Sample of Designed Professional Development

**Day 1:**

- Introductions and setting purpose (building common literacy language)
- Review the 90-minute reading block and its direct correlation with the Reading Workshop
- Introduce management of authentic literacy stations for students to be engaged in as teacher is working with small groups
- Introduce interactive read aloud (IRA) elements
- Text feature analysis (whole group followed by partner activity)
- Video of IRA
- Integrating content areas into the literacy block

**Day 2:**

- Examine guided reading elements
- Video analysis
- Participants listen to and record a running record from a recording I share
- Review common misconceptions of markings, and the appropriate conventions
- Data collection and management system (always mindful of RtI)

**Day 3:**

- Review what is/is not working during the guided reading groups and problem solve
- Teachers bring in a guided reading group lesson plan and supporting data that they have been collecting since our last visit
- Review the running records to note student behaviors and areas that need shifting
- Strategic teaching decision-making, i.e. text matching for need (NOT JUST LEVEL), book orientations, etc.
Day 4:

- Reading Leadership Team models guided reading or interactive read aloud lessons (either walk-throughs or via videos)
- Non-evaluative analysis of elements in the guided reading/interactive read alouds
- Capacity-building discussion