

Ensuring Early Literacy Achievement: Become a Catalyst for Change
Small Group Discussions – Professional Development
Monday, July 25, 2005

What are the most important objectives of effective professional development?

1. Training across the system (school and district administrators)
2. Consistency – there is a need for it
3. Scaffolding of teachers
4. Include teachers in action research
5. Need for clear and sustained objectives
6. Include basic knowledge of reading training (example: Fluency)
7. PD is not a one shot deal –
 - Plan
 - Revisit the plan
 - Follow up
8. Reflective in classroom student achievement
9. Needs assessment of staff and students

Examples:

- Train a core group – someone to support training on staff
- Demo team teach conferences – Send teachers to conferences and demo lessons during the Fall in-services
- Literacy coaches assisting with implementation
- C.O.R.E. assisted with training principals and teachers
- Florida's "Ippy Dippy"
 - selects an area for PD based on students' needs
 - measurable student achievement data
 - documented in lesson plans
- National Board Certified Teachers mentor others – encourages collaboration

How does your school/district coordinate staff development days when adopting a new curriculum and maintain its appeal to staff over the years?

1. Mandatory days
 - Early release days every Wednesday
 - Opt out days – do on own and get time off
2. Use staff meeting times and principal's meetings. Cut them down to use for training.
3. To motivate staff, we enlist the help of other teachers to train and act as examples. This allows teachers to go in to observe classrooms.
4. Use staff surveys to find out what teachers need and where they want more help
5. For new curriculums, get the publishers to do at least 2 days of training
6. \$\$\$ as motivation
7. Flexibility between other departments
8. Professional development academies – 4-5 times a year. Bring in subs for new teachers and devote each day to a different topic. This is required by their contract. Use grant \$ to pay for subs.

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What follows a staff development day in terms of mentoring, monitoring and coaching?

1. Consultant stays a few days to model, mentor, give feedback
2. Reflective practice – written notes a week or so after on the application of PD
3. Mentor/coach (Early First Grant) stays with the teacher through the week, gives daily coaching
4. Having a protocol so the teacher knows what will be observed and what was observed
5. Principal's Academy (monthly) to discuss and develop PD ideas from the administration's perspective
6. Turn monthly staff meeting into staff development training (review a chapter of assigned book – report and discuss things related to your area)
7. Across-grade team meetings to discuss PD focus or bi-level grade meetings
8. Collect quarterly data and publish it across district; value-added data is used to identify the percentage of passage rate. This is tied to PD and creates meaningful conversation.
9. Common preps – structured teacher planning time
 - o Specialist helps teachers disaggregate data/sign up for PD based on data