



# **One Size Does NOT Fit All!**

## **Differentiating Staff Development**

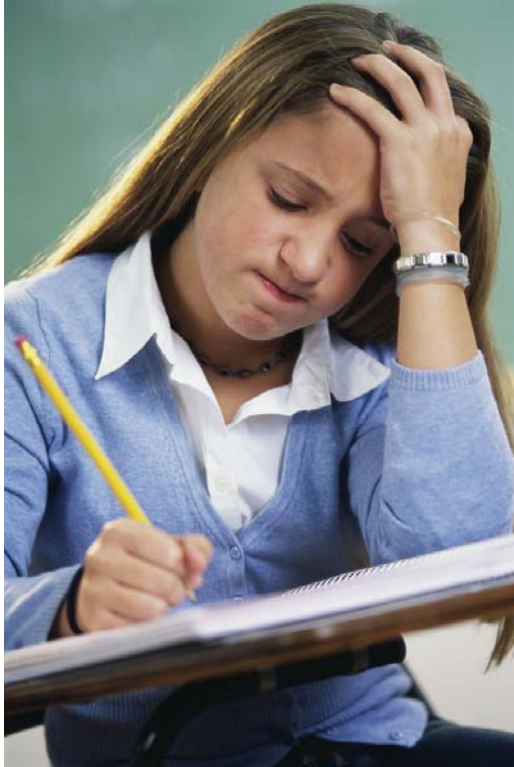
**K-12 Leadership  
Conference**

**June, 2008**

**Presenters: Kathlene Cadet, Assistant Principal – Oak Ridge High School**

**Melissa Moser, Reading Coach – Oak Ridge High School**

**Kathy Welsh, Reading Coach – Oak Ridge High School**



One of the most important variables determining the literacy success or failure of an "at-risk" student is the quality of that student's literacy teachers.

Anderson, Hiebert, Scott, & Wilkinson, 1985

Snow, Burns, & Griffin, 1998

Ferguson, & Ladd, 1996

**From:** Wren, Sebastian. Literacy Coaches: Promises and Problems. Southwest Educational Development Laboratory (PPT).

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Teacher quality (knowledge and skills) is significantly influenced by the quality of professional development that teacher receives.



Gallagher, 2002  
Farrell and Cirrincione, 1986  
Joyce and Showers, 1995  
Lyons and Pinnell, 2001

**From:** Wren, Sebastian. Literacy Coaches: Promises and Problems. Southwest Educational Development Laboratory (PPT).

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# Objectives



- To increase awareness of:
    - Methods to individualize staff development so that it meets teachers' instructional needs related to
      - ✓ Student Data
      - ✓ Teacher Skill / Experience Level
      - ✓ Time Available
      - ✓ Comfort of Place
      - ✓ Personal - IPDP
    - How to use technology to enhance the delivery of staff development
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# High-quality professional development adheres to 5 core principles:

- Data-driven
- Authentic and job-embedded
- Ongoing
- Outcome and task oriented
- Collaborative / Reflective

(synthesized from Cochran-Smith and Lytle, 1999; Darling-Hammond and McLaughlin, 1995; Joyce and Showers, 1995, 1996; McLaughlin and Talbert, 2001; Lieberman, 1995)

**From:** Wren, Sebastian. Literacy Coaches: Promises and Problems. Southwest Educational Development Laboratory (PPT).

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# Oak Ridge High School Reading Achievement DATA

NOTE: *In final handout for this presentation, the most current FCAT data will be presented here. A comparison will be made between the 2007 and 2008 reading FCAT.*



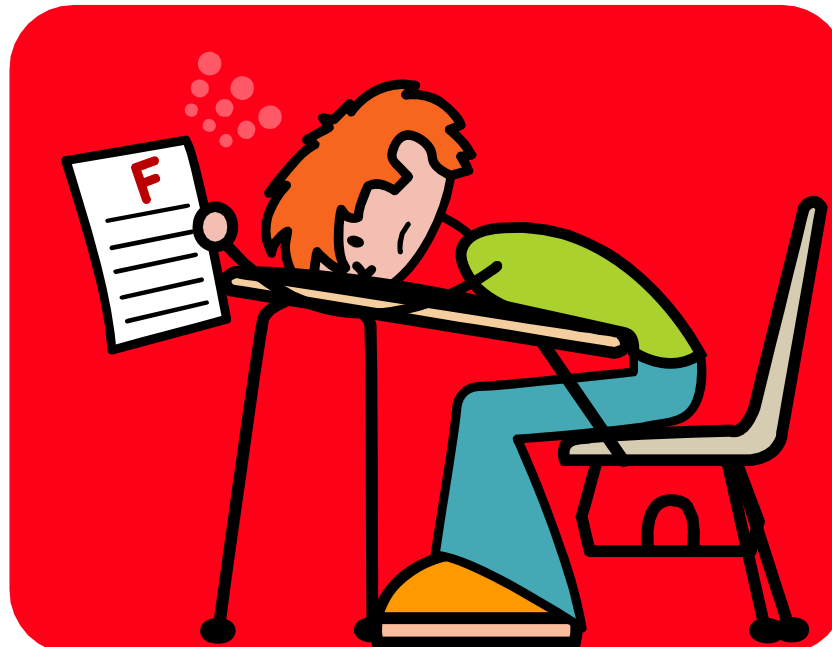
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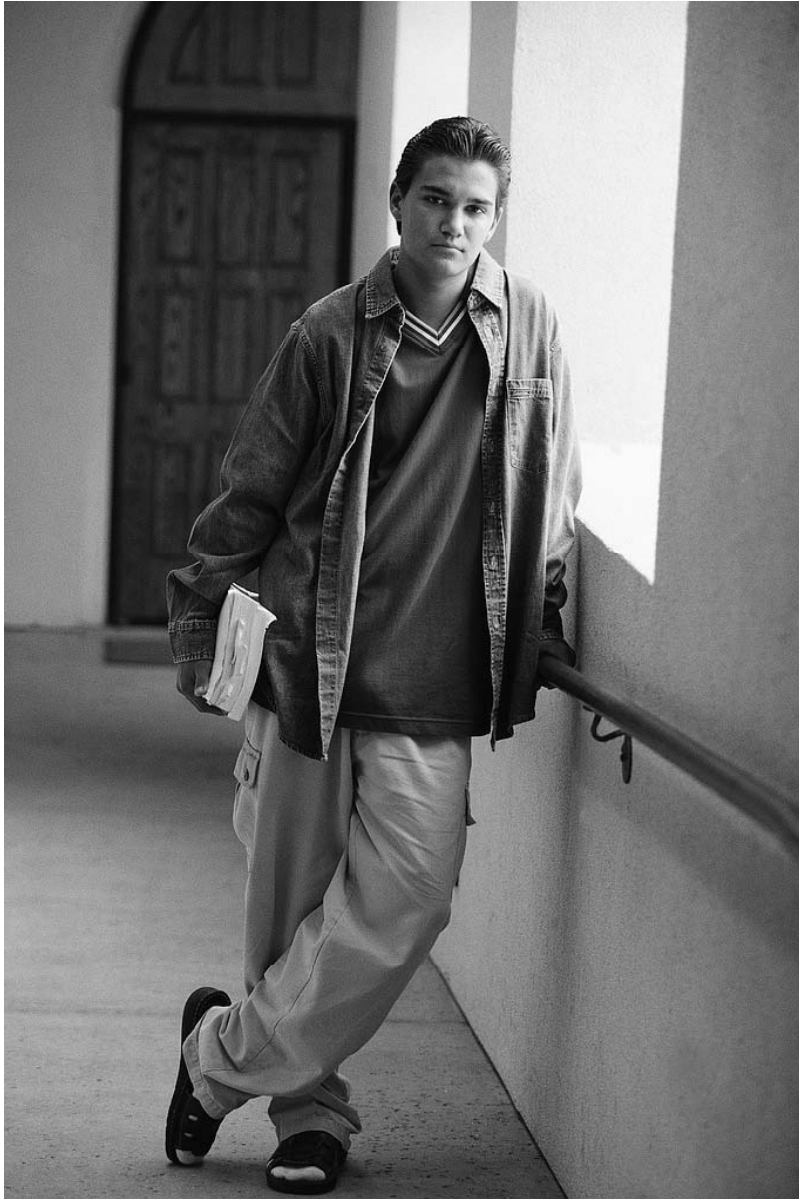
# Why differentiate staff development?

- Better meet the needs of the teacher
  - More immediate impact on classroom instruction and student learning
  - Tremendous variation in teaching experience, knowledge of best practice / research-based strategies
  - Staff turnover from year to year and during the year
  - Meaningful implementation and reflection
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- **Every school day**, more than **three thousand** United States students **drop out** of high school.

(Alliance for Excellent Education, 2003).

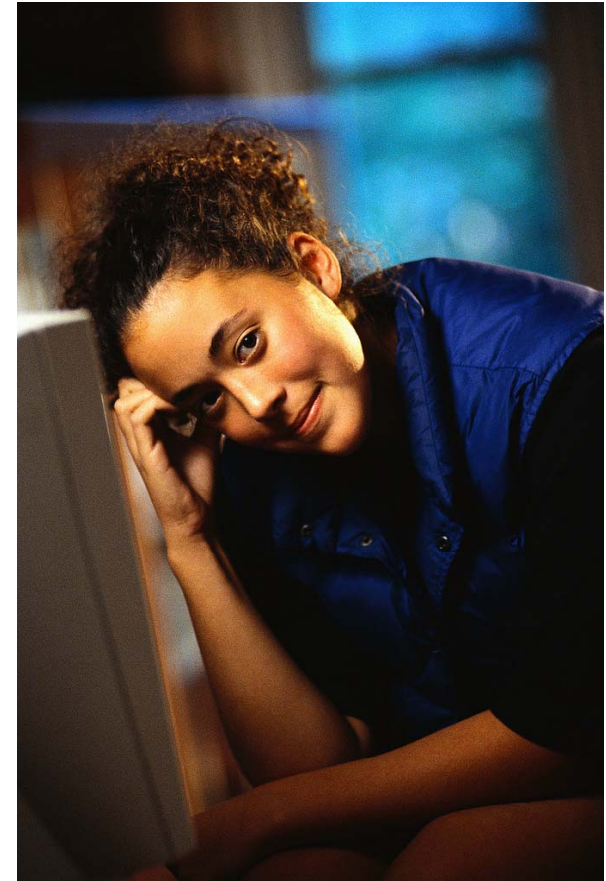




- High school students in **the lowest 25 percent of their class are twenty times more likely to drop out** than the highest performing students (Carnevale, 2001).
- Approximately **53 percent of high school graduates enroll in remedial courses** in postsecondary education (NCES, 2001).

# Reading Next

- The Alliance for Excellent Education, a national research and advocacy organization, supported by the Carnegie Foundation, gathered a panel of well known researchers.
- This group focused on the needs of students after third grade, specially adolescent learners.
- The group made fifteen recommendations for effective adolescent literacy programs.



<http://www.all4ed.org/publications/ReadingNext>

# Nine Elements Relate to Instructional Improvement

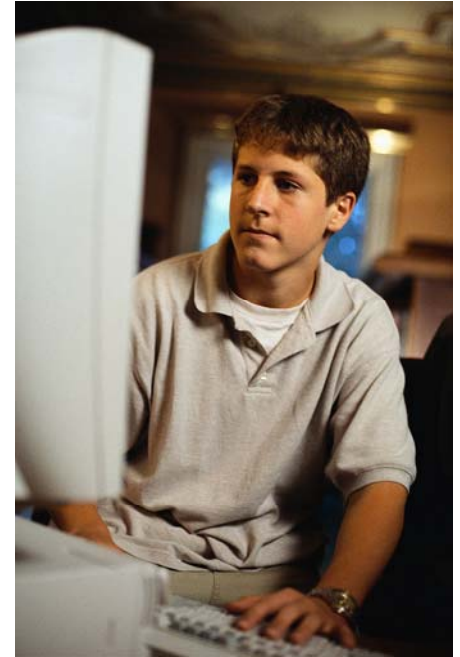
1. Direct, explicit comprehension instruction
2. Instructional principles embedded in content
3. Motivation and self-directed learning
4. Text-based collaborative learning
5. Strategic tutoring
6. Diverse texts
7. Intensive writing
8. A technology component
9. Ongoing formative assessment of students



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## Six Elements Relate to Infrastructural Improvements

1. Extended time for literacy
2. **Professional development**
3. Ongoing summative assessment of students and programs
4. Teacher teams (Learning Communities)
5. Leadership
6. A comprehensive and coordinated literacy program



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# Instructional Element 8:

## A Technology Component



- Technology plays an increasingly central role in our society.
- Technology is both a facilitator of literacy and a medium of literacy.
- Technology must be taught as both an instructional tool and an instructional topic.

**From:** Houck, B. (2005) What Do Educational Leaders Need to Know About Reading? Minnesota Legislation Reading Next Information. PPT

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# Infrastructural Element 2:

## Professional Development

- Ongoing professional development which is more likely to promote lasting, positive changes in teacher knowledge and practice.
- Professional development opportunities should be built into the regular school schedule, with consistent opportunities to learn about new research and practices as well as opportunities to implement and reflect upon new ideas.

**From:** Houck, B. (2005) What Do Educational Leaders Need to Know About Reading? Minnesota Legislation Reading Next Information. PPT

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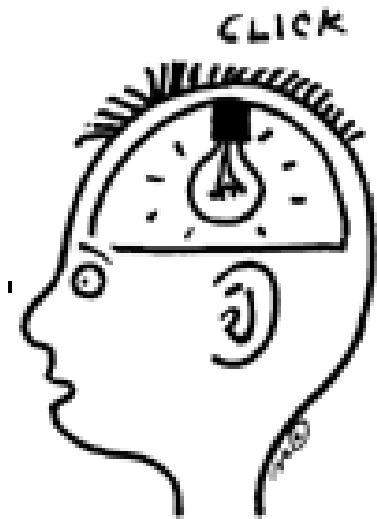
*“In seeking to create a literate school community, all members of a school’s literacy team need to become researchers, making use of their own experiences, as well as information in reports, professional articles and books, to gather data that can be analyzed.”*

*(Fullan, 2002)*

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# Goal – To become Great Teachers!

- The mediocre teacher tells.
- The good teacher explains.
- The superior teacher demonstrates.
- The great teacher inspires.



-- William Arthur Ward

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We learn...

10% of what we read

20% of what we hear

30% of what we see

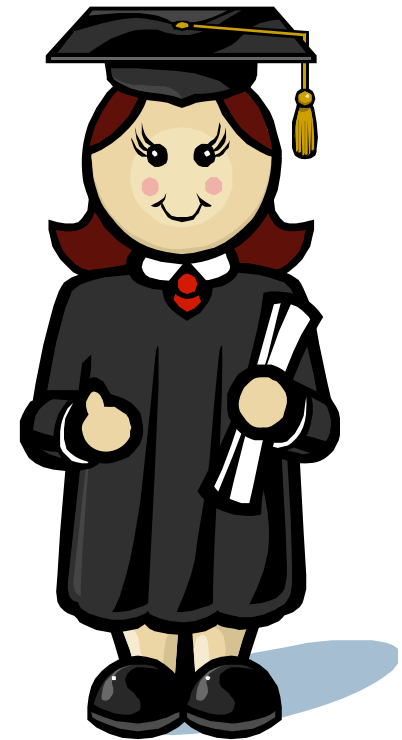
50% of what we both hear and see

70% of what is discussed

80% of what we experience

personally

95% of what we teach to someone  
else



– William Glasser

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# Tiers of Training

- School-Wide Initiatives

Ruby Payne

Thinking Maps – Year Two

Effective Teaching in 55 minute period

Marzano's Principles (Focused on three)

1. Identifying Similarities & Differences
2. Cues, Questions & Advance Organizers
3. Reinforcing Effort & Providing Recognition

Harvard Online Course – *Framework for Understanding*

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# Tiers of Training

- Content Area Training

CRISS Strategies for Science & Social Studies

READ 180 Training for Intensive Reading

REWARDS Plus Science – Intensive Reading

PEAK Training for New Teachers

FCAT Strategies for ESOL

Reading Endorsement Classes

Department Meeting Mini Trainings

FLaRE Cadre Meetings – Reading Coaches

~~District Secondary Reading Coach Meetings~~



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# Tiers of Training

## ■ Individualized Training

Video of In-House Teacher Experts

Professional Journals in Media Center

Reading Website – Linked to School Site

Email – Educational Sites and Articles, Studies

Threaded Online Discussions

Document Sharing Through Google

Book Blog – Alfred Tatum

Podcasting



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# Accountability

- Inform Reading Coach of Training Choice
  - Classroom Implementation with Reading Coach Visit
  - Written Reflection
  - Share out at Department Meetings
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# BUILDING CAPACITY AT ORHS

'Come to the edge', he said.  
They said, 'We are afraid'  
'Come to the edge', he said  
They came  
He pushed them... and they flew.

Guillaume Apollinaire Poet

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# Contact Information

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  - Melissa Moser, Reading Coach  
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  - Kathy Welsh, Reading Coach  
[Kathryn.Welsh@ocps.net](mailto:Kathryn.Welsh@ocps.net)
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# Oak Ridge High School

- Principal Maxine Risper
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<http://www.orhs.ocps.net/>
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6000 South Winegard Road  
Orlando, FL 32809-4895
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**Thank you**  
**Happy Vacation!**

