NAESP Web Event

Exploring Professional Development Structures

The research reported here is funded by awards to the Lead for Literacy Center from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: H326L180002). The opinions expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. Copyright © 2019 Lead for Literacy.

Today’s Session

Ursula Hill
Lauren Artzi
Lead for Literacy’s Institutional Collaboration

Lead for Literacy NAESP Web Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 8, 2020</td>
<td>Building an Effective Schoolwide Multi-tiered System of Support for Reading</td>
</tr>
<tr>
<td>November 19, 2020</td>
<td>Highlighting Key Considerations for Literacy Screening and Assessment</td>
</tr>
<tr>
<td>January 7, 2021</td>
<td>Supporting Early Literacy Instruction PreK to 3</td>
</tr>
<tr>
<td>February 16, 2021</td>
<td>Highlighting Key Considerations for Monitoring Reading Progress and Using Literacy Assessment</td>
</tr>
<tr>
<td>March 25, 2021</td>
<td>Promoting Code-Based Literacy Skills in Elementary School</td>
</tr>
<tr>
<td>April 1, 2021</td>
<td>Promoting Meaning-Level Skills in Elementary School</td>
</tr>
<tr>
<td>June 3, 2021</td>
<td>Taking a Deep Dive Into Professional Development Structures</td>
</tr>
</tbody>
</table>
Session Objectives

• Learn about the critical components to professional learning for school teams.

• Access web-based tools and resources to support professional learning of evidence-based literacy practices by school staff and students.

Session Resource List

RESOURCE LIST FOR PROFESSIONAL LEARNING

COLLABORATION AND WALKTHROUGH TOOLS

Meadows Center for Preventing Educational Risk (MCPER) Walk-Through Tools. MCPER houses a variety of walk-through tools on explicit and systematic instruction, instructional grouping, scaffolded practice, and differentiated instruction.

Regional Educational Laboratory Southwest (REL Southwest) Literacy Walk-Through Tool. REL Southwest developed the School Leader's Literacy Walk Through tool to assist school leaders in observing evidence-based practices during literacy instruction. This guide includes a pre-walk-through meeting guide, observation tool, and post-walk-through meeting tools.

RESET Rubrics. These reading rubrics are based on evidence-based practices for students with disabilities for components important for word recognition and language comprehension skill development, such as decoding and vocabulary.

Self Study Guide for Evidence-Based Coaching for Literacy, PreK–Grade 12. This self-study guide was developed to help administrators, teacher leaders, and coaches improve the effectiveness of literacy coaching in order to increase the knowledge, skill, and ability of teachers to implement evidence-based practices.

Next Steps NH HQEFO Coaching Fidelity Tool. This tool is a coaching observation tool and provides information about ongoing feedback and coaching for individuals who provide professional development training.
Questions and Discussion

• Please ask questions in the chat. We would love to hear from you!
• A few discussion points will be built in throughout the presentation today.

*Use the QA features or message Lauren Artzi with your questions.

Elements of an Effective MTSS in Reading

- Standards, Priorities, and Goals
- Administration, Organization, and Communication
- Assessments
- Instruction and Intervention

WHAT? Data Sources
HOW? Data Systems
Tier 1
Tier 2
Tier 3
Elements of Professional Development (PD) in the Lead for Literacy Framework

**Workshops**, coaching, and professional learning communities (PLCs) are used to develop and maintain educator expertise in various reading instructional practices.

Topics include—

- High-Quality Professional Development
- Job-Embedded Learning
- Coaching
- Professional Learning Collaboration
- Professional Development Plan

Continuous Improvement Process for Implementation

1. Prioritize
2. Action Plan
3. Implement
4. Evaluate

Improved Student Outcomes!
Lead for Literacy Website

Shining a Light on Literacy
Guiding elementary school and district leaders to improve literacy teaching and learning outcomes for all students.

Warmup
Comprehensive Professional Learning System

- Coaching
- Workshops
- Professional Learning Communities

Professional learning focused on knowledge building and implementation

(Archibald et al., 2011)
Leaders Consider Phases of Continuous Improvement

Planning  Implementation  Evaluation

(Gaumer Erickson et al., 2016)

Professional Development Planning Blueprint
Phase 1: Planning for Professional Learning

Planning

**Identify**
Professional development type and format, purpose, and need

**Consider**
Traits of effective opportunities, obstacles and, time

**Use**
Data from multiple sources to understand topics and formats for the professional learning
Identify PD Purpose, Type, and Need

 Increased awareness

 Conceptual understanding

 Application and problem solving in the classroom

 Skill attainment

Traits of effective professional learning opportunities are:

- Content focused
- Aligned
- Collaborative
- Active
Consider Challenges

- Insufficient resources
- Inadequate time
- Lack of practice
- Nonalignment to teacher needs
- Not data driven

Consider Time

- When will the PD occur?
- What is the timeframe for the PD?
- Which teachers are available during the PD time?
- Who will be available to support the PD?
- How long will it take to implement the new learning?
- When will the follow-up PD occur?
Consider Time

Time addresses:

• When will the PD occur?
• What is the timeframe for the PD?
• Which teachers are available during the PD time?
• When will the follow up PD occur?

Use Data

Student, grade-level, and school data

Implementation data

Professional learning focused on knowledge building and implementation
Case Example

Using Implementation Data

Role of Implementation Data

• Data support school leaders in formatively understanding the nature of reading instruction taking place in the school.

• Data can help school teams set schoolwide priorities and engage in professional development that addresses the needs of school staff.

(Protheroe, 2009)
Questions for School Teams

• Are we collecting data that inform the type of reading instruction taking place within and across grades?
• What kind of support and professional development do we need to provide to literacy instructors?
• Is our school's reading instruction anchored in high-quality evidence-based practices and interventions that enhance students' word recognition and language comprehension skills?

Case Example With Walkthrough Tools: Literacy

REL Southeast Principal Walkthrough Tool

RESET Rubrics
• [https://www.boisestate.edu/education-reset/rubrics/](https://www.boisestate.edu/education-reset/rubrics/)
Case Example: Literacy-Specific Practices Implementation Rates
4 = 75% or more, 3 = 50–75%, 2 = 25–50%, 1 = 25% or less

<table>
<thead>
<tr>
<th>Components/Grades</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics and word recognition skills</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Text comprehension: Literary text and informational text</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Language (conventions, speaking and listening)</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Example Walkthrough Tools: Explicit Instruction

**REL Southeast Principal Walkthrough Tool**

**RESET Rubrics**
- [https://www.boisestate.edu/education-reset/rubrics/](https://www.boisestate.edu/education-reset/rubrics/)


Case Example: Explicit Instruction Practices Implementation Rates
4 = 75% or more, 3 = 50–75%, 2 = 25–50%, 1 = 25% or less

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying goals</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Alignment</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Teaching procedures</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Guided practice</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Pacing</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Engagement</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Monitoring and feedback</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Types of Professional Learning Formats

- Workshops and institutes
- Coaching
- Learning communities

Features of High-Quality Workshops

- Preparation
- Connects to participants’ context
- Based on research
- Emphasizes impact on student outcomes
- Demonstration
- Engagement
- Opportunities for reflection
- Offers opportunities for continued learning
Types of Coaching Events

- Demonstration Lesson
- Analysis of Student Work and Data
- Co-Teaching
- Teacher Observation With Performance Feedback
- Collaborative Planning
- Other

Kinds of Performance Feedback Used in Coaching

- Based on teacher’s practice
- Specific
- Positive
- Corrective
- Timely

(Pierce, 2001)
Coaching Alliance-Building Strategies

- Summarizing information conveyed by the teacher
- Asking open-ended questions
- Affirming difficulty
- Using nonevaluative language
- Referring to past accomplishments
- Acknowledging teacher’s goals
- Conveying the role of teamwork
- Conveying expertise and deep content knowledge
- Explaining complex concepts succinctly

Leader–Coach Connections

- Relationship
- Expectations
- Roles and Responsibilities
- Communication

(Pierce, 2001) 37

(Lee & Smith, 2021) 38
Professional Learning Communities (PLCs)

Enhance the professional culture of a school.

Promote teacher learning.

Add logical and ongoing learning to professional development.

(DuFour & Reeves, 2015)

Example PLC Process

1. Debrief.
2. Define session goals.
3. Explore new practices and compare them with current practices.
4. Experiment with newly learned strategies.
5. Reflect and implement.

Questions and Reflections

Phase 3: Evaluate Professional Learning Events
Kinds of Evaluation Information

- Participant reflections and knowledge
- Fidelity to high-quality professional development and coaching
- Participants’ use of practices

Participant Reflections

Quality

Did you get the information you needed?
Did the format work?

Relevance

What will be changed?

Usefulness

When will this professional learning occur?
Resource: Fidelity to High-Quality Workshops

Observation Checklist for High-Quality Professional Development Training

This checklist was designed to be completed by an observer to determine the level of quality of professional development training. It can be used to provide ongoing feedback and coaching to individuals who provide professional development training.

Resources: Fidelity to High-Quality Coaching

Next Steps NH HQPD Coaching Fidelity Tool

This coaching observation tool provides information about ongoing feedback and coaching for individuals who provide professional development training.
Resources: Fidelity to High-Quality Coaching

NCSI Effective Coaching Fidelity Tool Rubric

- This tool helps measure the fidelity of coaching.
- Data can be used by coaches and other educators to continuously improve upon how coaching occurs.

NCSI Effective Practices for Coaches Modules:
Address the four practices coaches can use to improve teaching and student learning

Measuring the Fidelity of Coaching Online Module

Effective Practices for Coaches Module
Questions and Reflections

Wrapping Up
Leaders Consider Phases of Continuous Improvement

Planning
Implementation
Evaluation

(Gaumer Erickson et al., 2016)

Session Resource List

RESOURCE LIST FOR PROFESSIONAL LEARNING

COLLABORATION AND WALKTHROUGH TOOLS

Meadows Center for Preventing Educational Risk (MCPER) Walk-Through Tools: MCPER houses a variety of walk-through tools on explicit and systematic instruction, instructional grouping, scaffolded practice, and differentiated instruction.

Regional Educational Laboratory Southwest (REL Southwest) Literacy Walk-Through Tool: REL Southwest developed the School Leader’s Literacy Walk-Through tool to assist school leaders in observing evidence-based practices during literacy instruction. This guide includes a pre-walk-through meeting guide, observation tool, and post-walk-through meeting tools.

RESET Rubrics: These reading rubrics are based on evidence-based practices for students with disabilities for components important for word recognition and language comprehension skill development, such as decoding and vocabulary.

Self-Study Guide for Evidence-Based Coaching for Literacy: PreK—Grade 12: This self-study guide was developed to help administrators, teacher leaders, and coaches improve the effectiveness of literacy coaching in order to increase the knowledge, skill, and ability of teachers to implement evidence-based practices.

Next Steps NH Hop Coaching Fidelity Tool: This tool is a coaching observation tool and provides information about ongoing feedback and coaching for individuals who provide professional development training.
Survey

• Please take a minute to complete the session survey at: https://meadowscenter.ca1.qualtrics.com/jfe/form/SV_0Ce8CYFbAS4A28K

Funding Source and Institutional Collaboration
Acknowledgments

L4L Executive Leadership
• Hank Fien, Director
• Allison Gandhi, Deputy Director
• Nancy Nelson, Co-Principal Investigator
• Lana Santoro, Co-Principal Investigator

Professional Development and Technical Assistance
• Carol Dissen, Lead
• Lauren Artzi
• Abby Foley
• Ursula Hill
• Jennifer Pierce
• Jess Surles
• David Fainstein

Dissemination
• Brian Gearin, Lead
• Abby Foley
• Kimberly Griggs
• Anna Ingram
• Lauren Rosenbauer

Other Project Support
• Senior Advisor: Stephanie Jackson
• Administrative Support: Anna Ingram

Partners

References


References


Contact

Ursula Hill, Ed.D.  
Senior Technical Assistance Coach  
Lead for Literacy Center and AIR  
uhill@air.org  
(202) 403-5000

Lauren Artzi, Ph.D.  
Senior Researcher, AIR  
lartzi@air.org  
(202) 403-5000