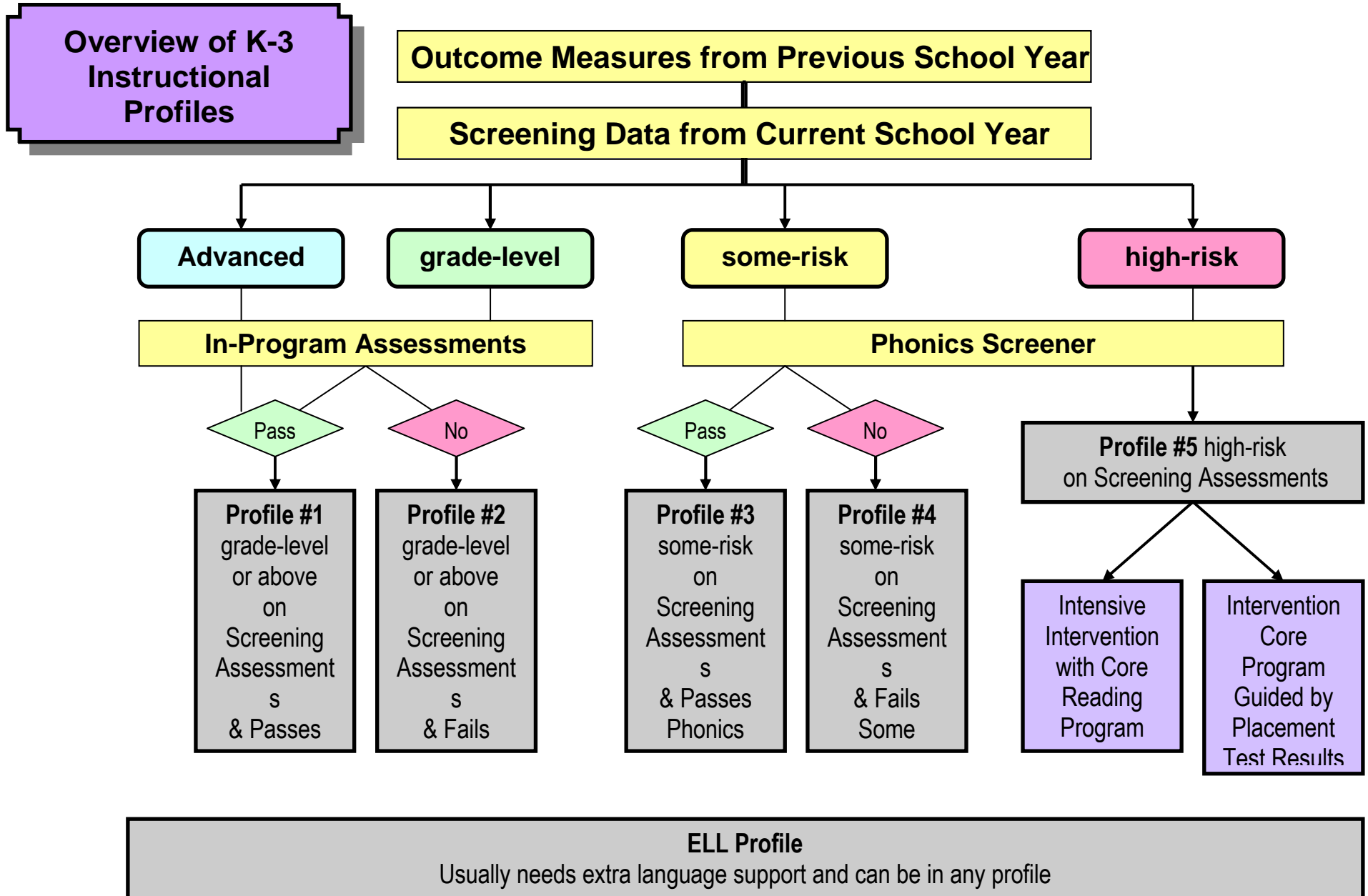


Print one page for every 20 participants, cut into strips, have each pair randomly draw a "teacher" and an "area of concern."

TEACHER
New teacher to profession
Teacher new to the grade level (K, 1, 2 or 3)
Experienced primary teacher new to a Reading First school
Experienced intermediate teacher (grades 4-6)
Veteran teacher close to retirement
Intervention teacher
Special Education teacher
Open minded experienced teacher
Resistant experienced teacher
Title I Teacher

AREAS OF CONCERN
Core Implementation
Intervention Implementation
Meetings
Professional Development
Communication
Undiscussable
Shared Leadership
Articulation
Feedback
Observation
Resistance

Key Elements to Adjust: Maximize Student Achievement	
Time	Increase Instructional Time <ul style="list-style-type: none">• Within school day• Outside school day• Extend school year
Delivery	Change Instructional Delivery <ul style="list-style-type: none">• Increase differentiated professional development• Provide additional supports to instructor
Grouping	Change Grouping Option <ul style="list-style-type: none">• Change membership• Make group smaller• Group students with similar instructional needs
Materials	Adjust Instructional Materials <ul style="list-style-type: none">• Change placement in program• Add scaffolding to program• Add additional programs (supplemental or intervention)• Change program



Material Status

Think about or review the materials your site is using for core instruction and intervention support.

Are they adequate for all levels of learners: grade-level, some-risk, high-risk?

	GRADE-LEVEL	SOME-RISK	HIGH-RISK
Are all five critical components addressed sufficiently?			
Is the rate of introduction of new skills/concepts appropriate?			
Is adequate scaffolding provided?			
Are adequate examples of practice available?			
Is vocabulary instruction explicit and sufficient?			
Are adequate progress-monitoring assessments provided?			

At Your School

Identify if the Key Element is adequate to meet the needs of students who are at grade level, at some risk, and at high risk. What's the evidence?

KEY ELEMENTS		ADEQUATE?			WHAT'S THE EVIDENCE?
		GRADE LEVEL	SOME RISK	HIGH RISK	
Time	Increase Instructional Time <ul style="list-style-type: none"> • Within school day • Outside school day • Extend school year 				
Delivery	Change Instructional Delivery <ul style="list-style-type: none"> • Increase differentiated professional development • Provide additional supports to instructor 				
Grouping	Change Grouping Option <ul style="list-style-type: none"> • Change membership • Make group smaller • Group students with similar instructional needs 				
Materials	Adjust Instructional Materials <ul style="list-style-type: none"> • Change placement in program • Add scaffolding to program • Add additional programs (supplemental or intervention) • Change program 				

Who Am I Coaching?

Think about your coaching work.

- Who do you coach at your site...Regular classroom teachers, intervention staff?
- What kinds of support do you provide? Is it adequate?
- What are the challenges?

	Classroom Teachers	Intervention Staff (Identify)		
Model				
Observe				
Problem Solve				
Plan				
Other				

Challenges:

Student Observations

Review the scenarios. Determine student instructional needs. Identify coach actions to support the teachers.

CASE STUDY	INSTRUCTIONAL NEEDS	COACH ACTIONS TO SUPPORT TEACHING
<p>Student # 1</p> <p>Is struggling. It has been determined that he needs more opportunities to read aloud from decodable text and receive feedback. During an observation, it becomes evident that the student worked on decoding skills in a small group, but was engaged in practice reading of connected text that did not contain skills addressed during targeted instruction. The student's text was a leveled book that had difficult words repeated in a pattern with little attention to decodable words. Further, the student was reading to himself or to a parent who did not use the appropriate strategies for scaffolding or providing feedback.</p>		
<p>Student #2</p> <p>Reads above grade level while paired with a partner. Observation reveals that the partner is content to listen to the successful reader read for 15 minutes and there did not appear to be a system in place to ensure that both partners had adequate practice time.</p>		
<p>Student #3</p> <p>She is making so many errors when practice reading the connected text of the core reading program passages that she is understanding nothing (passage reading accuracy ranging from 58 to 67%). She is unable to pass the school's diagnostic phonics screener at grade level, passing subsections two grade levels below. Results from intervention placement test suggest she would be better placed in intervention core and taught in these materials three times/day to catch up.</p>		

Whole and Small Group Instruction

Reflect and/or observe classrooms to determine the implementation strengths and/or weakness of the instruction.

What coaching actions could you take to strengthen either whole or small group instruction?

	STRENGTH	WEAKNESS	COACHING ACTIONS
WHOLE GROUP INSTRUCTION			
• What percentage of time is devoted to whole group instruction?			
• What purposes are served?			
• Does differentiation occur?			
• Do teachers individualize and monitor student performance?			
• What does content coverage/mastery look like?			
• Do teachers move on when mastery is evident?			
SMALL GROUP INSTRUCTION			
• Are teachers using data to make decisions about small group instruction?			
• How is small group instruction used?			
• Does the teacher work with small groups everyday? How does this look?			
• What are the other students doing during this time?			
• Are the activities during small group or center time based on pre-teaching/ re-teaching or review and practice?			
• How does the teacher monitor small group instruction?			
• How are other adults in the room utilized?			
• Is differentiation within and between groups evident?			
• Do teachers use centers effectively to address documented student needs?			

Guiding Questions and Planning

Purpose

This tool is designed to assist schools and teams in identifying the essential steps necessary to implement or enhance the components of both core and intervention instruction. The tool provides a way for instructional leaders to document: (a) current status of each component and critical sub-components, (b) areas in need of improvement for each component, (c) action to be taken to address identified needs and person responsible, and (d) date the action was completed.

Instructions

The following steps should be taken to complete the form as a useful planning tool.

1. The campus planning or leadership team responsible for monitoring the implementation of all reading instruction, including assessment, core instruction, and intervention provided to students should be involved in the development of the plan.
2. The team should focus on all components of core instruction before proceeding to the information for intervention.
3. For each sub-component, the team should rate the “Current Status” using the following, simple rating system. While assigning ratings, refer to the questions for each component to make a more accurate determination of the status. Consider student data to determine most accurate rating.
 - a. **Best** – refers to the highest level of quality possible and is accomplishing the goal of the component to the greatest degree.
 - b. **OK** – refers to an average or acceptable level of quality. Using this rating implies that the sub-component can be improved with some assistance, support, or attention. This implies that there is room for improvement, but the sub-component exists and is somewhat effective in its current state.
 - c. **NI** – refers to “Needs improvement” at a level greater than that implied in an OK rating. This implies that the sub-component does not exist or is not very effective for accomplishing the intended goal in its current state.
4. The team should then repeat the rating process for all of the sub-components of intervention.
5. Identify the “NI” areas as a focus for initial attention and development.
6. For each “NI” rating, identify the specific area to improve and develop the plan. Complete this process for core instruction first, followed by intervention.
7. While developing the plan and determining a reasonable timeline, consider a 3-month period and then revisit for the remaining items. You may need to prioritize the areas to improve relative to your timeline and resources.
8. Revisit the plan monthly to document accomplishments and address other needs.

Core Instruction and Intervention Guiding Questions

Core Instruction

1. Core curriculum and critical components
 - a. Are your K-3 teachers currently using a comprehensive learning system to guide daily instruction, that is approved and meets the requirements of a research-based program?
 - b. Does the core program address all 5 critical components and if not, are the teachers equipped to address the gaps?
2. Effective instruction
 - a. Are teachers implementing the core curriculum effectively and the way it is intended?
 - b. Do most teachers demonstrate effective instruction while teaching reading (multiple opportunities, corrective feedback, explicit and systematic instruction, etc.)?
3. Professional development
 - a. Are there professional development opportunities available to teachers that focus on enhancing the teaching of reading using research-based knowledge and practices?
 - b. Are teachers' professional development needs assessed using various means including a review of student data?
4. Grouping
 - a. Are students engaged in a combination of grouping arrangements for various purposes (homogeneous, heterogeneous, pairs)?
 - b. For the grouping patterns utilized, does it appear that the teacher is able to meet students' needs, monitor student performance, and provide sufficient opportunities?
5. Benchmark testing/progress monitoring
 - a. Does your school require that teachers administer benchmark tests at regular, multiple points during the year for students in grades K-3?
 - b. Do the benchmark tools address the critical literacy skills appropriate for each grade?
 - c. Are teachers trained sufficiently to assess students?
 - d. Do teachers know how to interpret the assessment information to inform their instruction?

6. Protected reading instruction time

- a. Is there a minimum amount of time devoted to reading instruction required?
- b. Is the minimum amount of reading instructional time protected (i.e., interruptions are not allowed for reasons such as school programs, health screenings, announcements)?
- c. Is the master schedule for the school planned carefully to allow all grades to have protected reading instruction time?

7. Monitoring implementation

- a. Do the instructional leaders who are knowledgeable about reading instruction visit classrooms on a frequent enough basis to determine that the program is being implemented as intended?
- b. Do teachers receive instructive feedback regarding implementation of the comprehensive learning system?

Intervention

1. Identification of students
 - a. Is the assessment data used to identify students, who are not meeting benchmarks and who may require additional support?
 - b. Do teachers use the data to target students for whom they can provide additional support within the core instruction and seek intervention?
2. Interventionists and training
 - a. Are interventionists available to provide intervention to students?
 - b. If so, are the interventionists trained to implement research-based practices while instructing the students?
3. Progress monitoring
 - a. Are there progress-monitoring tools available for teachers and interventionists to use to determine the effectiveness of intervention?
 - b. Do teachers and interventionists collect progress-monitoring data that targets the students' needs frequently?
 - c. Are teachers and interventionists adequately trained to use data to inform instruction?
4. Intervention program and strategies
 - a. Do the teachers and/or interventionists use an intervention program that is research-based and addresses the critical components?
 - b. Is the intervention implemented effectively as demonstrated by the use of effective strategies?
5. Scheduling
 - a. Is the intervention scheduled outside of the core reading time?
 - b. Is there a defined plan for the duration of the intervention?
 - c. Is there a timeline for assessment to determine the need for students to receive additional intervention or a more intensive intervention?

Core Instruction and Intervention Coaching Plan

Core Instruction	Current Status			Strategies to Improve	Coaching Actions	Next Steps
	Best	OK	NI			
1. Comprehensive learning system and critical components						
2. Effective instruction						
3. Professional development						
4. Grouping						
5. Benchmark testing/progress monitoring						
6. Protected reading instruction time						
7. Monitoring implementation						

Intervention	Current Status Best OK NI	Strategies to Improve	Coaching Actions	Next Steps
8. Identification of students				
9. Interventionists and training				
10. Progress monitoring				
11. Intervention program and strategies				
12. Scheduling				
13. Other				

The Look

Consider how instruction looks for each of the three profiles.

	The Look of Instruction Consider time, grouping patterns, transitions, practice, level of independence, etc.
Grade-level Students	
Some-Risk Students	
High-Risk Students	

Explicit Instruction Checklist

	Review previous learning and prerequisite knowledge and skills <ul style="list-style-type: none">• Keep reviews brief, frequent, and spaced over time
	Reteach when necessary <ul style="list-style-type: none">• Try multiple techniques and vary presentation/format from initial instruction
	Identify objective and specific elements to be learned <ul style="list-style-type: none">• Build specific knowledge and skills identified in state standards• Target needs based on continuous progress monitoring
	Activate and build background knowledge <ul style="list-style-type: none">• Build on what students already know and expand their knowledge• Consider cultural and linguistic diversity
	Reduce the amount of new information presented at one time <ul style="list-style-type: none">• Use a logical sequence (e.g., progress from easier to more complex)
	Model or demonstrate procedures <ul style="list-style-type: none">• Show how something is done• Think aloud and explain thinking processes used
	Provide examples and, when appropriate, nonexamples <ul style="list-style-type: none">• Include visual prompts and/or graphic organizers
	Maximize students' engagement <ul style="list-style-type: none">• Include a variety of ways for students to participate (e.g., response cards)• Pace instruction, stop to repeat key ideas, and allow extra time, if needed
	Check for students' understanding <ul style="list-style-type: none">• Ask different levels of questions and encourage students to generate questions• Incorporate sufficient wait time• Provide corrective feedback to help students understand• Adjust instruction so students are challenged and able to develop new skills

Adapted from University of Texas Center for Reading and Language Arts. (2002). *Second grade teacher reading academy*. Austin: UT System/Texas Education Agency.

Five Features of Effective Instruction

Explicit Instruction

- Clear, direct language
- Sets purpose for instruction
- Clear description of expectations
- Identifies important details of concept being taught (not vague)
- Provides instructions that only have one interpretation
- Makes connection to previously learned material

Systematic Instruction

- Skills presented logically and sequentially
- Step by step instruction
- Manageable steps
- Pacing appropriate to student attention and understanding

Multiple Examples or Models

- Teacher demonstrates the skill or task using appropriate models
- Uses visuals and/or manipulatives
- At LEAST two models
- Representative examples
- Non-examples if appropriate

Multiple Opportunities for Practice

- Guided practice
- Independent practice
- Practice occurs after teacher modeling for each step in instruction
- Multiple practice opportunities for each new skill
- Elicits group responses when feasible
- Provides extra practice based on accuracy of student responses

Appropriate Feedback (Scaffolding, Feedback, Extensions)

- Responds appropriately to every student response – provides affirmations for correct responses, promptly corrects errors
- Provides specific feedback about students' accuracy and/or effort
- Elaborates on students' responses
- Provides various and appropriate cues
- Ensures mastery of all students before moving on
- Provides feedback during and after task completion



Collaborative Instructional Log

Student: _____ Grade: _____ Homeroom Teacher: _____

Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Reading Instruction	Intervention Summary
Instrument: _____ Date: _____ PA: _____ Phonics: _____ Fluency: _____ Vocabulary: _____ Comprehension: _____	Intervention Exit Criteria:	Program: _____ Teacher: _____ Amount of Time: _____ Time of Day: _____ ___ daily Other: _____	Differentiated Instruction: Intervention Teacher: Group:

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
_____ <i>(dates)</i> _____ <i>(schedule)</i> Progress Goals PA _____ CO _____ PH _____ VO _____ FL _____				(score/benchmark/status) PA _____/_____/_____ PH _____/_____/_____ FL _____/_____/_____ CO _____/_____/_____ VO _____/_____/_____
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
_____ <i>(dates)</i> _____ <i>(schedule)</i> Progress Goals PA _____ CO _____ PH _____ VO _____ FL _____				(score/benchmark/status) PA _____/_____/_____ PH _____/_____/_____ FL _____/_____/_____ CO _____/_____/_____ VO _____/_____/_____

Tutoring Log

Student Name: _____
Curriculum: _____

Key: P = Preview C = Completed R = Review ½ = In the Middle	Abbreviations: TD = Triple Dose DD = Double Dose AS = After School RB = Reading Block
--	--

2006	5/1 Lesson/Unit	5/2 Lesson/Unit	5/3 Lesson/Unit	5/4 Lesson/Unit	5/5 Lesson/Unit
RB					
DD/AS <small>(circle one)</small>					
TD/AS <small>(circle one)</small>					

2006	5/1 Lesson/Unit	5/2 Lesson/Unit	5/3 Lesson/Unit	5/4 Lesson/Unit	5/5 Lesson/Unit
RB					
DD/AS <small>(circle one)</small>					
TD/AS <small>(circle one)</small>					

What I Will, May, Won't Do

WILL DO	MAY DO	WON'T DO
What I <i>will</i> do . . .	What I <i>may</i> do . . .	What I <i>won't</i> do . . .
Visit your classroom during reading instruction	Model lessons in your classroom	<u>Evaluate</u> your performance as a teacher
Collaborate with you to set goals for improving instruction	Assist you in the organization or administration of progress monitoring data	<u>Report</u> anything you do or say to anyone
Provide support and assistance with reading instruction, reading assessment, and data analysis	Provide on-site training during your grade level meetings related to reading instruction	Interrupt your reading instructional time
Organize and provide professional development related to reading	Make recommendations of resources to enhance or supplement your instruction	<i>(Others can be added at your discretion)</i>
Meet with you and/or your grade-level team regularly to address questions, share information, etc.	Assist in the evaluation of current core, supplemental, and intervention programs on your campus	
Assist you in implementing progress monitoring into your classroom as well as critical elements of reading instruction that are shared at professional development sessions and team meetings	<i>(Others can be added at your discretion)</i>	
Serve as your guide in implementing a 3-Tier Reading Model in your school		
Answer any questions you may have about reading or Reading First (if I don't know, I'll find out and get back to you)		
Assist in the development of a professional development plan based on student data to enhance reading instruction and intervention		

COMMUNICATION STRATEGIES

- **Nonverbal gestures** reflecting a positive, open, attentive attitude (e.g., positive or neutral facial expression, leaning forward, maintain eye contact, remain relaxed).
- **Active listening** goes beyond just hearing the words being spoken. Involves understanding and interpreting the meaning behind what is said. Acknowledge understanding by nodding head and/or regularly interject statements, such as “Oh, I see. Please continue.” Avoid frequent interruptions.
- **Nonjudgmental reflection statements** focus on the speaker’s feelings, rather than evaluating actions (e.g., “You have really tried to incorporate that strategy. It’s no wonder you are frustrated.”).
- **Providing corrective feedback** that focuses on changing student learning (e.g., “Let’s try teaching the strategy another way to see if we can improve students’ understanding” instead of “Your strategy instruction was not very effective”).
- **Paraphrasing** restates the meaning of the speaker’s words. Do not echo the speaker’s words, but help clarify the essential facts and communicate understanding.
- **Questioning** promotes open communication with the speaker. Questions can help to clarify information and encourage elaboration (e.g., “Can you tell me more about how you scaffold instruction with this group of students?”). Open-ended questions and prompts can also help teachers identify instructional needs (e.g., “What are your concerns about using this procedure with your struggling readers?”).
- **Summarizing** during a conversation that clarifies important conclusions and keeps the conversation from rambling and/or getting off topic.

Defining Evidence

***With a partner, mark either Evidence or Opinion for each statement.
 Try turning them into evidence statements.***

Evidence	Opinion	Statements
		1. Students have a desk with a nametag on it.
		2. Some students have difficulty staying engaged.
		3. Seating arrangements are flexible.
		4. The last activity, discussion of key scenes, was rushed.
		5. New table arrangement encourages concentration and controlled interaction with neighbor.
		6. As activity progressed, students started calling out, "What, what?"
		7. The pacing of the lesson was slow, allowing many possibilities for students' restlessness, disengagement, and disruptive behavior.
		8. Teacher says today's activities are an extension of the unit.
		9. Students had the opportunity to work with a classmate in choosing key scenes and discussing the reasons for their choice.
		10. Tasks had thinking built into them.
		11. Teacher consistently called on boys more frequently, causing girls not to be engaged.
		12. Students had opportunity to work with a classmate in choosing key scenes and discussing the reasons for their choice.
		13. I assure you today's lesson will be quite interesting.
		14. The teacher said they would continue their discussion on the following day.
		15. Teacher checked student understanding by asking them to signal thumbs up / thumbs down.

Evidence-based Observation

Evidence is...

- Observable
- Not influenced by observer's perspective
- Free of evaluative words
- No conclusions drawn

Evidence Statements may include:

Verbatim Scripting: Use of quotation marks, record of exactly what was said by teacher.

Example: "What is a spelling for /s/?"

Observed Behavior: Just the facts. No evaluation made.

Example: Students seated on floor in front of chalkboard in three rows.

Numeric Information: A number and what it refers to.

Example: Line 1 blending started at 9:02, Line 2 started at 9:27.

Aspect of the Environment: Statement of fact. No evaluation made.

Example: Sound/Spelling Cards are not posted in classroom.

PRACTICE: Observation Evidence

Record one evidence statement for each type of observation evidence.

Verbatim scripting:

Observed behavior:

Numeric scoring:

Aspect of the environment:

Turn and Talk!

Share your statements with a colleague.

Evidence-Based Observation
PRACTICE: Recording Evidence
Video Example 1

Record evidence statements as you view the video-teaching example.

Turn and Talk!

Participant #1 begins by reading one statement and others affirm if it is an evidence statement and identify the type.

Continue around the table.

Evidence-Based Observation
PRACTICE: Recording Evidence
Video Example 2

Record evidence statements as you view the video-teaching example.

Turn and Talk!

Share evidence statements.

Continue around the table.

Evidence-Based Feedback

PRACTICE: Feedback Notes

Using an evidence statement you just wrote or recalling an observation from your coaching, practice writing feedback notes.

Claim: I saw...

Evidence: You...

Interpretation: By doing this...or Because of this...

Judgment: Keep...

Evidence-Based Feedback

PRACTICE: The “See Me” Note

Write a “see me” note to a teacher that focuses on a needed change in behavior. Remember that these notes may be sensitive for teachers. Carefully word your feedback.

Reflect:

- **How will this level of feedback help my teachers move forward in refining their practices to achieve improved results?**
- **How can I tie reflective conversations to the feedback (“See Me”) note?**

Facilitating Meetings in *Reading First* Schools Powerful Procedures: A Self-Assessment

Questions for Consideration	Strategies that Work	Things in Place	Things to Do
FOCUSING/COMMUNICATING GOALS <i>What is our focus? Over time? At each meeting? How do we keep our goals visible?</i>	<i>Mission/Vision Achievement Goals Annual Calendar</i>		
MEETING STRUCTURE/ROLES <i>What predictable procedures organize our work? Who does what?</i>	<i>Meeting agendas Role clarifications</i>		
GROUP PROCESS <i>How do we work together? How do we solve problems? How do we manage time?</i>	<i>Norms of behavior Action planning/problem solving Schedule + time savers</i>		
SHARED LEADERSHIP/PLANNING <i>What are our student achievement goals? Are they the stretch we need? How are we doing? Are our actions helping us get where we want to go? What needs to change?</i>	<i>K-3 Action Plan Student data notebooks Educator team meeting notes</i>		
FOLLOW-UP <i>Who needs to know what to help us meet achievement goals? How can we make that happen?</i>	<i>Meeting notes Curriculum placement Content coverage Tutoring logs</i>		
RESEARCH BASE/ PROFESSIONAL DEVELOPMENT <i>What does research say about what we need to do? What do we need to know to do our jobs better? What new skills will help us get our kids to benchmark?</i>	<i>Articles, protocols for discussion, online sources Access to PD resources, e.g., expert trainers; SBRR programs & intervention materials; best practices for assessment, data analysis, & scheduling</i>		
MOTIVATION/EMPOWERMENT <i>How do we stretch and celebrate? At each meeting? Over time?</i>	<i>Data boards & displays Public celebrations of accomplishment Food and drink</i>		

Participant Roles

Facilitator

- Fosters discussion
- Brings out ideas and suggestions from others in the group
- Helps the group establish and accomplish its objectives

Time Keeper

- Reviews agreed upon time parameters
- Reminds group when halfway through allotted time
- Announces when 10 minutes left
- Gives 3-5 minute signal for wrap-up

Recorder

- Keeps accurate record of persons responsible for actionable items
- Makes copies of this record after the meeting and delivers to each group member and any other parties involved (principal, coach, teacher, etc.)

Engaged Participant

- Listens
- Questions
- Contributes
- Commits to specific goals related to student achievement

Self Assessment

1. Review the agendas on Handouts 4.4-4.9.
 - ✓ Kihei Elementary, Hawaii
 - ✓ Schmoker 30- Minute Agenda/Pasadena USD, CA Record
 - ✓ Two 1-Hour Timed Agendas/Record

2. Compare the documents to see how each provides the following:
 - ✓ Focus on data
 - ✓ Clear expectations: roles & use of time
 - ✓ Follow-up strategies
 - ✓ Action steps/accountability

Which of the features do you see in these examples? What do you see that might strengthen your meeting agendas for better results?

Features in RF Agenda Examples	Features Missing in Your Facilitation
DATA	
CLEAR EXPECTATIONS: ROLES/TIME	
FOLLOW-UP	
ACCOUNTABILITY	

3. Next Steps. What can you add to your own meeting agenda to improve your facilitation and results?

Kihei School Team Meeting

Grade: _____ Date: _____
Today's Data Analysis/Instructional Focus: _____
Facilitator: _____ Recorder: _____ Timekeeper: _____
Members Present: _____

Follow-Up

Last Meeting's Data Analysis/Instructional Focus: _____

Successes:

Challenges:

Today's Focus

Strengths:

Challenges:

Proposed Action

Action Plan Agreements

Next Meeting

Data Analysis/Instructional Focus:

Date: _____ Time: _____ Location: _____

Facilitator: _____ Recorder: _____ Timekeeper: _____

Comments:

30-Minute Team Meeting Agenda

Today's Date: _____

Timekeeper: _____

Grade Level: _____

Recorder: _____

Facilitator: _____

Participants: _____

1. Purpose of the Meeting

- Identify an area for focus: _____
- Agreed-upon goal: _____
- Develop strategies to promote results for an agreed-upon goal

2. Identification of Problem

- Problem

1. Brainstorming

- Concrete, practical solutions to this problem

2. Action Plan

- Rank-order brainstormed ideas
- List strategies the team agrees to implement between now and the next meeting
- Includes checks for student progress

3. The plan will be supported by the

Teacher actions:

- 1.
- 2.

Coach actions:

- 1.
- 2.

Principal actions:

- 1.
- 2.

Pasadena USD

Altadena Action Plan-Grade 2

Reading First 2006 School-Level Action Plan Months 4-6 of 2007

School: Altadena Elementary District: Pasadena Unified School District

Grade Level: K 1 2 3

Date(s) Actions will be Implemented: January 2007-March 2007

Kindergarten: lower/upper case letters rhyming consonant sounds vowel sounds phonemes high frequency words cvc words

Grades 1-3: oral fluency comprehension vocabulary spelling usage writing

Instructional Features: pacing schedule instructional minutes extended instructional minutes flexible grouping direct teaching skill assessment

Description of Action Plan

Summary of Student Assessment Data that Supports the Need for This Plan

Sixty-five percent (65%) of the students in Grade 2 did not meet benchmark for fluency according to the first 6-8 Week Skill Assessment.

Description of Specific Action(s) and Person(s) Responsible for implementation of Action(s)

The teachers have agreed to . . .

1. provide explicit and direct instruction in sound-by-sound and whole word blending depending on the needs of the class.
2. preteach and reteach blending to students in need of additional support
3. follow routing card for Decodable Book reading and provide at least four opportunities to read decodable book
4. demonstrate oral fluency to students every day.
5. provide students with opportunities to read out loud daily.
6. use the one-minute reading practices daily.
7. use intervention passages and decodable text for practice during workshop.
8. use Phonemic Awareness Intervention Lesson with students who are reading 23 words or below per minute

The Coach will . . .

1. conduct a demonstration decodable lesson in each Grade 2 classroom.
2. remind teachers where fluency is instructed
3. work with teachers with high number of students performing below benchmark.
4. offer special workshops on oral fluency and instructional strategies.

The principal will monitor . . .

1. grade level meeting discussions, make regular classroom visits to observe instruction and practice sessions for oral fluency and monitor 6-8 Week skill Assessments data.

Evidence and Criteria to Be Used to Measure Effectiveness of Action(s)

The fluency on the first two 6-8 Week Skill Assessment will be analyzed to determine whether benchmark targets were met. Data will be reviewed by the principal, teachers and coach during grade level meetings. If targets are not met for the first 6-8 Week Skill Assessment, the action plan will be modified in order to keep the focus on meeting oral fluency performance targets.

The 2006 School Level-Action Plans are an evaluation requirement of the Reading First LEA Subgrant.

A Sample Protocol for Looking at Data (1 Hour)

Step 1: Getting Started (approximately 5 minutes)

- The facilitator provides copies of selected data, making no comments on the work.
- Participants review the data silently, making notes about aspects of the data that they want to discuss.

Step 2: Describing the Data (approximately 10 minutes)

- The facilitator asks the group to describe what they see, without making evaluations or interpretations of the data.

Step 3: Asking Clarifying and Probing Questions (approximately 10 minutes)

- The facilitator asks the group to identify questions these data raise for them.
- The group responds with questions they have about the data.
- The recorder takes notes on the questions, but makes no comments yet.

Step 4: Speculating About the Data (approximately 15 minutes)

- The facilitator asks the group what they think the data reveal.
- The group can now make interpretations and evaluations about the data.
- The facilitator responds to the group's questions and adds any information that is important to understanding the data.

Step 5: Reflecting on the Data (approximately 15 minutes)

- The facilitator invites all participants to share thoughts about ways to improve the inputs, the output, or ways they might support improvement.
- The group develops an action plan.

Step 6: Closing (approximately 5 minutes)

- The facilitator reviews the action plan, being sure everyone understands roles and responsibilities.
- The group agrees to next meeting schedule.

Sample Data Team Log

Date of Meeting	Time of Meeting
Facilitator	Recorder
Participants	
What was the primary area of focus for the data conversation?	
Briefly describe the action steps your team chose as the outcome for this meeting.	
What type of evidence did your team agree to bring back to your next meeting?	
Were there any particular challenges or obstacles encountered during or anticipated as a result of this meeting?	
Were there any particular successes encountered during this meeting?	
Date of next meeting	

Principal/Coach Leadership Six Key Aspects of an Ideal Working Relationship

Directions: Rate your current working relationship with your principal in the six areas below by circling either + or -.

- + or - Shared vision and goals for *Reading First* performance**
- + or - Clear roles and responsibilities**
- + or - Joint efforts at instructional leadership**
- + or - Collaborative focus on data**
- + or - Active roles in grade level meetings**
- + or - Sense of urgency to improve student achievement**

Possible Distribution of Responsibilities between Principal and Coach in *Reading First* Schools

Roles of the Principal	Roles of the Coach
Professional Development	
Learning about effective reading instruction, SBRR, and improving leadership skills.	Attending professional development and meetings to enhance their own professional knowledge, skills, and expertise about effective reading instruction and SBRR.
Participating in on-site professional development sessions to facilitate an understanding of what needs to be happening in the classroom.	Developing and extending SBRR instructional practices presented during professional development. Research indicates that coaching can facilitate professional and collegial relationships. <i>Reading First</i> coaches can help teachers transfer knowledge and skills from professional development sessions to classroom practice.
Initiating arrangements for training of staff and ensuring arrival of necessary materials	Scheduling times for one-on-one teacher conferences, demonstrations, observations, and other professional development to improve instruction.
Coordination and Communication	
Communicating and actively supporting the district/school <i>Reading First</i> plan.	Sharing information with teachers about overall school progress, plans, and current information.
Monitoring and coordinating the scheduling and implementation of the <i>Reading First</i> plan in all classes across grade levels for ALL students, including English language learners and special education students.	Ensuring that grade-level teams have opportunities to review current student data, to problem solve, and to discuss different classroom experiences with administrators.
Working with the <i>Reading First</i> coach and other members of the leadership team to support classroom implementation of SBRR reading instruction and practices and the coordination of staff development opportunities both during and after school hours.	Meeting regularly with the principal and other members of the leadership team to coordinate support, share progress, and address areas of concern.
Fostering a clear distinction between the role of the <i>Reading First</i> coach and the principal (e.g., help teachers understand the non-supervisory nature of the coach's position).	Sharing information with other coaches and teacher-leaders about the work of the school.
Focus on Outcomes	
Staying focused on the overall goal of <i>Reading First</i> —improved student outcomes in reading	Expecting and reinforcing high-quality instructional practices.
Ensuring that state standards/benchmarks are the instructional focus for planning and delivering reading instruction.	Assisting grade-level teams in analyzing assessment results, identifying areas for improvement, and planning and adjusting instruction.

Logistics	
Overseeing and organizing arrangements for program and material acquisition, delivery, and maintenance.	Organizing and delivering staff development based on data.
Coordinating the implementation of the assessment system, including the data management/reporting system and analysis/interpretation of data to inform decision-making at the school and classroom levels.	Surveying teachers for next steps in training and needed materials.
Involvement in Change	
Allocating time for and taking an active role in regular grade-level meetings to monitor classroom progress toward <i>Reading First</i> goals, to ensure access to the curriculum for ALL students, and to affirm expectations for adherence to the <i>Reading First</i> plan.	Scheduling grade-level team meetings a minimum of once per week for problem solving, data collection and review, sharing teaching methods, and determining teachers' needs for training and materials.
Being involved in the implementation (e.g., learning about the content and delivery) of SBRR instructional materials and programs.	Being persistent and patient as teachers implement new instructional strategies. Co-teaching and offering assistance, when needed. Reducing teachers' anxiety by pairing teachers who are proficient in specific practices or skills with others who are still developing them. Maintaining confidentiality to protect coaching trust and credibility.
Taking part in the selection and evaluation of SBRR instructional materials and programs.	Leading the selection and evaluation of SBRR instructional materials and programs.

Sources:

National Center for Reading First Technical Assistance. (2005). *Leading for reading success: An introductory guide for Reading First coaches*. Portsmouth, NH: RMC Research Corporation; Principal and coach collaboration. (2005, Winter). *The CORE Reading Expert*, 3.

Activity

Principal/Coach Distribution of Responsibilities

ROLE DISTRIBUTION	WHAT'S WORKING?	WHAT NEEDS WORK?
Professional Development		
Coordination and Communication		
Focus on Outcomes		
Logistics		
Involvement in Change		

POSSIBLE AGENDA ITEMS FOR YOUR NEXT PRINCIPAL MEETING (based on the reflection you just completed)

- 1.
- 2.

Sample Principal Meeting Agenda

Meeting with Mr. Hoffman
10-23-09

Recurring Items

- Review current data. Discuss any professional development needs.
- Request that Mr. Hoffman attend upcoming professional development sessions.
(Dates/times: _____ / topics: _____)
- Discuss training – Using data to make instructional decisions
 - Attendance issues
- Decide on a success for each grade (K-3) this month that Mr. Hoffman can highlight at the faculty meeting to encourage teachers and maintain enthusiasm for Reading First.

Specific Items

- Reminder: Kindergarten RF Phonics and Word Study training November 8th (3:30-4:30) at Rosemont. Please remind them at the faculty meeting next week.
- Schedule observation professional development: second grade teachers will observe Ms. Kirby's partner reading instruction. Need to set a date and discuss substitutes and other logistics.

Set up next meeting date and time: _____

Professional Development Content

- Select a reading component, i.e., Phonemic awareness, comprehension.
- Identify the knowledge and skills needed by your teachers to provide effective instruction.
- Brainstorm possible professional development opportunities to address these knowledge and skills ensuring that ALL teachers become masterful.

Reading Components	Teacher Knowledge	Teacher Skills	Possible Professional Development Experiences
Phonemic Awareness	<ul style="list-style-type: none"> • Know the speech sound in English and the pronunciation of phonemes 	<ul style="list-style-type: none"> • Ability to select appropriate activities to develop phonological skill 	<ul style="list-style-type: none"> • Practice phoneme matching, blending, segmenting, substitution, and deletion
Phonics and Word Study			
Fluency			
Vocabulary			
Comprehension			

Every Child Reading: A Professional Development Guide

- Think about the reading knowledge and skills of your teachers.
- Identify gaps and ideas for professional development

Reading Components	Gaps in Knowledge and/or Skills	Ideas for Professional Development
Phonemic Awareness	•	•
Phonics and Word Study		
Fluency		
Vocabulary		
Comprehension		

Checklist for Professional Development Planning

- Finalize the agenda with team.
- Confirm speaker if applicable and make arrangements for payment (state forms, etc.).
- Create flyer, notice, or email to distribute to teachers as reminder.
- Give copies of PD communication to representatives to distribute to other invited schools.
- Make arrangements for food if appropriate (food, paper products, drinks, delivery or pick-up and who will get and bring items to location).
- Complete necessary forms to be filed.
- Send reminder note to district administrators and principals with details.
- Prepare copies of speaker's handouts if necessary.
- Make arrangements for payment of teachers if stipend is offered OR
- Make arrangements for securing and paying substitute teachers if offered.
- Bring sign in sheets for teachers, nametags, and markers.
- Check with team to see if there is additional information to distribute to teachers at PD (i.e., forms to complete, communication, materials, etc.).
- Secure necessary audio-visual equipment supplies such as chart paper, markers, sticky notes, etc. (check with presenters to determine needs)
- If videotaping is requested, make arrangements for equipment, tape, and person who will videotape.
- Prepare feedback form for professional development by adapting it to current session (i.e. date, topic, etc.) and make copies.
- Prepare and deliver brief introduction to session or designate (for whole group sessions with outside speaker).
- Designate who will introduce session and speaker and obtain background information.
- Designate who will provide wrap up for session.

Professional Development Elements	Knowledge Level (Estimated percentage of participants understanding content)	Skill Level (Estimated percentage of participants demonstrating proficiency in the instructional practices)	Transfer to Practice (Estimated percentage of participants regularly implementing instructional practices in the classroom)
Theory (e.g., presenter explains content - what it is, why it is important, and how to teach it)	10%	5%	0%
Demonstration (e.g., presenter models instructional practices)	30%	20%	0%
Practice (e.g., participants implement instructional practices during the session)	60%	60%	5%
Coaching (e.g., participants receive ongoing support and guidance when they return to the classroom)	95%	95%	95%

The Next Opportunity

Use this list to help you prepare for your next professional development.

		Ready to Go	Need to Do	Ideas
Arrange	Have the needs, focus, purpose, goals been identified?			
	Are they aligned to needs identified in student data?			
	Are the logistics done? Presenter? Location? Time? Funding?			
	Is there sufficient orientation? Does everyone know why they are attending? Are the teachers ready to learn new strategies?			
Provide	What is your role as an instructional leader?			
	Does the presentation include: Theory? Demonstration? Practice?			
Attend	Have you cleared your calendar to be able to attend and be actively engaged in the presentation?			
Follow-Up	Are you using every opportunity to support the practice?			
	Newsletters. Bulletins. Written Communication			
	Staff Meetings			
	Grade Level Meetings			
	Lesson Study			
	Hallway Conversations			
	Informal Feedback after Walk -Through			
	Formal Evaluations			
	One-on-One Coaching: Formal and Informal			
Supporting the Work of Reading Coaches				

<i>Ensuring Success</i>		Ready to Go	Need to Do	Ideas
	Have you focused on supporting teachers in meeting the needs of your English learners? Special Education students? Struggling students?			

Reflection

Think about your next professional development session...

- Identify expected changes as a result of the professional development

After

Take a walk around your school and look into all your classrooms.

- Is there evidence of change?
- If there is... how will you build on it?
- If not, what actions can you take?

Next Steps

Tomorrow, I will...

Guidelines for Reading First Coaching

Instructional Leadership	
	<ul style="list-style-type: none"> Provides support, mentoring, and assistance to all K–3 classroom teachers in the full and skillful implementation of the district or school's <i>Reading First</i> program.
	<ul style="list-style-type: none"> Serves as a resource for identifying appropriate instructional strategies and interventions to address diverse learning needs and to improve all students' achievement.
	<ul style="list-style-type: none"> Conducts demonstration lessons using research-based instructional strategies.
	<ul style="list-style-type: none"> Assists teachers in designing and delivering effective instruction.
	<ul style="list-style-type: none"> Collaborates with grade-level teams to set goals for improving instruction.
	<ul style="list-style-type: none"> Observes instruction in reading classrooms and provides "next step" support for all teachers.
	<ul style="list-style-type: none"> Prepares forms, records, and reports, as directed.
Assessment	
	<ul style="list-style-type: none"> Assists with the planning, training, and administration of assessments.
	<ul style="list-style-type: none"> Guides teachers in the use of screening, diagnosis, classroom-based (progress monitoring), and outcome assessments.
	<ul style="list-style-type: none"> Assists grade-level teams in the analysis and use of assessment data to identify students for additional instruction, as well as to improve overall student achievement.
	<ul style="list-style-type: none"> Provides support and assistance to all teachers in implementing continuous progress monitoring.
	<ul style="list-style-type: none"> Meets regularly with the principal to review student assessment data and assess progress toward grade-level goals.
	<ul style="list-style-type: none"> Analyzes data from screening, diagnostic, classroom-based (progress monitoring), and outcome assessments to make adjustments in program implementation and professional development plans.
Professional Development	
	<ul style="list-style-type: none"> Organizes, schedules, and/or provides on-site staff development to ensure teachers are knowledgeable about SBRR, the core reading program and supplemental materials, intervention strategies for struggling readers, assessment administration, and the use of assessment data for instructional planning.
	<ul style="list-style-type: none"> Collaborates with teachers, administrators, and other reading specialists to identify campus and district professional development needs.
	<ul style="list-style-type: none"> Attends meetings as directed.
	<ul style="list-style-type: none"> Stays abreast of current reading issues by participating in training sessions presented by SBRR specialists or professional development providers.

							4		
6. Student Assessment Coordinating or administering student assessments. <i>Coaches should spend limited time collecting data (e.g., perhaps as part of a data collection team, but not as a sole data collector) N/A (this is not a screening data collection period)</i>	Week 1	M	T	W	Th	F	Total 0		
	Week 2	M	T	W	Th	F	Total 0		
							Task Total 0	% 0%	
7. Data Reporting Entering student assessment data into a spreadsheet or data management system. <i>Coaches should spend limited time, if any, on this task.</i>	Week 1	M	T	W	Th	F	Total 0		
	Week 2	M	T	W	Th	F	Total 0		
							Task Total 0	% 0%	
8. Data Analysis Analyzing student data.	Week 1	M 3	T 2	W 1	Th	F	Total 6		
	Week 2	M	T 2	W	Th	F	Total 2		
							Task Total 8	% 10%	
9. Meetings Attending meetings in my school, district or region regarding reading issues.	Week 1	M 3	T 2	W 2	Th 3.5	F	Total 10.5		
	Week 2	M 2	T 2	W 3	Th 3	F 3.5	Total 13.5		
							Task Total 24	% 30%	
10. Knowledge Building Building my knowledge of SBRR and/or assessment through personal study or professional development.	Week 1	M	T	W	Th	F 2	Total 2		
	Week 2	M	T	W	Th	F 2	Total 2		
							Task Total 4	% 5%	
11. Other Please indicate: _____ _____	Week 1	M	T	W	Th	F	Total 0		
	Week 2	M	T	W	Th	F	Total 0		
							Task Total 0	% 0%	
Grand Total								<u>80</u>	hrs.

12. Successes

Please indicate any successes that have occurred in the last week.

The speaker we brought in on March 12th to provide a professional development session on fluency was great. Recent progress monitoring data shows that this is still an area we need to improve upon, especially in second grade. I was able to follow-up and model some of the fluency strategies presented at the PD that same week. I have had more requests for modeling, so that will continue next week as well.

13. Concerns

Please indicate any concerns that you have.

After the PD session, several teachers mentioned that although they enjoyed the session and learned a lot, they were concerned about how they would fit all the information into their already packed reading time. I plan to address this at grade-level meetings next week by discussing what teachers are currently doing related to fluency, reviewing the fluency data, and considering replacing some current practices with strategies presented that address the same objective. As teachers implement, we will examine the data closely to look for increases in student outcomes in the area of fluency.

Coaching Time Log								
Dates (complete over a 2 week time period): _____ (week 1) through _____ (week 2)								
Name:								
District:								
Schools served:								
Indicate how you spent your time as a Reading Coach during the past two-week period, using best estimates of time.								
TASK	HOURS							
1. Professional Development Providing or facilitating professional development sessions such as seminars, action research, study groups designed to increase educators' knowledge of Scientifically Based Reading Research (SBRR).	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
2. Planning Planning, developing and/or preparing professional development.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
3. Modeling Lessons Demonstrating model lessons in classrooms for teachers.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
4. Coaching Coaching (the observation process that includes planning conversation, observation & reflecting conversation) teachers in classrooms.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
5. Coach-Teacher Conferences Conferencing with teachers regarding lesson planning, grouping for instruction, intervention strategies, etc.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%

6. Student Assessment Coordinating or administering student assessments. <i>Coaches should spend limited time collecting data (e.g., perhaps as part of a data collection team, but not as a sole data collector)</i>	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
7. Data Reporting Entering student assessment data into a spreadsheet or data management system. <i>Coaches should spend limited time, if any, on this task.</i>	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
8. Data Analysis Analyzing student data.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
9. Meetings Attending meetings in my school, district or region regarding reading issues.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
10. Knowledge Building Building my knowledge of SBRR and/or assessment through personal study or professional development.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
11. Other Please indicate: _____ _____	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
Grand Total								_____ hrs.

12. Successes

Please indicate any successes that have occurred in the last week.

13. Concerns

Please indicate any concerns that you have.

Skillful Teaching

- Use the district adopted reading/language arts program's instructional routines and procedures with appropriate pacing in both large and small group contexts
- Preplan judicious delivery of daily lesson objectives with alternate strategies to adjust for student needs
- Use program materials and structures to enhance student learning such as pre-teaching, re-teaching, guided and independent practice
- Use informal observation and classroom assessment data to diagnose learning errors and provide appropriate responses to student needs
- Identify those students who have not met daily learning objectives and plan for immediate reinforcement or intervention
- Monitor all students for active engagement and participation

ADD ADDITIONAL ELEMENTS:

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Refining Our Practice

Instructional Leadership	Identify Shifts	Coach Actions
<ul style="list-style-type: none"> Provides support, mentoring, and assistance to all K–3 classroom teachers in the full and skillful implementation of the district or school's <i>Reading First</i> program. 	<ul style="list-style-type: none"> New teachers New grade levels 	
<ul style="list-style-type: none"> Serves as a resource for identifying appropriate instructional strategies and interventions to address diverse learning needs and to improve all students' achievement. 		
<ul style="list-style-type: none"> Conducts demonstration lessons using research-based instructional strategies. 		
<ul style="list-style-type: none"> Assists teachers in designing and delivering effective instruction. 		
<ul style="list-style-type: none"> Collaborates with grade-level teams to set goals for improving instruction. 		
<ul style="list-style-type: none"> Observes instruction in reading classrooms and provides "next step" support for all teachers. 		
<ul style="list-style-type: none"> Prepares forms, records, and reports, as directed. 		
Assessment		
<ul style="list-style-type: none"> Assists with the planning, training, and administration of assessments. 		
<ul style="list-style-type: none"> Guides teachers in the use of screening, diagnosis, classroom-based (progress monitoring), and outcome assessments. 		
<ul style="list-style-type: none"> Assists grade-level teams in the analysis and use of assessment data to identify students for additional instruction, as well as to improve overall student achievement. 		

<ul style="list-style-type: none"> Provides support and assistance to all teachers in implementing continuous progress monitoring. 		
<ul style="list-style-type: none"> Meets regularly with the principal to review student assessment data and assess progress toward grade-level goals. 		
<ul style="list-style-type: none"> Analyzes data from screening, diagnostic, progress monitoring, and outcome assessments to make adjustments in program implementation and professional development plans. 		
Professional Development		
<ul style="list-style-type: none"> Organizes, schedules, and/or provides on-site staff development to ensure teachers are knowledgeable about SBRR, the core reading program and supplemental materials, intervention strategies for struggling readers, assessment administration, and the use of assessment data for instructional planning. 		
<ul style="list-style-type: none"> Collaborates with teachers, administrators, and other reading specialists to identify school and district professional development needs. 		
<ul style="list-style-type: none"> Attends meetings as directed. 		
<ul style="list-style-type: none"> Stays abreast of current reading issues by participating in training sessions presented by SBRR specialists or professional development providers. 		

Sample What I Will, May, and Won't Do

A "Will, May, Won't" chart can be used to focus the discussion between principal and coach to define the coach's responsibilities and later to communicate with teachers. Sample "Will, May, Won't" chart for communicating with teachers:

What I <i>will</i> do . . .	What I <i>may</i> do . . .	What I <i>won't</i> do . . .
Visit your classroom during reading instruction	Model lessons in your classroom	<u>Evaluate</u> your performance as a teacher
Collaborate with you to set goals for improving instruction	Assist you in the organization or administration of progress monitoring data	<u>Report</u> anything you do or say to anyone
Provide support and assistance with reading instruction, reading assessment, and data analysis	Provide on-site training during your grade level meetings related to reading instruction	Interrupt your reading instructional time
Organize and provide professional development related to reading	Make recommendations of resources to enhance or supplement your instruction	
Meet with you and/or your grade-level team regularly to address questions, share information, etc.	Assist in the evaluation of current core, supplemental, and intervention programs on your campus	
Assist you in implementing progress monitoring into your classroom as well as critical elements of reading instruction that are shared at professional development sessions and team meetings		
Serve as your guide in implementing a 3-Tier Reading Model in your school		
Answer any questions you may have about reading or <i>Reading First</i> (if I don't know, I'll find out and get back to you)		
Assist in the development of a professional development plan based on student data to enhance reading instruction and intervention		

