

Having Trouble with Reading Professional Development?

We Can Help!



Home of the Patriots

Lake Alfred-Addair Middle

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Objectives

- To assist in developing and implementing an effective professional development plan focused on reading.
- To guide Literacy/Leadership Teams in determining instructional needs of students and resources needed to address those needs.
- To assist in assessing and monitoring the effectiveness of the professional development plan and researching new strategies to improve student performance in reading.

LAAMS at a glance . . .

- Rural setting with “urban” students
- 39.5% - W, 30.2% - B, 27.8 – H, 2% - M, .5% - O
- 23% - ESE – varying disabilities
- 21% - ELL – English Language Learners
- Title I School – 83% Low Socioeconomic Status
- First Year in Existence as a Middle School
- Administration new across the board



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First Inspection . . .

- First in our district to be “reconstituted”
- New administration in all areas
- Faculty comprised of returning alternative education teachers or brand new teachers
- Community perception was BAD
- Little to no effective instruction in classrooms
- All PD off campus and irrelevant – just for points
- Campus in chaos



CAUTION

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“De-Constructing” with Data

- Assessment scores
- School demographics
- Surveys (teacher and student)
- Teacher data
 - Turnover
 - Absentees
 - Vacancies
 - Experience
- Professional development and follow-up

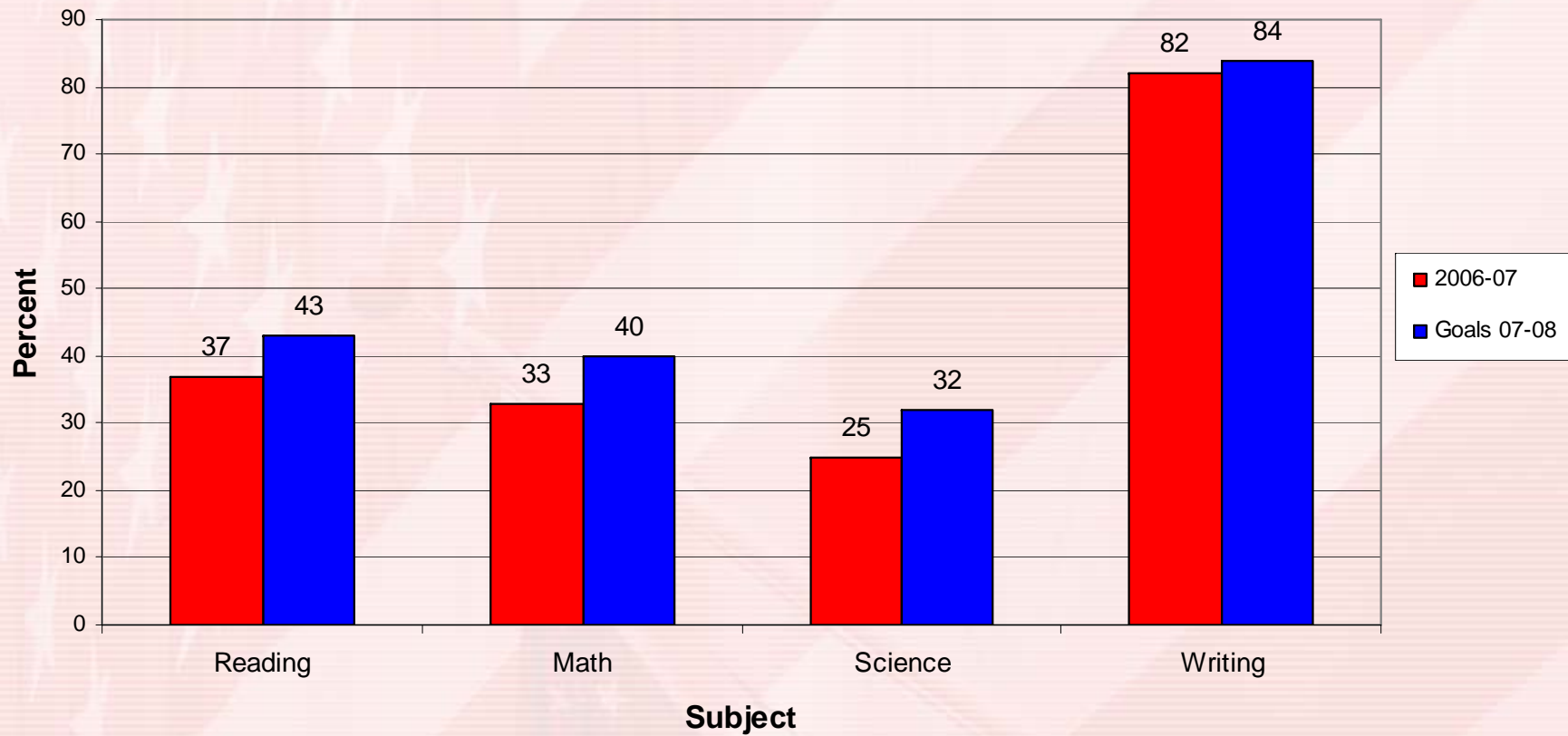
Data Revelations . . .

- Student population basically even split
- High level low socioeconomic
- Little to no fluctuation in instruction
- No gains in progress monitoring assessment (KAPLAN)
- High percentages of failing students each grading period
- Teachers lacked knowledge and/or training in effective teaching strategies
- State mandates, county requirements, and too many “programs” to be implemented at one time
- Too many areas of need to focus on at one time....



LAAMS

Setting Goals & Meeting Standards



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Stripping it down to the “bones”



Designing a Plan . . .

- Literacy/Leadership Team (All areas represented)
 - Developed focus on Reading
 - Discussed “non-negotiables”
 - Calendar
 - One focus – “How we teach”
 - Learning Focus Solutions (LFS/Max Thompson), READ 180, Odyssey
 - Must address NCLB with Level 1 & Level 2 FCAT Reading
 - Reviewed input from teachers
 - Teacher surveys (need organization – PD not last minute)
 - Student surveys (classrooms chaotic at times)
 - Reviewed what works in other schools



Adding Structure and Support

- PD basic format created
 - Set the calendar (Tuesdays & Thursdays)
 - Sign-in sheet
 - Procedures for teachers
 - Procedures for Facilitators
- Identified a training area
- Gained control by moving most PD on to campus
- Removed all non “required” PD from calendar; only offered in-house PD that focused on “how we teach” Reading



Making a “Pre-Sale”

- Literacy/Leadership Team met with teachers
- We shared what the data revealed about instruction on campus
- We didn't point fingers – we admitted we had dropped the ball as well
- Teachers were asked what they needed as far as “instruction” was concerned
- Teachers came to a consensus that more training was needed in strategies
- Literacy/Leadership Team then presented our initial plan that actually addressed that number one teacher issue



Final Model . . .

- Pre-set calendar for the year with Tue & Thurs dates
- Created logical order for PDs (timing is everything)
- Made everything accessible in multiple ways
 - Paper copy
 - Email
 - On-line
- Structured each PD
 - Sign-in
 - Objectives
 - Agendas
 - Handouts
 - Follow-up documentation
 - Feedback/evaluation



Final Model . . .



- Delivery
 - One of two choices for location
 - Formal area (training room)
 - Informally meet on their turf
 - Timing kept to 45 – 50 minutes
- Monitor PD Effectiveness
 - Evaluations for each PD
 - Adjustments considered/changes made immediately
 - Admin/Facilitator meet regularly to review follow-up and instructional improvements

Final Inspection . . .

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Questions?



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