

**Staff Development Projects**

**Guidelines**

1. Candidates develop a needs assessment based on the IRA Standards at the Reading Specialist/Literacy Coach Level. Candidates include critical elements in Standards 3.1, 3.2, 5.2, 5.3, 5.4. Candidates have four Staff Development Projects to complete, one in each of the following courses:

 SPED/READ 8018 Reading Disabilities and the Assessment of Reading

 SPED/READ 8019 The Assessment of Writing Skills and Writing Disabilities

 SPED/READ 9012 The Reading Specialist: Leadership Roles

 SPED/READ 9101 Practicum: Reading Specialist

Each project must address a critical element of the Standard that focuses on support for classroom teachers, paraprofessionals and other support personnel. Candidates address instructional grouping options, instructional practices, curriculum materials, assessment procedures and interpretations, and program design.

1. The content of the staff development projects needs to be translated into goals for student achievement. The content selected should be driven by the needs of teachers related to student learning.
2. Preparation for the projects should be documented and involve:
	1. needs assessment
	2. peer collaboration
	3. research evidence related to the content
	4. materials activities, and resources for presentation (visual aids/technology)
	5. connections to student learning
	6. evaluation of workshop presentation by participants
	7. a follow up plan to work with teachers, paraprofessionals and other support personnel regarding content presented
3. An outline of the oral presentation needs to be submitted to the course instructor/supervisor for approval before presentation.



**Staff Development Project Rubric**

Please address IRA Standards and critical elements within the Standard (3.1, 3.2, 5.2, 5.3, 5.4) at the Reading Specialist/Literacy Coach Level.

| **3 Points** | **2 Points** | **1 Point** |
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| Develops and implements a needs assessment that addresses two components below:* Increases classroom teachers, paraprofessionals, and other support personnel’s knowledge regarding oral language, the components of reading, writing, reading assessment and interpretation and progress monitoring. (IRA 3.1)
* Utilizes the National Staff Development guidelines for the needs assessment.
 | The needs assessment addresses only one of the two components below:* Increases classroom teachers, paraprofessionals, and other support personnel’s knowledge regarding oral language, the components of reading, writing, reading assessment and interpretation and progress monitoring.
* Utilizes the National Staff Development guidelines for the needs assessment.
 | The needs assessment does not address either one of the two components below:* Increases classroom teachers, paraprofessionals, and other support personnel’s knowledge regarding oral language, the components of reading, writing, reading assessment and interpretation and progress monitoring.
* Utilizes the National Staff Development guidelines for the needs assessment.
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| * Utilizes peer collaboration to assist with content selection and for developing, leading, implementing and evaluating an effective workshop, as documented in meetings and observations.
 | * Some evidence of collaboration with peers regarding topic and presentation
 | * No evidence of collaboration with peers regarding topic and presentation.
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| * Content of the staff development workshop is grounded in research that justifies the specific focus on instructional practices, materials, assessments grouping options and/or progress monitoring techniques. (IRA 3.2)
* Multiple sources of research-based information are presented to the school community.
* Develops a coherent presentation for teachers and paraprofessionals regarding how research has informed practice. (IRA 5.2)
 | * Some research-based sources regarding the content area presented.
 | * No research-based sources regarding eh content area are presented.
 |
| Instructional activity includes three facets: (IRA 5.3)* Multiple resources
* Applicable materials
* Varied approaches

To guide teachers, paraprofessionals and other support personnel in learning and in active participation. | Instructional activity includes only two of the three facets. | * Instructional activity includes only one or none of the three facets.
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| The presentation addresses two components below: (IRA 5.4)* Clearly demonstrates to staff the connections to student learning in the content presented (e.g., Instructional Strategies and Curriculum Materials, Assessment and Evaluation, Creating a Literate Environment).
* Utilizes evidence from the work of the National Institute of Child Health and Human Development, The National Reading Research Commission, the National Reading Panel (others)
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* Utilizes evidence from the work of the National Institute of Child Health and Human Development, The National Reading Research Commission, the National Reading Panel (others)
 | The presentation does not address either of the two components below:* Clearly demonstrates to staff the connections to student learning in the content presented (e.g., Instructional Strategies and Curriculum Materials, Assessment and Evaluation, Creating a Literate Environment).
* Utilizes evidence from the work of the National Institute of Child Health and Human Development, The National Reading Research Commission, the National Reading Panel (others)
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| Evaluation of the workshop presentation addresses the two components below: (IRA 5.3)* Offers opportunity (e.g., questionnaire, focus group interview) for staff participants and other colleagues (e.g., other candidates) to provide feedback regarding central features (increase in knowledge base, potential improvement in instructional practices, etc.) of the workshop.
* Revises presentation based on summary of findings.
 | The evaluation of the workshop presentation addresses one component below:* Offers opportunity (e.g., questionnaire, focus group interview) for staff participants and other colleagues (e.g., other candidates) to provide feedback regarding central features (increase in knowledge base, potential improvement in instructional practices, etc.) of the workshop.
* Revises presentation based on summary of findings.
 | * The evaluation of the workshop does not address either of the two components below:
* Offers opportunity (e.g., questionnaire, focus group interview) for staff participants and other colleagues (e.g., other candidates) to provide feedback regarding central features (increase in knowledge base, potential improvement in instructional practices, etc.) of the workshop.
* Revises presentation based on summary of findings.
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| Follow up plan includes at least two of the four components below: (IRA 5.4)1. study groups with participants
2. demonstration lesson for participants
3. Observation of participants implementation of relevant content
4. Individual conferencing with participants
 | Follow up plan includes at least one of the four components below:1. study groups with participants
2. demonstration lesson for participants
3. Observation of participants implementation of relevant content
4. Individual conferencing with participants
 | Follow up plan includes none of the four components. |

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| --- | --- |
| **Pass** | **Fail** |
| **Points** |  | **Grade** | **Points** |  | **Grade** |
| 20-21 | = | 4.0 | 14-15 | = | 2.5 |
| 18-19 | = | 3.5 | 12-13 | = | 2.0 |
| 16-17 | = | 3.0 | 10-11 | = | 1.5 |