Development of a Plan to Improve Teachers’ Ability to Instruct Students in the Five Reading Components Associated With the Reading First Program at Schools in Southeast Florida

by
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Abstract

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This applied dissertation addressed the knowledge level and professional development needs of K-3 teachers at School A and School B in Southeast Florida. The purpose of the project was to develop a professional development program that would provide teachers in Grades K-3 with ongoing staff development that correlated with the 5 reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to improve their skills in reading instruction.

Development of a program was based upon research and survey feedback. The professional development program included ongoing peer support, administrative support, modeling, coaching, and professional development training that supported scientific, researched-based reading programs that were aligned with the 5 areas of reading.

To explore the critical professional development needs of K-3 teachers at the 2 school sites, a survey was distributed to all K-3 teachers to determine their knowledge of the 5 reading components and their needs for professional development. Teacher knowledge survey results showed that K-3 teachers required professional development in vocabulary and comprehension to support an effective reading program. Also, the survey results revealed that the Destination Reading program was a technical training need. District workshop training in team and collaborative planning and effective conference and communication skills comprised an essential interpersonal skills training need among colleagues and stakeholders and literacy centers, and Quick Reads (Hiebert, 2005), Bringing Words to Life (Beck, 2002), Dynamic Indicators of Basic Early Literacy Skills assessment (Good, 2001), The Six Minute Solution: A Reading Fluency Program (Adams, 2004) for fluency, and Thinking Maps (Thinking Maps, Inc., 2005) were informational training needs. A primary recommendation was that a staff development program be developed with weekly study groups for K-3 teachers and school leadership team members for continuous knowledge building, professional dialogue, planning, modeling, coaching, monitoring, and assisting and supporting K-3 teachers in their efforts to deliver and implement effective reading instruction strategies.
Chapter 4: Results

The Reading Teacher Knowledge Pre- and Postsurvey (see Appendix A) and the Teacher Professional Development Needs Survey (see Appendix B) were distributed to 35 K-3 teachers at School A and School B. This distribution was to obtain data to answer the research questions of the study.

The Relationship of Test Scores and Staff Development

Research Question 1 was “What are the schools’ reading test scores, and what does this suggest about the content of a staff development program for School A’s teachers and School B’s reading teachers?” At the time of this applied dissertation study, School A reading test scores were as follows: First-grade students scored in the 48th percentile in reading and the 48th percentile in math on the Stanford Achievement Test 10 (SAT-10), which is a standardized achievement test. The national average was the 50th percentile for reading and the 50th percentile for math, and the district’s average was the 57th percentile for reading and the 58th percentile for math. Second-grade students scored in the 46th percentile in reading and the 42nd percentile in math on the SAT-10. The national average was the 50th percentile for reading and the 50th percentile for math, and the district’s average was the 56th percentile for reading and the 57th percentile for math.

School B first-grade students scored in the 32nd percentile in reading and the 26th percentile in math on the SAT-10. The national average was the 50th percentile for reading and the 50th percentile for math, and the district’s average was the 57th percentile for reading and the 58th percentile for math. Second-grade students scored in the 36th percentile in reading and the 20th percentile in math on the SAT-10. The
The national average was the 50th percentile for reading and the 50th percentile for math, and the district’s average was the 56th percentile for reading and the 57th percentile for math.

As a result of the school’s reading test scores, all K-3 teachers at School A and School B were required to attend comprehensive staff development training during the summer at the state of Florida’s Reading First Summer Reading Academy professional development workshop. In the academy, the teachers were trained in the five areas of reading. The training utilized scientific, research-based practices and materials and highly effective reading strategies.

The Content and Format of Staff Development in the District

Research Question 2 was “Has the district or the school provided any recent staff development programs for reading teachers at School A and School B? If so, what was their content and format?” An extensive review of the school district’s HRD department’s content and format for staff development programs that had recently been offered to elementary reading teachers at School A and School B was conducted. Some of the staff development was found to be rich and explicit in content and organized in a systematical manner for format purposes, which would be beneficial for both students and teachers.

Wilson Reading (Wilson, 2002) is one of the reading professional development programs that addresses the five reading components. The content and format of the professional development training begins with delivery. Three days are allotted for beginning Wilson Reading teachers, 4 days are allotted for advanced teachers, and 1 day is allotted for school administrators by a certified Wilson Reading instructor. The next part of the training focuses on student achievement, for which teacher delivery and implementation of explicit direct instruction are paramount. Teachers are taught how to
measure a struggling reading student’s growth by using comprehensive screening, such as a diagnostic assessment of reading (Roswell, 2005), for both pre- and postassessments. The certified Wilson Reading trainer delivers the training in regard to the theory behind the research-based reading program—which was initially designed to assist students with dyslexia—to reading teachers in an effort to target students reading below grade level. Afterward, a basic follow-up session is conducted as part of the professional development training. A Wilson Reading round table discussion is conducted monthly, and an observation by a district reading specialist and the school-based reading coach is conducted. Finally, a mentoring follow-up session is conducted. In this session, another monthly Wilson Reading roundtable discussion is conducted, and mentoring of the beginning Wilson Reading teachers takes place, as do observations by a district reading specialist.

Wilson’s Fundations (Wilson, 2002) is 1-day staff development training that is available to K-2 teachers. It targets phonemic awareness, phonics, and oral reading fluency. The teachers are instructed in the key principles of the Wilson’s Fundations program. The components of the program are explained and modeled. The teachers are able to gain a thorough understanding of the program’s delivery method as a form of intervention and are given an opportunity to develop lesson plans and practice.

Also available to K-3 reading teachers is DIBELS (Good, 2001), a fluency assessment that evaluates a student’s phonemic awareness, phonics, and oral reading fluency skills. DIBELS is 1-day training that focuses on instructing teachers in the administration of the screening process, ongoing progress monitoring, and use of assessment data to differentiate instruction.
A district workshop, Introduction to Harcourt Trophies, is 1-day staff development training offered to K-3 teachers. Harcourt Trophies is the district’s comprehensive core reading program. The goal of this professional development training is to provide the teachers with highly effective reading practices and strategies that are needed for implementing the reading program in their classrooms while incorporating effective use of *Broward’s Comprehensive Literacy Guide* (School Board of Broward County, Florida, 2003) to instruction that is explicit, systematic, scaffolded, and differentiated.

A district workshop, Harcourt Trophies Intervention, is 1-day professional development training offered to K-3 teachers. The training is aimed at providing teachers with effective reading practices and strategies to use with the Harcourt Trophies Intervention program and at instructing teachers in how to deliver the 5-day plan while utilizing intervention strategies for struggling readers.

Highly Effective Strategies for Struggling Readers, a district workshop, is 4-day training for first- and second-grade teachers. This staff development training addresses the five essential components of reading instruction and focuses on instructing teachers in effective hands-on strategies to accelerate the reading performance of the most struggling readers, assess student progress, and analyze student data. During the training, an opportunity is provided to create games and activities that the teachers can take back to their classrooms.

A district workshop, Reading Acceleration Strategies for Third Grade Retainees, is 4-day professional development training available to third-grade teachers. This training addresses the five important components of reading instruction. It is aimed at teaching
highly effective strategies that will support and accelerate the reading progress of retained students.

Working With Struggling Readers: Interventions for Moving the Reader to Independence, a district workshop, is 3-day staff development training that is offered to third-grade teachers. The training incorporates research-based instructional strategies for the five essential components of reading instruction. It targets differentiated instruction so that students are learning and working on the skills that they specifically need and addresses initial instruction or the basal reader from the students’ core reading program.

Small Group Reading Instruction, a district workshop, is 2-day professional development training that is offered to K-3 teachers. The focus of this training is to provide teachers with information on assessing, flexible grouping, and planning individualized small-group reading instruction for a diverse group of students. The training aims to develop meaningful practices to engage students in reading.

Also available to K-3 teachers is a district workshop, Read Aloud Instruction. This is 1-day training that provides teachers with information on teaching reading strategies and comprehension skills by using interactively read aloud literature, connecting the genuine literature to the Florida Sunshine State Standards, and developing student listening skills. It also teaches teachers how to identify authentic and quality literature.

Likewise, Shared Reading Instruction, a district workshop, is 1-day professional development training that is offered to K-3 teachers. It is aimed at providing teachers with information on how to plan and deliver effective shared reading lessons utilizing fiction and nonfiction big books and at guiding teachers through the use of shared reading
to teach highly effective strategies and skills within the context.

A district workshop, Oral Language Development/Vocabulary Development, is also 1-day training that is offered to K-3 teachers. This professional development training is aimed at instructing teachers in highly effective strategies and practices for vocabulary development and at guiding teachers through the use and importance of oral language to develop students’ vocabulary.

Literacy Centers, a district workshop, is also 1-day training that is available to K-3 teachers. This training focuses on guiding teachers through the organization of literacy centers to reinforce skills that were previously taught. It teaches teachers to create various management systems and to develop appropriate activities to meet the needs of diverse learners.

Teacher’s Views on Staff Development Needs

Research Question 3 was “What do reading teachers at School A and School B say about their needs for staff development to help them to be more effective reading teachers?” The writer’s analysis of the data that were obtained from the teachers at School A via the Reading Teacher Knowledge Pre- and Postsurvey (see Appendix A) revealed the teachers’ accuracy in specific areas of knowledge (see Figure 1).
Figure 1. School A teachers’ knowledge in each area expressed as percentage of all knowledge tested.

Analysis of the data from the Teacher Professional Development Needs Survey (see Appendix B) revealed the 24 School A K-3 teachers’ needs (see Figure 2), interests (see Figure 3) and concerns (see Figure 4). The concerns, though noted, were not explained.
After analyzing the data, the writer concluded that the teachers needed to be provided the opportunity to receive professional development in the areas of phonemic awareness and vocabulary. The suggested professional development program for K-3 teachers in phonemic awareness comprises Road to the Code (Blachman, 2000) and Destination Reading (Riverdeep, Inc., 2005), and the recommended staff development for vocabulary comprises Destination Reading, a book study of *Bringing Words to Life* (Beck, 2002), *Elements of Reading Vocabulary* (Harcourt Achieve, 2005), and *Text Talk* (Scholastic, Inc., 2005) as the programs relate to the five areas of reading. In addition, the
Figure 3. School A teachers’ interests, as expressed in the Teacher Professional Development Survey.

Figure 4. School A teachers’ concerns, as expressed in the Teacher Professional Development Survey.

writer concluded that organizing a study group with K-3 teachers would be essential for
developing and implementing effective conference and communication skills.

Team-building and collaborative planning strategies would support the teachers in their efforts to communicate and to build trust, unity, and teamwork. The writer also concluded that implementing a learning community using Beck’s (2002) *Bringing Words to Life* would increase teacher knowledge in vocabulary development, ultimately promoting student achievement.

The writer’s analysis of the data that were obtained from the teachers at School B via the Reading Teacher Knowledge Pre- and Postsurvey (see Appendix A) revealed the teachers’ accuracy in specific areas of knowledge (see Figure 5).

![Figure 5. School B teachers’ knowledge in each area expressed as percentage of all knowledge tested.](image)

Analysis of the data from the Teacher Professional Development Needs Survey (see Appendix B) revealed the 11 School B K-3 teachers’ needs (see Figure 6), interests (see Figure 7) and concerns (see Figure 8). The concerns, though noted, were not
explained.

Figure 6. School B teachers’ needs, as expressed in the Teacher Professional Development Survey.
The K-3 teachers at School A and School B were collectively assessed in three domains: technical training, interpersonal training, and informational training. Collectively, 33% of the K-3 teachers had professional development needs in the technical training domain, 60% of the K-3 teachers had professional development needs in the interpersonal training domain, and 41% of the K-3 teachers had professional development needs in the informational training domain.

**Effective Staff Development Practices**

Research Question 4 was “What successful staff development programs exist at other schools in Florida or in the southeastern United States?” According to Miami-Dade County Public Schools’ instructional supervisor of reading and language arts, P. Ward, Critical Mass is the most effective reading professional development training available to
K-3 teachers in Miami-Dade County because teachers learn what to do during their 2-hour reading block and how to do it. Critical Mass and the reading block are based on research, and the training includes guided reading. The Critical Mass professional development training focuses on what the 2-hour reading block looks like. In addition, the Critical Mass staff development training is effective because it is grade-level specific, every teacher receives the training, the training is offered repeatedly throughout the school year, and each teacher hears the same message and learns what he or she needs to be an effective reading teacher.

Palm Beach County Public Schools’ intermediate literacy and writing resource teacher, J. Irla, believed that the state of Florida’s Reading First Summer Academy professional development workshop and Palm Beach County’s Summer Reading Camp professional development training that provides teachers with an array of books and materials were successful and effective staff development training for Palm Beach County’s K-3 teachers. Irla suggested that all of her district’s professional development training was successful because it was aligned with the needs of the school and because each school had either a reading coach or a primary and intermediate literacy contact who was highly trained and who could empower teachers. The reading coaches were placed in the county’s lower performing schools to model lessons for the teachers, but the reading coaches did not teach or directly work with students. The primary and intermediate literacy contacts were placed in the county’s higher performing schools and did teach and work with students daily.

The reading coaches attended professional development training each month. Training covered various reading topics. The primary and intermediate literacy contacts
alternated attendance of monthly professional development training. Professional development training was conducted through the reading coaches or the primary and intermediate literacy contacts at the school site, and the county’s reading department personnel were available to assist the reading coaches and the primary and intermediate literacy contacts in the schools if needed.

According to Broward County Public Schools’ secondary reading curriculum specialist, D. Berlin, Broward County Public Schools’ professional development training was successful and effective because it focused on the three goals for reading professional development:

1. The reading teacher must be trained in the program to teach with expertise and fidelity.

2. The teacher must understand that teaching a program does not guarantee increased student achievement. The professional development trainer must train all teachers who teach reading to be reading teachers. He or she must incorporate the teaching of vocabulary. The trainer must also teach teachers how to create fluent readers, how to motivate students to read, how to differentiate instruction, how to promote peer interaction, and how to build a reading and writing connection. Programs do not teach kids to read; reading teachers teach kids to read.

3. The last goals of reading professional development are to work with content-area teachers and to develop them into teachers of reading. Content-area teachers must be able to instruct students and to provide strategies in comprehension and vocabulary. Working with the school’s literacy coach, monitoring each teacher’s use of a reading program, and providing immediate feedback are essential to the effectiveness and
success of the district’s reading professional development training.

*Research Question 5 was “What program of staff development in elementary reading is recommended for the district and for School A and School B?” The program of staff development in elementary reading that should be recommended for School A, according to the Reading Teacher Knowledge Pre- and Postsurvey (see Appendix A) and the formative committee, includes *Bringing Words to Life* (Beck, 2002), *Elements of Reading Vocabulary* (Harcourt Achieve, 2005), and *Text Talk* (Scholastic, Inc., 2005) for vocabulary professional development purposes and *Road to the Code* (Blachman, 2000) and *Destination Reading* (Riverdeep, Inc., 2005) for phonemic awareness professional development purposes. In addition, in accordance with the writer’s wishes, the K-3 teachers at School A will receive staff development in *Destination Reading* (Riverdeep, Inc.), *Team/ Collaborative Planning* (a district workshop), *Diagnostic Assessments of Reading* (Roswell, 2005), and *Thinking Maps* (Thinking Maps, Inc., 2005) and district training in running records, literacy centers, and word walls to support the Teacher Professional Development Needs Survey (see Appendix B). The professional development training is aligned with the five components of reading. The training will assist in promoting student achievement. Thus, it is essential to support teachers in both their personal needs and their professional needs so that they will have the knowledge and the tools to elevate student achievement.*

Similarly, the program of staff development in elementary reading that should be recommended for School B, according to the Reading Teacher Knowledge Pre- and Postsurvey (see Appendix A) and the formative committee, incorporates *Bringing Words
to Life (Beck, 2002), Elements of Reading Vocabulary (Harcourt Achieve, 2005) and Text Talk (Scholastic, Inc., 2005) for vocabulary professional development purposes, Thinking Maps (Thinking Maps, Inc., 2005) and QAR (Wright Group, 2002) for comprehension staff development purposes, Quick Reads (Hiebert, 2005) and The Six Minute Solution: A Reading Fluency Program (Adams, 2004) for fluency professional development purposes, and Road to the Code (Blachman, 2000) and Destination Reading (Riverdeep, Inc., 2005) for phonemic awareness and phonics staff development purposes. Also, in accordance with the writer’s wishes, the K-3 teachers at School B will receive staff development in Destination Reading (Riverdeep, Inc., 2005), Team/Collaborative Planning (a district workshop), and Diagnostic Assessments of Reading (Roswell, 2005) to support the Teacher Professional Development Needs Survey (see Appendix B).

Implementation and Evaluation of Staff Development Program

Research Question 6 was “If approved, how will the program be implemented and, if implemented, how will the program be evaluated?” The researcher’s idea is for the program to be implemented at the beginning of the 2006-2007 school year by the reading coach, who could have valid data and a solid staff and who could know how to plan for professional development. It is best to do this at the beginning of the year because teachers are transferring to various schools prior to the first day of the new school year. The data could guide the reading professional development training for the school year. The reading coach will need to use Steps to Create a Business Event and Business Event Training to set up the professional development training for School A and School B. The writer determined through analysis of the data from the Reading Teacher Knowledge Pre- and Postsurvey (see Appendix A) and the Teacher Professional Development Needs
Survey (see Appendix B) that the professional development program should be evaluated using Evaluation of Staff Development Training (see Appendix C); the schools’ 2006 FCAT, SAT-10, and DIBELS reading test scores; and the readministered Reading Teacher Knowledge Pre- and Postsurvey if approved by the local school district.

**Implications for the Improvement Process**

The skills that the elementary reading teachers acquired through professional development, professional study groups, teacher collaboration and planning, professional dialogue, modeling, coaching, and feedback from observations did not only broaden their knowledge--they also enabled the teachers to transfer the skills they had been taught over to their students who were struggling readers who were reading below grade-level expectations. As a result, the teachers were able to target the areas of student deficiency and to tailor the reading instruction to fit each student’s needs. Upon completion of this study, a staff development program was developed to incorporate the five components of reading, and modeling opportunities were provided for coaching and support purposes.
Chapter 5: Discussions, Conclusions, and Recommendations

The purpose of this applied dissertation study was to develop a professional development program that would provide teachers in Grades K-3 with ongoing staff development that correlated with the five reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to improve teachers’ skills in reading instruction in Grades K-3 at School A and School B. The focus of the research questions was guided by the areas in which it was believed K-3 teachers needed immediate, effective, explicit, and systematic professional development that included ongoing staff development, continuous coaching support, and modeling. It was believed that this study would increase the teachers’ knowledge base and ultimately improve student learning and performance.

Elaboration and Interpretation of Results

The data from the survey were vital to the investigation of the potentials for creating a professional development program with an ongoing coaching and modeling component. In the educational arena, there are many more duties and legal responsibilities than should be put upon classroom teachers. Teachers need to be in possession of a knowledge base for the diverse students they will face daily before they enter the classroom.

The first survey addressed the knowledge of K-3 teachers at School A and School B. The respondents who returned the knowledge survey at School A clearly indicated that the teachers lacked knowledge in the areas of phonemic awareness and vocabulary. Also, the respondents who returned the knowledge survey at School B clearly indicated that the teachers lacked knowledge in the areas of phonemic awareness, phonics, fluency,
The second survey addressed the perceived professional development needs of K-3 teachers at School A and School B. The writer compiled and analyzed the data from the two surveys and from research on effective staff development to develop an effective professional development program for K-3 teachers at School A and School B. The writer also reviewed the dissertation research questions and categorized the survey questions that addressed each particular research question.

In regard to Research Question 3, “What do reading teachers at School A and School B say about their needs for staff development to help them to be more effective reading teachers?” an analysis of survey responses at School A showed that the teachers’ professional development needs in the area of technical training would be met by Destination Reading (Riverdeep, Inc., 2005). In the area of interpersonal training, the teachers expressed great interest in Team/Collaborative Planning (a district workshop), teacher-administrator communication and conference, and teacher-staff member communication.

After analyzing the data, the writer concluded that the teachers needed to be provided the opportunity to receive professional development regarding the use of Destination Reading (Riverdeep, Inc., 2005) and Road to the Code (Blachman, 2000) for phonemic awareness and phonics; The Six Minute Solution: A Reading Fluency Program (Adams, 2004) and Quick Reads (Hiebert, 2005) for fluency; a book study of Bringing Words to Life (Beck, 2002), Elements of Reading Vocabulary (Harcourt Achieve, 2005), and Text Talk (Scholastic, Inc., 2005) for vocabulary; and QAR (Wright Group, 2002) and Thinking Maps (Thinking Maps, Inc., 2005) for comprehension as the programs
relate to the five areas of reading. In addition, the writer concluded that organizing a study group with K-3 teachers would be essential to developing and implementing team-building and collaborative planning strategies to support the teachers in their efforts to build trust, unity, and teamwork. The writer also concluded that implementing a learning community using Beck’s *Bringing Words to Life* would increase teacher knowledge of vocabulary development, ultimately promoting student achievement.

The survey responses from School B revealed that K-3 teachers’ professional development needs in the area of technical training would be met by the Destination Reading program. In the area of interpersonal training, each teacher expressed a great interest in Team/Collaborative Planning (a district workshop). These results identified concerns that related to the five components of reading, teacher knowledge, staff development, and student achievement, which gave validity to the need for an ongoing professional development program with continuous coaching and modeling for K-3 teachers. The study results that were based upon the survey showed that development of a professional development program in these two schools could be successful only if the K-3 teachers were committed to acquiring new knowledge, continuous coaching, modeling, and support; attending weekly informational meetings and observations; and establishing learning communities.

After analyzing the data, the writer concluded that the teachers needed to be provided the opportunity to receive professional development in the areas of phonemic awareness and vocabulary. The suggested professional development program for K-3 teachers in phonemic awareness comprises Road to the Code (Blachman, 2000) and Destination Reading (Riverdeep, Inc., 2005), and the recommended staff development for
vocabulary comprises Destination Reading, a book study of *Bringing Words to Life* (Beck, 2002), *Elements of Reading Vocabulary* (Harcourt Achieve, 2005), and *Text Talk* (Scholastic, Inc., 2005) as the programs relate to the five areas of reading. In addition, the writer concluded that organizing a study group with K-3 teachers would be essential for developing and implementing effective conference and communication skills. Team-building and collaborative planning strategies would support the teachers in their efforts to communicate and to build trust, unity, and teamwork. The writer also concluded that implementing a learning community using Beck’s *Bringing Words to Life* would increase teacher knowledge in vocabulary development, ultimately promoting student achievement.

**Discussion of Conclusions**

An effective professional development program was a successful means to increase teacher knowledge and student learning at School A and School B. Collaborative staff participation and a well-designed professional development program benefited all teachers and students significantly by empowering and building teacher knowledge and raising student achievement in reading.

Professional development is the primary vehicle in efforts to bring about needed change. Effective professional development is linked to the school vision, the school’s improvement or strategic plan, and specific concerns regarding the teaching and learning process.

Staff development is systemic, continuous, researched-based, job-embedded, relevant, and connected to personal professional practice. Follow-up supports staff development. During staff development training and the implementation of staff
development practices or strategies, the facilitator and the administrator must create a risk-free environment for teachers.

Professional development must be aligned with the National Staff Development Council’s Standards for Staff Development. The North Central Regional Educational Laboratory (2000) suggested that the facilitator include the professional development participants and organizers in the process of professional development design. Then, the facilitator must establish a clear plan that addresses the manner in which the professional development will support the long-term plan of the school or district. The professional development must also incorporate a needs assessment process and establish professional development goals. It must align professional development content, process, and activities. It also must utilize research that supports the chosen content or process for the professional development, provide resources to support the professional development, and include professional development evaluation steps. Next the facilitator shares the Professional Development Plan (see Appendix D). Afterward, the professional development plan is implemented and evaluated for areas of possible improvement, and time for staff collaboration is built in for sharing of best practices and unsuccessful practices to promote sharing and learning.

The writer suggests that data be referenced when the professional development trainer or facilitator makes decisions about topics, emphases, or needs. This is essential because the professional development should be aligned to the goals of the district and the school as well as to the needs of the staff members and the students.

Quality time must be allocated for the planning, preparation, and implementation of all professional development activities. Professional development must be given
necessary resources—like time, budget, and follow-up and support—for effective implementation.

According to the Wisconsin Department of Public Instruction (2005), successful schools have professional development programs that (a) focus on individual and organizational development related to improving student achievement; (b) develop expertise in both content and process; (c) focus on teaching and learning for all students; (d) utilize professional development that is relevant and research-based; (e) promote staff development that is sustained and supported by modeling, coaching, and specific problem solving; (f) help school staff members meet the needs of a diverse student population; (g) support professional development programs that are based on up-to-date knowledge about how people learn; and (h) include accountability measures for changing practice that is based on the professional development. Guskey’s (1995) six guidelines for success in regard to professional development are as follows:

1. Recognize change as both an individual process and an organizational process.

2. Think big but start small.

3. Work in teams to maintain support.

4. Include procedures for feedback on results.

5. Provide follow-up, support, and pressure.

6. Integrate programs.

In regard to Research Question 5, “What program of staff development in elementary reading is recommended for the district and for School A and School B?” analysis of the data from the Reading Teacher Knowledge Pre- and Postsurvey (see Appendix A) and the formative committee suggested that the K-3 teachers at School A
needed professional development in phonemic awareness and vocabulary, and the K-3 teachers at School B needed professional development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Implications of Findings

The organizational leaders at the school site have to take an active role in the professional development program in terms of resources, support, and commitment. Most of the teachers agreed that administrative support, coaching, modeling, observations, follow-up visits, collegiality, and collaboration could contribute to the success of a professional development program and to increased student achievement. Some repeatedly mentioned that lack of support by administrators and support staff members, lack of funding for materials and resources, and lack of time were key factors that hindered a professional development program. If administrators do not identify the professional development needs of their teachers, they may fail to provide a quality education to students. This can ultimately result in decreased student performance.

An effective professional development program allows teachers to update their skills and information and to transform their role as a teacher completely. Also, a professional development program establishes new expectations for students, teachers, and school communities that some educators may not be prepared to meet. In addition, an effective professional development program is the key to keeping teachers abreast of current issues in education, helping teachers implement innovations, and refining each teacher’s practice.

Recommendations

The writer believes that the best way to support, develop, and cultivate an attitude
of lifelong learning of an employee is through training and support. There should be 4 to 5 days of training before the job begins and systematic training throughout the year. Individuals should be provided with administrative support, a mentor, and a structure for modeling effective practices during mentoring experiences.

In addition, the writer suggests that there should be an opportunity for individuals to have visual demonstrations. It is critical to promote teamwork and unity among all members of the learning community. Also, a professional development program should incorporate training and support for employees in all of the areas in which the employees demonstrate or indicate need. Thus, the employees will share in the goal, mission, and philosophy of the organization. Likewise, the staff members will believe that they are successful in delivering the skills they were taught because they will be supported as part of a team that is working toward achieving a common goal.

In regard to professional development, the writer suggests that, when one becomes a member of an organization, he or she stay actively involved and maintain a network of colleagues who have goals and interest similar to those of their critical friends group. Also, individuals should meet with their mentor regularly and establish a good working relationship with their supervisor. In addition, individuals should accept training and attend workshops that pertain to staff development skills that they need, and they should participate in ongoing learning experiences both online and offline to stay abreast of current research and to sustain a network with other individuals throughout the world.

Coaching and mentoring are vital components in an ongoing professional development program for teachers. Staff development training procedures that focus on the five components of reading should be followed at the beginning of the school year,
The writer suggests assignment of a reading coach or mentor (support staff personnel) to staff development participants the first week of school. The reading coach or mentor should be available to support each participant in the classroom, to coteach lessons, to model lessons, to observe, and to confer about planning, grouping students, and observing the teacher’s instructional delivery approach.

The writer recommends that the reading coach or mentor (support staff personnel) provide quarterly data on students to improve their reading skills and to align assessment data with instruction. Also, the reading coach or mentor must ensure that the students receive ongoing screening, monitoring, and diagnostic testing in reading. Thus, the reading coaches or mentors will provide specific feedback and reading strategies in conferences to assist individual students.

The writer suggest that the reading coach or mentor use *Steps to Create a Business Event and Business Event Training* prior to providing specific professional development training in the five areas of reading. The Reading Teacher Knowledge Pre- and Postsurvey (see Appendix A) and the Teacher Professional Development Needs Survey (see Appendix B) were based upon student data and teacher needs to build teacher knowledge, an opportunity to participate in learning communities and weekly informational meetings, mentoring, support, modeling, and essential feedback regarding observations.

The writer recommends that administrators hire substitute teachers the 1st week of school to cover each staff development participant’s classroom during the school day. With this accomplished, teachers can receive professional development training with
their grade-level team. Then, teachers will return to their classrooms to implement what they have learned. After 2 or 3 days of implementation, the reading coach or mentor (support staff personnel) will observe each teacher’s instructional delivery using the Observation Checklist. Then, the teacher and the reading coach or mentor will confer about the observation and plan a lesson together for coteaching by the pair or modeling by the mentor. The 2nd week, the teachers, as a grade-level team, will meet with the training facilitator to share best practices, to collaborate, to share dialogue, and to receive feedback. Administrators will need to employ substitute teachers to cover the grade-level team’s classrooms during the 2nd week.

The writer recommends that the teachers keep a journal of reflective teaching as a form of self-assessment of both effective and ineffective practices. This journal will serve as a working personal reference for teachers or their colleagues if they should have questions regarding best practices to implement while using different research-based reading programs in various situations. It can be added to through the years as teachers participate in more staff development training.

For evaluation purposes, the writer suggests that the teachers be provided with a copy of the Observation Checklist at the beginning of each professional development training session. The checklist is to be completed and returned the following week during the sharing session with the professional development trainer and the professional development participants.

In terms of budget, professional development training, materials, a reading coach, and substitute teachers for professional development purposes are all funded out of the Reading First grant for Reading First schools. Therefore, there is no cost for School A
and School B to implement and evaluate because both are Reading First schools. In addition, support staff personnel can be used as mentors to support the teachers, and they exist apart from the administrator’s budget. For example, support staff personnel can include the assistant principal, the reading specialist, the curriculum specialist, the guidance counselor, the technology specialist, the ESE specialist, the social worker, the speech therapist, the psychologist, the ESOL and bilingual contact, and the community liaison.

Professional development training in phonemic awareness and vocabulary at School A would take approximately 4 months, or 16 weeks. School A’s staff development training would employ a book study of *Bringing Words to Life* (Beck, 2002), staff development training in the use of *Elements of Reading Vocabulary* (Harcourt Achieve, 2005), *Text Talk* (Scholastic, Inc., 2005), *Road to the Code* (Blachman, 2000), and *Destination Reading* (Riverdeep, Inc., 2005).

Professional development training in phonemic awareness, phonics, fluency, vocabulary, and comprehension at School B would take approximately 7 months, or 28 weeks. School B’s staff development training would include a book study of *Bringing Words to Life* (Beck, 2002) and staff development training in the use of *Elements of Reading Vocabulary* (Harcourt Achieve, 2005), *Text Talk* (Scholastic, Inc., 2005), *Quick Reads* (Hiebert, 2005), *The Six Minute Solution: A Reading Fluency Program* (Adams, 2004), *Thinking Maps* (Thinking Maps, Inc., 2005), QAR (Wright Group, 2002), *Road to the Code* (Blachman, 2000), and *Destination Reading* (Riverdeep, Inc., 2005).

The writer believes that an online professional development program is a great idea because it is convenient, inexpensive, and ideal for participants who can participate
at any time of the day or night and who can access the professional development training from anywhere that has a computer with Internet access. There are also some individuals who are introverted; this type of learning environment meets their needs because it is secure for them, as it is for other students who have access to online resources 24 hours a day and 7 days a week. These students do not have to depend on the local library for materials and resources. Educators live in a high-tech era. In order to redesign a professional development program, the professional development designer must provide teachers with programming that they find intellectually stimulating and user-friendly. The program entailed a professional development school, critical friends groups, mentoring, staff development, and online learning.
Appendix A

Reading Teacher Knowledge Pre- and Postsurvey
Reading Teacher Knowledge Survey Pre – and Post – Test

Read the following statements. Write “Y” for yes or “N” for no.

1. ___ Phonemic awareness is the simplest level of phonological awareness, involving blending, segmenting, and manipulating individual phonemes.

2. ___ Rime is the part of a syllable that contains the vowel and all that follows it (such as –ake in brake).

3. ___ The Alphabetic Principle is the understanding that the sequence of letters in written words represent the sequence of sounds in spoken words.

4. ___ Phonics involves instruction in how sounds in spoken language are represented by letters in written language.

5. ___ Phonological awareness is the ability to blend, segment, and manipulate the letters of written language.

6. ___ Phonemes are the smallest units of sound in spoken words (/f/ makes the word fan distinguishable from pan).

7. ___ Onset is the consonant preceding the vowel syllable str as in strip.

Match the following words to its definition by writing the letter in the correct blank.

8. ___ Decoding

9. ___ Decodable texts

10. ___ Graphophonemic knowledge

11. ___ Instructional level

12. ___ Irregular words

13. ___ Morphemes

14. ___ Orthography

15. ___ Phonics

16. ___ Rime

17. ___ Sight words
18. ___ Sounding out

19. ___ Syllable

A. Words in which some or all of the letters do not represent their most common sounds

B. Knowledge of letters and letter combinations and the sounds that represent them

C. Process of converting printed words into their spoken forms by using knowledge of letter-sound correspondences and word structure

D. Smallest meaningful units of language

E. Writing system of language

F. The part of a syllable that includes the vowel and what follows it

G. Unit of pronunciation that is organized around a vowel

H. Process of saying each sound that represents a letter(s) in a word and blending the sounds together to read the word

I. Reading level in which no more than 1 in 10 words is difficult for the reader (with good comprehension)

J. Coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences that students have learned and are learning

K. An instructional approach that links the sounds of spoken language to printed letters

L. Words that are recognized immediately

Fill in the blank with the correct word from the word bank.

Word Bank

Accuracy  Automaticity  Fluency
Grade level texts  Independent level  Frustration level
Instructional level  Prosody  Rate
Reading level  WRC (Words Read Correctly)
20. ____________________ is the ability to read words quickly with accuracy and expression.
21. ____________________, with regard to fluency, is the ability to read words correctly.
22. ____________________ is quick and accurate recognition of letters and words.
23. ____________________ are texts that have been evaluated to establish text difficulty and grade appropriateness.
24. ____________________ gives information to teachers about how accurately a student can read a text. Reading levels are independent, instructional, and frustrational.
25. ____________________ is the level at which a student reads with no more than one error in twenty words, with good comprehension.
26. ____________________ is the level at which a student reads with no more than one error in ten words, with satisfactory comprehension.
27. ____________________ is the level at which a student reads with more than one error in ten words (less than 90% accuracy).
28. ____________________ is the appropriate use of intonation and phrasing, or reading with expression.
29. ____________________ is the speed at which text is read.
30. ____________________ stands for the number of words a student reads correctly per minute. It is used to determine a student’s fluency score.

Fill in the blank with the correct word from the word bank.

Word Bank

No knowledge          Vague familiarity
Contextualized knowledge Rich and flexible
Vocabulary Tier One Words
Tier Two Words Tier Three Words

31. ____________________ are the most basic words that rarely require instructional attention to their meanings in school (bed, sister, sad, run).
32. ____________________ is the first stage of word knowledge in which the
individual has never seen the word before (Radeon).

33. ____________________ are high frequency words that are found across a variety of domains and instructional attention to their meanings is most productive (abundance, absurd, adventurous, fortunate).

34. ____________________ is the second stage of word knowledge in which the individual has heard the word, but does not know what it means (cache).

35. ____________________ are words whose frequency use is quite low and often limited to specific domains like the content areas, science and social studies (isotope, hemisphere, peninsula, glacier).

36. ____________________ is the third stage of word knowledge in which the individual recognizes the word in context (microprocessor).

37. ____________________ is the glue that holds stories, ideas, and content together which makes comprehension accessible for kids.

38. ____________________ is the fourth stage of word knowledge in which the individual knows the word well (keyboard).

Match the following words to their definition by writing the letter in the correct blank.

39. ___Text
40. ___Expository texts
41. ___Explicit questions
42. ___Genres
43. ___Megacognition
44. ___Comprehension
45. ___Narrative texts
46. ___Strategies
47. ___Implicit questions
48. ___Text structure
49. ___Strategic readers
50. Think aloud

A. Plans that readers use and apply when hearing text read aloud or when reading independently

B. Text structures, such as narrative texts, expository texts, and poetry, that are identified by their own set of structural characteristics

C. Any type of written material, such as a story, a book, an article in a newspaper or magazine, the print on a computer screen, words on a sign, a page in a book, and a chapter in a textbook

D. Texts that tell stories and follow a familiar story structure

E. Inferential questions, such as why, how, and what if

F. Comprehension strategy which involves stopping periodically during reading to say aloud what the reader is thinking

G. Informational texts that explain or tell about a topic

H. Awareness of one’s own thinking processes or mental functions, such as remembering, focusing attention, and processing information

I. Literal questions, such as who, what, when, and where

J. Readers who have a purpose for their reading and use a variety of strategies to construct meaning from text

K. Physical patterns and literary conventions that make up the organizational framework of different texts

L. Ability to understand and get meaning from spoken and written language
Results of Reading Teacher Knowledge Survey, School A, all K-3 teachers ($n = 24$).

Results of Reading Teacher Knowledge Survey, School A, by grade level (kindergarten, 6 of 24 teachers; first grade, 8 of 24 teachers; second grade, 5 of 24 teachers; third grade, 5 of 24 teachers).
Results of Reading Teacher Knowledge Survey, School B, all K-3 teachers (n = 11).

Results of Reading Teacher Knowledge Survey, School B, by grade level (kindergarten, 3 of 11 teachers; first grade, 1 of 11 teachers; second grade, 1 of 11 teachers; third grade, 6 of 11 teachers).
Appendix B

Teacher Professional Development Needs Survey
Teacher Professional Development Needs

Training Needs Survey

**What training will help me become more effective in my job?**
To answer this question, please use a checkmark to specify the type of training you would find most helpful in the given categories.

*Technical training* (relevant to the tasks you perform in your job):

- [ ] Destination Reading’s “Riverdeep” Program
- [ ] Destination Reading’s ”Reader Rabbit” Software
- [ ] Leap Frog’s “Leap Track” Program

*Interpersonal skills training* (relevant to the interactions you have with people in order to perform your job):

- [ ] Student-Teacher conferencing
- [ ] Teacher-Administrator Communication and Conferencing
- [ ] Parent-Teacher conferencing
- [ ] Teacher-Staff Communication
- [ ] Team/Collaborative Planning
- [ ] School Culture and Climate

*Informational training* (to keep you up-to-date with new developments and changes that will affect how you perform your job):

- [ ] Road To Code
- [ ] Six-Minute Solution
- [ ] Fundations
- [ ] Running Records
- [ ] Corrective Reading (SRA) organizers
- [ ] Thinking Maps (new graphic organizers)
- [ ] Great Leaps
- [ ] The Elements of Vocabulary
- [ ] Quick Reads
- [ ] Traditional Graphic Organizers
- [ ] Bringing Words To Life (Learning Community)
- [ ] Independent Book Tubs
Question Answer Relationship   Elkonin Boxes w/ Interactive Writing
Think-Alouds   Classroom Environment
Word Wall Activities   Literacy Centers
Shared Reading w/ Big Books   San Diego Quick Assessment
Fox in a Box Assessment   Diagnostic Assessment of Reading
DIBELS Assessment   Making Words

Teacher Professional Development Needs

Consolidated Training Needs Survey

<table>
<thead>
<tr>
<th>Training</th>
<th>Times selected</th>
<th>Common benefits from the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical training:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills training:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational training:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bartram, S. (2000). *The training needs analysis toolkit: A resource for identifying*
training needs, selecting training strategies, and developing training plans. Amherst, MA: Human Resource and Development Press.

Technical training of all K-3 teachers (n = 24), School A.
Interpersonal skills training of all K-3 teachers ($n = 24$), School A.

Informational training of all K-3 teachers ($n = 24$), School A.
Technical training of all K-3 teachers ($n = 24$), by grade level, School A (kindergarten, 6 of 24 teachers; first grade, 8 of 24 teachers; second grade, 5 of 24 teachers; third grade, 5 of 24 teachers).

Interpersonal skills training of all K-3 teachers ($n = 24$), by grade level, School A (kindergarten, 6 of 24 teachers; first grade, 8 of 24 teachers; second grade, 5 of 24 teachers; third grade, 5 of 24 teachers).
Informational training of all K-3 teachers ($n = 24$), by grade level, School A (kindergarten, 6 of 24 teachers; first grade, 8 of 24 teachers; second grade, 5 of 24 teachers; third grade, 5 of 24 teachers).
Technical training of all K-3 teachers \((n = 11)\), School B.

Interpersonal skills training of all K-3 teachers \((n = 11)\), School B.
Informational training of all K-3 teachers (n = 11), School B.
Technical training of all K-3 teachers ($n = 11$), by grade level, School B (kindergarten, 3 of 11 teachers; first grade, 1 of 11 teachers; second grade, 1 of 11 teachers; third grade, 6 of 11 teachers).

Interpersonal skills training of all K-3 teachers ($n = 11$), by grade level, School B (kindergarten, 3 of 11
Informational training of all K-3 teachers (n = 11), by grade level, School B (kindergarten, 3 of 11 teachers; first grade, 1 of 11 teachers; second grade, 1 of 11 teachers; third grade, 6 of 11 teachers).
Appendix D

Professional Development Plan
Proposed Training Development Plan

The writer has developed a formal training development plan for the teachers based upon the results of the research and analysis of the evaluative components of the participating teachers’ expertise in reading skill areas. The writer developed an individual training development plan for each of the schools involved in this research project.

Format

The writer has developed three professional development plans to provide the teachers with training in the areas that the analysis of the survey results for each school indicated a need for training. Implementation of this training plan will be proposed to the school administrators. Based upon the writer’s expertise and experience in providing staff development in reading to teachers, it was decided that the staff development last for 16 weeks in order to provide teachers the support, reinforcement, and skill building required for long-term retention and competence. The format of the professional development will be small group and it is recommended that the training take place weekly during the school day as well as after-school if necessary. Each weekly staff development training will last for approximately 2 hours. Teachers will have the opportunity to practice skills introduced and modeled by the facilitator in the weekly training sessions before new skills are introduced. Formative and summative evaluations are included in the 16-week training program to ensure validity of the results and to provide opportunity for changes to be made from the original plan if needed.

Training Materials

All of the professional development training resources and materials are commercially made products that are scientifically researched-based and can easily be
accessed via the internet. The Road to Code manual is scripted and can be obtained from Brookes Publishing (ISBN, 1-55766-438-2) at www.brookespublishing.com and the additional materials that complete the kit like disks, tiles, magnets, etc. can be obtained from any educational school store like *ACE or Get Smart*. However, the trainer will need to create his/her own PowerPoint presentation. Destination Reading is an internet-based computer program and it along with the staff development training materials, which are text documents can be accessed from the website http://riverdeep.broward.k12.fl.us. The teacher has to enter the letter “P”, three zeros and their personnel number for their username and three zeros and their personnel number for their password. Similarly, the students would have to enter their student identification number for their password and their school location number for their password. In addition, teachers will have total access to all for the resources like the DIBELS correlations and the “Harcourt Trophies” correlations by clicking on the resource tab. The *Quick Reads* kits and professional development training resources, which are text documents, booklets, Powerpoint slides and CD-ROMs can be obtained from Pearson Learning Group at www.pearsonlearning.com. The Six Minute Solution book is a form of text that can be obtained from Sopris West Educational Services (ISBN, 1-57035-919-9) at www.sopriswest.com and the additional materials like file crates, two pocket folders, hanging file folders, plastic sheet protectors, transparencies and Visa-Vi markers can be obtained from any office supply store like *Office Max or Office Depot*. However, the facilitator will have to create his or her own PowerPoint presentation and DVD video of student demonstration.

In addition, the book *Bringing Words to Life* by Isabel Beck is a form of text that
can be acquired from Guilford Press (ISBN, 1-57230-753-6) at www.guilford.com. The *Elements of Reading Vocabulary* kits and professional development training resources, which are Powerpoint slides and booklets can be attained from Harcourt Achieve at http://www.elementsofreading.com. Likewise, the *Text Talk* kits and staff development training resources, which are Powerpoint slides, DVD video and booklets can be obtained from Scholastic at http://www.teacher.scholastic.com/products/texttalk/index.htm. Also, the *QAR* kit and professional development training resources, which are in the form of text can be obtained from the Wright Group at www.WrightGroup.com. However, the facilitator will need to prepare his/her own Powerpoint slides. The *Thinking Maps* kits and staff development training resources, which are binders of text documents and a CD-ROM can be acquired from Thinking Maps Inc., at www.thinkingmaps.com. The read aloud books suggested can be obtained from any bookstore like *Barnes and Noble* or *Borders*. All of the handouts and research provided to the teachers during the professional development trainings in the five areas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) can be obtained from the “Florida Center for Reading Research” website at http://www.fcrf.org.

All in all, the professional development program recommended for School A in the area of phonemic awareness is Road to Code and in the area of vocabulary is the *Elements of Reading Vocabulary, Text Talk* and a book study on *Bringing Words to Life*. The staff development program suggested for School B in the area of phonemic awareness and phonics is Road to Code, in the area of fluency is *Quick Reads* and Six Minute Solution, in the area of vocabulary is the *Elements of Reading Vocabulary, Text Talk* and a book study on *Bringing Words to Life*, and in the area of comprehension is
Cost of Proposed Professional Development Training

There is no cost for the professional development training because all Reading First Schools have a Reading First Coach who is capable of facilitating the professional development trainings. The only cost that the schools may incur is the professional development training materials and student materials for QAR and Thinking Maps, because the district’s Reading First Grant does not currently fund these materials for School A and School B.

Overview of the Proposed Professional Development Training

Implementation of the professional development plans will require the cooperation of the administrators at the site schools. It is important that the teachers view the training as an asset and not a burden; therefore, the writer will meet with the administrators at the schools to discuss the merits of the training to their staff. The writer will recommend that the administrators convey to the teachers the merits of the training in an effort to spark intrinsic motivation since the teachers participating in the training will not receive any monetary compensation. Teachers are overworked and overwhelmed with many responsibilities required by their job and need to see that the time they spend in the training will reap professional rewards in terms of their ability to teach reading and that the skills learned will make their teaching easier and more effective.

School A

The writer’s analysis of the data that were obtained from the teachers at School A via the Reading Teacher Knowledge Pre- and Postsurvey revealed that there was 58% accuracy in the area of phonemic awareness, 70% accuracy in the area of phonics, 88%
accuracy in the area of fluency, 43% accuracy in the area of vocabulary, and 78% accuracy in the area of comprehension. Analysis of the data from the Teacher Professional Development Needs Survey revealed that K-3 teachers needed the Destination Reading (Riverdeep, Inc., 2005) program in the area of technical training. In the area of interpersonal training, the teachers expressed great interest in the district workshop Team/Collaborative Planning.

After analyzing the data, the writer concluded that the teachers needed to be provided the opportunity to receive professional development in the areas of phonemic awareness and vocabulary. The suggested professional development program for K-3 teachers in phonemic awareness comprises Road to Code (Blachman, 2000) and Destination Reading (Riverdeep, Inc., 2005), and the recommended staff development for vocabulary comprises Destination Reading and a book study of Bringing Words to Life (Beck, 2002) as the programs relate to the five areas of reading. In addition, the writer concluded that organizing a study group with K-3 teachers would be essential for developing and implementing effective conference and communication skills.

Team-building and collaborative planning strategies would support the teachers in their efforts to communicate and to build trust, unity, and teamwork. The writer also concluded that implementing a learning community using Beck’s (2002) Bringing Words to Life would increase teacher knowledge in vocabulary development, ultimately promoting student achievement.

Based upon the writer’s expertise and experience in conducting professional reading staff development programs, the length of the staff development program for School A was designed for 16 weeks. Below is a matrix that provides an overview of the
weekly activities in the professional development plan. It outlines the weekly objectives, teaching strategies, evaluation methods and facilitator tasks.
Objective: Phonemic Awareness

Pre-Professional Development Tasks

Facilitator/coach tasks. Prepare materials (Select an Icebreaker Activity, Prepare PowerPoint slides, Multimedia Projector, computer, Handouts, Order Approx. 25 Road to Code Manuals and purchase/order Manipulatives to make and complete the Kits, Books to Read Aloud)

Week 1

Facilitator/coach tasks:

- Facilitate the Icebreaker Activity
- Introduce the term Phonemic Awareness
- Provide Research on Phonemic Awareness
- Read Aloud the book *A is for Alice*
- Introduce the Road to Code Program and discuss the arrangement of the lessons/activities
- Model lesson #1/activity #1
- Review and discuss the various manipulatives that are apart of the kit.
- Facilitate and discuss the teacher’s making of materials/manipulatives

Teacher Tasks:

- Teachers will participate in an Icebreaker Activity
- In groups of 3, teachers will model a lesson (#2-#11) from the Road to Code
Program

- Teachers will review and discuss the materials needed to implement Road to Code

Teaching strategies. The facilitator models a lesson from Road to Code.

Learning activities. In groups of 3, the teachers participate in demonstrating a lesson from Road to Code.

Materials. Road to Code Kits

Evaluation methods. Teacher modeling of Road to Code lesson and daily/weekly observations

Week 2

Facilitator/coach tasks.

- The facilitator/coach will observe the teacher’s delivery of the Road to Code Program

- Provide feedback to the teacher regarding the observation

- If needed, the facilitator/coach should arrange a date and time to co-teach or model a Road to Code lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

Teacher tasks. The teachers will continue implementing the Road to Code Program

Teaching strategies. Modeling, co-teaching and observation

Learning activities. Modeling, co-teaching, observation and dialogue

Materials. Road to Code Kit
Evaluation methods:
- Teacher delivery of Road to Code lessons
- Daily/weekly observations
- Ongoing monitoring of the Road to Code Program

Week 3

Facilitator/coach tasks:
- The facilitator/coach will continue to observe the teacher’s delivery of the Road to Code Program
- Provide feedback to the teacher regarding the observation
- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed
- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the Road to Code Program and share best practices

Teacher tasks:
- The teachers will continue implementing the Road to Code Program.
- The teachers will meet and discuss the pros and cons of the Road to Code Program and share best practices.

Teaching strategies. Modeling, co-teaching, observation and teacher collaboration

Learning activities. Modeling, co-teaching, observation and dialogue

Materials. Road to Code Kit

Evaluation methods:
- Teacher delivery of Road to Code lessons
- Daily/weekly observations
- Ongoing monitoring of the Road to Code Program
Objective: Vocabulary

Pre-Professional Development Tasks

Facilitator/coach tasks. Prepare materials (Select an Icebreaker Activity, Prepare PowerPoint slides, Multimedia Projector, computer, Handouts, Order Approx. 25 Bringing Words to Life Books, Books to Read Aloud

Week 4

Facilitator/coach tasks:

- Facilitate Icebreaker Activity
- Introduce the term Vocabulary
- Provide Research on Vocabulary
- Read Aloud the book On Sunday When It Rained and model for teachers how vocabulary can be taught through read alouds
- Provide an overview of the Preface in Bringing Words to Life and conduct a discussion with teachers
- Divide teachers into groups of 3 or 4 and assign each group a chapter to read (#1-#7), summarize and present to the study group and have each group of 3 or 4 teachers to develop a vocabulary activity/lesson based upon their chapter reading to present to the study group. Also, the facilitator/coach will have the teacher groups’ provide enough copies of their written summary and vocabulary lesson/activity so that each study group participant can receive a copy of their written summary and vocabulary activity/lesson.

Teacher tasks:

- Teachers will participate in an Icebreaker Activity.
- In groups of 3 or 4, the teachers will read their assigned chapter from Bringing
**Words to Life**, write a written summary of the chapter and develop a vocabulary lesson/activity based upon their chapter reading (#1-#7).

- The teachers will present their written summary and vocabulary lesson/activity to the study group participants and the teachers will provide enough copies of their written summary and vocabulary lesson/activity for each study group participant.

*Teaching strategies.* The facilitator models a vocabulary lesson/activity when reading aloud *On Sunday When It Rained*.

*Learning activities.* In groups of 3 or 4, the teachers will collaboratively participate in reading, writing and summarizing their assigned chapter reading (#1-#7) from *Bringing Words to Life* and creating and presenting a vocabulary lesson/activity based upon their chapter reading to present to the study group participants.

*Materials.* *Bringing Words to Life* Books

*Evaluation methods.* Teacher Written summary of *Bringing Words to Life*, oral presentation to study group participants, creation of vocabulary lesson/activity, modeling of vocabulary lesson/activity and daily/weekly observations of classroom vocabulary lessons.

**Week 5**

*Facilitator/coach tasks:*

- The facilitator/coach will observe the teacher’s delivery of vocabulary lessons/activities

  - Provide feedback to the teacher regarding the observation

  - If needed, the facilitator/coach should arrange a date and time to co-teach or model a vocabulary lesson/activity with the teacher’s class and schedule a time for a
follow up discussion to discuss the pros and cons of the lesson

Teacher tasks:

-The teachers will continue integrating vocabulary lesson/activity via reading aloud.

-The teachers will meet and discuss the positives and negatives of the vocabulary lessons/activities

Teaching strategies. Modeling, co-teaching and observation

Learning activities. Modeling, co-teaching, observation and dialogue

Materials. Bringing Words to Life Books

Evaluation methods:

-Teacher delivery of vocabulary lessons

-daily/weekly observations

-ongoing monitoring of vocabulary lessons/activities

Week 6

Facilitator/coach tasks:

-Review the term Vocabulary

-Review Research on Vocabulary

-Provide an overview of Appendix A and B in Bringing Words to Life and conduct a discussion with teachers

-Divide teachers into groups of 3 and assign each group a grade level (K, 1, 2) read aloud book from Appendix A in Bringing Words to Life pg. 131-137 to present a vocabulary lesson to the study group.

Teacher tasks. In groups of 3, Model a vocabulary lesson by using a grade level
read aloud book from Appendix A in *Bringing Words to Life* pg. 131-137 and present to the study group.

*Learning activities.* Modeling, collaboration and presentation

*Materials.* *Bringing Words to Life* books


*Week 7*

*Facilitator/coach tasks:*

- The facilitator/coach will continue to observe the teacher’s delivery of vocabulary lessons/activities
- Provide feedback to the teacher regarding the observation
- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed
- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the vocabulary lesson/activities and share best practices

*Teacher tasks:*

- The teachers will continue integrating vocabulary lesson/activity via reading aloud.
- The teachers will meet and discuss the pros and cons of the vocabulary lessons/activities and share best practices.

*Teaching strategies.* Modeling, co-teaching and observation and teacher collaboration
Learning activities. Modeling, co-teaching, observation and dialogue

Materials. Bringing Words to Life and Read Aloud Books

Evaluation methods:

- Teacher delivery of vocabulary lessons
- daily/weekly observations
- ongoing monitoring of vocabulary lessons/activities

Pre-Professional Development Tasks

Prepare materials (Choose an Icebreaker Activity, Text Talk Implementation DVD, computer, Multimedia Projector, Handouts, Order Approx. 25 Text Talk Kits,)

Books to Read Aloud

Week 11

Facilitator/coach tasks:

- Facilitate the Icebreaker Activity
- Review the term Vocabulary and explain how vocabulary affects comprehension
- Discuss the research on Vocabulary and its linkage to comprehension and provide additional research on Vocabulary and how it supports comprehension.
- Read Aloud the book Miss Alaineus and model for teachers how vocabulary can be developed through read alouds
- Provide an overview of what the Text Talk program is and the contents/materials that are contained within the Text Talk kit
- Explain the sequence of the implementation of the 5-day plan for Text Talk.
- Model for teachers how to implement the 5-day plan for Text Talk.
- Allow teachers to view the Text Talk implementation DVD

- Divide teachers into 5 groups and assign each group a day (Day #1-Day #5) to model a Text Talk lesson and present to the teacher participants.

**Teacher tasks:**

- Teachers will participate in an Icebreaker Activity.

- Within each of the 5 groups, the teachers will collaborate and demonstrate the implementation of a day’s (Day #1-Day #5) lesson from Text Talk.

- Each group of teachers will present a full day’s lesson to the teacher participants.

**Teaching strategies.** The facilitator models the 5-day implementation plan for Text Talk via read aloud and models strategies for building and developing vocabulary when reading aloud Miss Alaineus.

**Learning activities.** Within each of the 5 groups, the teachers will collaboratively participate in modeling the implementation of a specified day’s (Day #1-Day #5) Text Talk lesson and presenting that day’s (Day #1-Day #5) Text Talk lesson to the teacher participants.

**Materials.** Text Talk Kits

**Evaluation methods.** Teacher collaboration, modeling and presentation of Text Talk to teacher participants, daily/weekly observations of the implementation of Text Talk lessons.

**Week 12**

**Facilitator/coach tasks:**

- The facilitator/coach will observe the teacher’s delivery of Text Talk lessons

- Provide feedback to the teacher regarding the observation
- If needed, the facilitator/coach should arrange a date and time to co-teach or model a Text Talk lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

**Teacher tasks:**

- The teachers will continue implementing Text Talk lessons via reading aloud the books from the Text Talk kit and utilizing the Text Talk teacher’s manual.

- The teachers will meet and discuss the positives and negatives of the Text Talk lessons.

**Teaching strategies.** Modeling, co-teaching and observation

**Learning activities.** Modeling, co-teaching, observation and dialogue

**Materials.** Text Talk Kits

**Evaluation methods:**

- Teacher delivery of Text Talk lessons
- Daily/weekly classroom observations
- Ongoing monitoring of Text Talk lessons

**Week 13**

**Facilitator/coach tasks:**

- The facilitator/coach will continue to observe the teacher’s delivery of Text Talk lessons

- Provide feedback to the teacher regarding the observation

- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed

- Schedule a day and time to meet with all teachers to discuss the positives and
negatives of the Text Talk lessons and share best practices

Teacher tasks:

-The teachers will continue implementing Text Talk lessons via reading aloud books from the Text Talk kit and utilizing the Text Talk teacher’s manual.

-The teachers will meet and discuss the pros and cons of the Text Talk lessons and share best practices.

Teaching strategies. Modeling, co-teaching and observation and teacher collaboration

Learning activities. Modeling, co-teaching, observation and dialogue

Materials. Text Talk Kits

Evaluation methods:

-Teacher delivery of Text Talk lessons

-daily/weekly classroom observations

-ongoing monitoring of Text Talk lessons

Pre-Professional Development Tasks

Prepare materials (Choose an Icebreaker Activity, Elements of Reading Vocabulary Powerpoint slides, computer, Multimedia Projector, Handouts, Order Approx. 25 Elements of Reading Vocabulary Kits,) Books to Read Aloud

Week 14

Facilitator/coach tasks

-Facilitate Icebreaker Activity

-Review the term Vocabulary

-Review the research on Vocabulary and discuss the benefits of vocabulary
-Read Aloud the book *The Tale of Despereaux* and model for teachers how vocabulary can be developed and strengthened through shared reading and read alouds.

- Provide an overview of what the Elements of Reading Vocabulary program is, the different levels of vocabulary knowledge, the types of vocabulary instruction and the contents/ materials that are contained within the Elements of Reading Vocabulary kit.

- Explain the sequence of the implementation of the 5-day plan for the Elements of Reading Vocabulary.

- Model for teachers how to implement the 5- day plan for the Elements of Reading Vocabulary.

- Allow teachers an opportunity to review the contents of the Elements of Reading Vocabulary kit.

- Divide teachers into 5 groups and assign each group a day (Day #1-Day #5) to model an Elements of Reading Vocabulary lesson and present to the teacher participants.

*Teacher tasks:*

- Teachers will participate in the Icebreaker Activity.

- Within each of the 5 groups, the teachers will collaborate and demonstrate the implementation of a day’s (Day #1-Day #5) lesson from the Elements of Reading Vocabulary.

- Each group of teachers will present a full day’s lesson to the teacher participants.

*Teaching strategies.* The facilitator models the 5-day implementation plan for Elements of Reading Vocabulary via read aloud and models strategies for building and strengthening vocabulary when reading aloud *The Tale of Despereaux.*
Learning activities. Within each of the 5 groups, the teachers will collaboratively participate in modeling the implementation of a specified day’s (Day #1-Day #5) Elements of Reading Vocabulary lesson and presenting that day’s (Day #1-Day #5) Elements of Reading Vocabulary lesson to the teacher participants.

Materials. Elements of Reading Vocabulary Kits

Evaluation methods. Teacher collaboration, modeling and presentation of the Elements of Reading Vocabulary to teacher participants, daily/weekly observations of the implementation of the Elements of Reading Vocabulary lessons.

Week 15

Facilitator/coach tasks:

-The facilitator/coach will observe the teacher’s delivery of the Elements of Reading Vocabulary lessons

-Provide feedback to the teacher regarding the observation

-If needed, the facilitator/coach should arrange a date and time to co-teach or model an Elements of Reading Vocabulary lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

Teacher tasks:

-The teachers will continue implementing the Elements of Reading Vocabulary lessons via shared reading utilizing stories from the Elements of Reading Vocabulary teacher’s read aloud anthology.

-The teachers will meet and discuss the positives and negatives of The Elements of Reading Vocabulary lessons.

Teaching strategies. Modeling, co-teaching and observation
*Learning activities.* Modeling, co-teaching, observation and dialogue

*Materials.* [Elements of Reading Vocabulary](#) Kits

*Evaluation methods:*

- Teacher delivery of the [Elements of Reading Vocabulary](#) lessons
- Daily/weekly classroom observations
- Ongoing monitoring of the [Elements of Reading Vocabulary](#) lessons

*Week 16*

*Facilitator/coach tasks:*

- The facilitator/coach will continue to observe the teacher’s delivery of the [Elements of Reading Vocabulary](#) lessons
- Provide feedback to the teacher regarding the observation
- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed
- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the [Elements of Reading Vocabulary](#) lessons and share best practices

*Teacher tasks:*

- The teachers will continue implementing the [Elements of Reading Vocabulary](#) lessons via shared reading utilizing stories from the [Elements of Reading Vocabulary](#) teacher’s read aloud anthology.
- The teachers will meet and discuss the pros and cons of the [Elements of Reading Vocabulary](#) lessons and share best practices.

*Teaching strategies.* Modeling, co-teaching and observation and teacher collaboration
Learning activities. Modeling, co-teaching, observation and dialogue

Materials. Elements of Reading Vocabulary Kits

Evaluation methods:

- Teacher delivery of the Elements of Reading Vocabulary lessons
- daily/weekly classroom observations
- ongoing monitoring of the Elements of Reading Vocabulary lessons

Objective: Destination Reading

Pre-Professional Development Tasks

Prepare Materials (Select an Icebreaker Activity, Secure Approx. 25 Computers, Multimedia Projector, Handouts, DIIBELS Assessment, Harcourt Trophies & DIBELS Correlations)

Week 8

Facilitator/coach tasks:

- Facilitate the icebreaker Activity
- Introduce the Destination Reading Program “Riverdeep”
- Provide research on the Destination Reading Program “Riverdeep”
- Demonstrate for teachers how to access the Destination Reading/Riverdeep website and login page
- Demonstrate for teachers how to login on the login page
- Show teachers where they can access the resource tab on the login page and allow them to explore the documents that can be accessed under the resource tab
- Allow teachers to explore and navigate through Course 1 and 2 of the Destination Reading/”Riverdeep” Program
-Demonstrate for teachers how to create their class roster as well as individual reading groups within the Destination Reading/“Riverdeep” Program

Teacher tasks:

- Teachers will participate in the Icebreaker Activity
- Access the Destination Reading/“Riverdeep” website and login page
- Login on the Destination Reading/“Riverdeep” website
- Become familiar with the resource tab and the documents within it
- Navigate and explore Course 1 and 2 of the Destination Reading/“Riverdeep” program

Teaching strategies. The facilitator models how to access and login to the website, as well as creating a class roster and individual small reading groups.

Learning activities. The teachers demonstrate how to access and login to the website, create a class roster and individual small reading groups. The teachers navigate and explore the lessons/activities in Course 1 and 2.

Materials. Computer

Evaluation methods. Observation, the ability to access the website, login, create a class roster and create individual small reading groups.

Week 9

Facilitator/coach tasks:

- Review how to access the Destination Reading/“Riverdeep” website and how to login
- Locate resource tab and review the content that can be obtained within it
- Locate the class roster and the individual small reading groups
- Show teachers how to utilize their DIBELS assessment data to differentiate instruction and align it with the Destination Reading/“Riverdeep” Program’s lessons/activities
- Show teachers how to use the Harcourt Trophies and DIBELS correlations within the Destination Reading/“Riverdeep” Program
- Demonstrate for teachers how to assign lessons/activities to the students within the Destination Reading/“Riverdeep” Program
- Demonstrate for teachers how to create and assign tests to students to evaluate mastery of skills
- Show teachers how to monitor student’s daily utilization of the Destination Reading/“Riverdeep” Program

**Teacher tasks:**

- Access the Destination Reading/“Riverdeep” website and login page
- Login on the Destination Reading/“Riverdeep” website
- Locate the resource tab and the documents within it
- Use DIBELS assessment data to differentiate instruction and drive the Destination Reading/“Riverdeep” instructional program
- Correlate Destination Reading/“Riverdeep” to Harcourt Trophies and DIBELS
- Assign Destination Reading/“Riverdeep” activities/lessons to students
- Create and assign student test
- Monitor student utilization of the Destination Reading/“Riverdeep” Program
Teaching strategies. Repeated practice, analysis of data and modeling

Learning activities. The teachers demonstrate how to access and login to the website. The teachers locate their class roster and individual small reading groups. The teacher’s differentiate instruction and make informed decisions regarding the skills the students need based on assessment data and assign lessons/activities based upon that data. The teacher’s create and assign student test and monitor daily student use of the Destination Reading/“Riverdeep” Program

Materials. Computer

Evaluation methods. Observation, the ability to access the website, login, create and locate their class roster, individual small reading groups, assign lessons/activities, create and assign student test and monitor daily student use of the Destination/Reading/“Riverdeep” Program.

Week 10

Facilitator/coach tasks:

- The facilitator/coach will observe the teacher’s implementation of the Destination Reading/“Riverdeep” Program and monitoring of student utilization
  - Provide feedback to the teacher regarding the observation
  - The facilitator/coach will provide support to the teacher(s) as needed via demonstration and follow up discussion as needed
  - Schedule a day and time to meet with all teachers to discuss the positives and negatives of the Destination Reading/”Riverdeep” Program and share best practices

Teacher tasks:

- The teachers will continue implementing the Destination Reading/“Riverdeep”
Program and monitoring student use.

- The teachers will meet and discuss the pros and cons of the Destination Reading/“Riverdeep” Program and share best practices.

*Teaching strategies.* Demonstration, observation and teacher collaboration

*Learning activities.* Demonstration of accessing the website, logging in, locating class roster, resource tab, assigning lessons/activities, creating and assigning student test, monitoring student use of the program, observation and dialogue

*Materials.* Computer

*Evaluation methods:*

- Teacher implementation of Destination Reading/“Riverdeep” lessons and student test

- daily/weekly observations - ongoing monitoring of the Destination Reading/“Riverdeep” Program and the student’s use of the program

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Phonemic Curriculum/Resources and Training Activities

The staff development training that would be conducted in the area of phonemic awareness is Road to Code and Destination Reading. Road to Code is a researched based program that took over 10 years to develop. The Road to Code program has proven that phonological awareness activities can be used successfully with small groups of kids in the classroom. The guiding principles of the program are based upon phonological awareness, which has been determined by researched to be a crucial factor in learning to read. Road to Code was developed and designed to provide classroom teachers, reading and resource teachers and language specialists the opportunity to incorporate
phonological awareness activities into the curriculum before kids had a chance to fail. The program was piloted with kindergarten and first grade students who could not read and who knew few, if any, letter sounds. Consequently, the program was found to be effective in enhancing beginning reading and spelling abilities for those students.

All of the Road to Code activities can be used with heterogeneous groups of students. Pacing is one of the most important factors that contribute to the success of the students using the materials. The program begins with instruction in phonemic awareness, in which students learn to segment spoken words into phonemes. Also, students must understand one-to-one correspondence before beginning the program. Each Road to Code lesson has three parts and the lessons always start with a “Say-It-and-Move-It” activity, which is followed by an activity to teach one of the eight letter names and letter sounds that are introduced in the program. Then, each Road to Code lesson ends with an activity to reinforce phonological awareness. All in all, the three part lessons take about 15-20 minutes total.

Next, a staff development training in Destination Reading would be conducted in the area of phonemic awareness. Destination Reading’s Riverdeep program is an Internet based computer program that addresses all five areas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The computer-based program is divided into two, Course One, which is geared towards pre-kindergarten, kindergarten and first grade, and Course Two, which is geared towards second and third grade students. Course One has seventeen units which focuses on emergent literacy, phonemic awareness and phonics. In Course One, students can engage in print awareness, phonemic awareness and phonics, vocabulary and word recognition, comprehension,
early reading, listening and writing. Similarly, Course Two has twenty-four units which focuses on building fluency, vocabulary and comprehension. In Course Two, students can engage in advanced phonics, vocabulary, comprehension, fluency, grammar and writing.

Vocabulary Curriculum/Resources and Training Activities

The professional development training that would be conducted in the area of vocabulary is *The Elements of Reading Vocabulary, Text Talk* and a book study on *Bringing Words to Life*. *The Elements of Reading Vocabulary* is a systematic, researched-based vocabulary program that increases reading achievement. This supplemental reading/vocabulary program strengthens any core reading program because it is explicit, deliberate, systematic and supports ongoing assessment for evaluating and adjusting instruction. Children build a strong foundation for accelerated reading performance by focusing on the meaning of words that they can understand instead of those that they can read or write independently. *The Elements of Reading Vocabulary* is teacher-friendly because it is easy to implement weekly lessons that require only about 20 minutes per day. On day one, the teacher introduces the vocabulary words via read aloud, “Word Watcher Chart” and “Word Cards”. On day two and three, the teacher and the students have an opportunity to utilize the vocabulary words with the “Word Snapshot” picture cards, the “Word Chat,” student workbook pages and “Word Challenges.” On day four, the students continue using the vocabulary words and they complete the “Word Organizer” which is a graphic organizer and the students have an opportunity to utilize their vocabulary words while engaging in a writing prompt. On day five, the students review and take an assessment both cumulative and non-cumulative. Nevertheless while utilizing this program, students gain 600 vocabulary words through
explicit instruction and acquire exposure to many more through implicit instruction. Also, the *Elements of Reading Vocabulary* contains a collection of high-quality literature in a variety of fiction and nonfiction genres, which serve as authentic contexts for building vocabulary. Teachers engage students before and after reading with questions and activities that draw on their prior knowledge, ideas and opinions. Since learning is personalized this way, teachers can build meaning from their student’s own experiences.

In addition, comprehension questions are woven in throughout the stories, which allow teachers to check the student’s understanding of key story concepts without interrupting the overall flow of the lesson. The *Elements of Reading Vocabulary* provides an opportunity for students to experience listening, speaking, reading and writing about new words and interacting with them in widely varied, lively discussions and activities, with an emphasis on real-life situations and student’s personal experiences. Likewise, the *Elements of Reading Vocabulary* ensure that students interact with new vocabulary words at least six times during the first week of classroom instruction. Thus, the program utilizes a ‘Word Watcher Chart”, “Word Snapshot” picture cards, take home letters and a Web-based Parent Place to provide ample support for extending vocabulary development beyond direct instruction and encouraging the students to use new words in their own conversations. In addition, the *Elements of Reading Vocabulary* promotes ongoing assessment to make informed instructional decisions and monitor progress. Overall, the *Elements of Reading Vocabulary* incorporates a variety or researched-based methods like a rich and robust vocabulary selection, explicit instruction, oral instruction and personalization, multiple contexts, rich literature and ample practice.

Another staff development training that would be conducted in the area of
vocabulary is *Text Talk*. *Text Talk* is a scientific researched-based supplemental reading comprehension and vocabulary program. The program promotes teacher modeling and exposes students to high quality trade books, all lessons follow the same routine, each lesson focuses on a specific, researched-based comprehension skill and targets 6 vocabulary words, scaffolds and monitors comprehension and informally monitors and assesses children’s understanding of key comprehension skills. On day one, the teacher introduces the story and the vocabulary that will enhance comprehension, and reads the story through without “Text Talk” post-it notes to introduce the story and the teacher uses “Think and Talk” (think aloud) strategies for general comprehension focus. On day two, the teacher reintroduces the story and the vocabulary, and the teacher rereads the story using the “Text Talk” post-it notes and think-aloud strategies. On day three and four, the teachers attempt to further develop the student’s vocabulary. On day five, the teacher uses the concept web for comprehension modeling or as a literacy center. Also, the teacher places a copy of the story that he/she read to the students into the classroom library so that the book would be available to students for independent reading.

In addition, a book study on * Bringing Words to Life* would be conducted. This book focuses on the importance of vocabulary development, explicitly and systematically how vocabulary should be introduced and taught to students and ways that teachers can keep students motivated and engaged in acquiring new vocabulary. The beginning of the book, explains that a large and rich vocabulary is the hallmark of an educated individual. Much research has show that students who have a strong vocabulary perform better academically. Thus, to make the learning process of using context work, students must read widely so that they encounter an abundance of unfamiliar words and be capable of
inferring word meaning information from the context that they read. Vocabulary can be improved if vocabulary instruction is rich, lively, and engaging, as well as, when students learn about the word knowledge concept (whether an individual has never saw the word before, heard it but does not know what the word means, recognizes the word in context or know the word well.) Choosing the right vocabulary words to teach is just as crucial as teaching vocabulary itself. Teachers must determine what may be useful or important for students to comprehend specific words. Students can develop oral and written language by wide reading activities and listening to a variety of genres, reading an array of stories and passages with different text structures. Furthermore, it is essential that when teachers choose words to teach their students that it be done via explicit vocabulary instruction. This explicit vocabulary instruction aims at teaching specific words and their meaning. The goal of vocabulary instruction is that the words be useful, that tier 2 words are identified in the texts and those students and teachers select words from a pool.

Consequently, there are 3 levels of words. The levels are tier one (basic words, i.e. happy), tier two (high frequency words for mature language users, i.e. elated) and tier three (low frequency words that are content specific, i.e. isotope).

The middle of the book explains the importance of teachers introducing vocabulary to students by using student friendly explanations. A student friendly explanation contains characteristics of the word (description) and explanations (provides details) of the meaning in everyday language to be certain that students understand the words. In addition, teachers need to utilize trade books and read-aloud authentic literature daily to enrich student’s listening and speaking vocabularies. Also teachers can select words from those readings and have students use the words in different contexts.
Plus, students could have an opportunity to substitute simple words like “Hmmm. Good!” for more sophisticated words like “scrumptious!” It is crucial that young children develop a rich vocabulary because their listening and speaking competence is in advance of their reading and writing competence. Therefore, educators must take advantage of student listening and speaking competencies in their efforts to enhance student vocabulary development as students are learning to read and write.

Likewise, instruction that encourages students to take true ownership of the sophisticated words that they learn in their classroom must be frequent, rich and extended beyond the classroom setting. Thus, students should be actively involved with vocabulary words daily, using the words in numerous activities and settings, using the words within student friendly explanations, exploring the various meanings and different relationships and contexts that a word may be used. The end of the book explains how teachers can create a rich, verbal environment by exposing students to new words, using stories and poetry, allowing students to engage in word play, encouraging students to give examples of words that they learn and have encountered in and out of school, having students to describe a target word from the newspaper, television program, family discussion, etc. and having students to create a pool of words with a suggestion box.

School B

The writer’s analysis of the data that were obtained from the teachers at School B via the Reading Teacher Knowledge Pre- and Postsurvey revealed that there was 48% accuracy in the area of phonemic awareness, 48% accuracy in the area of phonics, 60% accuracy in the area of fluency, 29% accuracy in the area of vocabulary, and 54% accuracy in the area of comprehension. Analysis of the data from the Teacher
Professional Development Needs Survey revealed that K-3 teachers needed Destination Reading (Riverdeep, Inc., 2005) in the area of technical training. In the area of interpersonal training, the teachers expressed great interest in the district workshop Team/Collaborative Planning.

After analyzing the data, the writer concluded that the teachers needed to be provided the opportunity to receive professional development regarding the use of Destination Reading (Riverdeep, Inc., 2005), literacy centers, Quick Reads (Hiebert, 2005), and DIBELS (Good, 2001) as the programs related to the five areas of reading. In addition, the writer concluded that organizing a study group with K-3 teachers would be essential to developing and implementing team-building and collaborative planning strategies to support the teachers in their efforts to build trust, unity, and teamwork. The writer also concluded that implementing a learning community using Beck’s (2002) Bringing Words to Life would increase teacher knowledge of vocabulary development, ultimately promoting student achievement.

After reviewing the areas that the teachers at School B needed assistance in developing skill, the writer determined that the staff development training for School B would require more time to implement than at School A. In order to provide the time needed for introduction and mastery of the multiple skills teachers needed to develop expertise in using, the writer developed a 26-week training program, which is outlined in the following matrix.

**28-Week Professional Development Plan for School B, by Objective**

<table>
<thead>
<tr>
<th>Objective: Phonemic Awareness/Phonics</th>
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*Pre-Professional Development Tasks*
Prepare materials (Select an Icebreaker Activity, Prepare PowerPoint slides, Multimedia Projector, computer, Handouts, Order Approx. 12 Road to Code Manuals and purchase/order Manipulatives to make and complete the Kits, Books to Read Aloud)

Week 1

Facilitator/coach tasks:
- Facilitate the Icebreaker Activity
- Introduce the term Phonemic Awareness
- Provide Research on Phonemic Awareness
- Read Aloud the book *A is for Alice*
- Introduce the Road to Code Program and discuss the arrangement of the lessons/activities
- Model lesson #1/activity #1
- Review and discuss the various manipulatives that are apart of the kit.
- Facilitate and discuss the teacher’s making of materials/manipulatives

Teacher tasks:
- Teachers will participate in an Icebreaker Activity
- In groups of 2, teachers will model a lesson (#2-#7) from the Road to Code Program
- Teachers will review and discuss the materials needed to implement Road to Code
- Teachers will make materials needed to implement Road to Code

Teaching strategies. The facilitator models a lesson from Road to Code.

Learning activities. In groups of 2, the teachers participate in demonstrating a lesson from Road to Code.

Materials. Road to Code Kits

Evaluation methods. Teacher modeling of Road to Code lesson and daily/weekly observations

Week 2
Facilitator/coach tasks:
- The facilitator/coach will observe the teacher’s delivery of the Road to Code Program
- Provide feedback to the teacher regarding the observation
- If needed, the facilitator/coach should arrange a date and time to co-teach or model a Road to Code lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

Teacher tasks. The teachers will continue implementing the Road to Code Program

Teaching strategies. Modeling, co-teaching and observation

Learning activities. Modeling, co-teaching observation and dialogue

Materials. Road to Code Kits

Evaluation methods:
- Teacher delivery of Road to Code lessons
- daily/weekly observations
- ongoing monitoring of the Road to Code Program

Week 3

Facilitator/coach tasks:
- The facilitator/coach will continue to observe the teacher’s delivery of the Road to Code Program
- Provide feedback to the teacher regarding the observation
- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed
- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the Road to Code Program and share best practices

Teacher tasks:
- The teachers will continue implementing the Road to Code Program.
- The teachers will meet and discuss the pros and cons of the Road to Code Program and
share best practices.

*Teaching strategies.* Modeling, co-teaching, observation and teacher collaboration

*Learning activities.* Modeling, co-teaching, observation and dialogue

*Materials.* Road to Code Kits

*Evaluation methods:*
- Teacher delivery of Road to Code lessons
- Daily/weekly observations
- Ongoing monitoring of the Road to Code Program

Objective: Fluency

**Pre-Professional Development Tasks**

Prepare materials (Select an Icebreaker Activity, Select 2 or 3 student volunteers [Quick Reads](#) PowerPoint slides, [Quick Reads](#) Inservice Guide, Multimedia Projector, computer, Handouts, Order Approx. 12 [Quick Reads](#) Kits (Levels A, B, C) and purchase/order 12 Stopwatches, Books to Read Aloud)

**Week 4**

*Facilitator/coach tasks:*
- Facilitate the Icebreaker Activity
- Introduce the term Fluency
- Provide Research on Fluency
- Read Aloud the book *You Read to Me, I'll Read to You*
- Introduce the [Quick Reads](#) Program and discuss the arrangement of the lessons/activities
- Review and discuss the various components (The book levels, CD, assessments, instructional routine) that are apart of the kit.
- Using the student volunteers, Model the first story/lesson with a stopwatch from start to finish according to the instructional routine
- Allows the teachers to view the Quick Reads CD
- Discuss best practices for implementation
- Facilitator will review the sequence of the instructional routine for the Quick Reads Program

- Facilitate the Quick Reads Training Activity pg. 8

Teacher tasks:
- Teachers will participate in an Icebreaker Activity
- In groups of 2, teachers will model a lesson/story from the Quick Reads Program, one teacher will be the teacher and the other will be the student

- Teachers will view the Quick Reads CD
- Teachers will review and discuss the arrangements and components of the Quick Reads Program

- Teachers will complete an activity on the sequence of the Quick Reads instructional routine

Teaching strategies:
- The facilitator models a lesson from Quick Reads with student volunteers.
- Teachers view the Quick Reads CD
- Teachers engage in the Quick Reads Training Activity on the instructional routine

Learning activities:
- In groups of 2, the teachers participate in demonstrating a lesson from Quick Reads.
- Teacher completion of Quick Reads instructional routine training activity

Materials: Quick Reads Kit Stopwatches

Evaluation methods:
- Teacher collaboration, modeling and presentation of Quick Reads to teacher participants,
- Daily/weekly observations of the implementation of Quick Reads lessons.

Quick Reads Training Activity on the instructional routine
Week 5

*Facilitator/coach tasks:*

- The facilitator/coach will observe the teacher’s delivery of the *Quick Reads* Program
- Provide feedback to the teacher regarding the observation
- If needed, the facilitator/coach should arrange a date and time to co-teach or model a *Quick Reads* lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

*Teacher tasks.* The teachers will continue implementing the *Quick Reads* Program

*Teaching strategies.* Modeling, co-teaching and observation

*Learning activities.* Modeling, co-teaching observation and dialogue

*Materials.* *Quick Reads* Kit

*Evaluation methods:*

- Teacher delivery of *Quick Reads* lessons
- Daily/weekly classroom observations
- Ongoing monitoring of *Quick Reads* lessons

Week 6

*Facilitator/coach tasks:*

- The facilitator/coach will continue to observe the teacher’s delivery of the *Quick Reads* Program
- Provide feedback to the teacher regarding the observation
- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed
- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the *Quick Reads* Program and share best practices

*Teacher tasks:*
- The teachers will continue implementing the Quick Reads Program.

- The teachers will meet and discuss the pros and cons of the Quick Reads Program and share best practices.

  *Teaching strategies.* Modeling, co-teaching, observation and teacher collaboration

  *Learning activities.* Modeling, co-teaching, observation and dialogue

  *Materials.* Quick Reads Kit

  *Evaluation methods:*

- Teacher delivery of Quick Reads lessons

- Daily/weekly classroom observations

- Ongoing monitoring of Quick Reads lessons

*Pre-Professional Development Tasks*

Prepare materials (Select an Icebreaker Activity, Select 2 to 4 student volunteers, Prepare Six Minute Solution PowerPoint slides, Six Minute Solution DVD Video, Multimedia Projector, computer, Handouts, Order Approx. 12 Six Minute Solution Books w/ passages and Kits (12 crates, 24 file slings, 24 pocket folders, 24 sheet protectors, 24 Fluency Recording Charts, 12 transparencies, 12 Visa Vi Markers) and purchase/order 12 Stopwatches, Books to Read Aloud)

*Week 7*

  *Facilitator/coach tasks:*

- Facilitate the Icebreaker Activity

- Review the term Fluency

- Provide additional Research on Fluency

- Read Aloud the book *Yo! Yes?*

- Introduce the Six Minute Solution for Fluency Program and discuss the arrangement of the fluency passages/activities

- Review and discuss the essential elements (The levels of the fluency passages, pairing students as partners and groups, assessments, modeling, fluency record charting and
comprehension strategies) that are critical to the effectiveness of the program.

- Using the student volunteers, Model a grade level appropriate fluency passage with a stopwatch from start to finish

- Allows the teachers to view the Six Minute Solution DVD video demonstration

- Discuss best practices for implementation Program

Teacher tasks:
- Teachers will participate in an Icebreaker Activity
- In groups of 2, teachers will model a fluency passage from the Six Minute Solution for Fluency Program, one teacher will be the reader and the other will be the recorder

- Teachers will view the Six Minute Solution for Fluency DVD demonstration
- Teachers will review and discuss the essential elements that are critical in implementing the Six Minute Solution for Fluency Program effectively

Teaching strategies. Using the student volunteers, the facilitator uses the student volunteers to model a fluency passage from the Six Minute Solution for Fluency Program.

- Teachers view the Six Minute Solution for Fluency DVD video demonstration

Learning activities. In groups of 2, the teachers participate in demonstrating a fluency passage from the Six Minute Solution for Fluency Program.

Materials. Stopwatches, Six Minute Solution for Fluency Kit And Book

Evaluation methods:
- Teacher collaboration, modeling and presentation of Six Minute Solution for Fluency Program to teacher participants,
- daily/weekly observations of the implementation of Six Minute Solution for Fluency Program lessons.

Week 8

Facilitator/coach tasks:
- The facilitator/coach will observe the teacher’s implementation and the student’s
engagement of the **Six Minute Solution** for Fluency Program

- Provide feedback to the teacher regarding the observation
- If needed, the facilitator/coach should arrange a date and time to review the implementation of the **Six Minute Solution** fluency lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the fluency lesson

**Teacher tasks.** The teachers will continue implementing and engaging students in the **Six Minute Solution** for Fluency Program

**Teaching strategies.** Demonstration, student engagement and observation

**Learning activities.** Modeling, student achievement, observation and dialogue

**Materials.** Stopwatches, **Six Minute Solution** for Fluency Book and Kit

**Evaluation methods:**

- Teacher implementation and student engagement of the **Six Minute Solution for Fluency** Program lessons

  - daily/weekly classroom observations

  - ongoing monitoring of **Six Minute Solution** for Fluency Program lessons

  - student achievement

**Week 9**

**Facilitator/coach tasks:**

- The facilitator/coach will continue to observe the teacher’s implementation and student engagement of the **Six Minute Solution** for Fluency Program

  - Provide feedback to the teacher regarding the observation

  - The facilitator/coach will continue to provide support to the teacher(s) as needed via reviewing the implementation process and follow up discussion as needed

  - Schedule a day and time to meet with all teachers to discuss the positives and negatives of the **Six Minute Solution** for Fluency Program and share best practices

**Teacher tasks:**
- The teachers will continue implementing and engaging students in the **Six Minute Solution** for Fluency Program.

- The teachers will meet and discuss the pros and cons of the **Six Minute Solution** for Fluency Program and share best practices.

  *Teaching strategies.* Demonstration, student achievement, observation and teacher collaboration

  *Learning activities.* Modeling, student achievement, observation and dialogue

  *Materials.* Stopwatches, **Six Minute Solution** for Fluency Kit and Book

  *Evaluation methods.*

  - Teacher implementation and student engagement of the **Six Minute Solution** for Fluency Program lessons

    - daily/weekly classroom observations

    - ongoing monitoring of **Six Minute Solution** for Fluency Program Lessons

    - student achievement

  **Objective:** Destination Reading

*Pre-Professional Development Tasks*

Prepare Materials (Select an Icebreaker Activity, Secure Approx. 12 Computers, Multimedia Projector, Handouts, DIIBELS Assessment, Harcourt Trophies & DIBELS Correlations)

**Week 10**

*Facilitator/coach tasks:*

- Facilitate the icebreaker Activity

- Introduce the Destination Reading Program “Riverdeep”

- Provide research on the Destination Reading Program “Riverdeep”

- Demonstrate for teachers how to access the Destination Reading/Riverdeep website and login page
- Demonstrate for teachers how to login on the login page
- Show teachers where they can access the resource tab on the login page and allow them
to explore the documents that can be accessed under the resource tab
- Allow teachers to explore and navigate through Course 1 and 2 of the Destination
Reading/“Riverdeep” Program
- Demonstrate for teachers how to create their class roster as well as individual reading
groups within the Destination Reading/“Riverdeep” Program

Teacher tasks:
- Teachers will participate in the Icebreaker
- Activity
- Access the Destination Reading/“Riverdeep” website and login page
- Login on the Destination Reading/“Riverdeep” website
- Become familiar with the resource tab and the documents within it
- Navigate and explore Course 1 and 2 of the Destination Reading/“Riverdeep” program
- Create their class roster and individual small reading groups within the Destination
Reading/“Riverdeep” Program

Teaching strategies. The facilitator models how to access and login to the website, as
well as creating a class roster and individual small reading groups.

Learning activities. The teachers demonstrate how to access and login to the website,
create a class roster and individual small reading groups. The teachers navigate and explore the
lessons/activities in Course 1 and 2.

Materials. Computer

Evaluation methods. Observation, the ability to access the website, login, create a class
roster and create individual small reading groups.

Week 11

Facilitator/coach tasks:
- Review how to access the Destination Reading/"Riverdeep" website and how to login
- Locate resource tab and review the content that can be obtained within it
- Locate the class roster and the individual small reading groups
- Show teachers how to utilize their DIBELS assessment data to differentiate instruction and align it with the Destination Reading/"Riverdeep" Program’s lessons/activities
- Show teachers how to use the Harcourt Trophies and DIBELS correlations within the Destination Reading/"Riverdeep" Program
- Demonstrate for teachers how to assign lessons/activities to the students within the Destination Reading/"Riverdeep" Program
- Demonstrate for teachers how to create and assign test to students to evaluate mastery of skills
- Show teachers how to monitor student’s daily utilization of the Destination Reading/"Riverdeep" Program

**Teacher tasks:**
- Access the Destination Reading/"Riverdeep" website and login page
- Login on the Destination Reading/"Riverdeep" website
- Locate the resource tab and the documents within it
- Use DIBELS assessment data to differentiate instruction and drive the Destination Reading/"Riverdeep” instructional program
- Correlate Destination Reading/“Riverdeep” to Harcourt Trophies and DIBELS
- Assign Destination Reading/“Riverdeep” activities/lessons to students
- Create and assign student test
- Monitor student utilization of the Destination Reading/“Riverdeep” Program

**Teaching strategies.** Repeated practice, analysis of data and modeling.

**Learning activities.** The teachers demonstrate how to access and login to the website. The teachers locate their class roster and individual small reading groups. The teacher’s differentiate
instruction and make informed decisions regarding the skills the students need based on assessment data and assign lessons/activities based upon that data. The teacher’s create and assign student test and monitor daily student use of the Destination Reading/“Riverdeep” Program modeling The teachers demonstrate how to access and login to the website. The teachers locate their class roster and individual small reading groups. The teacher’s differentiate instruction and make informed decisions regarding the skills the students need based on assessment data and assign lessons/activities based upon that data. The teacher’s create and assign student test and monitor daily student use of the Destination Reading/“Riverdeep” Program.

*Materials.* Computer

*Evaluation methods.* Observation, the ability to access the website, login, create and locate their class roster, individual small reading groups, assign lessons/activities, create and assign student test and monitor daily student use of the Destination/Reading/“Riverdeep” Program.

*Week 12*

*Facilitator/coach tasks:*

- The facilitator/coach will observe the teacher’s implementation of the Destination Reading/“Riverdeep” program and monitoring of student utilization

- Provide feedback to the teacher regarding the observation

- The facilitator/coach will provide support to the teacher(s) as needed via demonstration and follow up discussion as needed

- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the Destination Reading/”Riverdeep” program and share best practices

*Teacher tasks:*

- The teachers will continue implementing the Destination Reading/“Riverdeep” program and monitoring student use.
- The teachers will meet and discuss the pros and cons of the Destination Reading/“Riverdeep” program and share best practices.

*Teaching strategies.* Demonstration, observation and teacher collaboration

*Learning activities.* Demonstration of accessing the website, logging in, locating class roster, resource tab, assigning lessons/activities, creating and assigning student test, monitoring student use of the program, observation and dialogue

*Materials.* Computer

*Evaluation methods:*

- Teacher implementation of Destination Reading/“Riverdeep” lessons and student test
- Daily/weekly observations - ongoing monitoring of the Destination Reading/“Riverdeep” program and the student’s use of the program

**Objective:** Vocabulary

*Pre-Professional Development Tasks*

Prepare materials (Select an Icebreaker Activity, Prepare PowerPoint slides, Multimedia Projector, computer, Handouts, Order Approx. 12 *Bringing Words to Life* Books, Books to Read Aloud

*Week 13*

*Facilitator/coach tasks:*

- Facilitate Icebreaker Activity
- Introduce the term Vocabulary
- Provide Research on Vocabulary
- Read Aloud the book *On Sunday When It Rained* and model for teachers how vocabulary can be taught through read alouds
- Provide an overview of the Preface in *Bringing Words to Life* and conduct a discussion with teachers
- Divide teachers into groups of 2 and assign each group a chapter to read (#1–#7),
summarize and present to the study group and have each pair of teachers to develop a vocabulary activity/lesson based upon their chapter reading to present to the study group. Also, the facilitator/coach will have the teacher groups’ provide enough copies of their written summary and vocabulary lesson/activity so that each study group participant can receive a copy of their written summary and vocabulary activity/lesson.

**Teacher tasks:**

- Teachers will participate in an Icebreaker Activity.

- In groups of 2, the teachers will read their assigned chapter from *Bringing Words to Life*, write a written summary of the chapter and develop a vocabulary lesson/activity based upon their chapter reading (#1-#7).

- The teachers will present their written summary and vocabulary lesson/activity to the study group participants and the teachers will provide enough copies of their written summary and vocabulary lesson/activity for each study group participant

**Teaching strategies.** The facilitator models a vocabulary lesson/activity when reading aloud *On Sunday When It Rained*.

**Learning activities.** In groups of 2, the teachers will collaboratively participate in reading, writing and summarizing their assigned chapter reading (#1-#7) from *Bringing Words to Life* and creating and presenting a vocabulary lesson/activity based upon their chapter reading to present to the study group participants

**Materials.** Teacher Written summary of *Bringing Words to Life*, oral presentation to study group participants, creation of vocabulary lesson/activity,

**Evaluation methods.** modeling of vocabulary lesson/activity and daily/weekly observations of classroom vocabulary lessons.

*Week 14*

**Facilitator/coach tasks:**

- The facilitator/coach will observe the teacher’s delivery of vocabulary lessons/activities
- Provide feedback to the teacher regarding the observation

- If needed, the facilitator/coach should arrange a date and time to co-teach or model a vocabulary lesson/activity with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

**Teacher tasks:**

- The teachers will continue integrating vocabulary lesson/activity via reading aloud.
- The teachers will meet and discuss the positives and negatives of the vocabulary lessons/activities

**Teaching strategies.** Modeling, co-teaching and observation

**Learning activities.** Modeling, co-teaching, observation and dialogue Bringing Words to Life Books

**Evaluation methods:**

- Teacher delivery of vocabulary lessons
- daily/weekly observations
- ongoing monitoring of vocabulary lessons/activities

**Week 15**

**Facilitator/coach tasks:**

- Review the term Vocabulary
- Review Research on Vocabulary
- Provide an overview of Appendix A and B in *Bringing Words to Life* and conduct a discussion with teachers

- Divide teachers into groups of 4 and assign each group a grade level (K, 1, 2) read aloud book from Appendix A in *Bringing Words to Life* pg. 131-137 to present a vocabulary lesson to the study group

**Teacher tasks.** In groups of 4, Model a vocabulary lesson by using a grade level read aloud book from Appendix A in *Bringing Words to Life* pg. 131-137 and present to the study
Teaching strategies. Modeling, co-teaching and observation

Learning activities. Modeling, collaboration and presentation

Materials. Bringing Words to Life Books

Evaluation methods. oral presentation to study group participants, presentation of vocabulary lesson/activity, modeling of vocabulary lesson/activity and daily/weekly observations of classroom vocabulary lessons.

Week 16

Facilitator/coach tasks:

- The facilitator/coach will continue to observe the teacher’s delivery of vocabulary lessons/activities

- Provide feedback to the teacher regarding the observation

- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed

- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the vocabulary lesson/activities and share best practices

Teacher tasks. -The teachers will continue integrating vocabulary lesson/activity via reading aloud.

- The teachers will meet and discuss the pros and cons of the vocabulary lessons/activities and share best practices.

Teaching strategies. Modeling, co-teaching and observation and teacher collaboration

Learning activities. Modeling, co-teaching, observation and dialogue

Materials. Bringing Words to Life Books

Evaluation methods:

- Teacher delivery of vocabulary lessons

- daily/weekly observations
ongoing monitoring of vocabulary lessons/activities

**Pre-Professional Development Tasks**

Prepare materials (Choose an Icebreaker Activity, Text Talk Implementation DVD, computer, Multimedia Projector, Handouts, Order Approx. 12 Text Talk Kits,) Books to Read Aloud

**Week 17**

**Facilitator/coach tasks:**

- Facilitate the Icebreaker Activity
- Review the term Vocabulary and explain how vocabulary affects comprehension
- Discuss the research on Vocabulary and its linkage to comprehension and provide additional research on Vocabulary and how it supports comprehension.
- Read Aloud the book *Miss Alaineus* and model for teachers how vocabulary can be developed through read alouds
- Provide an overview of what the Text Talk program is and the contents/ materials that are contained within the Text Talk kit
- Explain the sequence of the implementation of the 5-day plan for Text Talk.
- Model for teachers how to implement the 5- day plan for Text Talk.
- Allow teachers to view the Text Talk implementation DVD
- Divide teachers into groups of 2 and assign each group a day (Day #1-Day #5) to model a Text Talk lesson and present to the teacher participants

**Teacher tasks:**

- Teachers will participate in an Icebreaker Activity.
- Within each of the 5 groups, the teachers will collaborate and demonstrate the implementation of a day’s (Day #1-Day #5) lesson from Text Talk.
- Each group of teachers will present a full day’s lesson to the teacher participants

*Teaching strategies.* The facilitator models the 5-day implementation plan for Text Talk
via read aloud and models strategies for building and developing vocabulary when reading aloud Miss Alaineus.

**Learning activities.** Within each of the 5 groups, the teachers will collaboratively participate in modeling the implementation of a specified day’s (Day #1-Day #5) *Text Talk* lesson and presenting that day’s (Day #1-Day #5) *Text Talk* lesson to the teacher participants.

**Materials.** *Text Talk* Kits

**Evaluation methods.** Teacher collaboration, modeling and presentation of *Text Talk* to teacher participants, daily/weekly observations of the implementation of *Text Talk* lessons.

**Week 18**

**Facilitator/coach tasks:**

- The facilitator/coach will observe the teacher’s delivery of *Text Talk* lessons
- Provide feedback to the teacher regarding the observation
- If needed, the facilitator/coach should arrange a date and time to co-teach or model a *Text Talk* lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

**Teacher tasks:**

- The teachers will continue implementing *Text Talk* lessons via reading aloud the books from the *Text Talk* kit and utilizing the *Text Talk* teacher’s manual.
- The teachers will meet and discuss the positives and negatives of the *Text Talk* lessons.

**Teaching strategies.** Modeling, co-teaching and observation

**Learning activities.** Modeling, co-teaching, observation and dialogue

**Materials.** *Text Talk* Books

**Evaluation methods:**

- Teacher delivery of *Text Talk* lessons
- daily/weekly classroom observations
- ongoing monitoring of *Text Talk* lessons
**Week 19**

*Facilitator/coach tasks:*

- The facilitator/coach will continue to observe the teacher’s delivery of Text Talk lessons
- Provide feedback to the teacher regarding the observation
- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed
- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the Text Talk lessons and share best practices

*Teacher tasks:*

- The teachers will continue implementing Text Talk lessons via reading aloud books from the Text Talk kit and utilizing the Text Talk teacher’s manual.
- The teachers will meet and discuss the pros and cons of the Text Talk lessons and share best practices

*Teaching strategies.* Modeling, co-teaching and observation and teacher collaboration

*Learning activities.* Modeling, co-teaching, observation and dialogue

*Materials.* Text Talk Books

*Evaluation methods:*

- Teacher delivery of Text Talk lessons
- daily/weekly classroom observations
- ongoing monitoring of Text Talk lessons

*Pre-Professional Development Tasks*

Prepare materials (Choose an Icebreaker Activity, Elements of Reading Vocabulary
Powerpoint slides, computer, Multimedia Projector, Handouts, Order Approx. 12 Elements of Reading Vocabulary Kits,) Books to Read Aloud

*Week 20*
Facilitator/coach tasks:

- Facilitate Icebreaker Activity
- Review the term Vocabulary
- Review the research on Vocabulary and discuss the benefits of vocabulary instruction.
- Read Aloud the book *The Tale of Despereaux* and model for teachers how vocabulary can be developed and strengthened through shared reading and read alouds
- Provide an overview of what the Elements of Reading Vocabulary program is, the different levels of vocabulary knowledge, the types of vocabulary instruction and the contents/materials that are contained within the Elements of Reading Vocabulary kit
- Explain the sequence of the implementation of the 5-day plan for the Elements of Reading Vocabulary
- Model for teachers how to implement the 5-day plan for the Elements of Reading Vocabulary
- Allow teachers an opportunity to review the contents of the Elements of Reading Vocabulary kit
- Divide teachers into 5 groups and assign each group a day (Day #1-Day #5) to model an Elements of Reading Vocabulary lesson and present to the teacher participants

Teacher tasks:

- Teachers will participate in the Icebreaker Activity.
- Within each of the 5 groups, the teachers will collaborate and demonstrate the implementation of a day’s (Day #1-Day #5) lesson from the Elements of Reading Vocabulary.
- Each group of teachers will present a full day’s lesson to the teacher participants.

Teaching strategies. The facilitator models the 5-day implementation plan for Elements of Reading Vocabulary via read aloud and models strategies for building and strengthening vocabulary when reading aloud *The Tale of Despereaux*

Learning activities. Within each of the 5 groups, the teachers will collaboratively
participate in modeling the implementation of a specified day’s (Day #1-Day #5) **Elements of Reading Vocabulary** lesson and presenting that day’s (Day #1-Day #5) **Elements of Reading Vocabulary** lesson to the teacher participants.

**Materials.** **Elements of Reading Vocabulary** Kits

**Evaluation methods.** Teacher collaboration, modeling and presentation of the **Elements of Reading Vocabulary** to teacher participants, daily/weekly observations of the implementation of the **Elements of Reading Vocabulary** lessons.

**Week 21**

**Facilitator/coach tasks:**

- The facilitator/coach will observe the teacher’s delivery of the **Elements of Reading Vocabulary** lessons
- Provide feedback to the teacher regarding the observation
- If needed, the facilitator/coach should arrange a date and time to co-teach or model an **Elements of Reading Vocabulary** lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

**Teacher tasks:**

- The teachers will continue implementing the **Elements of Reading Vocabulary** lessons via shared reading utilizing stories from the **Elements of Reading Vocabulary** teacher’s read aloud anthology.
- The teachers will meet and discuss the positives and negatives of the **Elements of Reading Vocabulary** lessons.

**Teaching strategies.** Modeling, co-teaching and observation

**Learning activities.** Modeling, co-teaching, observation and dialogue **Elements of Reading Vocabulary** Kits

**Evaluation methods:**

- Teacher delivery of the **Elements of Reading Vocabulary** lessons
-daily/weekly classroom observations
-ongoing monitoring of the Elements of Reading Vocabulary lessons

**Week 22**

*Facilitator/coach tasks:*

- The facilitator/coach will continue to observe the teacher’s delivery of the Elements of Reading Vocabulary lessons
- Provide feedback to the teacher regarding the observation
- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed
- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the Elements of Reading Vocabulary lessons and share best practices

*Teacher tasks:*

- The teachers will continue implementing the Elements of Reading Vocabulary lessons via shared reading utilizing stories from the Elements of Reading Vocabulary teacher’s read aloud anthology.
- The teachers will meet and discuss the pros and cons of the Elements of Reading Vocabulary lessons and share best practices.

*Teaching strategies.* Modeling, co-teaching and observation and teacher collaboration

*Learning activities.* Modeling, co-teaching, observation and dialogue

*Materials.* Elements of Reading Vocabulary Kits

*Evaluation methods:*

- Teacher delivery of the Elements of Reading Vocabulary lessons
- daily/weekly classroom observations
- ongoing monitoring of the Elements of Reading Vocabulary lessons

**Objective:** Comprehension

*Pre-Professional Development Tasks*
Prepare materials (Choose an Icebreaker Activity, Prepare QAR Powerpoint slides, computer, Multimedia Projector, Handouts, Order Approx. 12 QAR Kits,) Books to Read Aloud, Create questions for read aloud and signs to identify the types of questions (Right There, Think and Search, Own My Own, Author and Me)

Week 23

Facilitator/coach tasks:

- Facilitate Icebreaker Activity
- Introduce the term Comprehension
- Provide research on Comprehension.
- Read Aloud the book Thank You, Mr. Falker and model for teachers how comprehension can be developed and strengthened through effective questioning and identification of the types of questions in conjunction with shared reading, read alouds and think alouds.

- Provide an overview of what QAR is, the different grade levels of QAR and what is addressed at the various grade levels, the different questioning techniques and strategies as well as the contents/ materials that are contained within the QAR kit

- Explain the implementation of QAR.

- Model for teachers how to implement QAR via reading aloud Thank You, Mr. Falker and having participants respond to and identify the different types of questions (Holding Up Signs) that were developed by the facilitator prior to the training.

- Allow teachers an opportunity to review the contents of the QAR kit

- Divide teachers into 5 groups and assign each group a fiction or non-fiction read aloud to model and develop questions (Right There, Think and Search, On My Own and Author and Me) according to QAR and present the QAR lesson to the teacher participants and have them answer the questions and identify the different question types (Holding Up Signs).

Teacher tasks:
-Teachers will participate in the Icebreaker Activity.

-Within each of the 5 groups, the teachers will develop questions for their story selection (Right There, Think and Search, On My Own, Author and Me), read aloud a selection, have teacher participants identify the types of questions with signs, (Right There, Think and Search, On My Own, Author and Me), collaborate and demonstrate the implementation strategies for a QAR lesson.

-Each group of teachers will present their lesson to the teacher participants and have the teacher participants respond to the questions and identify the question types.

*Teaching strategies.* The facilitator models the implementation for QAR via read aloud and models questioning techniques and strategies for identifying questions, as well as building and strengthening comprehension when reading aloud *Thank You, Mr. Falker.*

*Learning activities.* Within each of the 5 groups, the teachers will read aloud, develop questions, create QAR signs (Right There, Think and Search, On My Own, Author and Me), collaboratively participate in modeling the implementation of a QAR lesson and present that QAR lesson to the teacher participants and have those participants respond to those questions and identify the different question types (Right There, Think and Search, On My Own, Author and Me).

*Materials.* QAR Kits, fiction and non-fiction read alouds, Pre-developed questions and signs (Right There, Think and Search, On My Own and Author and Me)

*Evaluation methods.* Teacher collaboration, modeling and presentation of QAR strategies to teacher participants, daily/weekly observations of the implementation of QAR lessons.

**Week 24**

*Facilitator/coach tasks:*

- The facilitator/coach will observe the teacher’s delivery of the QAR lessons

- Provide feedback to the teacher regarding the observation

- If needed, the facilitator/coach should arrange a date and time to co-teach or model a
QAR lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

**Teacher tasks.**

- The teachers will continue implementing the QAR lessons via shared readings, fiction and non-fiction read alouds, utilizing stories from the QAR kit.

- The teachers will meet and discuss the positives and negatives of the QAR lessons.

**Teaching strategies.** Modeling, co-teaching and observation

**Learning activities.** Modeling, co-teaching, observation and dialogue

**Materials.** QAR Kits, fiction and non-fiction read alouds, Pre-developed questions and signs (Right There, Think and Search, On My Own and Author and Me)

**Evaluation methods:**

- Teacher delivery of the QAR lessons

- Daily/weekly classroom observations

- Ongoing monitoring of the QAR lessons

**Week 25**

**Facilitator/coach tasks:**

- The facilitator/coach will continue to observe the teacher’s delivery of the QAR lessons

- Provide feedback to the teacher regarding the observation

- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed

- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the QAR lessons and share best practices

**Teacher tasks:**

- The teachers will continue implementing the QAR lessons via shared readings, fiction and non-fiction read alouds, utilizing stories from the QAR kit.

- The teachers will meet and discuss the pros and cons of the QAR lessons and share best
practices.

*Teaching strategies.* Modeling, co-teaching and observation and teacher collaboration

*Learning activities.* Modeling, co-teaching, observation and dialogue

*Materials.* QAR Kits, fiction and non-fiction read alouds, Pre-developed questions and signs (Right There, Think and Search, On My Own and Author and Me)

*Evaluation methods:*

- Teacher delivery of the QAR lessons
- daily/weekly classroom observations
- ongoing monitoring of the QAR lessons

*Pre-Professional Development Tasks*

Prepare materials (Choose an Icebreaker Activity, Prepare Thinking Maps Powerpoint slides, computer, Multimedia Projector, Handouts, Order Approx. 12 Thinking Maps manuals and CD’s,) Books to Read Aloud, Create 8 blank graphic organizers (Circle Map with Frame of Reference, Tree Map, Bubble Map, Double Bubble Map, Flow Map, Multi-Flow Map, Brace Map, Bridge Map)

*Week 26*

*Facilitator/coach tasks:*

- Facilitate Icebreaker Activity
- Review the term Comprehension
- Provide additional research on Comprehension and how graphic organizers can support comprehension.
- Recall background/prior knowledge on the original Cinderella fairytale.
- Read Aloud the book Mufaros Beautiful Daughters and model for teachers how comprehension can be developed and strengthened through graphic organizers in conjunction with shared reading, read alouds and think alouds.
- Provide an overview of what Thinking Maps is, the different types of Thinking Maps (8
graphic organizers) and what each graphic organizer addresses as well as the contents/ materials that are contained within the Thinking Maps manual.

- Explain the implementation of Thinking Maps.

- Model for teachers how to implement Thinking Maps via reading aloud Mufaros Beautiful Daughters and having participants work in groups of 3 utilize 2 of the 8 Thinking Maps (graphic organizers) in relationship to the story Mufaros Beautiful Daughters.

- Allow teachers an opportunity to review the contents of the Thinking Maps manual and CD.

- Divide teachers into 4 groups of 3 and assign each group 2 Thinking Maps (Circle Map with Frame of Reference, Tree Map, Bubble Map, Double Bubble Map, Flow Map, Multi-Flow Map, Brace Map, Bridge Map) to model in relationship to their story/read aloud Yeh-Shen, Egyptian Cinderella, Cindy Ellen, The Korean Cinderella, The Salmon Princess, Cendrillon, The Turkey Girl, Rough-Face Girl and present, model and explain their Thinking Maps lesson to the teacher participants as well as have the teacher participants provide any essential feedback, assist in helping to complete or adding any pertinent information to the groups’ Thinking Maps lesson.

Teacher tasks:

- Teachers will participate in the Icebreaker Activity.

- Each of the 4 groups will have to review their read aloud/story selection Cinderella

- Within each of the 4 groups, the teachers will complete 2 Thinking Maps (graphic organizers-Circle Map with Frame of Reference, Tree Map, Bubble Map, Double Bubble Map, Flow Map, Multi-Flow Map, Brace Map, Bridge Map) in relationship to their read aloud/story selection Yeh-Shen, Egyptian Cinderella, Cindy Ellen, The Korean Cinderella, The Salmon Princess, Cendrillon, The Turkey Girl, Rough-Face Girl, and have teacher participants present, model and explain their 2 Thinking Maps (graphic organizers- Circle Map with Frame of Reference, Tree Map, Bubble Map, Double Bubble Map, Flow Map, Multi-Flow Map, Brace Map, Bridge Map), to teacher participants, as well as collaborate and demonstrate the
implementation strategies for a Thinking Maps lesson.

- Each group of teachers will present their lesson to the teacher participants and have the teacher participants provide feedback and assist in completing the groups’ Thinking Maps lesson.

Teaching strategies. The facilitator reviews and discusses the original Cinderella fairytale. The facilitator models the implementation for Thinking Maps via reading aloud Mufaros Beautiful Daughters and modeling the utilization of the 8 Thinking Maps (graphic organizers- Circle Map with Frame of Reference, Tree Map, Bubble Map, Double Bubble Map, Flow Map, Multi-Flow Map, Brace Map, Bridge Map) with teacher participation and feedback to build and strengthen comprehension while utilizing (graphic organizers)- Thinking Maps.

Learning activities. Within each of the 4 groups, the teachers will review their read aloud/story selection, Yeh-Shen, Egyptian Cinderella, Cindy Ellen, The Korean Cinderella, The Salmon Princess, Cendrillon, The Turkey Girl, Rough-Face Girl, complete 2 Thinking Maps (graphic organizers- Circle Map with Frame of Reference, Tree Map, Bubble Map, Double Bubble Map, Flow Map, Multi-Flow Map, Brace Map, Bridge Map) in relationship to their read aloud/story selection, and model, present and explain their 2 Thinking Maps (graphic organizers- Circle Map with Frame of Reference, Tree Map, Bubble Map, Double Bubble Map, Flow Map, Multi-Flow Map, Brace Map, Bridge Map) to teacher participants and, collaboratively participate in modeling the implementation of a Thinking Maps lesson and present that Thinking Maps lesson to the teacher participants and have those participants provide feedback and assist in the completion of the groups’ Thinking Maps lesson.


Evaluation methods. Teacher collaboration, modeling and presentation of Thinking Maps strategies to teacher participants, daily/weekly observations of the implementation of Thinking Maps lessons.
Week 27

Facilitator/coach tasks.
- The facilitator/coach will observe the teacher’s delivery of the Thinking Maps lessons
- Provide feedback to the teacher regarding the observation
- If needed, the facilitator/coach should arrange a date and time to co-teach or model a Thinking Maps lesson with the teacher’s class and schedule a time for a follow up discussion to discuss the pros and cons of the lesson

Teacher tasks:
- The teachers will continue implementing the Thinking Maps lessons via shared readings, fiction and non-fiction read alouds, utilizing stories from the newspaper, general curriculum/textbooks.
- The teachers will meet and discuss the positives and negatives of the Thinking Maps lessons.

Teaching strategies. Modeling, co-teaching and observation

Learning activities. Modeling, co-teaching, observation and dialogue


Evaluation methods:
- Teacher delivery of the Thinking Maps lessons
- daily/weekly classroom observations
- ongoing monitoring of the Thinking Maps lessons

Week 28

Facilitator/coach tasks.
- The facilitator/coach will continue to observe the teacher’s delivery of the Thinking Maps lessons

- Provide feedback to the teacher regarding the observation

- The facilitator/coach will continue to provide support to the teacher(s) as needed via modeling, co-teaching and follow up discussion as needed

- Schedule a day and time to meet with all teachers to discuss the positives and negatives of the Thinking Maps lessons and share best practices

Teacher tasks:

- The teachers will continue implementing the Thinking Maps lessons via shared readings, fiction and non-fiction read alouds, utilizing stories from the newspaper, general curriculum/textbooks.

- The teachers will meet and discuss the pros and cons of the Thinking Maps lessons and share best practices.

Teaching strategies. Modeling, co-teaching and observation and teacher collaboration

Learning activities. Modeling, co-teaching, observation and dialogue


Evaluation methods:

- Teacher delivery of the Thinking Maps lessons

- Daily/weekly classroom observations

- Ongoing monitoring of the Thinking Maps lessons

Phonemic Curriculum/Resources and Training Activities
The staff development training that would be conducted in the area of phonemic awareness and phonics is Road to Code and Destination Reading. Road to Code is a researched based program that took over 10 years to develop. The Road to Code program has proven that phonological awareness activities can be used successfully with small groups of kids in the classroom. The guiding principles of the program are based upon phonological awareness, which has been determined by researched to be a crucial factor in learning to read. Road to Code was developed and designed to provide classroom teachers, reading and resource teachers and language specialists the opportunity to incorporate phonological awareness activities into the curriculum before kids had a chance to fail. The program was piloted with kindergarten and first grade students who could not read and who knew few, if any, letter sounds. Consequently, the program was found to be effective in enhancing beginning reading and spelling abilities for those students.

All of the Road to Code activities can be used with heterogeneous groups of students. Pacing is one of the most important factors that contribute to the success of the students using the materials. The program begins with instruction in phonemic awareness, in which students learn to segment spoken words into phonemes. Also, students must understand one-to-one correspondence before beginning the program. Each Road to Code lesson has three parts and the lessons always start with a “Say-It-and-Move-It” activity, which is followed by an activity to teach one of the eight letter names and letter sounds that are introduced in the program. Then, each Road to Code lesson ends with an activity to reinforce phonological awareness. All in all, the three part lessons take about 15-20 minutes total.
Next, a staff development training in Destination Reading would be conducted in the area of phonemic awareness. Destination Reading’s Riverdeep program is an internet based computer program that addresses all five areas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The computer-based program is divided into two, Course One, which is geared towards pre-kindergarten, kindergarten and first grade, and Course Two, which is geared towards second and third grade students. Course One has seventeen units which focuses on emergent literacy, phonemic awareness and phonics. In Course One, students can engage in print awareness, phonemic awareness and phonics, vocabulary and word recognition, comprehension, early reading, listening and writing. Similarly, Course Two has twenty-four units which focuses on building fluency, vocabulary and comprehension. In Course Two, students can engage in advanced phonics, vocabulary, comprehension, fluency, grammar and writing.

The professional development training that would be conducted in the area of fluency is Quick Reads and Six Minute Solution. Quick Reads is a researched-based reading program that fosters reading fluency for students in grades 2-5. Quick Reads helps students read with fluency and comprehension. This reading program combines a consistent instructional routine with carefully developed text that systematically improves student reading performance. Quick Reads takes approximately 15 minutes a day, it includes short, high interest nonfiction texts designed to be read quickly and meaningfully and it ensures that students simultaneously develop the three benchmarks of proficient reading identified by the National Reading Panel, which are fluency, comprehension and background knowledge.

Similarly, the Six Minute Solution is a reading fluency program that is student
friendly and student directed. The students gather their materials (2 pocket folders, 2 fluency passage within a plastic sleeve for each student, 2 transparencies, 1 or 2 Visa-Vi markers, a fluency record chart for each student) the first minute. The second minute, Student A reads and Student B records Student A’s errors. The third minute, Student B provides Student A with his/her results and records the results on the fluency chart. The fourth minute, Student B reads and Student A records Student B’s errors. The fifth minute, Student A provides Student B with his/her results and records the results on the fluency chart. Finally, the sixth minute, the students gather all of their materials (2 pocket folders, 2 fluency passage within a plastic sleeve for each student, 2 transparencies, 1 or 2 Visa-Vi markers, a fluency record chart for each student) and put them away. In addition, the Six Minute Solution is a reading fluency program in which a student’s independent reading level is determined first before placing the student with a partner for fluency practice. Thus, assessments are critical in regards to determining fluency partners and selecting the appropriate reading level for fluency practice passages. Likewise, training students on the procedures to implement the Six Minute Solution is essential to the success of the program. Also, it is critical to monitor student progress and make instructional decisions based upon individual student progress. This fluency program can be utilized to instruct students in a variety of comprehension strategies like, summarizing, paraphrasing, retelling, describing, sequencing, comparing, problem solving and determining cause and effect. The Six Minute Solution fosters student partnership, each partner’s reading level and correct words read per minute (CWPM) mirrors the others. As a result, each student will be able to achieve success according to his or her particular reading ability.
Vocabulary Curriculum/Resources and Training Activities

The staff development training that would be conducted in the area of vocabulary is *The Elements of Vocabulary, Text Talk* and a book study on *Bringing Words to Life.* *The Elements of Reading Vocabulary* is a systematic, researched-based vocabulary program that increases reading achievement. This supplemental reading/vocabulary program strengthens any core reading program because it is explicit, deliberate, systematic and supports ongoing assessment for evaluating and adjusting instruction. Children build a strong foundation for accelerated reading performance by focusing on the meaning of words that they can understand instead of those that they can read or write independently. The *Elements of Reading Vocabulary* is teacher-friendly because it is easy to implement weekly lessons that require only about 20 minutes per day. On day one, the teacher introduces the vocabulary words via read aloud, “Word Watcher Chart” and “Word Cards”. On day two and three, the teacher and the students have an opportunity to utilize the vocabulary words with the “Word Snapshot” picture cards, the “Word Chat,” student workbook pages and “Word Challenges.” On day four, the students continue using the vocabulary words and they complete the “Word Organizer” which is a graphic organizer and the students have an opportunity to utilize their vocabulary words while engaging in a writing prompt. On day five, the students review and take an assessment both cumulative and non-cumulative. Nevertheless while utilizing this program, students gain 600 vocabulary words through explicit instruction and acquire exposure to many more through implicit instruction. Also, the *Elements of Reading Vocabulary* contains a collection of high-quality literature in a variety of fiction and nonfiction genres, which serve as authentic contexts for building vocabulary.
Teachers engage students before and after reading with questions and activities that draw on their prior knowledge, ideas and opinions. Since learning is personalized this way, teachers can build meaning from their student’s own experiences. In addition, comprehension questions are woven in throughout the stories, which allow teachers to check the student’s understanding of key story concepts without interrupting the overall flow of the lesson. The *Elements of Reading Vocabulary* provides an opportunity for students to experience listening, speaking, reading and writing about new words and interacting with them in widely varied, lively discussions and activities, with an emphasis on real-life situations and student’s personal experiences. Likewise, the *Elements of Reading Vocabulary* ensure that students interact with new vocabulary words at least six times during the first week of classroom instruction. Thus, the program utilizes a ‘Word Watcher Chart’, “Word Snapshot” picture cards, take home letters and a Web-based Parent Place to provide ample support for extending vocabulary development beyond direct instruction and encouraging the students to use new words in their own conversations. In addition, the *Elements of Reading Vocabulary* promotes ongoing assessment to make informed instructional decisions and monitor progress. Overall, the *Elements of Reading Vocabulary* incorporates a variety or researched-based methods like a rich and robust vocabulary selection, explicit instruction, oral instruction and personalization, multiple contexts, rich literature and ample practice.

Another staff development training that would be conducted in the area of vocabulary is *Text Talk*. *Text Talk* is a scientific researched-based supplemental reading comprehension and vocabulary program. The program promotes teacher modeling and exposes students to high quality trade books, all lessons follow the same routine, each
lesson focuses on a specific, researched-based comprehension skill and targets 6 vocabulary words, scaffolds and monitors comprehension and informally monitors and assesses children’s understanding of key comprehension skills. On day one, the teacher introduces the story and the vocabulary that will enhance comprehension, and reads the story through without “Text Talk” post-it notes to introduce the story and the teacher uses “Think and Talk” (think aloud) strategies for general comprehension focus. On day two, the teacher reintroduces the story and the vocabulary, and the teacher rereads the story using the “Text Talk” post-it notes and think-aloud strategies. On day three and four, the teachers attempt to further develop the student’s vocabulary. On day five, the teacher uses the concept web for comprehension modeling or as a literacy center. Also, the teacher places a copy of the story that he/she read to the students into the classroom library so that the book would be available to students for independent reading.

In addition, a book study on Bringing Words to Life would be conducted. This book focuses on the importance of vocabulary development, explicitly and systematically how vocabulary should be introduced and taught to students and ways that teachers can keep students motivated and engaged in acquiring new vocabulary. The beginning of the book explains that a large and rich vocabulary is the hallmark of an educated individual. Much research has show that students who have a strong vocabulary perform better academically. Thus, to make the learning process of using context work, students must read widely so that they encounter an abundance of unfamiliar words and be capable of inferring word meaning information from the context that they read. Vocabulary can be improved if vocabulary instruction is rich, lively, and engaging, as well as, when students learn about the word knowledge concept (whether an individual has never saw the word
before, heard it but does not know what the word means, recognizes the word in context or know the word well.) Choosing the right vocabulary words to teach is just as crucial as teaching vocabulary itself. Teachers must determine what may be useful or important for students to comprehend specific words. Students can develop oral and written language by wide reading activities and listening to a variety of genres, reading an array of stories and passages with different text structures. Furthermore, it is essential that when teachers choose words to teach their students that it be done via explicit vocabulary instruction. This explicit vocabulary instruction aims at teaching specific words and their meaning. The goal of vocabulary instruction is that the words be useful, that tier 2 words are identified in the texts and those students and teachers select words from a pool. Consequently, there are 3 levels of words. The levels are tier one (basic words, i.e. happy), tier two (high frequency words for mature language users, i.e. elated) and tier three (low frequency words that are content specific, i.e. isotope).

The middle of the book explains the importance of teachers introducing vocabulary to students by using student friendly explanations. A student friendly explanation contains characteristics of the word (description) and explanations (provides details) of the meaning in everyday language to be certain that students understand the words. In addition, teachers need to utilize trade books and read-aloud authentic literature daily to enrich student’s listening and speaking vocabularies. Also teachers can select words from those readings and have students use the words in different contexts. Plus, students could have an opportunity to substitute simple words like “Hmmm. Good!” for more sophisticated words like “scrumptious!” It is crucial that young children develop a rich vocabulary because their listening and speaking competence is in advance
of their reading and writing competence. Therefore, educators must take advantage of student listening and speaking competencies in their efforts to enhance student vocabulary development as students are learning to read and write.

Likewise, instruction that encourages students to take true ownership of the sophisticated words that they learn in their classroom must be frequent, rich and extended beyond the classroom setting. Thus, students should be actively involved with vocabulary words daily, using the words in numerous activities and settings, using the words within student friendly explanations, exploring the various meanings and different relationships and contexts that a word may be used. The end of the book explains how teachers can create a rich, verbal environment by exposing students to new words, using stories and poetry, allowing students to engage in word play, encouraging students to give examples of words that they learn and have encountered in and out of school, having students to describe a target word from the newspaper, television program, family discussion, etc. and having students to create a pool of words with a suggestion box.

Comprehension Curriculum/Resources and Training Activities

The professional development training that would be conducted in the area of comprehension is *(Question Answer Relationships)* QAR and Thinking Maps. QAR is a researched-based method for getting students to think about what they read. These researched-proven strategies help students understand the relationship between questions and answers, ask thoughtful questions about text, improve test performance and develop comprehension that lasts a lifetime. QAR helps students identify the type of question they are being asked and shows the students how to approach each type to answer it correctly. The QAR framework includes two primary sources of information for
answering questions: *In The Book* and *In My Head*. *In The Book* encompasses two types of situations. The first occurs when the answer to the question is stated explicitly in the text within a single sentence. This is called a *Right There* question. The second occurs when the answer to the question can be found in the text but is spread across several sentences, paragraphs or chapters. This is called a *Think and Search* question. *In My Head* questions are introduced in third grade. These questions are called *On My Own* and *Author and Me*. *On My Own* questions occur when the answer is not in the text and the readers need to use their own ideas and experiences to answer the questions. *Author and Me* questions occur when the answer is not in the text and the readers need to think about how the text and what they already know connect or fit together. *QAR* helps students become better life long learners. Overall, the goals of *QAR* are to teach students the strategies for succeeding on high stakes test and teach the strategies in a way that it improves a student’s overall comprehension and higher level thinking.

*Thinking Maps* are visual teaching tools that foster and encourage life-long learning and teach the same thought processes. There are eight distinct *Thinking Map* processes. The first is called a “Circle Map” with Frame of Reference, which is used for defining in context. The second is called a “Tree Map” for classifying/grouping. The third *Thinking Map* process is called a “Bubble Map” which is used for describing with adjective. The fourth is called a “Double Bubble Map,” and it is used for comparing and contrasting. The fifth *Thinking Map* process is called a “Flow Map” for sequencing and ordering. The sixth is called a “Multi-Flow Map” which is used for analyzing causes and effects. The seventh *Thinking Map* process is called a “Brace Map” and it is utilized for identifying part/whole relationship. At last the eight *Think Map* process is called a
“Bridge Map” which is used to view analogies.