Professional Development Plan

After analyzing the continuum of profession development of Figure 6.1 (Snow, 2005), I find myself in the “new teacher induction” phase, an early part of my career. In reflecting on my growth in the five areas of professional knowledge, as noted in my pie charts, I have a strong foundation in declarative knowledge and feel confident in working with a whole class of students, but need to increase my ability to work with students in small groups to more effectively meet their needs.

Guided reading will be the focus of my immediate professional development plan. Our district is encouraging teachers to become knowledgeable about guided reading. Guided reading (Fountas & Pinnell, 2006) is designed to support students as they read a text at their instructional level for the first time. Teachers meet with small groups of students who are reading at a similar level and have similar needs. It can be used with students in kindergarten all the way up to fifth grade and beyond. Guided reading is a chance for students to practice applying strategies through reading authentic texts.

Due to budget issues no professional development will occur, so teachers need to be proactive and creative in acquiring the information and developing expertise. My team is interested in becoming more effective in incorporating guided reading, so I plan to solicit their interest in participating in a study group. Over the course of the XXXXX school year, my objectives are:

I will learn how to:
- Design and run a guided reading lesson
- Structure classroom routines and organize the physical space so that it is conducive to the guided reading approach
- Create a guided reading schedule
- Assess students and interpret results
- Group students
- Determine book levels
- Find and select books for a lesson
- Develop effective guided reading lessons
- Prompt students effectively
- Manage students when they are working independently while I am teaching a guided reading group
- Incorporate guided reading as an approach to support reading in the content areas

Ideally this would be a 2-yearlong professional development program, with the first half of the first year devoted to learning new assessments and procedures as well as setting up necessary classroom routines, and the other year and a half spent practicing and refining teaching methods. Throughout the two years, I will re-evaluate my goals and revise as needed.

My year 1 plans include to:
Seek other colleagues interested in being in a study group to learn more about guided reading.

Meet once a week during common prep time to discuss reading of the Fountas and Pinnell text *Guided reading: Good first teaching for all children* and helpful articles, analyze guided reading lessons on video and analyze assessments. The *Fountas & Pinnell Benchmark Assessment System 1 & 2 Assessment Kits* will, also, be used as resources. Use data from the assessments to make plans for guided reading.

Work with principal to provide time for participants in the group to have pre-observation conferences, observe each other and provide feedback.

**My plan for the first half of year focuses on:**

1. Learning how to take and analyze running records:
   - Read about assessing readers. Discuss with colleagues.
   - Learn the symbols used to code reading miscues.
   - Watch a video from the assessment kit of a teacher administering the assessment.
     - Practice recording a student’s reading behaviors by listening to the audio and using the symbols.
     - Calculate accuracy and self-correction rates.
     - Analyze reading behaviors.
     - Make plans for grouping.

2. Learn how to determine a student’s instructional reading level.
   - Introduce grouping strategies for guided reading.
   - Practice using assessment data to group students.
   - Work in pairs to analyze own assessment data and create first round groups.

3. Examine resources for determining text levels.
   - Bring classroom laptops and a handful of books from their classrooms.
   - Discuss the text characteristics for each level (Fountas & Pinnell, 1996).
   - Find examples of texts for each level, A – Z.
   - Determine levels for classroom books based on characteristics described in the Fountas and Pinnell text.
   - Organize text sets according to level.
   - Examine models for independent learning while teacher pulls guided reading groups:
     - Reading workshop
     - The Daily Five
     - Literacy Centers
   - Create individual action plans for independent learning in their classrooms.

4. Determine how to write text introductions.
   - Practice planning introductions for several sample texts.
   - Observe teachers during a guided reading lesson (each other or videos). Focus on book introductions.

   - Evaluate progress towards goals, re-evaluate goals, and set new goals, if needed.

5. Create schedules for meeting with each of their groups.

**The second half of the year will focus on implementing guided reading:**

1. Discuss how to:
• Incorporate strategies into guided reading lessons, either during or after reading.
• Prompt for strategic reading behaviors.
• Integrate word work

2. Practice implementing guided reading.
• Observe teachers conducting guided reading (each other and/or video)
• Share at least two specific examples of something that went well during a lesson.
• Share one thing they would still like to improve.
• Discuss challenges and celebrate successes. Review and revise professional development goals, as needed.

3. How to incorporate guided reading in the content areas.
• Choose appropriate texts for readability (a range of reading levels to meet the needs of all students), genre, interest
• Use writing
  o as a learning tool
  o to demonstrate learning
• Make content-area textbooks more comprehensible
  o Pre-reading strategies
  o During reading strategies
  o After reading strategies

4. Take administration of running records to a deeper level.
• Take running records on students and record the results.
• Interpret new assessment data and create new groupings.
• Analyze students’ reading growth over time. How has professional development impacted student learning? What approaches need to modified or changed? What approaches should be kept? What approaches should be eliminated? What professional development is needed to refine approaches:

   At the end of the year, the group works together to set professional development goals for the second year on how to take guided reading to a deeper level. Consider reading Jan Richardson’s The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader.

   In years 3 and 4, I recommend a focus on learning how to teach comprehension strategies, not only in large group, but, also, in small groups. Study Stephanie Harvey and Anne Goudvis’ Strategies that Work. Emphasize how to teach reading in the content areas. Since writing has an impact on learning to read, I suggest a focus on writing workshop during year 5. I plan to refine how I incorporate Writing Workshop by studying the works of Lucy Calkins, Ralph Fletcher and Katie Wood Ray. By year 6 when I will have a continuing contract, I will consider pursuing a doctorate or become a National Board Certified Teacher as an elementary school generalist.