

BEMIDJI AREA SCHOOLS Read Well by Grade 3

Professional Development Plan for Teachers

In Bemidji Area Schools, staff development and other supports for teachers are in place to promote the effective use of high-quality instructional reading practices.

How do Teachers and Specialists Collaborate to Ensure Competent Use of Literary Practices and Instructional Strategies?

Teachers and Specialists collaborate in a variety of ways and at a variety of levels to ensure competent use of instructional strategies in reading. District staff development and Title I and II monies support many of the inservice opportunities for teachers.

- **Staff Development Days:** The district provides two staff development days during the school year. On these days teachers participate in Professional Learning Communities (PLCs). On these days, paraprofessionals are provided training in behavior, reading, and math.
- **Professional Learning Communities:** Classroom, Title I, Assurance of Mastery, and Special Education Teachers and Speech/Language Clinicians meet in grade level-based Professional Learning Communities (PLCs) within their buildings at least twice monthly. In the larger schools, PLCs include classroom teachers within just one grade level. In smaller schools, cross-grade level PLCs typically consist of groups of kindergarten and first grade teachers, second and third grade teachers, and fourth and fifth grade teachers. PLCs are facilitated by building principals.
- **Building Student Growth Teams:** Representative teacher teams across grade levels within each elementary school building meet once monthly with the principal to receive information and reading instructional and intervention training. They, in turn, deliver these strategies and practices to their building colleagues during staff meetings and/or PLCs.
- **Coaching:** The district RtI Reading and Math Specialists are available for coaching, the modeling of reading and math instruction, and collaboration/discussion with individual teachers and teacher teams across the district.
- **District-Wide Data Retreat:** Annually in August, teacher and administrative representatives from across grade levels and disciplines meet in building teams to review assessment data and develop instructional goals and action plans.
- **School Improvement Planning:** The fall district professional development day set aside for schools to examine their data and set SMART Goals.

- **Elementary-Level Trainings:** Title I funds will support the following trainings:
 - MN Reading Corps Internal Coach August Training
 - Reading Recovery Training, throughout the school year
 - Title I teacher and paraprofessional training
 - Leveled Literacy and other reading intervention training
- **Curriculum Review:** Title II and District Staff Development provide training for curriculum teams to align their curriculum to MN Standards and review curriculum resources.
- **Guided Reading & Six Traits Writing:** District Staff Development grants provide stipends for teachers to attend reading training after school because of the lack of available substitutes.
- **Continuing Education Credits in Reading:** The school district offers teachers workshops to help them meet the state continuing education requirement in reading several times per year.

How is Time Provided for Teachers to Meet Regularly for Professional Development Specific to Reading Instruction?

Much of the professional development specific to reading instruction is delivered to teachers during job-embedded Professional Learning Community (PLC) meetings. Student Growth Team members, including one teacher per grade level in each building, are trained in reading instruction and intervention by the RtI Reading Specialist. Student Growth Team members share these strategies with their PLCs and at staff meetings.

Coaching for teachers in reading instruction and intervention is also provided by the RtI Specialist as needed. Coaching is job-embedded and can occur as often as desired or needed.

Other professional development in reading occurs at grade level meetings and district-wide staff development inservices, and at workshops provided by outside agencies such as the Northwest Service Cooperative and Houghton Mifflin.

How are Staff Trained to Deliver Core Instruction, Instructional Interventions, and the Scientifically-Based Reading Practices Embedded Within Them?

Most of the professional development training in reading is job-embedded and delivered through collaboration among Student Growth Team members, PLCs, and the district RtI Specialist. Instructional practices and topics delivered to teachers are determined by assessment data analysis, the needs of students, and the requests of teachers and administrators. Coaching services are provided to individual teachers. Grade level/district inservices are also offered to groups of district teachers.

Professional Learning Community (PLC) activities include the following:

- Data review (MAP, MCA, curricular)
- Establishment of grade level and student goals based on assessment data
- Development and revision of student intervention plans
- Review of student progress monitoring data
- Problem-solving based on student need
- Sharing of evidence-based instructional strategies and practices
- Dissemination of information on reading instruction, interventions, and student engagement (from the RtI Specialist through the Student Growth Team).

Student Growth Team discussion includes the following:

- Procedures for the delivery of instructional practices to staff members
- Response to Intervention – procedures and protocols
- Best Practices regarding student engagement
- Best Practices regarding core reading instruction
- Reading Intervention – procedures and fidelity
- Professional Learning Communities – procedures and protocols
- Building concerns, assessment data, and goal-setting.

Coaching services may include the following:

- Collaborative Lesson Design
- Team-Teaching
- Lesson Modeling and Demonstration
- Intervention Modeling and Demonstration
- Observation and Feedback
- Classroom/Grade Level Data Review
- Collaboration Regarding Student Intervention
- Discussion and Idea Sharing
- Assessment Fidelity Checks
- Instructional and Intervention Fidelity Checks.

Depending on building and district needs, grade level and district-wide staff development days are used in a variety of ways:

- Training in the Use of New Curriculum
- Building/Grade Level Data Review and Goal-Setting
- School Improvement Planning
- Evidence-Based Instructional Strategy Training
- Intervention Training
- Grade Level Meetings with Idea and Strategy Sharing
- Curricular Concerns
- Discussion Regarding State Standards and Curriculum Objectives.

How are Training and Coaching Supports Used to Further Assist Staff in Implementing Core Instruction and Interventions as Intended?

District teachers and paraprofessionals are trained by the district to administer assessments and deliver interventions. Fidelity checklists are in place to ensure that assessments and instruction are delivered as intended. Fidelity Check procedures were developed during the 2012-2013 school year and continue.

The district RtI Reading Specialist serves as the reading coach for teachers in all buildings in the school district. Both the RtI Reading and Math Specialists work with members of the Student Growth Team in each school building to deliver information, reading and math intervention strategies, and RtI protocols and procedures. Student Growth Team members, in turn, deliver this information to their teachers.

In addition, the RtI Reading and Math Specialists work with individual teachers and grade level groups across the district as requested. Coaching services are provided as often as needed or desired by the teacher or administrator. Coaching activities may include the following:

- Collaborative Lesson Design
- Team-Teaching
- Lesson Modeling and Demonstration
- Intervention Modeling and Demonstration
- Observation and Feedback
- Classroom/Grade Level Data Review
- Collaboration Regarding Student Intervention
- Discussion and Idea Sharing
- Assessment Fidelity Checks
- Instructional and Intervention Fidelity Checks.

How is Performance Data Used to Inform Prioritization and Selection of Professional Development Strategies?

Student Performance Data

Students in Bemidji Area Schools are given a variety of assessments to help determine their needs individually, building-wide, and district-wide. Assessments include *Minnesota Comprehensive Assessments* (MCAs), *Measures of Academic Progress* (MAP), diagnostic tests, and curriculum-based assessments. (See the “Reading Assessment Processes and the Communication of Results” section of this plan for a complete listing of district assessments and an assessment schedule.) Analysis of data by teachers and administrators occurs:

- At district-wide fall data retreats
- At district RtI Committee meetings
- Within PLCs
- At Student Growth Team meetings
- At School Improvement and School-wide Planning meetings
- At Reading Well by Grade 3 Plan Team meetings

The table below explains the Data Review processes and how they are tied to professional development:

Type of Goal	Goal Development	Goal Review	Aligned Professional Development
Individual Student Goal	<ul style="list-style-type: none"> Developed in PLCs 	<ul style="list-style-type: none"> At least twice monthly 	<ul style="list-style-type: none"> Requested and individualized by teacher Provided in PLCs or through coaching experiences
Grade Level Goal	<ul style="list-style-type: none"> Developed in PLCs 	<ul style="list-style-type: none"> At minimum, after each benchmarking period 	<ul style="list-style-type: none"> Requested and individualized by grade level Provided in PLCs or through coaching experiences
Building Goal	<ul style="list-style-type: none"> Developed at data retreats, and/or Student Growth, School Improvement, or School-wide Team meetings 	<ul style="list-style-type: none"> At least yearly, and revisited by each School Improvement Team at least one more time during the school year 	<ul style="list-style-type: none"> Requested by building Provided in PLCs, during staff development inservices, or through coaching experiences
District “Reading Well by Grade 3” Goal	<ul style="list-style-type: none"> Developed at district RtI Committee and/or Reading Well by Grade 3 Plan Team meetings 	<ul style="list-style-type: none"> At least yearly 	<ul style="list-style-type: none"> Provided by the RtI Specialist monthly and delivered through the Student Growth Teams (i.e. “Dazzling Ideas”) Provided in PLCs, during staff development inservices, or through coaching experiences