Literacy In Action Professional Development Series:
Research-based practices for school leaders and teachers

About this Program

The Upstate PDRC and the Long Island PDRC, in collaborative partnership, are pleased to offer our newest series: *Literacy In Action: Research-Based Practices for School Leaders and Teachers.* This series will include five 60 minute live sessions. This professional development series offers both school leaders and teachers the opportunity to immerse themselves in the essential core components of effective professional learning communities (PLC) and how to launch a successful peer-to-peer coaching program. Ideally, school leaders and teachers from the same school will attend this series together as a way to support not only classroom and grade level practices but also systemic change. Sessions are sequential in nature and build upon each other, it is suggested that participants attend all 5 sessions. This series will deepen school and teacher leaders' toolboxes, develop networks of colleagues across the state, provide tools for peer-to-peer coaching and reflection, support meeting facilitation through processes and structures, and lead participants in the development of an action plan. If you are a new teacher that wants to go deeper or a seasoned teacher that is looking for a reboot this is the

series for you. Leaders, if you are looking to take your instructional support for your teachers to a new level and build the capacity of your teachers and school around literacy practices this is the series for you.

This series will address the following big bucket areas:

Tuesday, January 18, 2022 - 3pm-4pm EST : Reading and the Brain: Implications for Teaching & Learning

Tuesday, January 25, 2022 - 3pm-4pm EST : From Understanding Sounds to Understanding Complex Text

Tuesday, February 1, 2022 - 3pm-4pm EST : Evidence-Based Practices for Greater Results: Spotlight on Explicit Direct Instruction

Tuesday, February 8, 2022 - 3pm-4pm EST : High-Leverage Literacy Strategies for Higher Order Thinking

Tuesday, February 15, 2022 - 3pm-4pm EST : When Students Might Need Something Different

PARTICIPANT IMPACTS:

1. Deepening the educator toolbox with the latest and more relevant research-based practices for increasing student reading achievement.
2. Take educator instructional practice to the next level through synchronous and asynchronous learning experiences, activities, resources, and strategies.
3. Develop a network of colleagues across the state for continued learning and support.

WHAT WILL **SCHOOL LEADERS** TAKE AWAY FROM THIS SERIES?
- Observation tools that move teacher practice.
- Structures for running meetings that increase teacher efficacy and student outcomes.
- Data-based professional development plan for continuing this work in *their* school.

WHAT WILL **TEACHERS** TAKE AWAY FROM THIS SERIES?
- Latest research on reading development in the brain.
- Classroom routines that increase reading achievement.
- Strategies to quickly identify and support struggling readers.
- Network of teacher colleagues across the state for continued learning and support.

Session 1: Reading and the Brain: Implications for Teaching & Learning

Essential Understanding / Key Takeaway	Application / Activities
1. We train our brains to read (neuroplasticity). 2. Multiple parts of the brain light up when we read. 3. Learning to read requires the development of visual and language areas of the brain and efficient neural pathways.	● Name 3 critical parts of the brain involved in reading and a brief description of how they work together ● Reflect and apply: *What implications might this have for teaching and student learning?*

Session 2: From Understanding Sounds to Understanding Complex Text

Essential Understanding / Key Takeaway	Application / Activities
1. Train the brain to read using the 5 pillars of reading. 2. Good reading instruction must include phonics. 3. Demands of reading increase from K-12.	● Connect science of reading in the brain to the 5 pillars of reading instruction ● Reflect and apply: *Which reading pillar(s) are most important to your instruction?* ● Notes from the field: *What do you know about "The Reading Wars"? How does the latest research support phonics instruction?* **Exit Ticket:** *What is one thing that you'd like to see more about your students' literacy skills? What is something you wish they'd stop doing?*

Session 3: Evidence-Based Practices for Greater Results: Spotlight on Explicit Direct Instruction

Essential Understanding / Key Takeaway	Application / Activities
1. Students need to be taught how to read and it matters how they are taught. 2. There are teaching strategies that are proven to have a higher impact on student learning than others. 3. Explicit, direct instruction is a proven and	***Connect these activities to Exit Ticket feedback*** ● Shared definition of think aloud, guided practice, and formative assessment. ● Reflect on current use. ● Self-assess what current practice looks like using a fidelity checklist. **Session 4 Pre-Work:**

highly effective approach to lesson design and delivery.

Pick a practice brief and complete the fidelity checklist on your own: *What did you see in student responses? What is one step to refine for increased results?*

Session 4: High-Leverage Literacy Strategies for Higher Order Thinking

Essential Understanding / Key Takeaway	Application / Activities
1. Background knowledge is essential for reading comprehension. 2. There are high-leverage practices that increase students' background knowledge. 3. Use different strategies for different levels of learning.	• *What experiences and background knowledge do students bring to a text?* • Activities for building background knowledge; activities for activating background knowledge; *How would you modify one of these activities for your students?* • Reflection and application: Choose a recent lesson that engaged students in complex text. Which strategies did you use in this lesson? What level of learning were students expected to do? • Assess strategies to levels of learning and apply: *To increase student learning, what else could you have done?*

Session 5: When Students Might Need Something Different

Essential Understanding / Key Takeaway	Application / Activities
Classroom strategies. 1. Small group strategies. 2. Pre-referral interventions and accommodations for students of concern.	• Consultancy protocol in break-out rooms by area of concern and identify where the child is struggling. • Provide consultancy protocol. • Share out from each group what teachers should try and see. **Extensions for continued learning:** Schedule a virtual meet-up two weeks from now to check in how it's going with the student, and/or Schedule time to meet again for another consultancy on a student of concern.