



# PRINCIPAL'S READING WALK-THROUGH: KINDERGARTEN–GRADE 3

*Professional Development Module*

**FACILITATOR'S GUIDE**



**CENTER ON  
INSTRUCTION**



# PRINCIPAL'S READING WALK-THROUGH: KINDERGARTEN–GRADE 3

## *Professional Development Module*

### **FACILITATOR'S GUIDE**

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**To download a copy of this document, visit [www.centeroninstruction.org](http://www.centeroninstruction.org).**



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## INTRODUCTION

This *Facilitator's Guide* has been prepared for presenters of the *Principal's Reading Walk-Through: Kindergarten–Grade 3 (PRWT: K–3)* professional development module. It contains a brief introduction, templates to help you prepare to deliver this professional development, and extensive speaker's notes for the slide presentation. The information presented here accompanies the Professional Development PowerPoint presentation (with embedded video clips), the *Participant's Guide*, and the Principal's Orientation PowerPoint (to be delivered by participating principals to their own staff). All four elements are posted as a suite of materials on the Center on Instruction website, [www.centeroninstruction.org](http://www.centeroninstruction.org). A general introduction to the point and purpose of the *PRWT: K–3* appears in the *Participant's Guide*, which you should point out to participants and also read carefully in preparing to deliver this material.

The *PRWT: K–3* professional development is intended to give participants an understanding of how to use the *PRWT: K–3 Checklists* in order to increase the frequency of classroom visits by administrators, intensify data gathering to inform school improvement decisions, and improve reading practices through explicit coaching. It is expected that technical assistance providers or state leaders will use this professional development with state departments of education staff, school district personnel, and principals who are looking for ways to connect reading research, teacher practices, and student results in order to create a strong academic climate in schools. Through this professional development, it is hoped that Participants will:

- Adopt the common language used in the *PRWT: K–3 Checklists*;
- Participate in activities that clarify the meanings of key terms in the *PRWT: K–3 Checklists*; and
- Use the *PRWT: K–3 Checklists* and professional development materials to improve students' reading achievement.

Facilitators will:

- Integrate the *PRWT: K–3 Checklists* and professional development materials into their own knowledge of the reading process and current reading research;
- Model explicit instruction that includes guided practice, feedback, and independent practice; and

- 
- Explore additional resources in order to adapt, modify, enrich, and further explain this content to meet participants' needs.

### ***Delivery Options***

The recommended delivery option for the *PRWT: K–3* professional development is a one-day session followed by a half-day review and reflection. The full day includes the Professional Development PowerPoint presentation and activities using the *PRWT: K–3 Checklists*. It is recommended that after this initial session, participants return to their schools, introduce their faculty to the *PRWT: K–3* using the Principal's Orientation PowerPoint, and implement its use with at least one grade level. The half-day follow-up session is designed as a forum for participants to discuss what they have learned, analyze their data, share prompts—nonjudgmental statements or questions—and look for trends. The one-and-a-half-day format will allow participants time to complete activities, process information, and engage in discussion with the facilitator and each other.

This professional development is designed to facilitate the effective use of the *PRWT: K–3 Checklists*. Other options for using the materials from this professional development include:

- Use the materials as a study group tool with other reading professionals. Move through the *PRWT: K–3 Checklists* using the natural breaks in content at each component for meetings.
- Read the information individually and complete the activities, extending and reinforcing the information, as a self study.

### ***Preparing to Deliver Professional Development***

This professional development is based on the National Staff Development Council's Standards (<http://www.nsdc.org/standards/index.cfm>) for quality professional development. Strategies are research-based and honor adult learning. Activities provide essential practice and processing time for the concepts covered. Discussion is encouraged to facilitate a learning community among participants. Resources are suggested for further development of background knowledge.



Multiple-day professional development is a tremendous investment of time and resources. This *Facilitator's Guide* has been developed to assist you in delivering the greatest return on your participants' investment. **It is important to implement this professional development as designed to generate the full benefit.**

Use the support in this document to prepare and plan your delivery of this information. All materials are also available on the Center on Instruction website at [www.centeroninstruction.org](http://www.centeroninstruction.org). It is **strongly** recommended that you use the *PRWT: K–3 Checklists* before delivering this professional development. This will help you anticipate questions that may come up during the training and allow you to draw on personal experience and reflection throughout the program.

Remember that the more familiar you are with the materials, and the more practiced you are at presenting, the more you can engage directly and spontaneously with participants. They will learn more than they could from rote recitation of facts—and you will all have a deeper and richer experience.

## Tasks

The tables below can help plan for the necessary assistance, equipment, materials, and other items to present this professional development. As you plan this professional development program, elaborate on or clarify any items as needed to best meet the needs of participants.

### Assistance

Assistance	Who	When	Confirm
Planning committee for <i>Principal's Reading Walk-Through: K–3</i> professional development			
Facilities <ul style="list-style-type: none"><li>• Meeting room(s)</li></ul>			
Materials <ul style="list-style-type: none"><li>• Purchase</li><li>• Distribution</li></ul>			
Registration			
Hospitality <ul style="list-style-type: none"><li>• Breaks</li></ul>			
Technical/ Audio/ Visual			
Facilitator(s)			
Guest Speaker/s - Optional <ul style="list-style-type: none"><li>• Welcome - Day #1</li><li>• Welcome - Half-day #2</li></ul>	(e.g., superintendent, district administrator)		

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## Equipment

Equipment	Quantity	Purpose	Availability
Laptop computer	1	Run the PowerPoint	
Speakers for laptop or house sound system	NA	Broadcast video clips embedded in PowerPoint	
Large screen	1	Project the PowerPoint	
LCD projector	1	Project the PowerPoint	
LCD remote	1	Advance slides	
Lavaliere microphone	1 per presenter	Audio quality and clarity	
Laser pointer	1	Emphasize slides	

## Suggested Materials

Materials	Quantity	Purpose	Availability
1" 3-ring binder	1 per participant	Bind <i>Participant's Guide</i>	
Name badges	1 per participant	Introduction	
Name tents	1 per participant	Introduction	
Sticky chart paper	1 tablet per table	Activities	
Highlighters, paper clips, rubber bands, tape, pens, pencils, markers, varying sizes of sticky notes	Enough for participants	Activities	
COI brochures	1 per participant	Introduction	

## Before Delivering the Program

1. **Duplicate the templates beginning on page 7.**
  - Send a letter of introduction to each registered participant.
  - Copy the daily agenda (with time allocations) for participants.
  - Set up the sign-in sheets.
  - Sign a Certificate of Completion for each participant.
  - Store the follow-up letters for sending after the training is completed.
2. **Duplicate the *Participant's Guide*, one copy for each participant.**

These resources may be organized in a three-ring binder or spiral bound.



3. **Secure a convenient location for the training.** The ideal location would have a room large enough to accommodate a group of 24. Placing six participants at each table, arrange the tables to allow everyone to see the projection screen, conduct table discussions, and use the *PRWT: K–3 Checklists*.
4. **Review the Professional Development PowerPoint presentation speaker’s notes.**
  - The concepts on the slides represent the content in the *PRWT: K–3 Checklists* and allow participants to apply the *PRWT: K–3 Checklists* to the video clips embedded in the PowerPoint slides.
  - The speaker’s notes begin on page 20 of this *Facilitator’s Guide*. Text in italics offers suggested remarks. Extra information about the key concepts of each slide is also included. This information is important to clarify the points on each slide. In order for participants to understand the *PRWT: K–3 Checklists* thoroughly, it is essential to convey all of the information contained in the speaker notes. The notes section also contains detailed descriptions of activities and examples.
  - The abbreviations and numbers on many slides correspond to the Indicator and number from the *PRWT: K–3 Checklists*. The abbreviations are:
    - CE Classroom Environment
    - IM Instructional Materials
    - TI Teacher Instruction
    - RC Reading Centers
    - CP Concepts of Print (kindergarten only)
    - PA Phonological/Phonemic Awareness
    - P Phonics
    - F Fluency
    - V Vocabulary
    - C Comprehension
5. **Duplicate the evaluation form on page 14.** Participants should complete this form at the end of the full-day session and again at the end of the half-day follow-up.
6. **Gather materials and equipment** required for each day’s activities.
7. **Set up LCD projector and screen.**

- 
8. **Download the Professional Development PowerPoint presentation** from the Center on Instruction website. Because the PowerPoint presentation is large, it is divided into two files.
  9. **Test all equipment** before participants arrive. Make sure computer settings allow for full view of PowerPoint slides.
  10. **Set sound levels** for comfortable listening.
  11. **Place supplies** in the center of each table.
  12. **Hand out the *Participant's Guides*.** Encourage participants to make notes directly in their *Participant's Guides*. Participants will be able to download blank copies of the *PRWT: K–3 Checklists* from the Center on Instruction website, [www.centeroninstruction.org](http://www.centeroninstruction.org).
  13. **Remind participants of the Principal's Orientation PowerPoint presentation.** They may use it as a brief introduction to their faculty and staff members of the *Principal's Reading Walk-Through: K–3*—what it is and what it is not. You may burn the presentation to individual CDs for each participant or ask participants to download the Principal's Orientation PowerPoint presentation from the Center on Instruction website.
  14. **Remind participants of the Reflection Questions** on page 67 of the *Participant's Guide* (Appendix A). Participants should reflect on and answer these questions in preparation for the half-day follow-up professional development session.
  15. **Reproduce and sign** the certificates of completion, page 16.



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## TEMPLATES

Following are templates for the introduction, orientation, completion, and evaluation of the professional development for the *PRWT: K–3 Checklists*. They should be adapted to meet the needs of the facilitator and participants:

- Letter of Introduction to a District Professional Development Director or Reading Coordinator
- Letter of Introduction to Participants
- Sample Agenda
- Sign-in Sheet
- Evaluation
- Certificate of Completion
- Follow-up Letter to Participants

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## ***Principal's Reading Walk-Through: K–3***

### **Letter of Introduction to a District Professional Development Director or Reading Coordinator**

[Date]

[Recipient's Name]

[Address]

Dear [Name]

**Do administrators in the districts you serve need support to identify research-based reading instruction in the classroom quickly and accurately? Would a user-friendly tool to focus their classroom walk-throughs facilitate this process?** If so, *The Principal's Reading Walk-Through: Kindergarten–Grade 3 (PRWT: K–3)* is a publication and professional development training of interest. Adapted by the Center on Instruction and **available to you absolutely free**, the *PRWT: K–3* is based on the high professional development standards established by the National Staff Development Council.

The *PRWT: K–3* professional development combines the best information on reading development and classroom walk-through implementation into a multi-media module to enhance schools leaders' strengths in:

- Applying scientifically based reading research;
- Using scientifically based reading instruction;
- Driving instruction based on assessment of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Modeling techniques for improving reading instruction; and
- Implementing a site-specific plan to improve K–3 reading achievement.

A *Participant's Guide*, Professional Development PowerPoint presentation with embedded video clips of classroom scenarios, and a Principal's Orientation PowerPoint contribute to the effectiveness of this professional development. Suggested delivery entails one full-day session followed by a half-day session scheduled within a four-week time span, a weekly study group, or self-guided instruction.





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Please preview the program by visiting [www.centeroninstruction.org](http://www.centeroninstruction.org) or allow me to provide a 15 minute orientation to the *PRWT: K-3* at your next district staff meeting. I look forward to scheduling the presentation at your earliest convenience.

With best wishes,

[*Name*]

[*Title*]

[*Contact information*]

Cc: Superintendent

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## ***Principal's Reading Walk-Through: K–3***

### **Letter of Introduction to Participants**

[Date]

[Recipient's Name]

[Address]

Dear [Name]

Congratulations! As a leader of reading within your district, you have been approved to attend the *Principal's Reading Walk-Through: Kindergarten–Grade 3 (PRWT: K–3)* professional development scheduled for [date to date]. The *PRWT: K–3* model has combined the best information on reading development and classroom walk-through implementation into a multi-media module to enhance your strengths in:

- Applying scientifically based reading research;
- Using scientifically based reading instruction;
- Driving instruction based on assessment of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Modeling techniques for improving reading instruction; and
- Implementing a site-specific plan to improve K–3 reading achievement.

The *PRWT: K–3* sessions will be held at [location]. The building is located [give landmarks] which you can easily locate on the map [attach a map]. Enter the front door [describe] and check in at the Registration Table located [state where].

At the Registration Table, you will be given a name badge which you should wear each day while you are in the building. After receiving your badge, you will be directed to [state which room] which is located [give directions].

You will be required to sign in for each session. A sign-in sheet will be distributed in the meeting room. The sessions will begin promptly at [time and time zone].



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Please feel free to preview the *PRWT: K–3* materials by visiting [www.centeroninstruction.org](http://www.centeroninstruction.org) or contact me if you have any questions. I look forward to our time together.

With best wishes,

[*Name*]

[*Contact information*]

Cc: Principal (if applicable)

District Professional Development Director

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## ***Principal's Reading Walk-Through: K-3***

### **Sample Agenda**

#### **Day #1**

7:30 – 8:00	Registration and Materials Distribution
8:00 – 8:10	Welcome
8:10 – 10:00	<i>Principal's Reading Walk-Through: K-3</i> Introduction and Principles
10:00 – 10:15	Break
10:15 – 12:00	<i>Principal's Reading Walk-Through: K-3</i> Practice
12:00 – 1:00	Lunch
1:00 – 2:15	<i>Principal's Reading Walk-Through: K-3</i> Practice
2:15 – 2:30	Break
2:30 – 3:15	Reflection and Next Steps
3:15 – 3:30	Evaluation of Professional Development

#### **Half-day #2**

7:30 – 8:00	Sign In
8:00 – 8:10	Welcome
8:10 – 10:00	<i>Principal's Reading Walk-Through: K-3</i> Follow-up Discussion
10:00 – 10:15	Break
10:15 – 11:45	<i>Principal's Reading Walk-Through: K-3</i> Trend Analysis
11:45 – 12:00	Evaluation of Professional Development



## ***Principal's Reading Walk-Through: K-3***

### **Sign-in Sheet**

**Facilitator:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Last Name, First Name</b> (Please print)	<b>E-Mail</b>	<b>District</b>	<b>School</b>
1			
2			
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## ***Principal's Reading Walk-Through: K-3***

### **Evaluation: Full-day Session**

**Directions: Read each statement below and reflect on your professional development experience. Please rate each statement on a scale of 1 to 4: 1=No Evidence 2=Little Evidence 3=Evidence Present 4=Highly Evident**

#### **Planning**

- 1 2 3 4 The content of the *PRWT: K-3* reflects a commitment to reading achievement for all students by providing me with research-based information on reading instruction.
- 1 2 3 4 The objectives of the *PRWT: K-3* align with my school's reading plan.
- 1 2 3 4 The sequence of topics in the *PRWT: K-3* aligns with teachers' instructional needs.

#### **Delivery**

- 1 2 3 4 The facilitator of the *PRWT: K-3* was highly qualified to conduct the sessions.
- 1 2 3 4 There was time built into the *PRWT: K-3* sessions to practice skills.
- 1 2 3 4 The *PRWT: K-3* professional development was intense enough to ensure mastery of skills.

#### **Comments/Suggestions:**

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## ***Principal's Reading Walk-Through: K-3***

### **Evaluation: Half-day Session**

**Directions: Read each statement below and reflect on your professional development experience. Please rate each statement on a scale of 1 to 4: 1=No Evidence 2=Little Evidence 3=Evidence Present 4=Highly Evident**

#### **Follow-up**

- 1 2 3 4 The facilitator of the *PRWT: K-3* is available for follow-up assistance either face to face or through the web.
- 1 2 3 4 The *PRWT: K-3* follow-up session includes access to additional resources or experts.

#### **Comments/Suggestions:**

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CENTER ON  
INSTRUCTION

**PROFESSIONAL DEVELOPMENT FOR  
PRINCIPAL'S READING WALK-THROUGH: K-3**

*Certificate of Completion*

*Presented to*

*By*

*Date*





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## ***Principal's Reading Walk-Through: K–3***

### **Follow-up Letter to Participants**

[Date]

[Recipient's Name]

[Address]

Dear [Name]

Thank you so much for participating in the professional development for the *Principal's Reading Walk-Through: Kindergarten–Grade 3 (PRWT: K–3)*. In our effort to continuously improve, we ask that you please take a few minutes to answer the following questions. You are welcome to send this back to me by mail or email your responses to [note email address]. Your feedback will be most helpful in planning areas of emphasis in the future. Again, I appreciate your time and effort in offering all students the best education possible. If I can be of further assistance, please don't hesitate to contact me.

1. What changes have occurred in classroom instruction as a result of exercising the skills reinforced by the *PRWT: K–3* professional development?
  
2. What changes in student performance have occurred as a result of exercising the skills reinforced by the *PRWT: K–3* professional development? Please give examples of evidence.

With best wishes,

[Name]

[Mailing Address]

[Phone]

[Fax]





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## POWERPOINT PRESENTATION SPEAKER'S NOTES

### ***NOTE TO FACILITATOR***

The speaker notes included in this PowerPoint presentation are intended to be used as a guide in delivering the *Principal's Reading Walk-Through: Kindergarten—Grade 3* content.

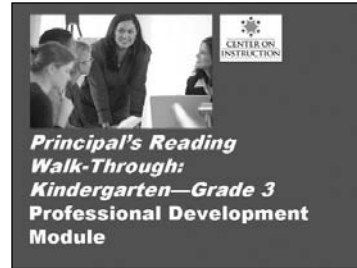
It is essential to read both the Facilitator's Guide and Participant's Guide in preparing to deliver this professional development.

The notes indicate important points and action steps by bullets. Suggested remarks are indicated by "SAY" and continue through subsequent indented paragraphs.

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## Slide 1 WELCOME

- Remind participants to sign in and fill out a name tag. Hand out *Participant's Guides*.
- Conduct Icebreaker Activity.
- Introduce yourself by modeling one of the icebreaker options below.
  - *Traditional Introduction:* Ask participants to give their name, where they are from, and their current role. Example: My name is Harley Milton. I am the assistant principal at Sunshine Elementary School in Bronze City.
  - *Alternate Introduction:* Ask participants to introduce themselves to their tablemates by giving their name and current role, and describing their favorite place to walk, including some characteristics of this place that makes it a personal favorite.



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## Slide 2 CENTER ON INSTRUCTION (COI)

- Introduce the Center on Instruction (COI). COI created the *PRWT: K–3 Professional Development*.
- Distribute COI brochure. Download brochures from [www.centeroninstruction.org/pdf/2008\\_coibrochure.pdf](http://www.centeroninstruction.org/pdf/2008_coibrochure.pdf)
- Additional materials on reading are available through the COI website, [www.centeroninstruction.org](http://www.centeroninstruction.org)





### Slide 3 AGENDA

- Let participants know where to find restrooms, vending machines, phones. Supplies (materials) should be on tables (see *Facilitator's Guide*, page 4).
- Discuss agenda. Session will include time for practice, reflection, and processing. Go over agenda on slide.

Agenda	
7:30-8:00	Registration and materials distribution
8:00-8:10	Welcome
8:10-10:00	Introduction to <i>PRWT: K-3</i>
10:00-10:15	Break
10:15-12:00	<i>PRWT: K-3</i> practice
12:00-1:00	Lunch
1:00-2:15	<i>PRWT: K-3</i> practice
2:15-2:30	Break
2:30-3:15	Reflection and next steps
3:15-3:30	Evaluation of professional development


**SAY:** The *Participant's Guide* contains the materials that you will use during this professional development. It includes an introduction, the *Principal's Reading Walk-Through: Kindergarten–Grade 3 Checklists*, research support, examples, and a glossary of reading terms. All contents of the *Participant's Guide* can be downloaded from the Center on Instruction website so please feel free to write on and use the copy you have.

### Slide 4 OBJECTIVE

- Conduct Strategy Activity.  
The image of a clock alerts participants to an activity.
  - Ask participants to turn to the person on their right and describe a strategy used at their school in the past year to improve student achievement in reading.  
Allow three minutes.
  - Circulate to listen to strategies that are discussed.  
Share how some of the examples you heard discussed could be advanced by using the *PRWT: K–3*. Ask a few participants to share their ideas.
- Stress that this section of the presentation will focus on describing the *PRWT: K–3*.

**Objective**

School leaders will use the *Principal's Reading Walk-Through: Kindergarten–Grade 3* to guide reading instruction and improve reading achievement through frequent, informed reading walk-throughs.



### Slide 5 OVERVIEW

**SAY:** This *Principal's Reading Walk-Through* provides a user-friendly structure for regular visits to K–3 classrooms during reading instruction. It consists of scientifically based indicators of effective classroom reading instruction.

**What is the  
*Principal's Reading  
Walk-Through:  
Kindergarten–Grade 3  
(PRWT: K-3)?***

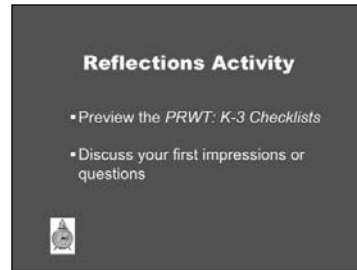
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### Slide 6 REFLECTIONS ACTIVITY

- Display the *PRWT: K–3 Checklists*.
- Ask participants to preview the *Checklists* and discuss their first impressions with a participant sitting next to them. Allow three to five minutes.
- Ask participants if they have any questions or comments at this point. Connect impressions or questions to forthcoming content of the professional development.

**SAY:** An important goal of this professional development is to help you become comfortable using these *Checklists*. We will have many practice and discussion opportunities.

Reflection prompted by the *PRWT: K–3* provides opportunities for collegial exchanges and job-embedded professional development. It prompts teachers to think deeply about their reading instruction.



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### Slide 7 READING GOALS ACTIVITY

- Invite participants to think about their school's reading goals and the strategies used to achieve those goals, then pair up and discuss their school's reading goals and strategies with a partner. Ask volunteers to share their ideas.

**SAY:** What other school goals drive instruction? (Examples may include goals for Individualized Education Plans, school improvement plan goals, accreditation goals, Title I, parent participation goals.)

- Discuss how the *PRWT: K–3* could address reaching these goals.

**SAY:** Using the *PRWT: K–3* is one way to help prevent reading difficulties in students. The *Checklists* were developed to be user-friendly and to support dialogue about effective reading instruction between principals and teachers. The *PRWT: K–3* can help administrators who need support in recognizing effective reading instruction. The *Checklists* can be thought of as a scaffold to increase understanding of the reading process.

Example: Before becoming a principal, I was certified as a secondary Social Studies teacher. I took one children's literature course as an undergraduate and needed help understanding what effective reading instruction looked like in a K–3 classroom.





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## Slide 8 THE *PRWT*: K–3 AND READING RESEARCH


**SAY:** Reading instructional time should reflect the most up-to-date knowledge about the science of teaching children how to read. The *PRWT: K–3* is aligned with current research and aims to support administrators in focusing attention on high-quality reading instruction.

In *Preventing Reading Difficulties in Young Children* (1998), the National Research Council asserted that the best intervention is effective instruction.

Converging research indicates that if effective initial classroom instruction is proactive, then reading difficulties can be prevented.

Historically, reading instruction has been approached from a remedial perspective.

Preventive instruction is a paradigm shift for our educational system.



Strong reading  
instruction prevents  
reading difficulties

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## Slide 9 READING RESOURCES

**SAY:** Several resources reporting the body of converging research in reading have been published. These are some of the resources used in the development of the *PRWT: K–3*.

***Preventing Reading Difficulties in Young Children*** was published by National Academy Press in 1998. It summarizes converging evidence of effective instruction in the primary grades and is available online at [www.nap.edu](http://www.nap.edu).

***Teaching Reading IS Rocket Science*** was written by Louisa Moats and published by the American Federation of Teachers. It describes what expert teachers of reading should know and be able to do.

***The National Reading Panel Report: Teaching Children to Read***, published in 2000, summarizes the research on each of the five major reading components.

***Put Reading First*** contains a wealth of information about instruction in the major reading components. It was published by the National Institute for Literacy and is available online at [www.nifl.gov](http://www.nifl.gov).



### Resources



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## Slide 10

### EXPLORING INDICATORS ACTIVITY

- Refer participants to the *PRWT: K–3 Checklists*. Display your copy.
- Ask participants to examine the *Checklists* to find which reading components are present in all four grades, K–3. (Answer: Phonics, Fluency, Vocabulary, and Comprehension are found at all four grade levels).
- Ask participants to identify reading components present only in the kindergarten *Checklist*. (Answer: Concepts of Print).
- Ask participants to identify reading components that are present only in the kindergarten and 1st grade *Checklists*? (Answer: Phonemic Awareness). Allow three to five minutes for the activity.
- Share answers and discuss.

**SAY:** The *PRWT: K–3 Checklists* provide indicators for each reading component that are appropriate for the typical student in that grade.

#### Reflections Activity

- Examine the *Checklists* to find reading components present in all four grades, K–3
- Identify reading components present only on the Kindergarten *Checklist*
- Identify reading components present only on the Kindergarten and 1st Grade *Checklists*



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## Slide 11

### EFFECTIVE SCHOOL LEADERS

**SAY:** Because reading is the requisite skill for student success in all subject areas and remains a requisite skill throughout a lifetime, an effective principal establishes and maintains reading as a schoolwide priority. These characteristics of effective school leaders are supported by research (Blasé & Blasé, 2002; Sammons, Hillman, & Mortimore, 1995).

#### Effective School Leaders

- Provide high quality personnel, programs, and professional development
- Motivate teachers to teach all children to read





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## Slide 12 EFFECTIVE SCHOOL LEADERS

**SAY:** These actions show commitment to reading as a priority.

- Encourage participants to share personal experiences.

Example: I found that creating a master schedule that prioritized reading and accommodated moving a thousand students into special areas and the lunchroom was most challenging.

Example: We used our data analysis software to identify students in need of extra support. Some of these students had to make more than one year's growth in a single school year to catch up.

- If any participants have used a reading walk-through, encourage them to share examples of how the reading walk-through has had a positive impact.

### Effective School Leaders

- Schedule uninterrupted reading instruction and intervention
- Help teachers identify students who need extra support
- Suggest instructional adjustments to teachers based on student progress

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## Slide 13 DIFFERENCES FROM OTHER WALK-THROUGHS

**SAY:** While a generic classroom walk-through provides a structure for targeting objectives, teaching methods, and materials, the *PRWT: K-3* provides indicators that are grade- and component-specific to reading instruction. They help identify instruction designed for optimal reading achievement.

- The *PRWT: K-3* differs from other walk-through models by:
  - Focusing on reading reform
  - Providing research-based instructional indicators
  - Promoting communication techniques to prompt reflection
  - Encouraging learning communities
- A principal or any reading leader must understand scientifically based reading instruction (SBRI). It is essential to understand the reading components, the reading process, and a variety of reading assessments in order to support and guide teachers in enhancing their reading instruction, to communicate expectations clearly, and to allocate reading resources effectively (Glickman, 1991; Pajak, 1989).

How does the *Principal's Reading Walk-Through* differ from other walk-through models?

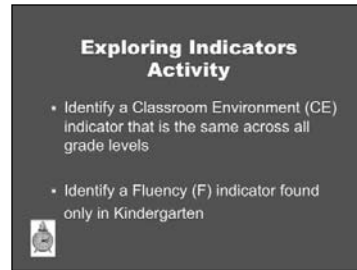
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## Slide 14

### EXPLORING INDICATORS ACTIVITY

- Ask participants to turn to page 69 of the *Participant's Guide*, where they will find the *Checklists*.
- Direct participants to the first category, Classroom Environment (CE). Ask them to identify a CE indicator that is the same at all grade levels. (Answer: CE-1, CE-2, CE-3, CE-4, CE-5 are the same across all four *Checklists*). Allow three minutes.
- Direct participants to the category of Fluency (F). Ask them to identify an F indicator found only in the kindergarten *Checklist*. (Answer: F-3. In the kindergarten *Checklist*, F-3 addresses pre-reading activities such as letter naming or sounds. In the Grades 1–3 *Checklists*, F-3 addresses oral reading fluency). Allow three minutes.
- Share answers and discuss.

**SAY:** Note that indicators for Classroom Environment, Teacher Instruction, and Reading Centers are the same across all grade levels. Only the examples that accompany the indicator change.

A dark gray rectangular box containing white text. At the top, the title "Exploring Indicators Activity" is centered. Below it, there are two bullet points. The first bullet point says "Identify a Classroom Environment (CE) indicator that is the same across all grade levels". The second bullet point says "Identify a Fluency (F) indicator found only in Kindergarten". To the left of the second bullet point is a small icon of a person with a magnifying glass.

**Exploring Indicators Activity**

- Identify a Classroom Environment (CE) indicator that is the same across all grade levels
- Identify a Fluency (F) indicator found only in Kindergarten

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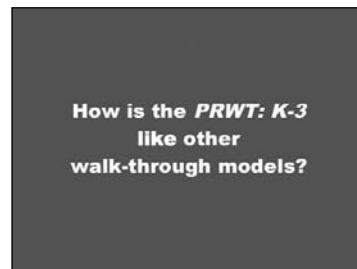
## Slide 15

### THE CLASSROOM WALK-THROUGH

**SAY:** The *PRWT: K–3* is similar to the more general classroom walk-through (CWT).

The classroom walk-through was borrowed from the business world where it was known as “managing by walking around.”

Two prominent practitioners of managing by walking around were David Packard, co-founder of Hewlett-Packard, and Sam Walton, founder of Wal-Mart. Both were named by *Fortune* magazine in July 2003 as two of the top ten CEOs of all time.

A dark gray rectangular box containing white text. The text is centered and reads: "How is the PRWT: K-3 like other walk-through models?".

**How is the *PRWT: K-3* like other walk-through models?**



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## Slide 16 CLASSROOM IMPROVEMENTS

**SAY:** At present, the research supporting the use of a walk-through is targeted at the classroom level in general; however, because the design of the *Principal's Reading Walk-Through* is consistent with the model, it is likely that similar outcomes could be expected. The advantages of the classroom walk-through confirmed in the literature (Downey et al., 2004) include those on the slide.

- Ask participants to read this slide and the next slide silently and select which benefit of the classroom walk-through would be most important to them.

### Classroom Walk-Throughs Can Improve

- Classroom instruction
- Student learning across socioeconomic and cultural lines
- Student discipline
- Teacher self-efficacy

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## Slide 17 CLASSROOM IMPROVEMENTS

**SAY:** Which benefit of the classroom walk-through did you select as most important at your school? Why?

Example: I selected student learning across socioeconomic and cultural lines. Although our school mission states our commitment to the idea that all children can learn, our assessment results don't support that premise. I'm afraid that consciously or unconsciously, expectations vary depending on financial status and race.

### Classroom Walk-Throughs Can Improve: (continued)

- Teacher attitudes toward teacher appraisal
- Likelihood of enthusiastic pursuit of the school's mission
- Teacher perception of principal effectiveness
- Teacher attitudes toward professional development

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## Slide 18

### VIRTUAL CLASSROOM

- Videos are intended to prompt reflections on the topic being discussed.

**SAY:** In this first video, an elementary school principal discusses the importance of a principal's presence in the classroom. Other videos we'll view today show classrooms in action for virtual *PRWT*: K–3 practice.

- Play videos (42 seconds; 2 minutes 7 seconds).  
To play videos, click on the stilled image in the slide.  
First play the video on the left, then the one on the right.
- Discuss. Ask participants to share their impressions.



### 15 MINUTE BREAK

**ABOUT THIS SCHOOL:** In 2005–2006, Marilyn Rahming's local district served approximately 34,100 students in grades PreK–12; of Pineview's 541 students in grades pre-K–5, 82% were African American, 8% Hispanic, 4% white, 3% Pacific Islander, and 3% were multiracial. Eighty-three percent of the students received free or reduced-price lunch ([www.just4kids.org](http://www.just4kids.org)).



## Slide 19 NATIONAL READING PANEL FINDINGS

The National Reading Panel report (NICHHD, 2000), available at [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org), reviewed 34 years of scientific research on reading and translated it into recommendations for daily classroom practice. The panel found that high-quality instruction in the early school years can prevent reading difficulties for many children. Three of the most important conclusions are:

1. Most older, struggling readers can learn to read, although it often becomes more difficult as students fall progressively farther behind their classmates.
  2. To ensure that children learn to read well, explicit and systematic instruction must be provided in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
  3. Understanding explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension is essential to identifying effective teaching during reading instruction.
- Discuss. Ask volunteers to define explicit and systematic instruction (or use the Glossary in the *Participant's Guide* to read the definitions).

### National Reading Panel Findings

- High quality instruction in the early years can prevent reading difficulties for many children
- Most older, struggling readers can learn to read
- To learn to read well, children must receive explicit and systematic instruction in the five components of reading

## Slide 20 PRWT: K–3 CHECKLISTS

- Participants should refer to their *PRWT: K–3 Checklists* while you explain the information on the slide.

**SAY:** Since multiple visits to each classroom should occur throughout the school year, a *Checklist* can be used for three separate visits.

A check in the box in the far left column indicates you have seen the indicator. You will not see every indicator on every visit.

The data you collect during the *PRWT: K–3* will determine prompts for teacher reflection.

- Allow time for questions.

### Using the PRWT: K-3 Checklists

- Three visits
- Five to seven minutes
- Mark the box if you see evidence

## Slide 21

### PRWT: K–3 INDICATOR CATEGORIES

**SAY:** In order to use the *PRWT: K–3 Checklists* effectively, it is important to understand the organizing structure.

The nine categories (see slide) remain the same across the grade levels on the *PRWT: K–3 Checklists*.

Note that the kindergarten *PRWT: K–3 Checklist* has one additional category, Concepts of Print.

Several indicators make up each category. The indicators describe specific scientific research-based aspects of reading instruction appropriate for each grade level. In other words, the indicators are what principals look for as a reading walk-through is conducted.

#### Categories for the *PRWT: K–3*

- Classroom Environment
- Instructional Materials
- Teacher Instruction
- Reading Centers
- Phonological / Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

## Slide 22

### PRWT: K–3 1ST GRADE CHECKLIST

- Each *Checklist* can be used for three separate visits to the same classroom.
- At the top, record the teacher's name, date, and the time of each classroom visit. Also at the top, check whether whole group (WG) or small group (SG) instruction was observed.
- The *Checklists* are organized into three major columns:
  1. The left column is used to check if an indicator is observed.
  2. The middle column identifies each indicator's abbreviation, number, and description (e.g., CE-5: Teacher interactions with students reflect warmth, encouragement, and enthusiasm).
  3. The right column is used to record notes and ideas for reflection prompts.

Principal's Reading Walk-Through Checklist for 1st Grade Classrooms			
Teacher Name: _____ Date: _____ Time: _____			First Grade <input type="checkbox"/>
<b>CLASSROOM ENVIRONMENT (CE)</b>			
<input type="checkbox"/>	CE-1	Classroom environment reflects positive learning atmosphere	
<input type="checkbox"/>	CE-2	Classroom environment reflects positive learning atmosphere	
<input type="checkbox"/>	CE-3	Classroom environment reflects positive learning atmosphere	
<input type="checkbox"/>	CE-4	Classroom environment reflects positive learning atmosphere	
<input type="checkbox"/>	CE-5	Classroom environment reflects positive learning atmosphere	
<b>INSTRUCTIONAL MATERIALS (IM)</b>			
<input type="checkbox"/>	IM-1	Instructional materials are appropriate for the grade level	
<input type="checkbox"/>	IM-2	Instructional materials are appropriate for the grade level	
<b>TEACHER INSTRUCTION (TI)</b>			
<input type="checkbox"/>	TI-1	Teacher uses a variety of instructional strategies	
<input type="checkbox"/>	TI-2	Teacher uses a variety of instructional strategies	
<input type="checkbox"/>	TI-3	Teacher uses a variety of instructional strategies	
<input type="checkbox"/>	TI-4	Teacher uses a variety of instructional strategies	
<input type="checkbox"/>	TI-5	Teacher uses a variety of instructional strategies	
<input type="checkbox"/>	TI-6	Teacher uses a variety of instructional strategies	
<input type="checkbox"/>	TI-7	Teacher uses a variety of instructional strategies	
<input type="checkbox"/>	TI-8	Teacher uses a variety of instructional strategies	
<input type="checkbox"/>	TI-9	Teacher uses a variety of instructional strategies	
<input type="checkbox"/>	TI-10	Teacher uses a variety of instructional strategies	



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### Slide 23

#### LOCATING INDICATORS ACTIVITY

- Direct participants to the Classroom Environment category on the 3rd grade *Checklist*.
- Ask a participant to read C-1, the first 3rd grade indicator from the Comprehension category, "Teacher provides modeling and support as students make predictions about text using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations)."
- Direct participants' attention to the Phonological/Phonemic Awareness category on the kindergarten *Checklist*.
- Ask a participant to read the kindergarten indicator PA-3, "Teacher clearly and accurately pronounces individual sounds of words."
- Ask participants if there are any questions about locating indicators on the *Checklists*.



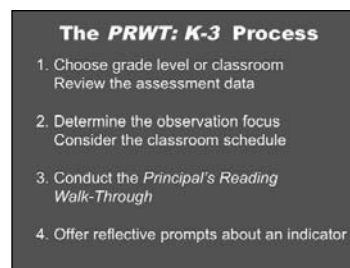
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### Slide 24

#### THE PRWT: K-3 PROCESS

**SAY:** This slide shows the entire *PRWT: K-3* process, from choosing a classroom to the discussion resulting from the visit:

1. First, select the grade level or classroom. Some principals organize their *PRWT: K-3* by visiting all teachers in one grade level in one day. Some principals organize their *PRWT: K-3* by visiting one teacher at each grade level in one day.
2. Review assessment data. Reviewing student data before conducting a *PRWT: K-3* may help determine which indicators to focus on.
3. Consider classroom schedules. Conduct *PRWT: K-3* at different times to gain an overview of the various aspects of a teacher's reading instruction.
4. Conduct the *PRWT: K-3*. Principals will not see every indicator during every *PRWT: K-3*. The walk-through should last five to seven minutes.
5. Reflective prompts will be addressed later.



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**Slide 25**  
**SUPPORTING RESEARCH: CLASSROOM ENVIRONMENT**

**SAY:** In the *Participant's Guide*, the actual *Checklists* are preceded by a section called "Examples of Evidence of Classroom Indicators." This section contains research support for each category. It also includes Examples of Evidence of each indicator you might expect to see in a classroom.

- Give participants five minutes to read the research to support the Classroom Environment category (pages 5–6 of the *Participant's Guide*).

**SAY:** Let's begin by looking at the 1st grade *Checklist*.

- Ask a participant to read CE-1. Note that on the slide, the grade levels to which an indicator applies are noted in the column to the right.

**SAY:** It is obvious when a teacher is managing a classroom effectively. For example, students are academically engaged and on task and teachers spend the time instructing rather than disciplining students.

- Review CE-1 Examples of Evidence in the *Participant's Guide* (page 6). Invite other examples of CE-1.
- Ask a participant to read CE-2.
- Review CE-2 Examples of Evidence in the *Participant's Guide* (pages 6–7). Invite other examples of CE-2.

Classroom Environment (CE)	
CE-1	Grades K-3
Classroom behavior management system creates a positive learning environment.	
CE-2	Grades K-3
Classroom arrangement is conducive to whole-group instruction and reading centers.	

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**Slide 26**  
**CLASSROOM ENVIRONMENT INDICATORS 3 & 4**

- Ask a participant to read CE-3.
- Review CE-3 Examples of Evidence in the *Participant's Guide* (page 7). Invite other examples of CE-3.
- Ask a participant to read CE-4.

**SAY:** This may not be obvious if you are not aware of the current skills being taught. Looking at the teacher's lesson plan book will assist with this indicator.

- Invite other examples of CE-4.

Classroom Environment (CE)	
CE-3	Grades K-3
Daily class schedule is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
CE-4	Grades K-3
Displays of student work and curriculum material reflect current skills and concepts being taught.	





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### Slide 27 CLASSROOM ENVIRONMENT ACTIVITY

- Ask participants what evidence of Classroom Environment Indicators are visible in this photograph.
- Participants should note CE-2 from the kindergarten *PRWT: K–3 Checklist*. Other CE indicators can be discussed.

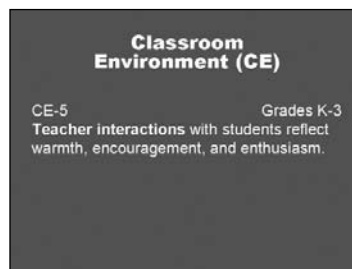


**ABOUT THIS SCHOOL:** This photograph is from Carver Century Elementary School. In 2005–2006, this was the only public school in Century, FL. Carver Century served 420 students pre-K–8, of whom 33% were white, 64% African American, 2% multicultural, and 1% Asian. Carver Century was a Title I school; 93% of its students were eligible for free or reduced-price lunch.

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### Slide 28 CLASSROOM ENVIRONMENT INDICATOR 5

- Ask a participant to read CE-5 from the 1st grade *Checklist*.
- Review CE-5 Examples of Evidence in the *Participant's Guide* (page 7). Invite other examples of CE-5.

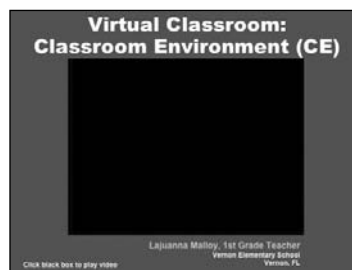


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### Slide 29 VIRTUAL CLASSROOM: ENVIRONMENT

**SAY:** This virtual visit illustrates CE-5 as the teacher displays warmth, encouragement, and enthusiasm during interactions with her students.

- To play video, click on the black box. Play video (1 minute 6 seconds). Discuss. Ask participants to share their observations.
- Review CE indicators. Invite questions about the Classroom Environment indicators.



**ABOUT THIS SCHOOL:** In 2005–2006, the Washington County School District served approximately 3,560 students in grades K–12. Vernon Elementary had 567 students in grades pre-K–4, of whom 72% were white, 19% African American, 4% Hispanic, 1% American Indian/Alaskan Native, and 1% Asian/Pacific Islander. Two-thirds (67%) of Vernon students received free or reduced-price lunch.

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**Slide 30**  
**VIRTUAL CLASSROOM: ENVIRONMENT**

**SAY:** Now we will visit a kindergarten classroom. As you watch, check the boxes of CE indicators on the kindergarten *Checklist* that you actually observe. You may not be able to check all five.

- Play video (4 minutes 35 seconds). Discuss. Ask participants to share their observations.

Example: I saw a teacher reading a big book version of *Bear Shadow*. She said, “It is okay to wonder,” and modeled it by saying, “I’m wondering.” She gestured by touching her head and chin. She had an engaging voice and used humor. She made the connection between the print and the picture. Students sat on lines and raised their hands to speak. Children were encouraged to make predictions. The class discussed fantasy. Wall cards were present, as was use of the Teacher’s Edition. Individual desks were evident.

- Summarize virtual classroom visit.  
Indicators CE-1 and CE-5 were observed and should be checked. As long as participants can provide evidence of what they observed, other indicators may also be marked.

**SAY:** The video showed the whole-group portion of CE-2. Note that this was a whole-group lesson and check “WG” at the top of the *Checklist* for this visit.

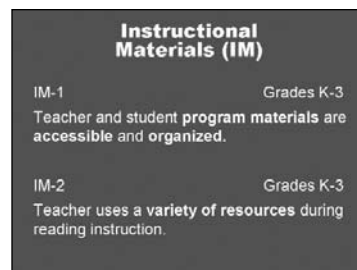


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**Slide 31**  
**SUPPORTING RESEARCH: INSTRUCTIONAL MATERIALS**

- Ask participants to review the research support for Instructional Materials in their *Participant's Guides* (page 8).  
Allow three minutes.

- Ask a participant to read IM-1. Review IM-1 Examples of Evidence in the *Participant's Guide* (page 8).
- Discuss the importance of distributing materials efficiently, either by team captains or by having materials prepared and already in baskets at each student table. Invite other examples of IM-1.
- Ask a participant to read IM-2. Review IM-2 Examples of Evidence in the *Participant's Guide* (page 9). Invite other examples of IM-2.



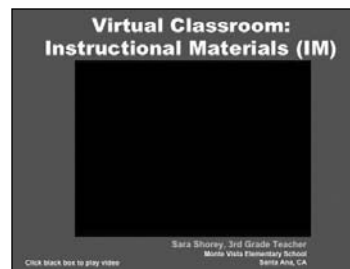


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**Slide 32**  
**VIRTUAL CLASSROOM:**  
**INSTRUCTIONAL MATERIALS**

**SAY:** This virtual visit illustrates IM-1 as the teacher uses the Teacher's Edition of the core reading program.

- Play video (24 seconds). Discuss. Ask participants to share their observations.



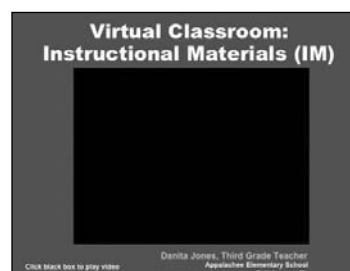
**ABOUT THIS SCHOOL:** In 2005–2006, the Santa Ana Unified School District served approximately 63,000 students in grades K–12. Monte Vista Elementary had 792 students in grades K–5, of whom 97% were Hispanic, 1% African American, 1% Asian Pacific Islander, and 1% white. Eighty-four percent of the students were English language learners, 7% had special needs, and 94% received free or reduced-price meals.

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**Slide 33**  
**VIRTUAL CLASSROOM:**  
**INSTRUCTIONAL MATERIALS**

**SAY:** As you watch the video, check the boxes of IM indicators on the 3rd grade *Checklist* that you actually observe. You may not be able to check them all.

- Play video (15 seconds). Discuss. Ask participants to share their observations.



Example: I saw a teacher holding her Teacher's Edition as she introduced an African folk tale. Students were seated individually at their desks with their books open. There were colorful displays throughout the classroom. The teacher used direct vocabulary instruction by discussing the word *trickster*. The teacher was enthusiastic and circulated among the students.

- Summarize virtual classroom visit.  
Indicator IM-1 was observed and should be checked.

**SAY:** Although there was evidence of a variety of resources in the classroom, none were in use during this visit.

**ABOUT THIS SCHOOL:** In 2005–2006, there were about 580 students enrolled at the school, which served grades K–5. Sixty-five percent of the students were African American, 27% white, and the remaining students Hispanic, American Indian, or multiracial. Sixty-two percent of students received free or reduced-price meals and about 1% were classified as Limited English Proficient (LEP).

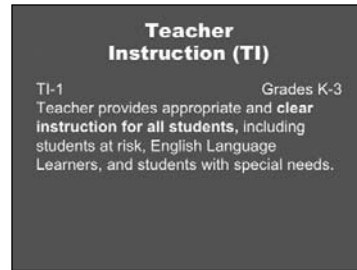
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**Slide 34**  
**SUPPORTING RESEARCH: TEACHER INSTRUCTION**

- Ask participants to review the supporting research for the Teacher Instruction category in their *Participant's Guides* (pages 9–10).  
Allow five minutes.

**SAY:** Since the best intervention is effective instruction, it is important for teachers to implement high quality reading instruction. Using the *PRWT: K–3* is one way to promote effective reading instruction.

- Ask a participant to read TI-1 in the 3rd grade *Checklist*.
- Review TI-1 Examples of Evidence in the *Participant's Guide* (pages 10–11). Invite other examples.

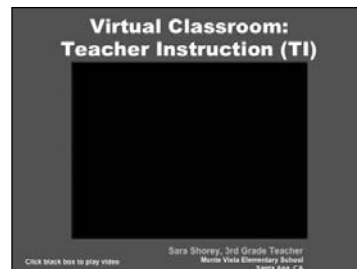


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**Slide 35**  
**VIRTUAL CLASSROOM: TEACHER INSTRUCTION**

**SAY:** This virtual visit illustrates TI-1 as the teacher provides appropriate and clear instruction to her class of English language learners.

- Play video (37 seconds). Discuss. Ask participants to share their observations.



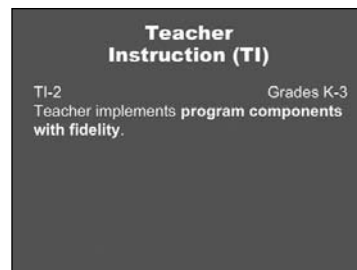
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**Slide 36**  
**TEACHER INSTRUCTION INDICATOR 2**

- Ask a participant to read TI-2 aloud.

**SAY:** It is important that principals are familiar with the reading program being implemented at the school. Attending a principal's professional development for the program will build understanding of the instructional materials and how they should be implemented. If time permits, an even better option would be to attend the professional development with the teachers to learn how to use the program with fidelity.

- Review TI-2 Examples of Evidence in the *Participant's Guide* (page 11). Invite other examples.



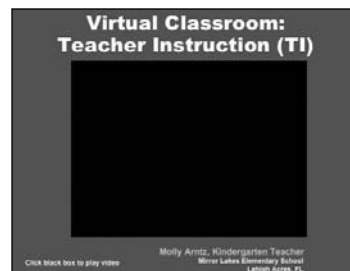


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### Slide 37 VIRTUAL CLASSROOM: TEACHER INSTRUCTION

**SAY:** This virtual visit illustrates TI-2 as the teacher implements the program components with fidelity.

- Play video (19 seconds). Discuss. Ask participants to share their observations.

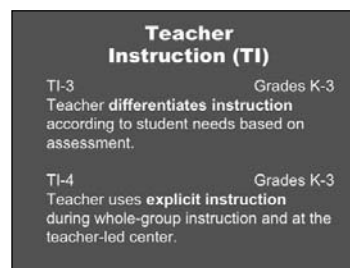


**ABOUT THIS SCHOOL:** In 2005–2006, Mirror Lakes had about 850 students in grades pre-K–5, of whom 60% were white, 23% Hispanic, 13% African American, and the remaining students classified as American Indian, Asian, and multiracial. Just over 9% of students were classified as Limited English Proficient or English as a Second Language program participants and a little over half of the students at this school were eligible to receive free or reduced-price meals.

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### Slide 38 TEACHER INSTRUCTION INDICATORS 3 & 4

- Ask a participant to read TI-3.
- Review TI-3 Examples of Evidence in the *Participant's Guide* (page 11). Invite other examples:
  - Regular data analysis to monitor student progress will help in targeting instruction.
  - Plan and deliver differentiated instruction with precision in small, flexible student groups.
  - After the whole group discusses the comprehensive reading lesson, differentiated instruction in small-group rotations can extend instruction.
  - Students who continue to struggle may need sustained, more intensive support. This requires smaller flexible groups with more intense instruction.
- Ask a participant to read TI-4. In explicit instruction:
  - The teacher models and explains.
  - The teacher provides guided practice. Students practice what the teacher modeled; the teacher offers prompts and feedback.
  - The teacher scaffolds instruction as the students apply the skill.
  - Students practice the skill independently.
- Review TI-4 Examples of Evidence in the *Participant's Guide* (page 11). Invite other examples.

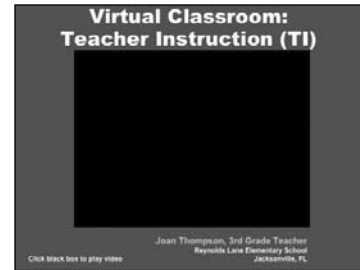


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**Slide 39**  
**VIRTUAL CLASSROOM: TEACHER INSTRUCTION**

**SAY:** This virtual visit illustrates TI-4 as the teacher provides explicit instruction at a teacher-led center.

- Play video (4 minutes 55 seconds). Discuss.
- Ask participants to think about the following statement:  
“When a teacher provides explicit instruction, students do not have to guess what they should do.”
- Ask participants to share their observations.

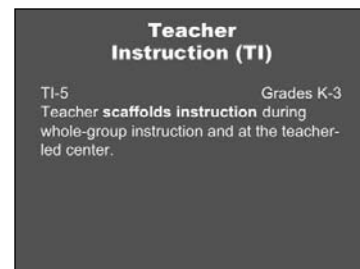


**ABOUT THIS SCHOOL:** In 2006–2007, Reynolds Lane contained 428 pre-K–5 students, of whom 83% were classified as low income, 16% as special education students, and 22% as English language learners. Students were 57% African American, 20% Hispanic, 15% white, and 4% Asian.

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**Slide 40**  
**TEACHER INSTRUCTION INDICATOR 5**

- Ask a participant to read TI-5.
- Review TI-5 Examples of Evidence in the *Participant's Guide* (page 11). Invite other examples.



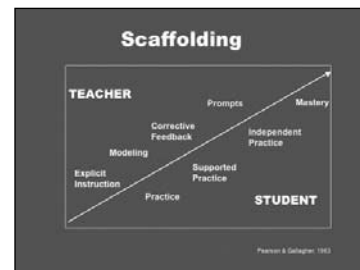
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**Slide 41**  
**SCAFFOLDING**

**SAY:** Scaffolding is a sequence of instruction that moves from explicit, teacher-led instruction to student mastery.

Converging research indicates that the first priority of high-quality reading instruction is explicit delivery. This is where effective instruction starts. Explicit instruction minimizes confusion by providing direct communication.

Explicit instruction involves teacher modeling for the students. Teacher modeling helps students observe and learn new processes and to develop new skills by understanding what the new skill does and does not look like (Pearson & Gallagher, 1983).



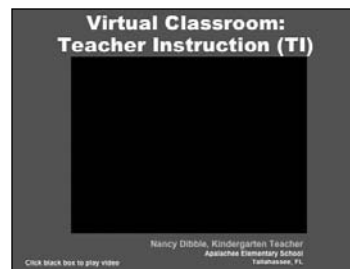


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**Slide 42**  
**VIRTUAL CLASSROOM: TEACHER INSTRUCTION**

**SAY:** This virtual visit illustrates TI-5 as the teacher scaffolds instruction at a teacher-led center.

- Play video (50 seconds). Discuss. Ask participants to share their observations.



**ABOUT THIS SCHOOL:** In 2006–2007, Apalachee Elementary School contained 749 pre-K–5 students, of whom 64% were classified as low income and 12% as special education students. English language learners represented 3% of all students; 67% of students were African American, 21% white, 4% Asian, and 1% Hispanic.

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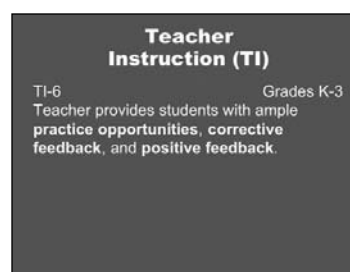
**Slide 43**  
**TEACHER INSTRUCTION INDICATOR 6**

- Ask a participant to read TI-6.

**SAY:** Practice should follow in a logical progression from what has just been taught.

Once students internalize skills, they should have opportunities to apply previously learned information independently (e.g., at reading centers).

- Review TI-6 Examples of Evidence in the *Participant's Guide* (pages 11–12). Invite other examples.

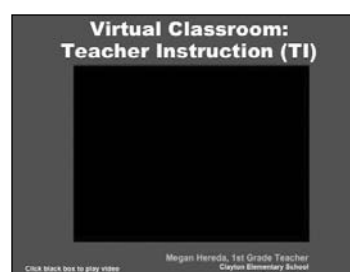


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**Slide 44**  
**VIRTUAL CLASSROOM: TEACHER INSTRUCTION**

**SAY:** This virtual visit illustrates TI-6 as the teacher provides ample opportunities for students to practice and receive corrective and positive feedback.

- Play video (35 seconds). Discuss. Ask participants to share their observations.



**ABOUT THIS SCHOOL:** Part of the Pittsburgh public school system, which served about 40,000 students in 2005–2006, Clayton Elementary School is a neighborhood school and a literacy demonstration site. Of Clayton's 265 K–5 students, 90% were African American and 8% white; 90% received free or reduced-price meals.

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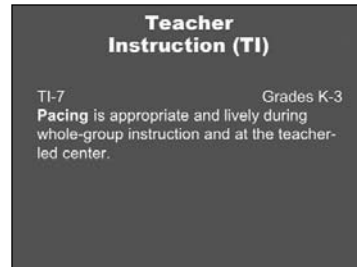
**Slide 45**  
**TEACHER INSTRUCTION INDICATOR 7**

- Ask a participant to read TI-7.

**SAY:** A quick pace with active engagement between the teacher and the students is important.

When the pacing is appropriate, students are actively engaged, not bored or lost.

- Review TI-7 Examples of Evidence in the *Participant's Guide* (page 12). Invite other examples.



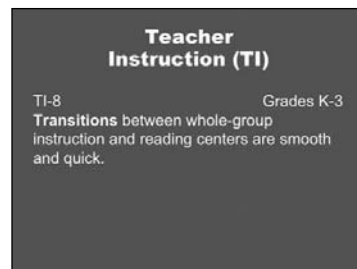
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**Slide 46**  
**TEACHER INSTRUCTION INDICATOR 8**

- Ask a participant to read TI-8.

**SAY:** Quick, smooth transitions between activities protect valuable instructional time.

- Review TI-8 Examples of Evidence in the *Participant's Guide* (page 12). Invite other examples.



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**Slide 47**  
**VIRTUAL CLASSROOM: TEACHER INSTRUCTION**

**SAY:** This virtual visit illustrates TI-8 as the teacher helps her class make a smooth transition between whole-group instruction and reading centers.

- Play video (17 seconds). Discuss. Ask participants to share their observations.



Example: I saw the teacher ask her students to get ready to make the transition to the second center by noting the timer had gone off. The students stood on the lines as if it were a familiar routine.

**ABOUT THIS SCHOOL:** In 2005–2006, Reynolds Lane Elementary School contained 380 pre-K–5 students, 84% of whom were eligible for free or reduced-price lunch. Fifty-eight percent of the students were African American, 18% Hispanic, 18% white, 3% Asian/Pacific Islanders, and 3% multiracial.





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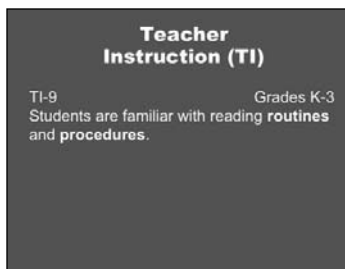
**Slide 48**  
**TEACHER INSTRUCTION INDICATOR 9**

- Ask a participant to read TI-9.

**SAY:** When students understand classroom routines and procedures, instructional time is protected.

When students do not understand routines and procedures, a great deal of instructional time can be interrupted.

- Review TI-9 Examples of Evidence in the *Participant's Guide* (page 12). Invite other examples.

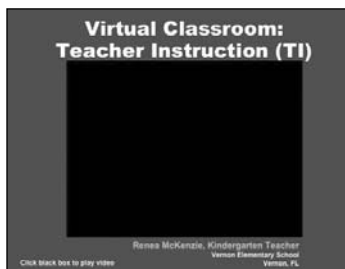


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**Slide 49**  
**VIRTUAL CLASSROOM: TEACHER INSTRUCTION**

**SAY:** This virtual visit illustrates TI-9 as the students show they are familiar with the reading routines and procedures.

- Play video (37 seconds). Discuss. Ask participants to share their observations.



**ABOUT THIS SCHOOL:** In 2005–2006, the Washington School District served about 3,600 students. Of Vernon's 567 pre-K–4 students, 72% were white, 19% African American, 4% Hispanic, 1% American Indian/Alaskan Native, and 1% Asian/Pacific Islander. Sixty-seven percent of the students in school were eligible for free or reduced-price meals.

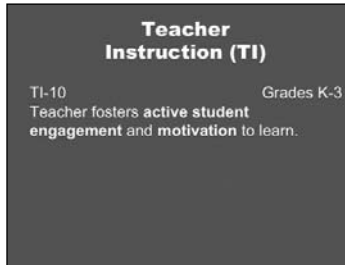
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**Slide 50**  
**TEACHER INSTRUCTION INDICATOR 10**

- Ask a participant to read TI-10 from the 1st grade *Checklist*.

**SAY:** Maximizing student engagement means ensuring that every minute of instruction counts.

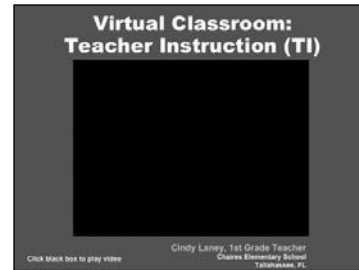
- Review TI-10 Examples of Evidence in the *Participant's Guide* (page 13). Invite other examples.



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**Slide 51**  
**VIRTUAL CLASSROOM: TEACHER INSTRUCTION**

**SAY:** This virtual visit is to a 1st grade classroom. As you watch the video, use the 1st grade *Checklist* to check the boxes of the TI indicators you observe. This is the largest category, so there are many things to look for. You may not be able to check all the indicators.



- Play video (1 minute 50 seconds). Discuss. Ask participants to share their observations.

Example: I saw the teacher fostering active student engagement. She gave clear instructions. By giving groups different assignments I assume she was differentiating instruction. One group reviewed a story and the other worked on sound cards. Her pacing was good in her teacher-led group. She used explicit vocabulary instruction when she asked what it means to be *cranky*. She gave the students positive feedback when they responded.

- Summarize virtual classroom visit.  
Indicators TI-2, TI-3, TI-6, TI-8, and TI-10 were observed and should be checked. As long as participants can provide evidence of what they observed, other indicators may also be marked.

**ABOUT THIS SCHOOL:** In 2005–2006, 56% of Chaires Elementary School's 741 pre-K–5 students were white, 36% African American, 5% multiracial, 2% Hispanic, and 2% Asian/Pacific Islander. Thirty-five percent of the students were eligible for free or reduced-price lunch.



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**Slide 52**  
**SUPPORTING RESEARCH: READING CENTERS**

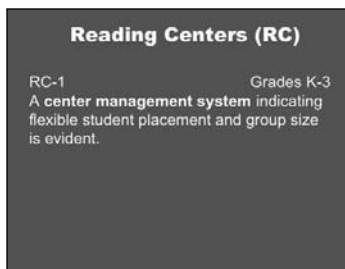
- Ask participants to read the research supporting the category of Reading Centers in the *Participant's Guide* (pages 13–14).  
Allow five minutes.

**SAY:** A Reading Center is a place where students engage in reading related activities. There are two types of Reading Centers: Teacher-Led Center and Student Centers.

A Teacher-Led Reading Center is a place where students participate in a lesson led by the teacher. Here, based on student assessment data, the teacher introduces new skills and concepts and guides students in practicing previously taught skills. Working with this small group allows the teacher to provide students with immediate, corrective feedback, scaffolded instruction, and practice with targeted skills.

A Student Center is a place in the classroom where students work, independent of the teacher, in small groups, pairs, or individually to practice, demonstrate, and extend learning. Student Centers provide the opportunity for students to apply and practice previously taught skills.

- Ask a participant to read RC-1 in the 1st grade *Checklist*.
- Review RC-1 Examples of Evidence in the *Participant's Guide* (page 14). Invite other examples.



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**Slide 53**  
**VIRTUAL CLASSROOM: READING CENTERS**

**SAY:** This video illustrates RC-1, a center management system.

- Play video (20 seconds). Discuss. Ask participants to share their observations.



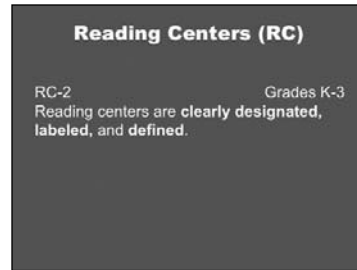
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**Slide 54**  
**READING CENTERS INDICATOR 2**

- Ask a participant to read RC-2 for 1st grade.

**SAY:** Clearly labeling and defining each center allows students to quickly identify which center they are at and what type of activity they will be doing. This results in more efficient use of time.

- Review RC-2 Examples of Evidence in the *Participant's Guide* (page 14). Invite other examples.



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**Slide 55**  
**VIRTUAL CLASSROOM: READING CENTERS**

**SAY:** This video illustrates RC-2, reading centers are clearly labeled.

- Play video (25 seconds). Discuss. Ask participants to share their observations.



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**Slide 56**  
**READING CENTERS INDICATOR 3**

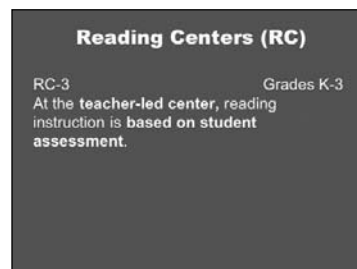
- Ask a participant to read RC-3 for 1st grade.

**SAY:** Unless a principal knows the students very well it will be difficult to tell from observation whether groups are based on assessments. This may be an area for discussion after the *PRWT: K-3*.

Teachers should continually evaluate student progress and regularly regroup students to address their instructional needs.

If there is evidence that students' names may be easily moved (e.g., on Velcro, sticky tabs, or pictures in pocket charts) this may indicate that there is planning for student movement among groups.

- Review RC-3 Examples of Evidence in the *Participant's Guide* (page 14). Invite other examples.





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### Slide 57 VIRTUAL CLASSROOM: READING CENTERS

**SAY:** This video illustrates RC-3.

- Play video (19 seconds). Discuss. Ask participants to share their observations.



**ABOUT THIS SCHOOL:** In 2006–2007, Reynolds Lane contained 428 pre-K–5 students, of whom 83% were classified as low income and 16% as special education students. Fifty-seven percent of students were African American, 20% Hispanic, 15% white, and 4% Asian.

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### Slide 58 READING CENTERS INDICATORS 4 & 5

- Ask a participant to read RC-4 for 3rd grade.

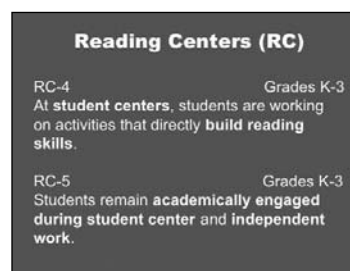
**SAY:** Each center should contain meaningful, research-supported activities that reinforce or extend what the teacher has already explicitly taught.

Students can work in student centers while the teacher leads a center. The purpose of these student centers is to extend student opportunities to practice the knowledge and skills that were explicitly and systematically taught during whole-group and differentiated instruction.

- Review RC-4 Examples of Evidence in the *Participant's Guide* (page 14). Invite other examples of RC-4.
- Ask a participant to read RC-5.

**SAY:** Students are academically engaged when they understand what to do and are actively participating in the activity with a minimum number of errors.

- Review RC-5 Examples of Evidence in the *Participant's Guide* (page 15). Invite other examples of RC-5.



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**Slide 59**  
**VIRTUAL CLASSROOM: READING CENTERS**

**SAY:** This video illustrates RC-4 and RC-5, effective reading centers.

- Play video (1 minute 20 seconds). Discuss. Ask participants to share their observations.



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**Slide 60**  
**VIRTUAL CLASSROOM: READING CENTERS**

**SAY:** Now we'll visit a kindergarten classroom. As you watch, use the kindergarten *Checklist* to check the boxes of the RC indicators you actually observe. You may not be able to check all of the indicators.

- Play video (26 seconds). Discuss. Ask participants to share their observations.

(Facilitator's note: there is no audio with this video.)

Example: I saw designated areas in the classroom for centers (listening center with headphones, reading center in bath tub). Students were working on activities that directly build reading skills (e.g., reading books). Students were academically engaged.

- Summarize virtual classroom visit.  
Indicators RC-2, RC-4, and RC-5 were observed and should be checked. As long as participants can provide evidence of what was observed, other indicators may also be marked.





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**Slide 61**  
**SUPPORTING RESEARCH: CONCEPTS OF PRINT**

- Ask participants to read the supporting research for the category Concepts of Print in the *Participant's Guide* (page 15).  
Allow two minutes.

**SAY:** Note that Concepts of Print is a category only for kindergarten.

- Ask a participant to read CP-1 for kindergarten.

**SAY:** Teachers usually do this during a whole-group lesson.

- Review CP-1 Examples of Evidence in the *Participant's Guide* (page 15). Invite other examples.

**Concepts of Print (CP)**

CP-1 Grade K  
Teacher identifies **parts of a book**, **print** on a page, and how it is organized.

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**Slide 62**  
**CONCEPTS OF PRINT INDICATORS 2, 3, & 4**

- Ask a participant to read CP-2 for kindergarten.
- Review Examples of Evidence in the *Participant's Guide* (page 15). Invite other examples of CP-2.
- Ask a participant to read CP-3 for kindergarten.
- Review CP-3 Examples of Evidence in the *Participant's Guide* (pages 15–16). Invite other examples of CP-3.
- Ask a participant to read CP-4 for kindergarten.
- Review CP-4 Examples of Evidence in the *Participant's Guide* (page 16). Invite other examples of CP-4.

**Concepts of Print (CP)**

CP-2 Grade K  
Teacher demonstrates how **print matches speech** and written words are separated by spaces.

CP-3 Grade K  
Teacher explains **simple punctuation** rules.

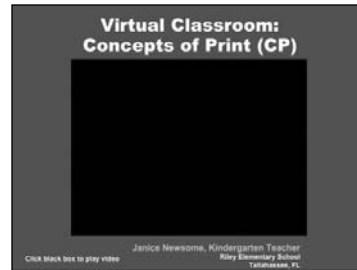
CP-4 Grade K  
Students participate in **letter recognition** activities.

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**Slide 63**  
**VIRTUAL CLASSROOM: CONCEPTS OF PRINT**

**SAY:** Now we'll visit a kindergarten classroom. As you watch, use the kindergarten *Checklist* to check off the CP indicators you observe. You may not be able to check all of the indicators.

- Play video (31 seconds). Discuss. Ask participants to share their observations.
- Summarize virtual classroom visit.  
Indicator CP-4 was observed and should be checked. As long as participants can provide evidence of what was observed, other indicators may also be marked.



**ABOUT THIS SCHOOL:** In 2005–2006, of Riley's pre-K–5 students, 88% were African American, 6% white, 4% Hispanic, and 2% multiracial. Eighty-nine percent of students were eligible for free or reduced-price lunch.

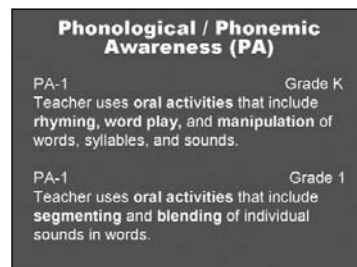
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**Slide 64**  
**SUPPORTING RESEARCH: PHONEMIC AWARENESS**

- Ask participants to review the supporting research for the category of Phonological/Phonemic Awareness in the *Participant's Guide* (page 28). Allow five minutes.
- Ask a participant to read PA-1 for kindergarten.
- Review PA-1 Examples of Evidence in the *Participant's Guide* (page 16) for kindergarten. Invite other examples.
- Ask a participant to read PA-1 for 1st grade.
- Note that this indicator is only on the 1st grade *Checklist*.

**SAY:** Notice the different wording between PA-1 on the kindergarten and 1st grade *Checklists*. The 1st grade indicator highlights the more difficult phonemic awareness skill of segmenting and blending individual sounds in words. This distinction shows how PA progresses from kindergarten to 1st grade, a distinction which is one of the benefits of the *PRWT: K–3*.

- Review PA-1 Examples of Evidence in the *Participant's Guide* for 1st grade (page 17). Invite other examples.







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**Slide 65**  
**PHONEMIC AWARENESS INDICATOR 2**

- Ask a participant to read PA-2 for kindergarten and 1st grade.
- Review PA-2 Examples of Evidence in the *Participant's Guide* (page 17). Invite other examples of PA-2.

**Phonological / Phonemic Awareness (PA)**

PA-2 Grades K-1  
Teacher uses **engaging activities and materials** to support instruction and represent sounds.

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**Slide 66**  
**VIRTUAL CLASSROOM: PHONEMIC AWARENESS**

**SAY:** This is an example of an instructional routine that teachers can incorporate into their phonemic awareness instruction. Students can use manipulatives such as Elkonin boxes to blend, segment, and manipulate sounds. Each manipulative represents an individual sound within a word. It is important to introduce the use of manipulatives explicitly several times with teacher modeling.

Keep in mind that phonemic awareness instruction does not use letters in early stages of instruction. It is about listening and manipulating sounds orally in language.

- Play video (37 seconds). Discuss. Ask participants to share their observations.

**ABOUT THIS SCHOOL:** In 2005–2006, of Apalachee's approximately 580 K–5 students, 65% were African American, 27% white, and the remaining students Hispanic, American Indian, or multiracial. Sixty-two percent of students at this school received free or reduced-price lunch. About 1% were classified as limited English proficient (LEP).

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**Slide 67**  
**VIRTUAL CLASSROOM: PHONEMIC AWARENESS**

**SAY:** This virtual visit illustrates PA-1 and PA-2 as the teacher segments the word land using Elkonin boxes.

- Play video (32 seconds). Discuss. Ask participants to share their observations.

**Virtual Classroom:  
Phonological / Phonemic Awareness (PA)**

Click black box to play video  
Nancy Dibb, Kindergarten Teacher  
Apalachee Elementary School  
Tallahassee, FL

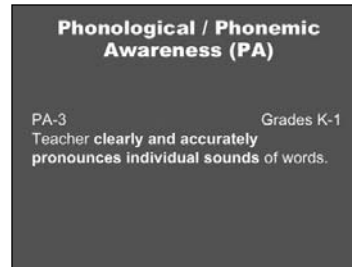
**Virtual Classroom:  
Phonological / Phonemic Awareness (PA)**

Click black box to play video  
Nancy Dibb, Kindergarten Teacher  
Apalachee Elementary School  
Tallahassee, FL

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**Slide 68**  
**PHONEMIC AWARENESS INDICATOR 3**

- Ask a participant to read PA-3 for kindergarten and 1st grade. Note again that phonemic awareness indicators appear only on the kindergarten and 1st grade *Checklists*.
- Review PA-3 Examples of Evidence in the *Participant's Guide* (page 17). Invite other examples of PA-3.



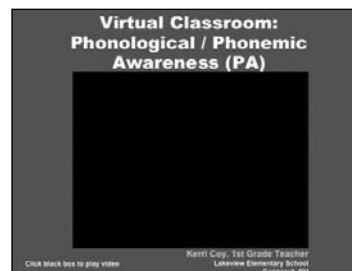
**SAY:** Pronouncing the sounds correctly is very important. Teachers can work with other teachers and reading coaches to ensure that they are saying sounds correctly.

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**Slide 69**  
**VIRTUAL CLASSROOM: PHONEMIC AWARENESS**

**SAY:** Now we'll visit a 1st grade classroom. As you watch, use the 1st grade *Checklist* to check off the PA indicators you observe. You may not be able to check all of the indicators.

- Play video (1 minute 8 seconds). Discuss. Ask participants to share their observations.



Example: I saw the teacher working with the whole class. Students watched attentively as the teacher gave clear directions about the picture sort. She used a pocket chart and pictures to reinforce beginning sounds. She gave an example by saying, "Watch me do one." She enunciated the key words *gate*, *ring*, and *groundhog* very clearly.

- Summarize virtual classroom visit.  
Indicators PA-2 and PA-3 were evident and should be checked. As long as participants can provide evidence of what was observed, other indicators may also be marked.

**Note:** The teacher used two key cards with the same beginning sound (/g/ in **g**ate, **g**roundhog). The examples given all began with /r/. Optimally, key cards should begin with different sounds, as should examples given to students.

**ABOUT THIS SCHOOL:** In 2005–2006, the district served approximately 2,500 K–12 students, 91% were white and 8% African American. Approximately 60% of Lakeview students received free or reduced-price meals.



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### Slide 70 SUPPORTING RESEARCH FOR PHONICS

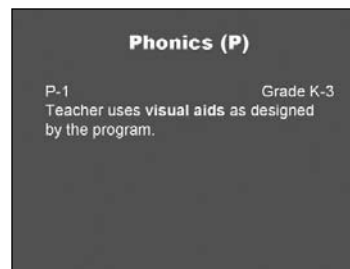
- Ask participants to read the supporting research for Phonics in the *Participant's Guide* (pages 17–18). Allow five minutes.

**SAY:** Phonics instruction teaches the relationship between graphemes (letters) and the phonemes (sounds) they represent. Early instruction in phonics is correlated with success in comprehension.

- Ask a participant to read P-1 for 1st grade.

**SAY:** Look at all the P-1s across your *PRWT: K–3 Checklists*. Notice that they are all the same. As we review this category, you will also notice that skills become more complex at higher grade levels.

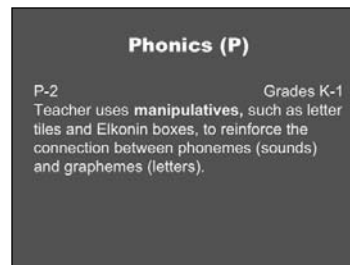
- Review P-1 Examples of Evidence in the *Participant's Guide* (page 18). Invite other examples of P-1.



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### Slide 71 PHONICS INDICATOR 2

- Ask a participant to read P-2 for kindergarten and 1st grade.
- Review P-2 Examples of Evidence in the *Participant's Guide* (page 18). Invite other examples of P-2.



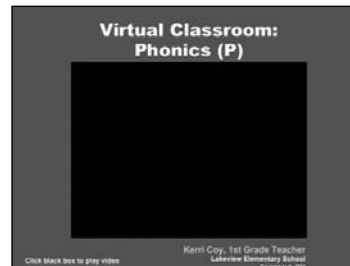
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### Slide 72 VIRTUAL CLASSROOM: PHONICS

**SAY:** This virtual visit illustrates P-1 and P-2 as the teacher clearly and accurately pronounces individual sounds without distortion and loudly enough for students to hear.

- Play video (1 minute 9 seconds). Discuss. Ask participants to share their observations.

Example: Students were using letter tiles to build words. The teacher was providing feedback to the students. Activity sheets with pictures were being used.



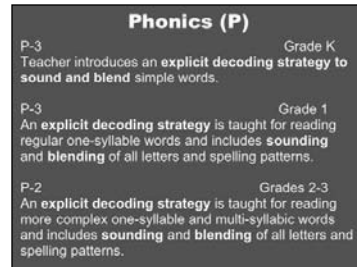
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**Slide 73**  
**PHONICS INDICATORS 2 & 3**

- Ask a participant to read P-3 for kindergarten.
- Ask another participant to read P-3 for 1st grade.
- Ask another participant to read P-2 for 2nd and 3rd grades.
- Ask participants what these indicators have in common across the grade levels (Answer: explicit decoding strategy).
- Notice how this indicator increases in difficulty (K= simple words; 1st = regular one-syllable words, individual letters, and letter patterns; 2nd & 3rd = multi-syllabic words).

**SAY:** It is important to teach strategies for reading unfamiliar words. It gives students opportunities to practice work they have done with letter-sound correspondences.

- Review P-2 (grades 2 and 3) and P-3 (kindergarten and 1st grade) Examples of Evidence in the *Participant's Guide* (pages 18–19). Invite other examples of P-2 and P-3.



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**Slide 74**  
**VIRTUAL CLASSROOM: PHONICS**

**SAY:** This virtual visit illustrates P-3 for kindergarten.

- Play video. (1 minute 33 seconds). Discuss. Ask participants to share their observations.

**Note:** The student gestures seen in the video are from a commercial program where students use gestures while saying sounds.



**ABOUT THIS SCHOOL:** In 2005–2006, this school had about 850 Pre-K–4 students, of whom 60% were white, 23% Hispanic, 13% African American, and the remaining students American Indian, Asian/Pacific Islander, and multiracial. Slightly more than 9% were classified as LEP or ESOL program participants, and slightly more than half of the students were eligible for free or reduced-price meals.



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### Slide 75 PHONICS INDICATOR 3

- Ask a participant to read P-3 for 2nd grade and 3rd grade.

**SAY:** It is important for teachers to teach Advanced Phonics. Students need to learn a decoding strategy for multisyllabic words that includes morphology and information about a word's meaning, pronunciation, and parts of speech gained from knowledge of prefixes, roots, and suffixes.

- Review P-3 Examples of Evidence for 2nd and 3rd grade in the *Participant's Guide* (page 19). Invite other examples of P-3.

#### Phonics (P)

P-3 Grades 2-3  
Teacher begins explicit instruction in advanced phonic elements and word analysis skills.

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### Slide 76 PHONICS INDICATOR 4

- Ask a participant to read P-4 from the 1st grade *Checklist*.
- Ask another participant to read P-4 from the 3rd grade *Checklist*.
- Note that P-4 is the same for kindergarten and 1st grade and P-4 is the same for 2nd and 3rd grades.
- Ask participants how they are similar. (Answer: Both are about irregular words).
- Ask participants how they are different. (Answer: Kindergarten and 1st grade are about common irregular words).

**SAY:** An irregular word is a word that contains letters that stray from their most common sound (for example, the /a/ and /s/ in *was* are not the common sounds). Examples of common irregular words are *the*, *was*, and *there*. An example of a less common irregular word is *yacht*.

- Review P-4 Examples of Evidence in the *Participant's Guide* (page 19). Invite other examples of P-4.

#### Phonics (P)

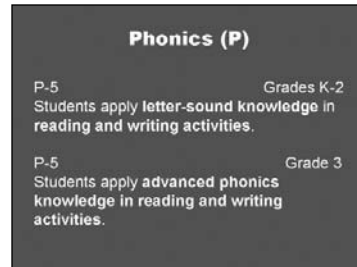
P-4 Grade K-1  
Teacher introduces and frequently reviews common irregular words.

P-4 Grades 2-3  
Teacher introduces and frequently reviews irregular words.

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**Slide 77**  
**PHONICS INDICATOR 5**

- Ask a participant to read P-5 for the 2nd grade.
- Ask another participant to read P-5 for 3rd grade.
- Note that P-5 is the same for kindergarten, 1st, and 2nd grades.
- Ask participants how 3rd grade P-5 is different. (Answer: Advanced phonics).
- Review P-5 Examples of Evidence in the *Participant's Guide* (page 20). Invite other examples of P-5.



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**Slide 78**  
**VIRTUAL CLASSROOM: PHONICS**

**SAY:** Now we'll visit a 2nd grade classroom. As you watch, use your 2nd grade *Checklist* to check off the P indicators you observe. You may not be able to check all five indicators.

- Play video (1 minute 20 seconds). Discuss. Ask participants to share their observations.

Example: I saw the teacher reinforcing blends through the use of a visual aid. The teacher mentioned that students had used spinners to create words. Students raised their hands as a common routine for answering. Desks were evident for individual work. I saw a writing process poster and a class schedule hanging from the ceiling.

- Summarize virtual classroom visit.  
Indicators P-1 and P-2 were evident and should be checked. As long as participants can provide evidence of what they observed, other indicators may also be marked.





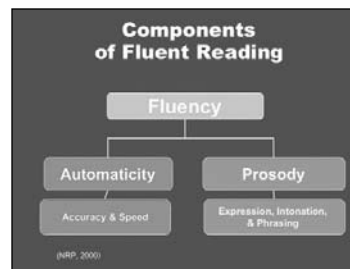
## Slide 79 COMPONENTS OF READING FLUENCY

**SAY:** Fluency includes automaticity and prosody.

Automaticity consists of accuracy and speed. It is fast, effortless word recognition, the result of a great deal of reading practice. Many students do not achieve accuracy without explicit and systematic instruction in decoding. Speed is also known as rate—how quickly a student can read connected text.

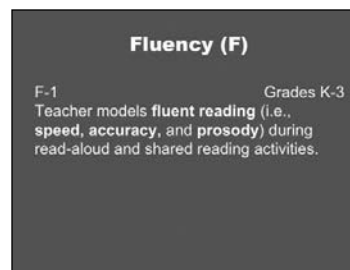
Prosody is reading with expression, proper intonation, and phrasing.

Skilled readers automatically decode words on the page without having to think about the decoding process.



## Slide 80 SUPPORTING RESEARCH: FLUENCY

- Ask participants to read the supporting research for Fluency in the *Participant's Guide* (pages 21–22). Allow 10 minutes.
- Ask a participant to read F-1.
- Review F-1 Examples of Evidence in the *Participant's Guide* (page 22). Invite other examples of F-1.



**Fluency (F)**

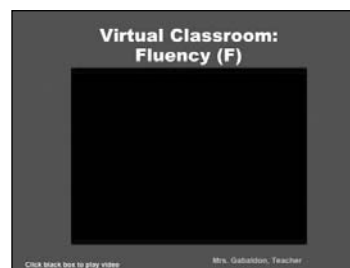
F-1      Grades K-3

Teacher models **fluent reading** (i.e., **speed, accuracy, and prosody**) during read-aloud and shared reading activities.

## Slide 81 VIRTUAL CLASSROOM: FLUENCY

**SAY:** This virtual visit illustrates F-1.

- Play video (42 seconds). Discuss. Ask participants to share their observations.



**Virtual Classroom:  
Fluency (F)**

Click black box to play video

Mrs. Gabalidon, Teacher

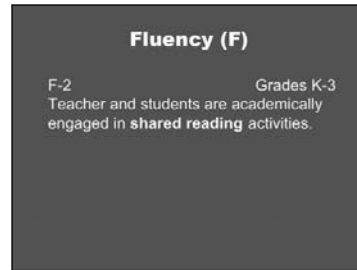
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**Slide 82**  
**FLUENCY INDICATOR 2**

- Ask a participant to read F-2.

**SAY:** Students cannot increase their fluency if they are not actually reading the text themselves. They should also receive feedback on their reading errors.

- Review F-2 Examples of Evidence in the *Participant's Guide* (page 22). Invite other examples of F-2.



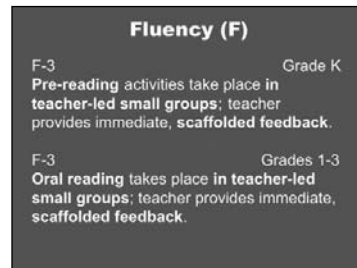
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**Slide 83**  
**FLUENCY INDICATOR 3**

- Ask a participant to read F-3 for 1st grade.
- Note that F-3 is the same for 1st, 2nd, and 3rd grades.

**SAY:** What is different about F-3 in kindergarten? (Answer: In kindergarten pre-reading activities, such as letter-naming, are implemented; oral reading appears in grades 1-3).

- Review F-3 Examples of Evidence in the *Participant's Guide* (pages 22–23). Invite other examples of F-3.

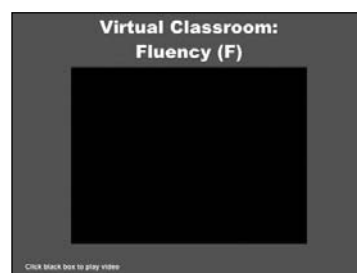


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**Slide 84**  
**VIRTUAL CLASSROOM: FLUENCY**

**SAY:** This virtual visit illustrates F-3 as the teacher uses the "ABC Arc" for letter recognition with students who speak Spanish.

- Play video (19 seconds). Discuss. Ask participants to share their observations.







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**Slide 85**  
**FLUENCY INDICATOR 4**

- Ask a participant to read F-4 for kindergarten.
- Ask another participant to read F-4 for 1st grade.
- Note that F-4 is the same for 1st through 3rd grades.
- Ask a participant what is different about F-4 in kindergarten? (Answer: In kindergarten, letter names and sounds rather than oral reading are progress-monitored.)
- Review F-4 Examples of Evidence in the *Participant's Guide* (page 23). Invite other examples of F-4.

**Fluency (F)**

F-4 Grade K  
Teacher monitors students' progress in letter names and sounds using grade-level benchmarks.

F-4 Grades 1-3  
Teacher monitors students' progress in oral reading fluency using grade-level benchmarks.

---

**Slide 86**  
**VIRTUAL CLASSROOM: FLUENCY**

**SAY:** This video illustrates F-4 for 2nd grade.

- Play video (50 seconds). Discuss. Ask participants to share their observations.

**Virtual Classroom:  
Fluency (F)**



Click black box to play video Lisa Isles, 2nd Grade Teacher

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**Slide 87**  
**FLUENCY INDICATOR 5**

- Ask a participant to read F-5 for the 1st grade *Checklist*.
- Note that F-5 is the same for grades one, two, and three.
- Ask a participant why kindergarten doesn't include F-5? (Answer: Observing students' reading of connected text aloud is more common in grades one through three).
- Review F-5 Examples of Evidence in the *Participant's Guide* (page 23). Invite other examples of F-5.

**Fluency (F)**

F-5 Grades 1-3  
Students read orally (e.g., choral reading, partner reading, repeated reading).

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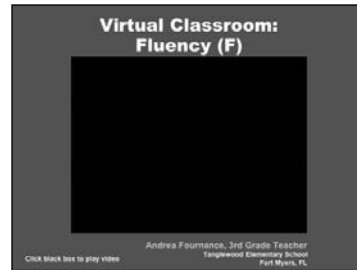
**Slide 88**  
**VIRTUAL CLASSROOM: FLUENCY**

**SAY:** This video illustrates F-5.

- Play video (54 seconds). Discuss. Ask participants to share their observations.

Example: The teacher modeled partner reading, which is a strategy for fluency. Students sat side by side. The teacher asked for a volunteer to model partner reading with her. She provided corrective feedback. Teacher modeling is an important part of explicit teaching because it helps students see what is expected.

**ABOUT THIS SCHOOL:** In 2005–2006, 47% of Tanglewood’s 690 pre-K–12 students were white, 24% Hispanic, 22% African American, and the remaining students American Indian, Asian/Pacific Islander, or multiracial. Slightly more than 13% of students were classified as LEP or ESOL participants; about 55% of the students were eligible for free or reduced-price meals.



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**Slide 89**  
**VIRTUAL CLASSROOM: FLUENCY**

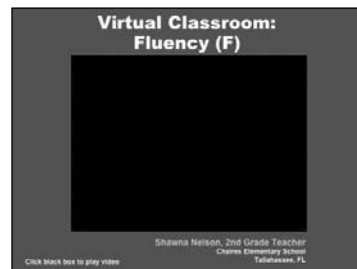
**SAY:** Now we’ll visit a 2nd grade classroom. As you watch, use the 2nd grade *Checklist* to check off the fluency indicators you observe. You may not be able to check all five indicators.

- Play video (58 seconds). Discuss. Ask participants to share their observations.

Example: The teacher read with the whole class, then she worked with two girls who were partner reading. Each child read with expression. Then the teacher worked with a small group of students.

- Summarize virtual classroom visit.  
All fluency indicators were evident and should be checked.

**ABOUT THIS SCHOOL:** In 2006–07, Chaires Elementary School served 733 pre-K–5 students of whom 31% were classified as low income and 16% as special education students. Fifty-seven percent of students were white, 34% African American, 2% Hispanic, and 1% Asian.





## Slide 90 SUPPORTING RESEARCH: VOCABULARY

- Ask participants to read the research support for the category of Vocabulary in the *Participant's Guide* (pages 23–24).  
Allow 5 minutes.

- Ask a participant to read V-1 for kindergarten.
- Ask another participant to read V-1 for 2nd grade.

**SAY:** Note that V-1 is the same for grades one, two, and three. Using context means using known words around an unfamiliar word to help clarify its meaning.

- Ask a participant how V-1 is different for kindergarten? (Answer: Words are selected from stories that are *read orally to the students*.)
- Review V-1 Examples of Evidence in the *Participant's Guide* (page 24). Invite other examples of V-1.

### Vocabulary (V)

V-1 Grade K  
Teacher uses context when reading aloud to define unfamiliar words using student-friendly explanations.

V-1 Grades 1-3  
Teacher uses context to define unfamiliar words in stories students read using student-friendly explanations.

## Slide 91 VOCABULARY INDICATOR 2

- Ask a participant to read V-2 for the 2nd grade *Checklist*.
- Note that V-2 is the same for grades K–3.

**SAY:** Vocabulary can be taught directly (by teaching important, difficult, and useful words) or indirectly (e.g., using context, discussions). Vocabulary knowledge is strongly related to overall reading comprehension.

The relationship of vocabulary to reading comprehension gets stronger as reading material becomes more complex and the vocabulary becomes more extensive.

- Review V-2 Examples of Evidence in the *Participant's Guide* (pages 24–25). Invite other examples of V-2.

### Vocabulary (V)

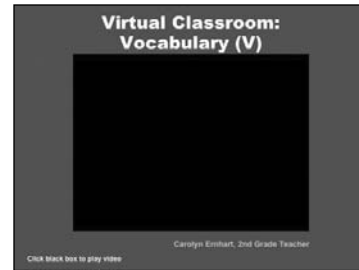
V-2 Grades K-3  
Direct vocabulary instruction is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).

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**Slide 92**  
**VIRTUAL CLASSROOM: VOCABULARY**

**SAY:** This virtual visit illustrates V-2 as the teacher provides direct vocabulary instruction.

- Play video (1 minute 23 seconds). Discuss. Ask participants to share their observations.



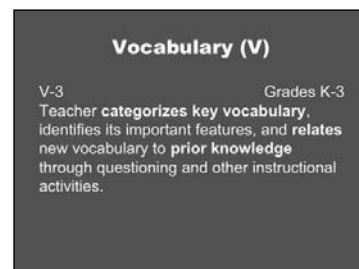
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**Slide 93**  
**VOCABULARY INDICATOR 3**

- Ask a participant to read V-3 for 2nd grade.
- Note that V-3 is the same for grades K–3.

**SAY:** Research shows that students must use new words in a variety of circumstances and contexts in order to learn their meanings. Students should be encouraged to read a wide variety of texts to develop their reading vocabulary. Teachers should read aloud daily and establish instructional routines for before, during, and after reading.

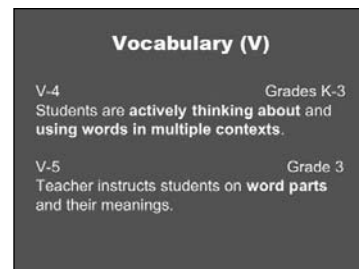
- Review V-3 Examples of Evidence in the *Participant's Guide* (page 25). Invite other examples of V-5.



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**Slide 94**  
**VOCABULARY INDICATOR 4 & 5**

- Ask a participant to read V-4 for 2nd grade.
- Note that V-4 is the same across all grade levels, K–3.
- Review V-4 Examples of Evidence in the *Participant's Guide* (page 25). Invite other examples of V-4.
- Ask a participant to read V-5 for 3rd grade.
- Note that V-5 is only included for 3rd grade.
- Review V-5 Examples of Evidence in the *Participant's Guide* (page 25). Invite other examples of V-5.





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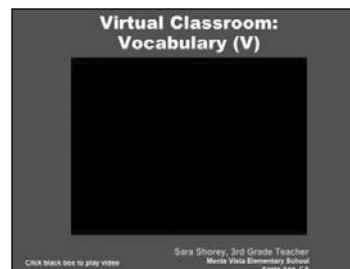
### Slide 95 VIRTUAL CLASSROOM: VOCABULARY

**SAY:** Now we'll visit a 3rd grade classroom. As you watch, use the 3rd grade *Checklist* to check off the vocabulary indicators you observe. You may not be able to check all of the indicators.

- Play video (1 minute 20 seconds). Discuss. Ask participants to share their observations.

Example: I saw the teacher give directions to the whole class. She asked them to come up with a sentence using the word *marvelous*. She asked for definitions and repeated the student responses, saying "super, terrific, great." The teacher worked with a small group of students to extend their sentences and offered positive feedback. The overhead was on in the classroom. Cubbies held books.

- Summarize virtual classroom visit.  
Indicators V-1 and V-2 were evident and should be checked. As long as participants can provide evidence of what they observed, other indicators may also be marked.

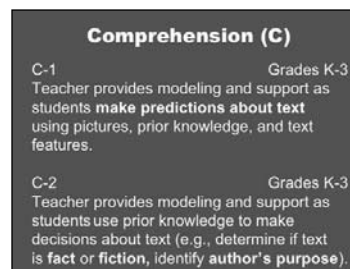


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### Slide 96 SUPPORTING RESEARCH FOR COMPREHENSION

- Ask participants to read the supporting research for the category of Comprehension in the *Participant's Guide* (page 26).  
Allow 10 minutes.

- Ask a participant to read C-1 for 3rd grade.
- Note that this indicator is the same across grade levels, K–3.
- Review C-1 Examples of Evidence in the *Participant's Guide* (page 26). Invite other examples of C-1.
- Ask a participant to read C-2.
- Note that this indicator is the same across grade levels, K–3.
- Review C-2 Examples of Evidence in the *Participant's Guide* (page 27). Invite other examples of C-2.



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**Slide 97**  
**COMPREHENSION INDICATOR 3**

- Ask a participant to read C-3.

**SAY:** Note that this indicator is the same across grade levels, K–3. You won’t always observe all three of these things during one observation. It would be important to talk with a teacher about the strategies she or he is teaching students to sequence events and identify the main idea and supporting details from a text.

- Review C-3 Examples of Evidence in the *Participant’s Guide* (page 27). Invite other examples of C-3.

**Comprehension (C)**

C-3 Grades K-3  
Teacher provides modeling and support as students **sequence** events and identify the **main idea** and **supporting details**.

---

**Slide 98**  
**COMPREHENSION INDICATORS 4 & 5**

- Ask participant to read C-4 on the 3rd grade *Checklist*.

**SAY:** Using a Venn Diagram to compare and contrast concepts is one example of a graphic organizer.

- Review C-4 Examples of Evidence in the *Participant’s Guide* (page 27). Invite other examples of C-4.
- Ask a participant to read C-5 (page 39)

**SAY:** Note that these indicators are for grades one through three.

Effective readers engage in metacognitive (thinking about one’s thinking) strategies before, during, and after reading to improve comprehension.

Effective readers remember more if they ask themselves questions about the text during reading. Additionally they periodically ask themselves if what they are reading makes sense. Teachers should model metacognition using a think-aloud by asking and answering questions and re-reading when comprehension breaks down.

- Review C-5 Examples of Evidence in the *Participant’s Guide* (pages 27–28). Invite other examples of C-5.

**Comprehension (C)**

C-4 Grades 1-3  
Teacher provides modeling and support as students identify **text structures** and **examine relationships** in text using graphic and semantic organizers.

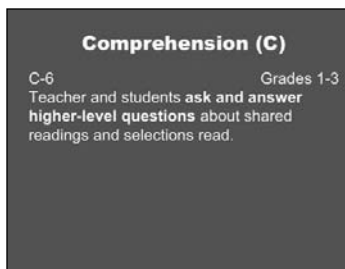
C-5 Grades 1-3  
Teacher provides modeling and support as students **monitor comprehension** and use appropriate fix-up strategies.



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**Slide 99**  
**COMPREHENSION INDICATOR 6**

- Ask a participant to read C-6 for 3rd grade.
- Note that this indicator is the same for 2nd grade and for 1st grade.  
This indicator is not on the kindergarten *Checklist*.



**SAY:** Higher-level questions go beyond the typical literal who, what, where, and when questions. They encourage students to analyze and synthesize information read.

- Review C-6 Examples of Evidence in the *Participant's Guide* (page 28). Invite other examples of C-6.

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**Slide 100**  
**VIRTUAL CLASSROOM: COMPREHENSION**

**SAY:** This virtual visit illustrates C-6 for 1st grade.

- Play video (1 minute). Discuss. Ask participants to share their observations.



**ABOUT THIS SCHOOL:** In 2005–2006, Kelly Elementary School was part of the Wilkinsburg School District, which served 1,750 students. Of Kelly's 450 K–6 students, 99% were African American, and 75% received free or reduced-price lunch. About 9% qualified for programs related to special needs. Student mobility was about 33%.

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### Slide 101

#### COMPREHENSION INDICATORS 7 & 8

- Ask a participant to read C-7 for 3rd grade.
- Note that this indicator is the same for 2nd grade and does not appear for kindergarten or 1st grade.
- Review C-7 Examples of Evidence in the *Participant's Guide* (page 28). Invite other examples of C-7.
- Ask a participant to read C-8 for 3rd grade.
- Note that this indicator is the same for 2nd grade and does not appear for kindergarten or 1st grade.

**SAY:** The skill of drawing inferences does not come easily to students; it requires much modeling and practice with teacher feedback.

- Review C-8 Examples of Evidence in the *Participant's Guide* (page 28). Invite other examples of C-8.

#### Comprehension (C)

C-7 Grades 2-3  
Teacher and students identify, ask, and answer questions about **story elements**.

C-8 Grades 2-3  
Teacher and students make **inferences from text**.

---

### Slide 102

#### VIRTUAL CLASSROOM: COMPREHENSION

**SAY:** Now we'll return to the 1st grade classroom we just visited. As you watch, use the 1st grade *Checklist* to check off the comprehension indicators you observe. You may not be able to check all of the indicators.

- Play video. (1 minute). Discuss. Ask participants to share their observations.

Example: The teacher read to the whole class. Her tone of voice was engaging. She asked lower and higher order questions, such as: "Whose house is it? How do you think the wolf feels? What do you think the wolf may do?" Her questions prompted the students to predict what might happen. She gestured to her temple to indicate active thinking.

- Summarize virtual classroom visit.

Indicators C-1, C-4, C-5, and C-6 were present and should be checked. As long as participants can provide evidence of what they observed, other indicators may also be marked.

#### Virtual Classroom: Comprehension (C)

Janice Carretta, 1st Grade Teacher  
Kelly Elementary School  
Wilkesburg, PA

Click black box to play video





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### Slide 103 REFLECTIONS

**SAY:** We have discussed the fundamentals underlying the *PRWT: K–3* and the research support for and examples of each category. Now, we’ll turn our attention to what happens after the observation.

As a result of the visit, the principal learns first-hand how reading instruction is being delivered in the classroom. The teacher knows that the principal understands scientifically based reading instruction (SBRI).

After the *PRWT: K–3* is conducted, the principal and teacher discuss the indicators. The principal offers prompts in the form of statements and questions to encourage individual and collective reflection.

- Conduct Pair-Share Activity

**SAY:** Turn to a partner and explain how miscommunication could occur between the deliverer and the recipient.

- Circulate to listen to ideas being shared. Discuss.
- Share how the *PRWT: K–3* would address some of the issues you heard discussed.

#### Reflections

Turn to a partner and explain how miscommunication could occur between the deliverer and the recipient.



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## Slide 104 REFLECTIVE PRACTICE

**SAY:** According to adult learning theory, adults learn best by reflecting on their own experience.

For teachers, *reflective practice* is a critical self-examination of one's teaching (Costa, 1994). The quote on the slide is from *Reflective Practice to Improve Schools: An Action Guide for Educators* (2001, p.6). Reflection may occur individually, with a partner, in a small group, or schoolwide.

It is important to have time to think about what you are doing and how to do it better. Reflective practice may improve the knowledge base at the school as teachers become resources for other teachers.

Reflective practice allows educators to focus on their practice and continuously learn how to improve. It also:

- increases knowledge about improving practice,
- makes learning immediately applicable to practice,
- increases teachers' sense of efficacy, and
- strengthens relationships through a focus on common interests.

"Reflective practice is a deliberate pause ... [to examine] beliefs, goals, and practices, to gain new or deeper understandings that lead to actions to improve learning."

- York-Barr et al., 2001

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## Slide 105 ENCOURAGING REFLECTIVE PRACTICE

**SAY:** Formal reflective practice may begin when the principal poses a nonjudgmental statement or question about an indicator he or she observed during a *Principal's Reading Walk-Through*. To reinforce the conversation's collegiality, the prompt should be delivered orally. The objective is to promote an environment of continuous improvement and ongoing communication.

Reflective practice is easier with some teachers than others. Some teachers reflect on their practice naturally, while others need more encouragement.

A reflective prompt is not required after every *PRWT: K-3* but should be delivered after most.

Teachers who feel enabled to succeed with students are more committed and effective than those who feel unsupported in their learning and in their practice (Haggstrom et al., 1988; Rosenholtz, 1989).

### Encouraging Reflective Practice

- Orally pose a non-judgmental statement or question
- Use the present or future tense



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### Slide 106 REFLECTIVE PROMPT

**SAY:** This example is a reflective prompt related to an indicator from the Reading Centers category.

The principal may not know how small groups were formed.

The teacher's response to the reflective prompt could lead to a productive conversation about using data to inform instruction.

#### Reflective Prompt

The students were engaged in center activities during my walk-through yesterday

I wonder....

How will you review student membership in your small groups?

---

### Slide 107 REFLECTIVE PROMPT

**Note:** Slide will show the first comment first.

- Ask participants to suggest a reflective statement.
  - Emphasize that the statement should be nonjudgmental.
  - Emphasize use of present and future tense.
- Show the last sentence as an example.
- Invite participants to share their reflections.

#### Reflective Prompt

"The students were really engaged in listening to *Green Eggs and Ham* when I walked through your class yesterday.

"I'd like to give you something to think about.

"How might you use your read-aloud selections to enhance vocabulary instruction?"

---

### Slide 108 REFLECTIVE PROMPT

**SAY:** The choice of indicator to discuss may be based on factors such as student achievement data or a current school initiative.

A short, student-focused prompt worded in the present or future tense is the goal. The prompt will begin with a summary statement of what the students were doing during the *PRWT: K-3*. This statement orients the teacher to what was happening and focuses the attention on student responses. Avoid the use of the word "you" in the summary statement.

Next, a question relating to the instructional indicator is posed. Nonjudgmental language is used to prompt reflection on the open-ended question; the prompt is delivered in a neutral tone. Remember the idea is to prompt reflection and discussion about effective instruction, not to judge the teacher.

#### Reflective Prompt

- Review the *PRWT* data
- Select an indicator for discussion
- Pose a question in the present or future tense that is non-judgmental and open-ended
- Deliver the prompt in a neutral tone

---

**Slide 109**  
**VIRTUAL CLASSROOM: REFLECTIVE PROMPT**

**SAY:** Now it's your turn to practice writing prompts based on a virtual classroom.

This is a kindergarten classroom we've visited. As you watch it, use your kindergarten *Checklist* to mark indicators observed.



- Play video (4 minutes 38 seconds). Discuss.

**SAY:** Now we are going to write a prompt based on the information collected. Choose an indicator that will be the focus of your prompt. Pose a nonjudgmental open-ended question in the present or future tense. We will have three minutes.

- Invite participants to read their prompts aloud. Prompts may address issues such as vocabulary, questioning, or more active student participation.

Example: I noticed how involved the students were when *Bear's Shadow* was introduced. I wonder if you ever thought about introducing new vocabulary words before reading the book?

- Discuss and encourage participants to edit their prompts.

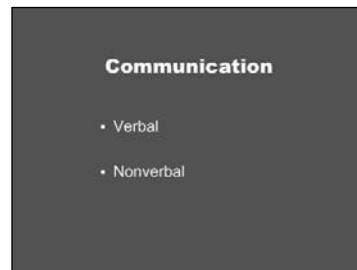
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**Slide 110**  
**COMMUNICATION**

**SAY:** Proper delivery of a prompt is critical.

There are two types of communication to consider when delivering a prompt, verbal and nonverbal.

To develop rapport and trust, instructional leaders use effective communication such as making inquiries or statements related to the other person's interests or experiences and practicing the fundamental behaviors of courtesy and respect. The research on trust-building suggests that proximity, courteous language, and personal compliments are elements of courtesy and respect (Good and Brophy, 1973).





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### Slide 111 NONVERBAL COMMUNICATION

**SAY:** Nonverbal communication can set the tone before a conversation begins. Nearly two-thirds of meaning in any social situation is derived from nonverbal cues (Swanson, 1995; Jenson, 1996). For a conversation to get off to the best start an administrator should convey positive messages about the other person's importance and that what he or she says is valued.

Remember that when confronted with conflicting verbal and nonverbal messages, humans inevitably choose the message behind the nonverbal behavior (Costa & Garmston, 2002).

#### Nonverbal Communication

- Sit with no barrier between you and the other person
- Sit still and upright and face the other person
- Maintain an open posture (i.e., don't cross arms)
- Lean forward slightly
- Maintain appropriate eye contact

---

### Slide 112 COMMUNICATION ACTIVITY

- Ask participants to work with a partner to deliver one of the prompts they wrote in the previous reflective prompt activity. Allow five minutes.
- Ask participants to share their feedback about the delivery of the prompt with each other.
- Ask if anyone would like to share his or her prompts and feedback.

#### Communication Activity

- Identify a partner
- Deliver your prompt
- Provide feedback or ask a follow-up question
- Allow wait time



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### Slide 113 REFLECTIVE PRACTICE

**SAY:** It's important to be a committed listener. People can tell the difference between a committed listener and one who tries to rush a conversation. A committed listener helps people to think more clearly, work through unresolved issues, and discover the solutions they have inside them (Hargrove, 2002).

Teachers who feel heard share more.

#### Reflective Practice

- Committed Listener
- Active Listener

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**Slide 114**  
**WAYS TO COMMUNICATE**

**SAY:** After the teacher responds to the prompt, the principal uses one of the following “Active Listening” responses:

**Acknowledging**—responding without making judgments (for example, “I understand,” “That’s one possibility.”)

**Paraphrasing**—restating in different words communicates an attempt to understand the other and value what he or she said.

**Clarifying**—supplying missing information or gathering more precise information (by asking questions).

**Providing Data**—helping make the connection between assessment and instruction.

- Conduct Pair-Share Activity.
  - Ask participants to deliver their previously written prompt to their partner using appropriate responses.
  - Trade roles.
  - Ask a volunteer pair to demonstrate each type of response.

**Ways to Communicate**

- Acknowledging
- Paraphrasing
- Clarifying
- Providing Data



## Slide 115 PROFESSIONAL LEARNING COMMUNITY

- Ask a volunteer to read the definition of *professional learning community* in the Glossary of the *Participant's Guide*.

**SAY:** Professional learning communities are team-based groups of both teachers and administrators who work collaboratively to solve problems and provide high-quality instruction.

A professional learning community is not a grade-level meeting or an organizational meeting. It is a group that supports a culture of learning.

Everyone contributes to a learning community through:

- Shared values: "We're here to help our students flourish."
- Collective learning: "We all learn together."
- Shared leadership: "No one has all the answers."
- Supportive conditions: "We're all in this together."
- Shared feedback: "We can help each other."

In the words of Dennis Sparks, Executive Director Emeritus of the National Staff Development Council, "Assume positive intentions."

### Professional Learning Community

- Shared values and vision for students
- Collective learning
- Shared leadership
- Supportive conditions
- Shared feedback

## Slide 116 PROFESSIONAL LEARNING COMMUNITY

Discuss teacher and student advantages that may result from Professional Learning Communities. Invite other examples.

### Professional Learning Community

#### Teacher Advantages

- Reduced absenteeism
- Reduced isolation
- Increased commitment
- Shared responsibility
- Renewed knowledge and beliefs about teaching
- Improved satisfaction and morale

#### Student Advantages

- Reduced absenteeism
- Increased academic gains in math, science, history, and reading
- Reduced achievement gaps among students from different backgrounds

Hall & Hord, 2005

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### Slide 117 STAFF ORIENTATION

**SAY:** The *PRWT: K–3* should not be conducted until you have oriented teachers to the process. This may take place in a large group, in grade-level groups, or in a combination of these groupings. It is best to introduce the *PRWT: K–3 Checklist* and process to the faculty early in the year (or even better, before school begins).

You may use the Principal's Orientation PowerPoint, prepared by the Center on Instruction, to introduce staff to the PRWT. Consisting of about 30 slides, it highlights the benefits to students and teachers, outlines the process, and explains that the *PRWT: K–3* is NOT an observation tool for evaluating staff.

- Discuss the rationale for the *PRWT: K–3*.

**SAY:** The *PRWT: K–3* is a way to align assessment, curriculum, and instruction on an ongoing basis. It is a systematic tool to organize classroom visits and a method of collecting information about student learning to inform Professional Learning Communities about teaching and learning.

#### Staff Orientation: *PRWT* Rationale

- A way to align assessment, curriculum and instruction daily
- A tool to enhance classroom visits
- A systematic method of collecting real-time student learning data to inform learning communities about teaching and learning

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### Slide 118 PREPARATION ACTIVITY

- Ask participants to pair up and discuss ways they would orient their faculty to the *PRWT: K–3*. Allow five minutes.
- Connect this to the *PRWT: K–3* Follow-up sessions, where participants will be asked to share their actual experiences of introducing the *PRWT: K–3*.

#### Preparation Activity

Discuss how you would orient the faculty at your school to the *PRWT: K–3*.







## Slide 119 SCHEDULING TIME

- Ask participants to reflect on their current schedules and how they might keep appointments to conduct *PRWT: K–3s*. Allow three minutes.
- Ask participants to share ideas.

Example: A principal from a previous *PRWT: K–3* session said, “I write time into my schedule—it is the only way.”

Example: Another principal divided up the *PRWT: K–3* with her Assistant Principal. Each went to one group of classes each week and alternated which classes they visited the next week.

- Caution against using reading coaches to conduct the *PRWT: K–3*. The role of the reading coach should be to help teachers understand the indicators on the *PRWT: K–3* by providing professional development, if needed. The *Principal’s Reading Walk-Through* is not intended to be conducted by the reading coach.

**SAY:** Blocking out time on your schedule is essential. This does not mean that you inform teachers of the exact date and time of each visit.

### Scheduling Time

Scheduling and keeping appointments for the *PRWT: K–3* sends teachers a consistent message about the importance of student learning.

## Slide 120 *PRWT: K–3* TREND ANALYSIS

**SAY:** The *PRWT: K–3 Checklists* provide data for an individual teacher. Summarizing information on the Trend Analysis Tool makes identifying patterns among teachers much easier.

A trend analysis lets you look at all the data collected during the *PRWT: K–3* and identify common patterns. It extends your knowledge of what is happening in individual classrooms by looking at the bigger picture of what is happening across the school. Trends may prompt different interventions.

Analyzing trends over time may yield valuable information about progress in school improvement efforts. Trends may be analyzed by grade level, by teacher, by category (e.g., comprehension), or by indicator (e.g., C-1). This analysis may occur when data are needed for decision-making.

### *PRWT: K–3* Trend Analysis

- Over time
- By grade level
- By teachers
- By category
- By indicator

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**Slide 121**  
**PREVIEW ACTIVITY**

- Refer participants to the *PRWT: K–3* Trend Analysis Tool in their *Participant's Guides* (page 29).
- Ask participants to record their impressions or questions about the Trend Analysis Tool. Allow three to five minutes.
- Invite participants to share their impressions or questions. Example: The analysis could help with decisions about allocating resources.
- Relate impressions or questions to the follow-up half-day session.

**SAY:** When we return for our follow-up session we will look at your *PRWT: K–3* data and complete the Trend Analysis Tool together. At this point concentrate on practicing the collection of the *PRWT: K–3* data.



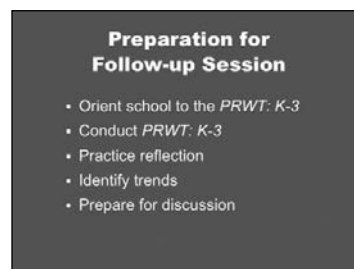
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**Slide 122**  
**PREPARE FOR FOLLOW-UP**

**SAY:** Before we conclude today's session let me remind you that our next session will be scheduled from [START TIME] to [END TIME] on [DATE] at [LOCATION]. The reflection questions in your *Participant's Guide* (page 67) will be the basis of our next session. We will review these in a minute.

Here are recommendations to prepare for our next session:

- Orient school to *PRWT: K–3*.
- Schedule a time to introduce the *PRWT: K–3* to your faculty. Use or adapt the Orientation PowerPoint slide presentation for your introduction.
- Reflect on and record experiences in answering reflection questions 1–4 in the *Participant's Guide* (page 67).
- Conduct *PRWT: K–3*. Visit every classroom in at least one grade level.
- Reflect on and record experiences for reflection questions 5–8 in the *Participant's Guide*.
- Practice reflection. Offer reflection prompts for at least 50% of your *PRWT: K–3s*.
- Reflect on and record experiences for reflection questions 9–11 in the *Participant's Guide*.
- Identify trends if possible.
- Review *PRWT: K–3* data. Reflect on and record experiences for reflection questions 12–15.





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## Slide 123

### PRWT: K-3 FOLLOW-UP

**Note:** Show this set of slides at the follow-up session.

**SAY:** The next four slides contain the reflection questions you consulted following your *PRWT: K-3s*. They also appear on page 67 of the *Participant's Guide*.

- The half-day follow-up session provides an opportunity for principals to share their experiences of using the *PRWT: K-3* and for the whole group to do some problem-solving of issues that arose. The questions are intended as a springboard for that discussion.

### NOTE TO FACILITATOR

There are no notes for slides 124–126.

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#### PRWT: K-3 Follow-up

- What challenges did you experience in scheduling the *PRWT: K-3* orientation with teachers at your school?
- How did you overcome those scheduling challenges?
- What presentation model did you use to orient the teachers at your school?
- How did teachers react to the *PRWT: K-3* model?

#### PRWT: K-3 Follow-up

- What challenges did you experience in conducting the *PRWT: K-3*?
- How did you organize your initial *PRWT: K-3*?
- How did the *PRWT: K-3 Checklists* assist your observations?
- How did teachers react to your visit to the classroom?

#### PRWT: K-3 Follow-Up

- Did you find it easier to write or deliver the reflective prompts? Why?
- How did teachers respond to the prompts?
- What insights did you gain from the *PRWT: K-3* and the teachers' reflections?

#### PRWT: K-3 Follow-up

- What challenges did you experience in identifying trends from the data collected on the *PRWT: K-3 Checklists*?
- How did you analyze for trends? Why did you choose this analysis?
- What insights did you gain from the trend analysis?
- How will you use this information to improve reading instruction at your school?



