



Professional Development Modules for Administrators

Topic & Content Objectives

Academic Language: Knowing, Using, and Expecting

Academic Language is

- Recognized as the language of text
- Known as the language of instruction
- Included in formal register
- Used, taught, and expected by teachers

Assurances: What Principals Need to Know

- The *Reading First Assurances* are research-based factors and conditions proven to positively impact student achievement.
- The four actions of principals are to:
 - Set expectations,
 - Provide support for implement *Assurances*;
 - Monitor the level of implementation and effectiveness;
 - Provide feedback, make adjustments, and give encouragement.
- Success in Reading First will depend more on commitment to the *Assurances* than compliance.

Beyond Decoding: It's Greek to Me!

- Second/third grade students must learn to use syllabication, compound words, and prefixes/suffixes as tools to decode and spell longer words
- Fourth through eighth grade students need to use Latin roots and Greek combining forms as tools to decode and spell over 250,000 words
- Students' knowledge of morphology helps them unlock the meanings of words and acquire vocabulary

Coaching: The Principal's Responsibilities

Principals have three responsibilities in supporting coaching:

- Building the capacity of a reading/language arts coach;
- Supporting teachers to utilize coaching;
- Coaching as a component of instructional leadership.

Comprehension Skills: Understanding Text

- Distinguish between strategy and skill instruction and clarify the purposes of each
- Define, identify, and provide examples of comprehension skills instruction
- Identify the benefits of explicit comprehension skills instruction

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Comprehension: Why our Students Struggle

- Comprehension is complex; it requires a number of interrelated proficiencies.
- Reading comprehension, unlike oral comprehension, requires students to first have the ability to decode text.
- Comprehension strategies and skills must be taught explicitly.

Data Analysis: The Use of Data Conferences

- A data conference is a principal led, reflective conversation based on classroom evidence.
- Site administrators, grade level teachers, and support staff (including the reading coach) all have essential roles.
- A data conference is different from a grade level meeting.
- Data is viewed through a variety of formats and lenses.

Direct Instruction: Maximizing Student Learning

- Is a multi-step approach that is explicit, systematic, and sequential
- Incorporates five phases – orientation, presentation, highly structured practice, guided practice, and independent practice
- Includes critical elements – visuals, checking for understanding, and effective feedback

English Language Development: Enhanced by the Core

- English language development instruction is essential for moving students to proficiency in the English-language arts content standards.
- Districts may use the adopted core language arts program, additional supplemental programs, and/or a combination to support ELD instruction.
- The adopted core and core supplemental language arts program materials have lessons to support English learners in becoming proficient readers.

English Learners: Developing English Competency, Part I

- 43% of our English learners are in grades K-3.
- Research supports that all students learning to read need instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- The importance of teaching the English phonology early.
- Knowledge of similarities and differences between languages is essential to provide support for English learners.

English Learners: Developing English Competency, Part II

- Beyond the sound/spelling system, English learners need explicit instruction and additional practice in advanced decoding, syllabication, morphology, and fluency in order to build competencies toward acquiring the technical skills of English reading.

Fluency: More Than a Number

- Fluency has three dimensions, accuracy, automaticity, and prosody, that must be...
 - taught
 - practiced
 - monitored
 - assessed
- Fluency is highly correlated to comprehension

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Grade-Level Meetings: Beyond Compliance

- Review the benefits of collaboration
- Know the three types of grade-level meetings
- Foster effective participation through powerful procedures
- Ensure meeting time is used wisely

Intervention: Prevention Is Intervention

- Know the three layers of intervention
- Realize that effective first instruction is prevention of reading failure for all students
- Understand that implementing intervention is a schoolwide effort, led by the principal

Kindergarten: Starting Out Right

- Kindergarten provides essential foundational skills for reading.
- Phonological awareness and letter recognition are the strongest predictors of early reading success.
- The most crucial phonological skills are blending and segmenting at the phoneme level.

Leadership: The Role of the Reading First Principal

- Site instructional leadership requires shaping a vision, maintaining a focus, building capacity, setting expectations, providing support, monitoring quality and coherence, and providing feedback and encouragement.
- Four actions (expect, collaborate, support, and inspect) are critical for meeting the goals of Reading First.

Questioning: Thanks for Asking

- Improve comprehension by asking questions from all levels of Bloom's taxonomy
- Help students navigate assessments by incorporating question words consistently into instruction
- Impact student achievement by using academic words and phrases in questions

Role of Routines in Effective Instruction

Routines can provide:

- essential instructional strategies in providing explicit instruction;
- instructional benefits for both teachers and students;
- support in every component and every grade in our core language arts programs.

Site-Based Professional Development: Easier Said Than Done

- The principal has four responsibilities when providing professional development:
 - Arrange
 - Provide
 - Attend
 - Follow-up
- Follow-up, led by the principal, supports the application of new learnings.
- Professional development is effective when new learnings transfer into classroom practice, resulting in improved student achievement.

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Sound/Spelling System: Word by Word

- English words have a high degree of predictability.
- Applying the sound/spelling system (phonics) is the most effective strategy for accessing unknown words.
- It is also critical knowledge for spelling and writing.
- Sound/Spelling Cards are the “tools” supporting students’ acquisition of the system.
- It is essential that our students become automatic with this system.

Student Engagement: Beyond Whiteboards

- Raise student achievement by increasing student engagement
- Impact student engagement by increasing motivation and effort
- Maximize student engagement through the four instructional factors
- Use the four factors to set an instructional context that engages students with text.

Transitions: Using Every Minutes

- Implementing transitions effectively can increase precious instructional time
- Incorporating three characteristics of transitions into daily routines impacts the quantity and quality of instructional time
- Using an observation tool can support identification of effective classroom transitions

Universal Access: A Designated Time of Day . . . and More

- A way to ensure access to the curriculum as:
 - A strategy during instruction
 - A designated time of day in the core program with an aligned instructional focus
 - A structure in which teachers and students have specific roles

Vocabulary: Effective Approaches

- Children need to learn about 3,000 words per year, yet we can only teach 300-500.
- Vocabulary is acquired through direct instruction of words, reading to children, and wide reading by students.
- Direct Instruction includes teaching specific words, teaching strategies to learn new words, and developing word consciousness.
- Read Alouds and wide reading by students are incorporated into our core reading/language arts programs.

Writing: Producing Good Writers

- The California Writing Standards Test is used to measure writing proficiency in Grades 4 and 7.
- There is a relationship between writing component skills and composition.
- Teaching all core components supports the development of proficient writers.