

Reading First Professional Development Multi-Levelled Support Plan for 2007-2008

Foreword: *The following levels were created to guide and assist regional coordinators as they differentiate their support of schools within their regions. It is understood that Reading First schools vary in their levels of Reading First implementation, as well as in the intensity of the needs present among the teacher and student populations. Therefore, with each level of support, the intention is for Reading First Regional Coordinators to provide high-quality support, differentiated by intensity of service, guided always by a school's needs, made apparent through data analysis and interpretation.*

Level 1

- Support on-going district professional development of *Reading First* reading coaches
 - Monthly coaches meeting – information sharing and book study
 - Quarterly Professional Development training days
- Provide technical assistance support, tailored specifically for the principal and *Reading First* reading coach, to ensure *Reading First* Grant implementation
 - Maintain fidelity to the grant
 - Problem solving
 - Match school needs with statewide service providers
 - Engage in classroom walkthroughs with principal and coach for the purpose of data collection to inform instruction and classroom coaching
 - Work with the principal to ensure time is allotted for on-going, regularly scheduled professional development opportunities, based on data
- Support the *Reading First* reading coach in the creation of on-going, regularly scheduled professional development opportunities based on data
 - Understand literacy as a process
 - Strategic use of core to provide initial and differentiated instruction
 - Program Specific Professional Development (PSPD) training
 - Strategic guided reading instruction, informed by data and student observation
 - Strategic skills-focused lesson instruction, informed by data and student observation
 - Understand and use information from Quarterly Professional Development trainings.
 - Assist with the transfer of K-3 academy content into all K-3 classrooms
 - Extend understanding and meaningful use of K/1 and 2/3 FCRR student center activities
- Support the developing proficiency of the *Reading First* reading coach
 - Understand coaching as a continuum
 - Facilitate a workshop
 - Provide an observation lesson
 - Co-teach
 - Confer, observe, debrief
 - Facilitate a study group
 - Facilitate action research
 - Categorize coaching points
 - Coaching for theoretical understanding
 - Coaching for procedures
 - Coaching for aesthetics or refinement
 - Triangulation of observations
 - Collect artifacts
 - Field notes
 - Note taking
 - Note making
 - Note remaking
 - Participant observations
 - Shared experiences
 - Teacher conference

- Student conference
 - Non-participant observations
- Engage in coach-the-coach sessions. Regional coordinator will coach the coach, as the coach coaches the teacher. The coach will coach the regional coordinator based on observations. The process is supported by the notion that everyone works together as co-learners.
- Support the on-going work of the *Reading First* reading coach with various data
 - Support the development of organizational and administration procedures for DIBELS, OPM, and outcome measures
 - Support the use, understanding, and interpretation of the data on the PMRN
 - Support the analysis of data to guide professional development, coaching activities, and initial classroom/intervention instruction.
 - Support data conversations with principal, individual teachers, and grade level teams
- Provide guidance and on-going support for the *Reading First* reading coach in the use of the Coach's Log on the PMRN.
- Directly support implementation of effective interventions
 - Assist with scheduling interventions
 - Interventions on master schedule
 - Allocation of personnel
 - Create a plan for implementation of interventions based on data analysis
 - How will students be grouped? (How large will groups be?)
 - What is the focus for each group?
 - What is the needed intensity and projected duration of the intervention?
 - Who will provide the intervention?
 - What materials will be used for each group?
 - What procedures will be used to monitor students' progress?
 - What procedures will be in place to change the intervention in a timely manner if progress is not evident?
 - What procedures will be used to regroup students, as needed?
 - Provide on-going coaching and demonstration lessons to support high-quality instruction
 - Planning
 - Pacing
 - Explicit
 - Systematic
 - Corrective feedback
- Directly support the development of Model Classrooms collaboratively with the *Reading First* reading coach
 - Assist in setting up routines and procedures for the reading block
 - Assist in organizing classrooms that will support whole and small group instruction
 - Strategic use of core program
 - Skills-focused lessons
 - Guided reading
 - Literacy centers
 - Create an information-intensive environment
 - Coach the teacher
 - Provide observation lessons in the model classroom
- Support the Reading Leadership Team, in collaboration with the reading coach and principal
 - Develop a common school language
 - Identify an area of need based on data
 - Refine an initial area of need
 - Study the area of need
 - Develop a plan of action
 - Implement plan of action
 - Reflect on the implementation of the plan of action
 - Revise plan of action as needed

- School will make a commitment to provide time for regional coordinator and coach to meet regularly, as well as meet with individual teachers and grade levels for on-going data analysis, instructional planning, and job-embedded professional development (which includes coaching opportunities).

Level 2

- Support on-going district professional development of *Reading First* reading coaches
 - Monthly coaches meeting – information sharing and book study
 - Quarterly Professional Development training days
- Provide technical assistance support, tailored specifically for the principal and *Reading First* reading coach, to ensure *Reading First* Grant implementation
 - Maintain fidelity to the grant
 - Match school needs with statewide service providers
 - Engage in classroom walkthroughs with principal and coach for the purpose of data collection to inform instruction and classroom coaching
- Provide guidance the *Reading First* reading coach in the creation of on-going, regularly scheduled professional development opportunities based on data
 - Strategic use of core to provide initial and differentiated instruction
 - Program Specific Professional Development (PSPD) training
 - Understand and use information from Quarterly Professional Development trainings.
 - Assist with the transfer of K-3 academy content into all K-3 classrooms
 - Extend understanding and meaningful use of K/1 and 2/3 FCRR student center activities
- Support the developing proficiency of the *Reading First* reading coach
 - Understand coaching as a continuum
 - Facilitate a workshop
 - Provide an observation lesson
 - Co-teach
 - Confer, observe, debrief
 - Facilitate a study group
 - Facilitate action research
 - Support the on-going work of the *Reading First* reading coach with various data
 - Support the development of organizational and administration procedures for DIBELS, OPM, and outcome measures
 - Support the use, understanding, and interpretation of the data on the PMRN
 - Support the analysis of data to guide professional development, coaching activities, and initial classroom/intervention instruction.
 - Support data conversations with principal, individual teachers, and grade level teams
 - Provide guidance and on-going support for the *Reading First* reading coach in the use of the Coach's Log on the PMRN.
- Provide guidance to the principal and *Reading First* reading coach in the implementation and use of effective interventions
 - Support the implementation of a plan for interventions based on data analysis
 - How will students be grouped? (How large will groups be?)
 - What is the focus for each group?
 - What is the needed intensity and projected duration of the intervention?
 - Who will provide the intervention?
 - What materials will be used for each group?
 - What procedures will be used to monitor students' progress?
 - What procedures will be in place to change the intervention in a timely manner if progress is not evident?
 - What procedures will be used to regroup students, as needed?
- Provide guidance to the *Reading First* reading coach in the development of Model Classrooms
- Provide guidance to the Reading Leadership Team, in collaboration with the reading coach and principal.

Level 3

- Support on-going district professional development of *Reading First* reading coaches
 - Monthly coaches meeting – information sharing and book study
 - Quarterly Professional Development training days
- Provide technical assistance support, tailored specifically for the principal and *Reading First* reading coach, to ensure *Reading First* Grant implementation
 - Maintain fidelity to the grant
 - Match school needs with statewide service providers
 - Engage in classroom walkthroughs with principal and coach for the purpose of data collection to inform instruction and classroom coaching
- Provide guidance to the *Reading First* reading coach in the creation of on-going, regularly scheduled professional development opportunities based on data
 - Strategic use of core to provide initial and differentiated instruction
 - Program Specific Professional Development (PSPD) training
 - Understand and use information from Quarterly Professional Development trainings.
 - Assist with the transfer of K-3 academy content into all K-3 classrooms
 - Extend understanding and meaningful use of K/1 and 2/3 FCRR student center activities
- Provide guidance to the developing proficiency of the *Reading First* reading coach
 - Invite the reading coach to attend professional development and/or coaching activities at Tier 1, 2, and 3 schools
 - Understand coaching as a continuum
 - Guide the on-going work with various data
 - DIBELS
 - OPM
 - Outcome measures
 - PMRN
 - Guide the reading coach in the use of the Coach's Log on the PMRN
- Provide guidance to the principal and Reading First reading coach in the implementation and use of effective interventions
- Provide guidance to the *Reading First* reading coach in the development of Model Classrooms
- Provide guidance to the Reading Leadership Team, in collaboration with the reading coach and principal