



2018 WEBINAR SERIES

Teaching Reading: The Connection Between Student Literacy and Professional Development



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- Following the webinar, all registrants will receive an email including a link to the recording of today’s webinar. Those attending the live presentation also will receive a certificate stating they attended a one-hour webinar with Voyager Sopris Learning®.

Your Presenters



Mary Dahlgren



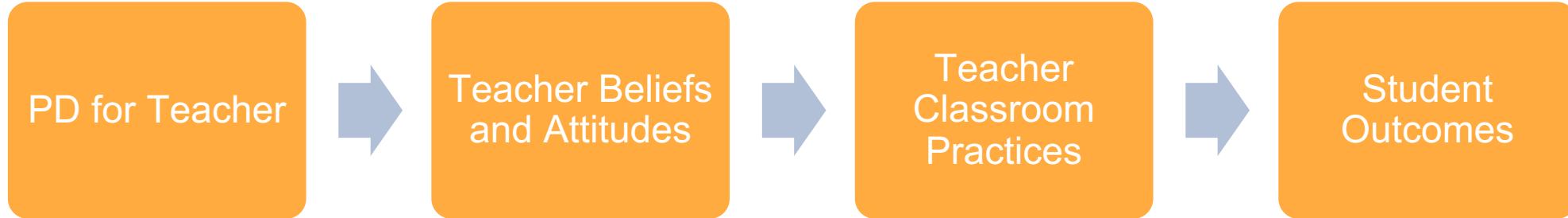
Michelle Elia



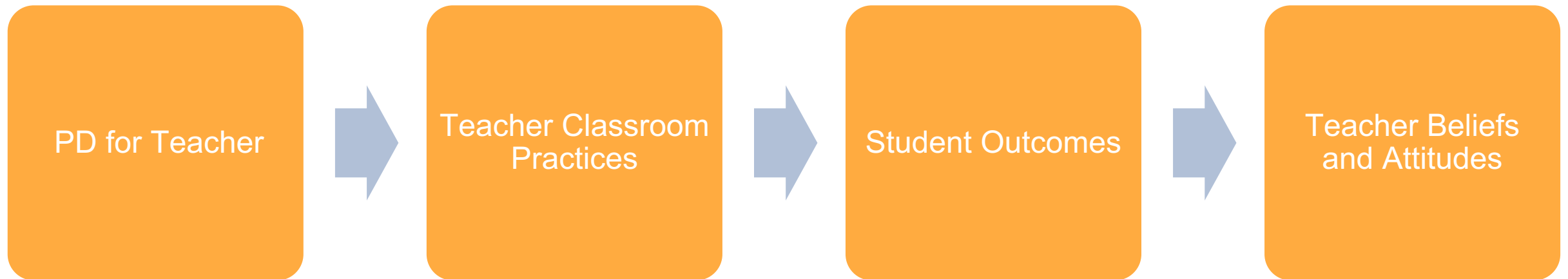
What Is High-Quality Professional Development?

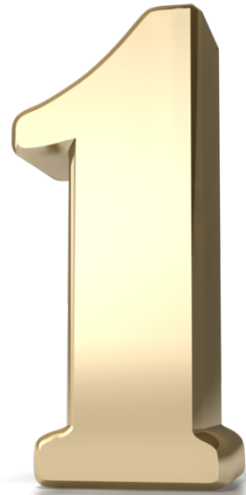
Shifting Ideas About PD—According to ESSA

Common Belief of PD and Changing Practices



Recent Research Findings of PD and Changing Practices



A large, 3D gold number 1 with a slight shadow underneath, positioned to the left of the main text.

Recognize that change is a gradual and difficult process for teachers.

(Professional Development and Teacher Change, Thomas R. Guskey, 2002)



Ensure that teachers receive regular feedback on student learning progress.

(Professional Development and Teacher Change, Thomas R. Guskey, 2002)



**Provide continued follow-up,
support, and pressure.**

(Professional Development and Teacher Change, Thomas R. Guskey, 2002)

ESSA's Definition of Professional Development

- A. An integral part of school and local education agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards;

- B. Sustained (not standalone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.

ESSA's 6 Components of PD

Sustained:	Taking place over an extended period; longer than one day or a one-time workshop
Collaborative:	Involving multiple educators, educators and coaches or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding
Intensive:	Focused on a discreet concept, practice or program
Job Embedded:	A part of the ongoing, regular work of instruction and related to teaching and learning happening in real time in the teaching and learning environment
Data-driven:	Based upon and responsive to real time information about the needs of participants and their students
Classroom Focused:	Related to the practices happening during the teaching process and relevant to instructional process

Paving the Pathway from Current Practice to Exemplary Professional Learning

Frontline Research and Learning Institute

[frontlineeducation.com/Frontline_Research_Learning_Institute/
Reports/ESSA_Report](http://frontlineeducation.com/Frontline_Research_Learning_Institute/Reports/ESSA_Report)

(Google—Frontline Research Professional Development)

The majority of professional development falls short of the ESSA definition.

Intensive and Sustained—How Much Time is Enough?

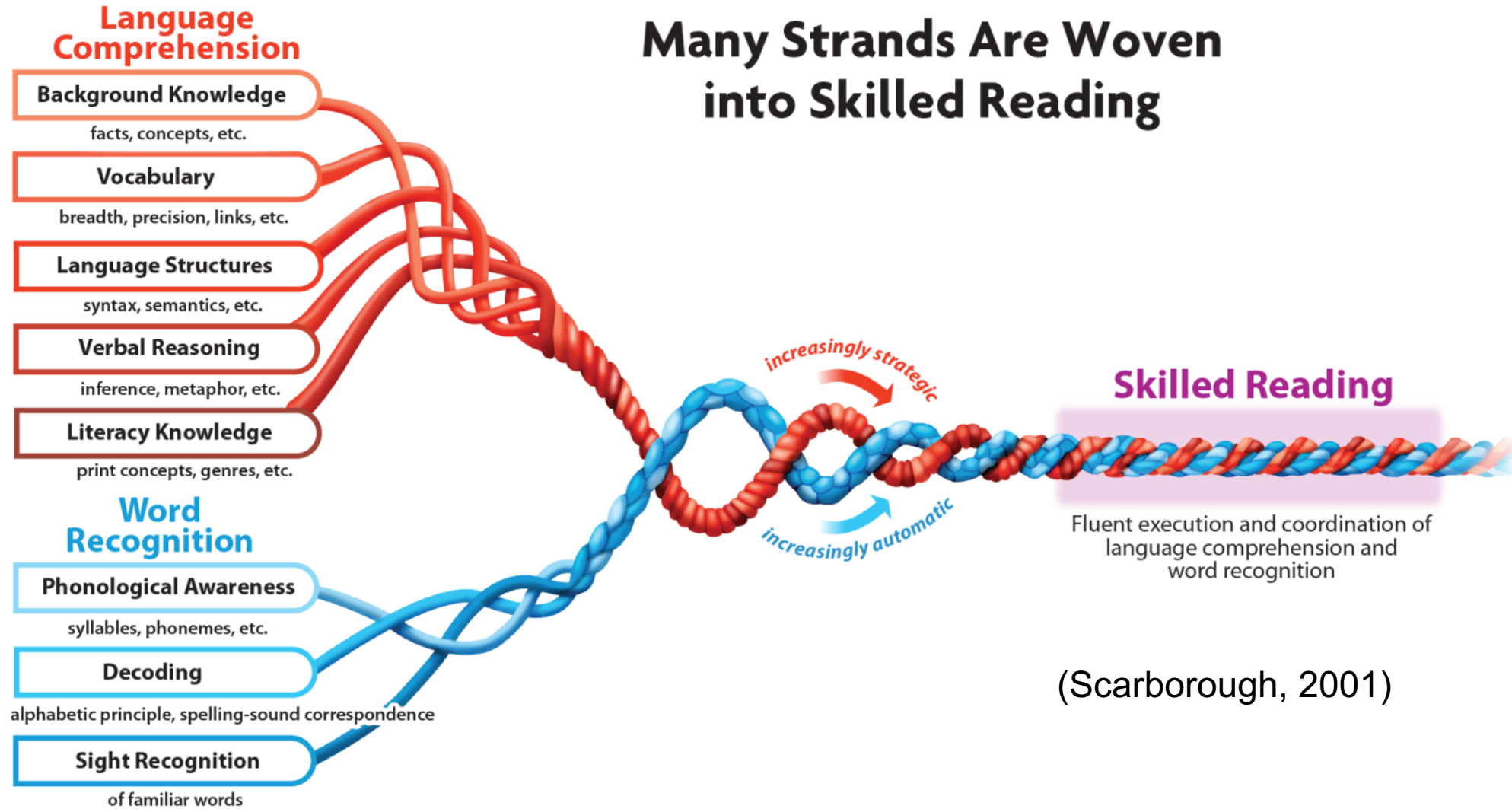
49 hours devoted exclusively to a topic as the **minimum** requirement for developing competency.

Current findings:
4.25 hours

Take Away: Fewer than 14 hours does not yield significant results for student outcomes.

(Yoon et. al., 2007)

The Reading Rope



(Scarborough, 2001)

- Evidence shows that professional development for teachers improves student achievement
- REL (2007) reviewed nine high-quality experiments (.54): substantial PD (49 hours) improved achievement by 21 percentiles
- McGill-Frantzen, et al. (1999) found that high-quality books only mattered in context of professional development

- Effective professional development must focus on how to teach/assess
- Should be based on research and experience
- Literacy (reading and phonics awareness (07)).
- Coherence (aligned to standards and implemented by the teachers)

Smarter Than Your Program



Coaching

Service Delivery Models for PD and Coaching

Mode	Expert to Group	Expert to Individual	Peer to Peer
Definition	Content is designed to be delivered to educators	Content is designed to be delivered to individual educators based upon demonstrated need.	Content is based upon observation of or engagement in dialogue with others in similar positions.
Examples	<p>Instructional Coaching:</p> <ul style="list-style-type: none"> Improves student learning through direct support to teachers Occurs in conjunction with PD Is <u>classroom</u> and <u>student</u> focused Allows for collaboration and problem solving 	<ul style="list-style-type: none"> Classroom Instructional Coaching Feedback on Instruction Demonstration / Classroom Modeling Joint Planning 	<ul style="list-style-type: none"> Professional learning communities Co-observation

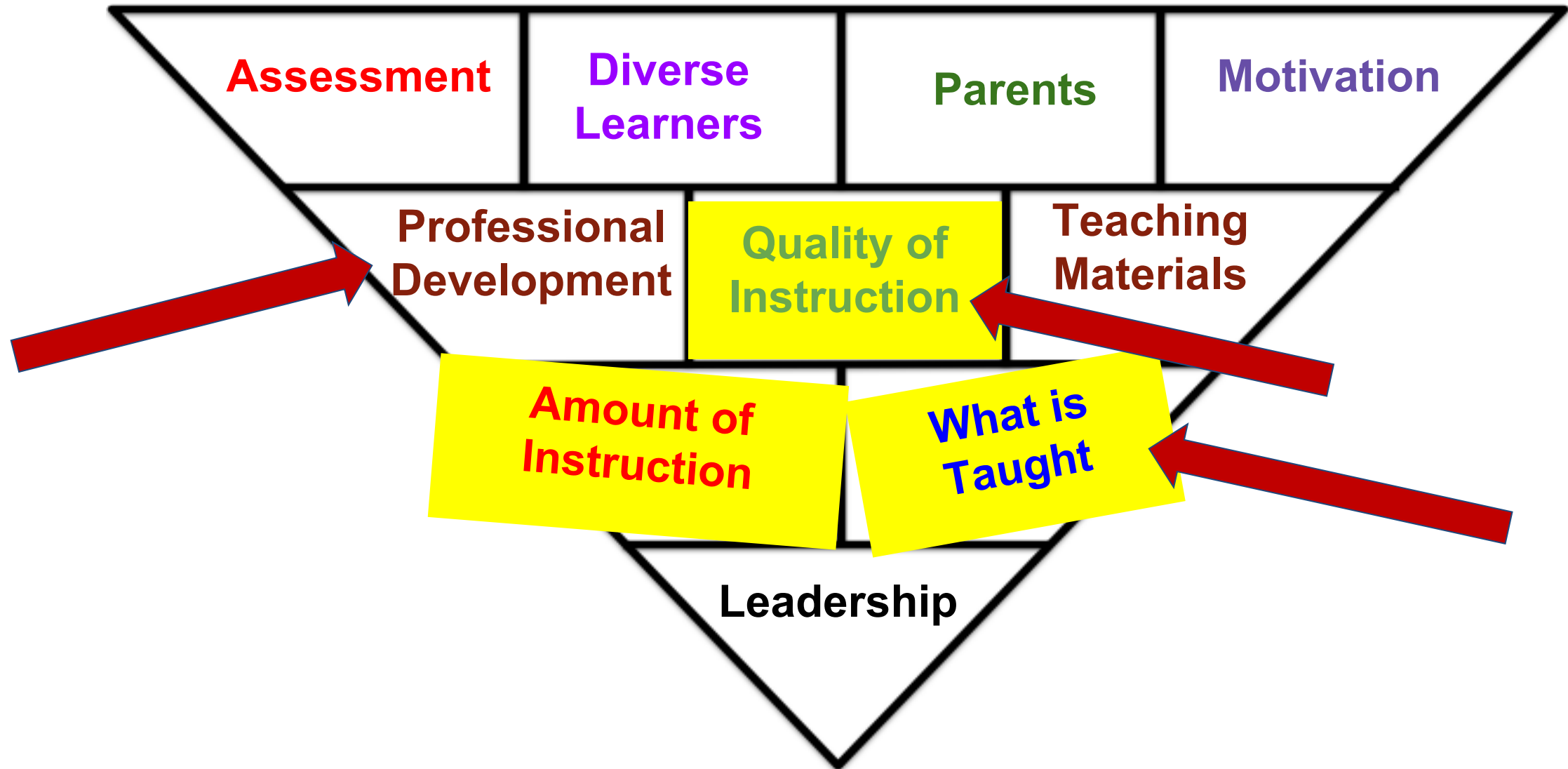
Most skills needed by successful practitioners can be introduced in training but really **are learned on the job** with the **help of a coach**. Coaches not only **expand the knowledge and skills** taught in training, they also **impart craft knowledge**.

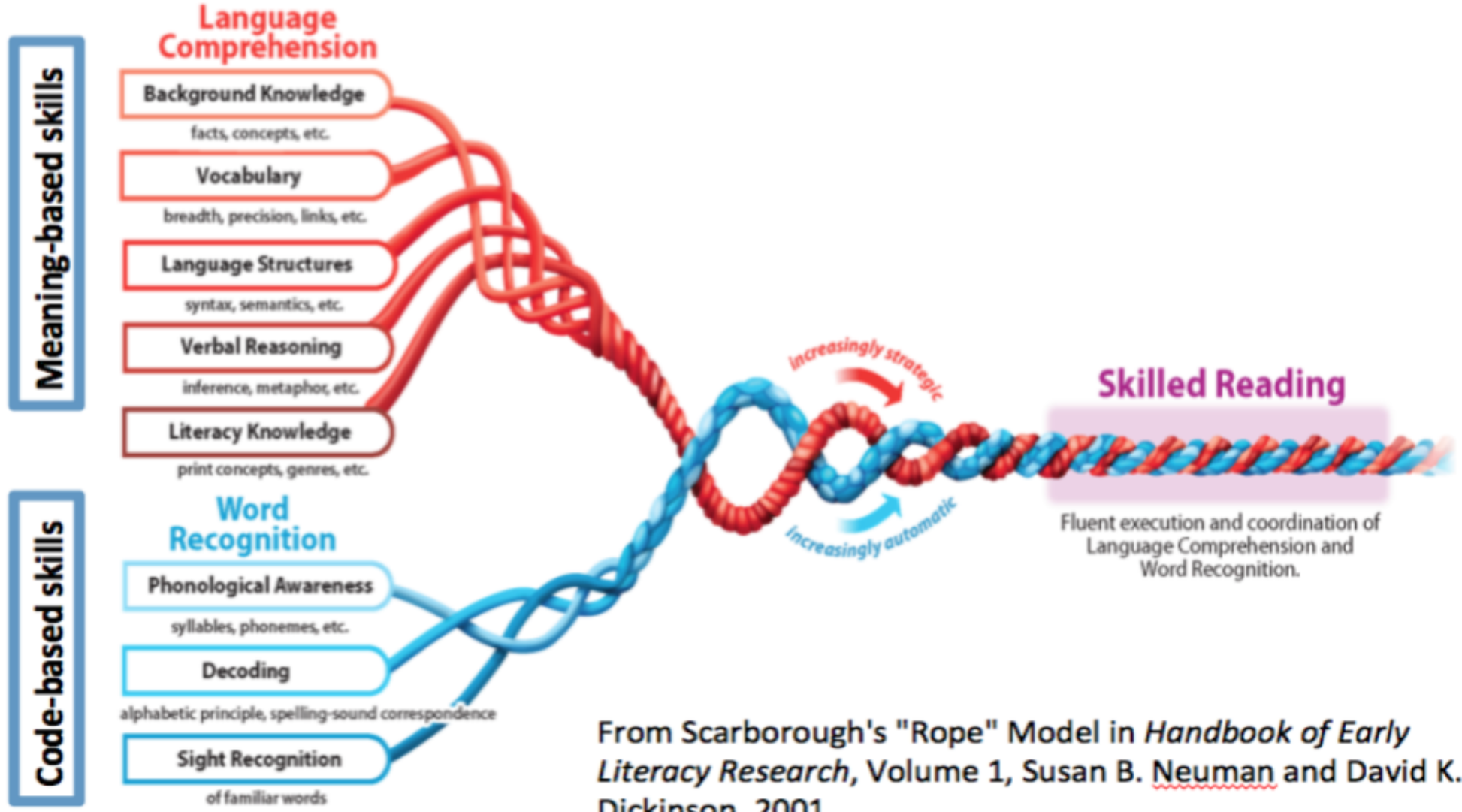
—The National Implementation Research Network



Emphasis on Tier 1 Instruction

Dr. Timothy Shanahan's Literacy Improvement Pyramid





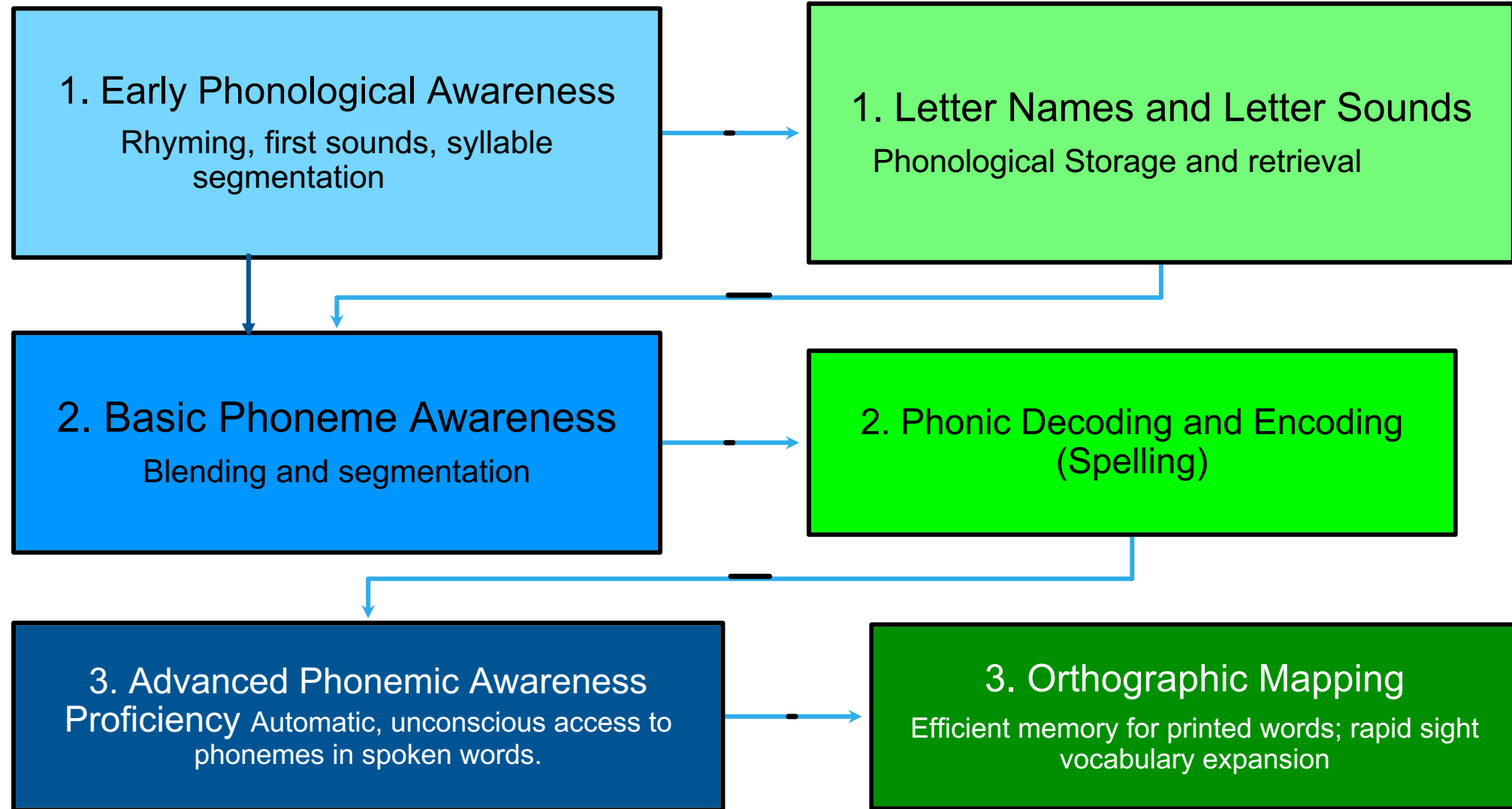
From Scarborough's "Rope" Model in *Handbook of Early Literacy Research*, Volume 1, Susan B. Neuman and David K. Dickinson, 2001.

Changing Emphasis of the Big Ideas of Reading

Component	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds & Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

(Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)

Developmental Relationship—Phonological Skills and Decoding

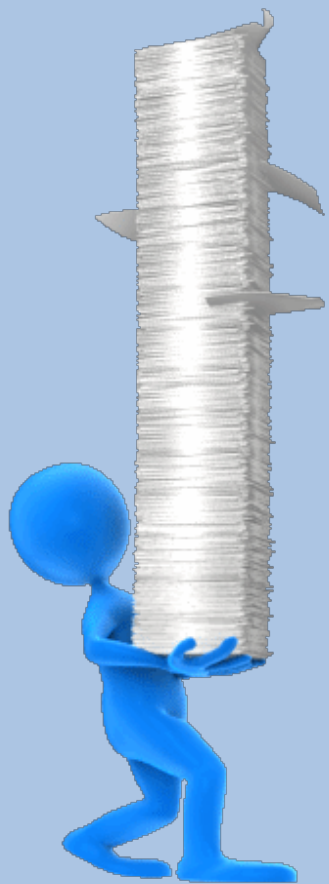


Components of a Vocabulary Program

- **High-Quality Classroom Language** (Dickinson, Cote, & Smith, 1993)
- **Explicit Vocabulary Instruction** (Baker, Kame'enui, & Simmons, 1998; Baumann, Kame'enui, & Ash, 2003; Beck & McKeown, 1991; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004; Paribakht & Wesche, 1997)
- **Word-Learning Strategies** (Buikima & Graves, 1993; Edwards, Font, Baumann, & Boland, 2004; Graves, 2004; White, Sowell, & Yanagihara, 1989)
- **Changing Emphasis of the Big Ideas of Reading** (Anderson & Nagy, 1992; Cunningham & Stanovich, 1998; Nagy, Anderson, & Herman, 1987; Sternberg, 1987)

Building Background Knowledge is KEY!





Data-Driven Interventions

The Data Process is a Continuous Cycle

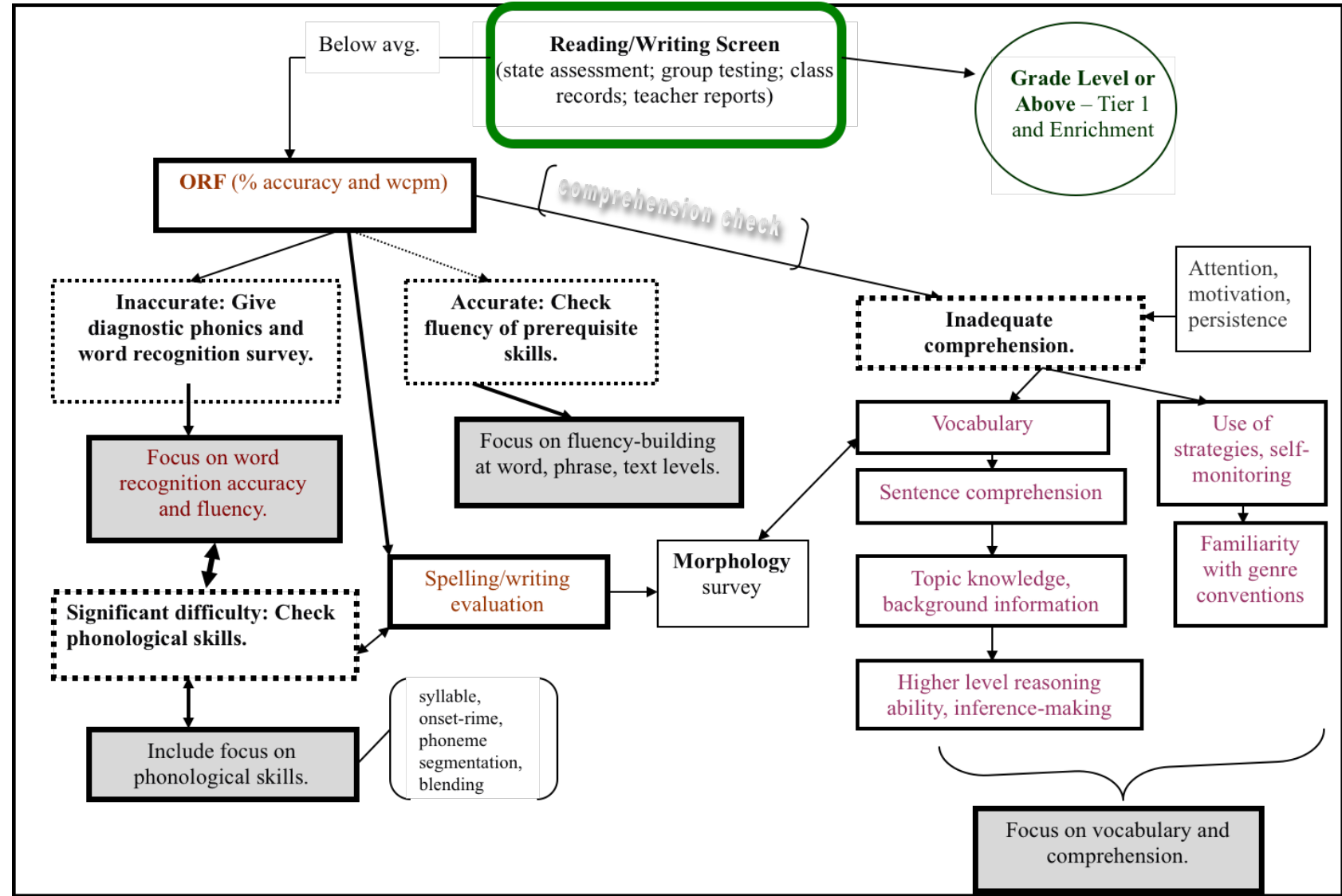


Data-driven decisions allow you to meet the needs of all students

- By using the cycle of looking for patterns, groups and growth, you can continually re-assess students and reflect on instruction
- Data-driven decision making is an involved process—it provides support for teachers that is key to the success of this process on a school level
- All stakeholders should participate—general education, special services and administration—as a team to better achieve school-wide goals

Strategic Assessment

The Data Process is a Continuous Cycle



***LETRS* is research-based professional development that leads to improved student achievement and intentional instruction.**

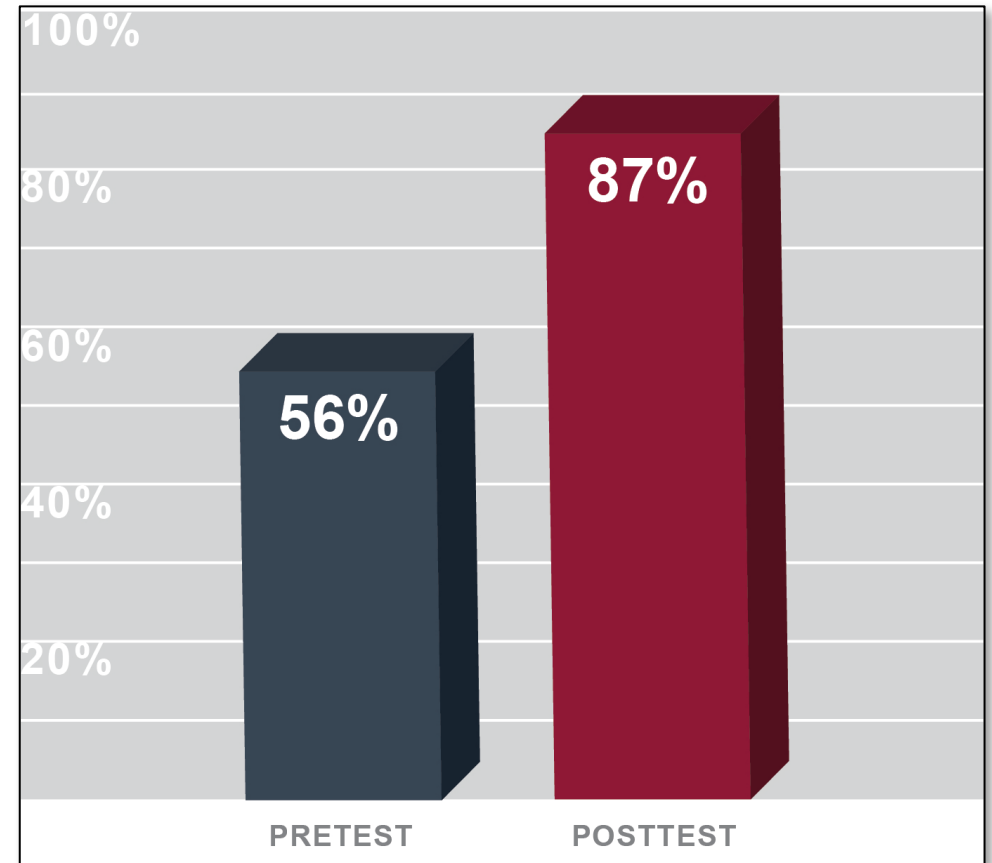


- **Proven, Research-Based Content**
- **Blended, Online, or Face to Face**
- **Flexible Implementation Options**
- **Now with embedded video, online assignments, and more ways to apply content to the classroom**
- **Two-year course of study**

Ohio Teachers Who Used LETRS in 2016/2017

According to the Center for Public Education, “Teachers’ knowledge of the content they teach is a consistently strong predictor of student performance.”

During the 2016/2017 school year, 255 teachers across the state of Ohio completed Units 1–4 of LETRS. On average teachers of LETRS learned the content extremely well, progressing from a baseline of 56% questions answered correctly to a final score of 87% correct.



References

- Frontline Research and Learning Institute: *Bridging the Gap Series*, 2017.
- Guskey, Thomas R. (2002) Professional development and teacher change, *Teachers and Teaching: Theory and Practice*, Vol. 8, No. 3/4.

References

- Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033).
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Q & A



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