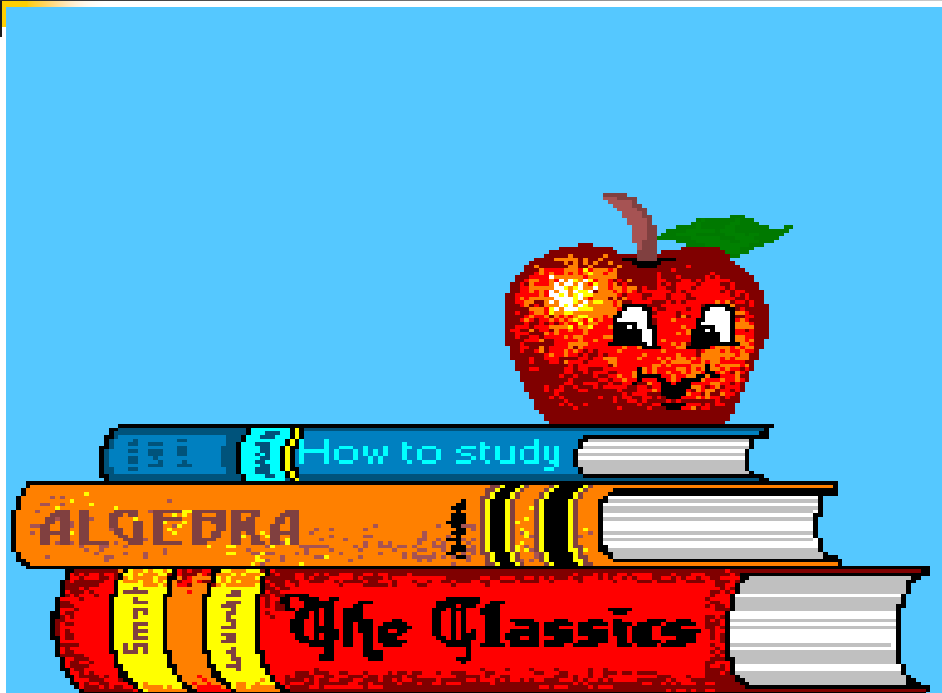


"20 and Out"

Faculty Professional Development That Works!



Presented by

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And

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Purpose

- **The purpose of this training module is to introduce reading instructional practices to faculty in a short, effective manner that allows for further discussion, observation, and follow-up.**



ANDRAGOGY

This training supports the following adult learning principles:

- **Adult learners are independent and self-directed learners.**
- **An adult accumulates a growing reservoir of experience which is a rich resource for learning.**
- **Adult learners have to see immediate application and are problem - solution focused.**
- **Experiential techniques for learning are essential if they are to be applied.**



Materials

- Handouts on the selected instructional practice
- Computer
- Short power point presentation
- Overhead projector (for displaying handouts)
- Cookies, treats, etc.
- Water and/or coffee
- A gift certificate or give away (Ask your principal to donate)
- Laminated Poster
- Colored dots
- Pens



Developing Your Training Content

- Send all targeted teachers a survey listing possible instructional practices that they have identified as a need, or that have been recognized as priority areas by your Reading Leadership Team. (See handout "Literacy Survey")
- Collect Surveys



Setting up the Process

1. **Talk with the teachers about their reading knowledge needs.**
2. **Determine top 5 reading instructional practices from Literacy Survey.**
3. **Select, or have your Literacy Team select, one instructional practice for the training.**
4. **Create a short power point (No more than 10 slides) on selected instructional practice for your training. Highlight only necessary foundation information for the training.**

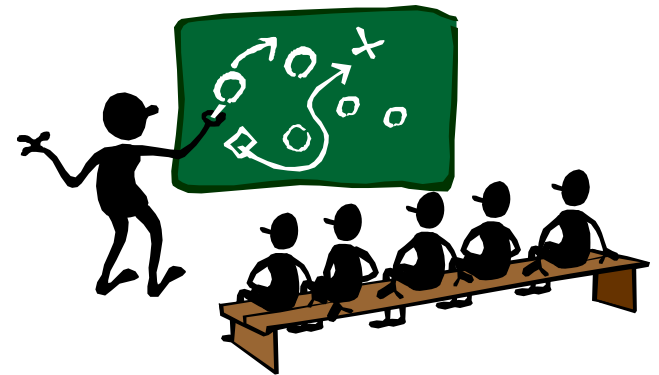


Training Essentials

- **Determine training location**
 1. **Arrange for technology equipment needed.**
 2. **Determine time & date for training with principal/administrator (i.e. during planning or other time set aside)**
 3. **Create training invitation**

Training Ideas

- RAFT writing
- Pre-Reading Strategies
- Read Aloud/Think Alouds
- Reciprocal Teaching
- T.H.I.E.V.E.S
- Short & Extended Response FCAT writing
- Compare-Contrast Charts
- Higher Order Thinking Strategies



One Week Before:



1. Develop handouts for the instructional practice
 - include sites for additional information (i.e. websites, books, etc.)
2. Send out individual training invitations to all instructional staff:
 - **Emphasize that the training will not exceed the time allotted. (i.e. 20 minutes)**
 - **Announce the training instructional practice that will be covered.**
 - **Highlight the give-aways and goodies that will be provided.**

Day Before Training

- **Send out an email to all instructional staff reminding them of the training.**
- **Set up your training location.**
- **Check with your administrators to remind them to stop in.**



Training Day

- Have handouts and colored dots available for all trainees.
- Hang poster in accessible location.
- Set out food and drinks
- Start on time (do not wait for stragglers)
- Smile!





Exit Poster

- *Three minutes before the end of your training, explain the exit poster. Ask that the participants assist you by placing their names on one of the dots. Request that they place their dot in one of the poster columns: Conference; Model; Observation. Clarify what each column entails.*
- 1. Placing a dot in the **"Conference"** column means that they would like to sit down with you and discuss the strategy they just learned.
- 2. Placing a dot in **"Model"** means that they would like you to model the strategy in their classroom.
- 3. Placing a dot in **"Observation"** means that they would like you to observe them trying out the strategy in their classroom.)



Laminated Poster:

- **Poster should have the name of the instructional practice listed prominently**
- **Poster is divided into three columns**
- **Column headings: Conference; Model; Observation; (or Lesson Planning)**



Earning an Evaluation Certificate

Inform the teachers that they can earn a Literacy Professional Development Certificate that will be placed in their portfolio for evaluation. (Work with principal)

To accomplish this they will need to:

1. **Conference** with you regarding this instructional practice
2. **Have you model** this instructional practice in their classroom
3. **Have you observe** them trying this instructional practice in their classroom
4. **Conference** with you following the observation – This process

The End

- Thank the participants for their attendance.
- **ALWAYS end on time.**
- Pat yourself on the back for a job well done!

