Store the follow-up letters for sending after the training is completed.
 - Copy the PowerPoint presentation for each participant.
 - Gather equipment and materials required for each activity.
 - Print the PowerPoint presentation in notes format for presenter's use during the training.
3. Become familiar with the organization of the training and adjust it as needed.
 - Download the module to your computer.
 - Review the PowerPoint speaker's notes. They convey extra information about and help clarify the key concepts on each slide. It is essential to convey all of the information contained in the speaker's notes. The notes also describe activities and examples.
 - Remember, processing and practice time are essential components to quality professional development.
4. Test all equipment before participants arrive. Make sure computer settings allow for full view of PowerPoint slides and set sound levels for comfortable listening.
5. Place supplies in the center of each table.
6. Distribute the PowerPoint presentation to each participant. Encourage participants to make notes directly in their handout.

Facilitate a Discussion—Module 1, Slide 7 Activity

1. Ask teachers to share their reflections from Handout 1:
 - What is the purpose of each discussion approach?
 - Which approach develops students' reading comprehension most effectively?
 - What is a benefit to this approach?
2. Have teachers note similarities in practices in their school and those practices they would like to explore further.

Facilitate a Discussion—Module 1, Slide 9 Activity

1. Ask teachers to share their reflections on the following questions:
 - What text discussion approach do you emphasize in your classroom and why?
 - Do you have examples to share of successes and challenges in balancing text discussion approaches?
 - In what ways have you seen students' ability to retrieve facts also help them improve their higher order thinking skills?
 - In what ways have you seen students' ability to make connections help them to improve their higher order thinking skills?

Clarify Understanding of Text Discussion Research

1. Divide teachers into groups and give each group a piece of chart paper and colored markers.
2. Ask groups to construct a graphic representation of a classroom containing the components that research suggests influence text discussion implementation and support the development of high quality text discussions. Only pictures and labels may be used.
3. Have groups share their graphics and explain the features.

View and Discuss Additional Doing What Works Videos

1. *Text Discussion One Step at a Time*

from *Improving K-3 Reading Comprehension: Engage Students With Text*

In this interview, Dr. P. David Pearson, who served on the IES panel that created the Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade, describes the value and benefits of text discussion and offers suggestions for planning, structuring, and supporting discussions. (5:57 min)

http://dwww.ed.gov/Reading-Comprehension/Engage-Students-With-Text/learn/?T_ID=36&P_ID=99&intID=2078&t=1#learn

2. Are any of the research findings surprising to you and why? Do the research findings align with your experiences in implementing text discussion approaches?

KEY RESEARCH

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