

## Planning Professional Development for Positive Reading Success and Growth

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Straight Talk Live Chat  
The Institute for Literacy and Learning  
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### Goals Participants will:

- Gain new insight into the process of evaluating Professional Development.
- Understand the elements of on-going successful Professional Development.
- Plan for improving Professional Development.



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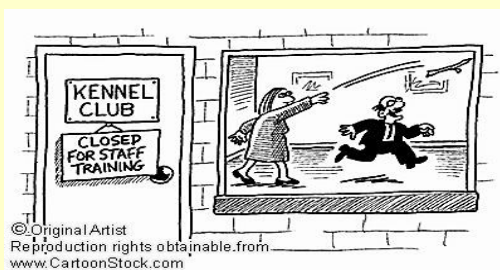
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### Professional Development Memories



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## PD - Unfortunate History Unfortunate Reputation

- Something to “get out of the way.”
- Contractual obligations
- Has little impact on day-to-day responsibilities
- Meaningless, wasteful
- Not well-planned or supported
- Faddish
- Impractical...



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## Thomas R. Guskey Evaluating Professional Development

- One of the constants in research literature is that notable improvements in education almost never take place *in the absence* of professional development.



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## High Quality Professional Development in Reading

- Is your training based in the most current findings? How do you know?
- Does it provide attention to predetermined needs of your teachers *and* students?
- Does it provide more than a *one-stop spray and pray*?

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## PD - Basis in Research

- Check training references. Are citations from researchers and journals that publish peer reviewed findings?
- Ask, "Upon what body of research is the training based?"
- Ask for references, a list of satisfied customers. Contact these colleagues.
- Ask, "To what extent do you base your training content upon NRP and NICHHD findings?"

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## PD – Based On Need

- What does your student data tell you?
- What are some of your school's challenges with meeting students' reading needs?
  - Teacher knowledge?
  - Data analysis and instructional planning?
  - Small group instruction?

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## PD – More Than Meets the Eye?

- Is there an evaluation process that assists teachers to bridge the content back to their classrooms?
- How are teachers held accountable for applying their new knowledge?
- What support is given to teachers to assist them?

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## The Good, the Bad and the Ugly

“Over the years, a lot of good things have been done in the name of professional development. So have a lot of rotten things. What professional developers have not done is provide evidence to document the difference between the good and the rotten. **Evaluation is the key**, not only to making those distinctions, but also to explaining how and why they occurred.” Guskey, 2006.

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## Five Levels of Evaluation

Guskey, 2000

- Participants' reactions
- Participants' learning
- Organization support and change
- Participants' use of new knowledge and skills
- Student learning outcomes



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## PD Evaluation – Participant Reactions

- Were the doughnuts fresh?
- Is the room too cold?
- Were the chairs comfortable?
- Did they like it?

Use this information to improve program design and delivery.

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## Participant Learning

- Measuring teacher learning - Not common, nevertheless, important.
- Were there changes in knowledge, skill level, and even in some cases – beliefs and attitudes?

Use this information to improve program content, format, and delivery.

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“Only people who die very young  
learn all they really need to know  
in kindergarten.”

*Wendy Kaminer*

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“One of the beauties of teaching is  
that there is no limit to one’s  
growth as a teacher, just as there is  
no knowing beforehand how much  
your students can learn.” *Kohl*

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## One Example:

Built in review process, frequent, and personalized.

### “Take-Two Review”

Knowledge	Application

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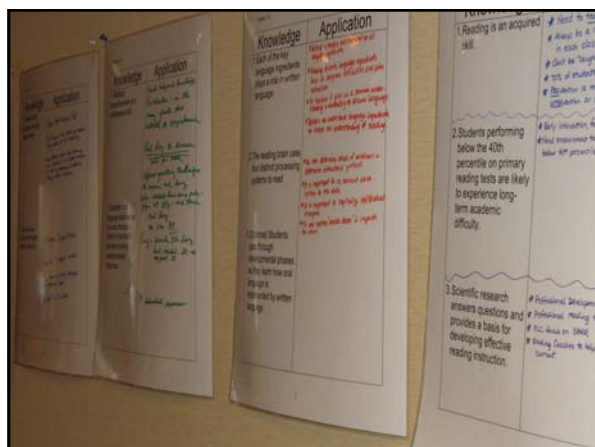
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What did you expect from this session?	What did you learn from this session?
What will you use or do next?	What do you need to help you use your new learning?

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## Rating Yourself as a Learner

Jim McTighe

- 1) Non learner
- 2) Semi-Attentive
- 3) Engaged Recipient
- 4) Active Cooperator
- 5) Advanced Synthesizer

When used – participants reflect more carefully on their behavior during sessions.

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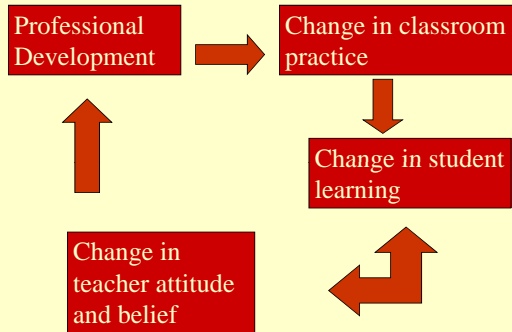
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Practices that are new and unfamiliar are more likely to be accepted and retained when they are perceived as increasing one's competence and effectiveness.

(Bredeson, Fruth, & Kasten, 1983; Guskey, 1989; Huberman, 1992)

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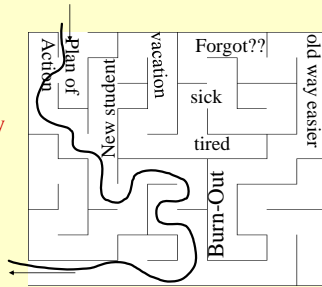
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## Ongoing Evaluation Is Ongoing PD

Evaluation can be like a labyrinth; it must be strategically navigated with **SUPPORT!**



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## Ongoing Professional Development: Training PLUS

Job embedded PD happens every time:

- A lesson is taught
- An assessment is administered
- Curriculum is reviewed
- A professional journal is read
- A classroom activity is observed
- A conversation between teachers and administrator revisits PD content



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## Organization Support & Change

We want to know the organization's advocacy, support, accommodation, facilitation, and recognition.

- Was the training advocated, facilitated, and supported?
- Were sufficient resources available?

Purpose: To inform future change efforts.  
To document and improve organizational support.

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## Messages – Covert and Overt

- Does the principal attend? Participate?
- Are we assigned to the basement?
- Did we find out about the training the day before?
- Are the training materials ready? Did they arrive??
- Is the training content current with its basis in proven research and well organized?

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## Participant Use of New Knowledge and Skills

- BINGO!
- Did teachers effectively apply the new knowledge and skills?

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They always say time changes things, but you  
actually have to change them yourself.

Andy Warhol

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**“Change is the end result  
of all true learning.”**

–Leo Buscaglia

- What is my new knowledge?
- How will my teaching change?



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### Example Review/Eval Process

*LETRS Foundations*

- Review notes and summaries from each previous chapter.
- Work with small groups or pairs to develop an **Action Plan** for change.
- Design the plan to guide implementation of what you have learned so far.

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Action Plan "I Pledge Chart"			
What I Will Continue Doing	What I Learned Key Knowledge	Plan for Change in Classroom Practice How Will I Know?	Change in Student Learning How Will I Know?
Reading to my students daily to improve listening comprehension and vocabulary	Language skills are perfectly predict reading achievement	Increase discourse with my low language students. Use the 30 second conversation 2xs per day, use scaffolded language techniques to stimulate conversation.	Students will initiate, extend, and increase use of oral language in classroom conversations. Comprehension will improve through Retell on DIBELS, WUF will improve on progress monitoring.
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**PD: On-Going and Forever...**

Planned support through:

- **Study:** revisiting new information and extension
- **Practice** of new instructional processes
- Classroom **COACHING & MENTORING**  
Modeling of thought processes and teaching
- **Conversation**
- Small group **problem solving**

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**Student Learning Outcomes**

- **DOUBLE BINGO!**
- True PD evaluation is in the outcomes.
- What are the student learning outcomes?
- How did my teaching change and How did my student learning change?

DIBELS is the perfect companion.

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**Step By Step Learning - PA**  
**Instructional Professional Development Based on LETRS® — Study Results:**

School	Grade	Trained-Teacher % Benchmarked	Untrained-Teacher % Benchmarked*	Result of Training
AL Wilson	K	67%	65%	OUTPERFORMED
AL Wilson	2	62%	78%	Underperformed
D Ferd	K	71%	51%	OUTPERFORMED
Plava	3	67%	37%	OUTPERFORMED
Masontown	K	82%	62%	OUTPERFORMED
Masontown	1	89%	75%	OUTPERFORMED
Benner	1	63%	62%	OUTPERFORMED
Benner	2	86%	76%	OUTPERFORMED
Benner	2	93%	76%	OUTPERFORMED
Benner	K	87%	87%	Tied
SS Palmer	1	81%	74%	OUTPERFORMED
SS Palmer	1	81%	74%	OUTPERFORMED
SS Palmer	1	65%	74%	Underperformed
Towamensing	3	74%	72%	OUTPERFORMED

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## Teacher Knowledge and Student Achievement

- Teachers' post-test knowledge on graphophonemic segmentation and irregular words tasks correlated significantly with tutored children's progress in decoding phonetically regular words.
- Links between teachers' patterns of word-structure knowledge and children's patterns of decoding progress. *Spear-Swerling & Brucker, 2004*

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## Language Ingredients and Teaching Recipes

**What to Teach**  
**The Ingredients**

The Content of Instruction -  
 Reading Skills  
 Linguistic Awareness

**How to Teach**  
**The Recipes**

The Methods and Routines  
 of Instruction, or  
 Methodology

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## Resources

- Evaluation Professional Development, (2000) T.R. Guskey Corwin Press.
- Questions and Answers: A Conversation With Guskey. The Evaluation Exchange, XI(4), Winter 2005/2006.
- <http://www.gse.harvard.edu/hfrp/eval/issue32/qanda.htm>

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## Proven Professional Development

- Language Essentials For Teachers of Reading and Spelling. Moats. Sopris West
- Foundations in Language and Literacy. Glaser, Moats. Sopris West.
- ParaReading: A Training Guide for Reading Tutors. Glaser. Sopris West.
- The Reading Coach. Hasbrouck & Denton. Sopris West.

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## More Resources

- Spear-Swerling & Brucker, 2004. Preparing novice teachers to develop basic reading and spelling skills in children. Annals of Dyslexia, Vol 54(2).
- Step By Step Learning:
  - [Stepbysteplearning.com](http://Stepbysteplearning.com)
- [Theinstituteforlearningandliteracy.org](http://Theinstituteforlearningandliteracy.org)
  - Monthly live-chats with researchers.

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Go Forth and Plan Exceptional Professional Development!

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