As a district leader, you may be inundated with external professional learning products and providers. Unfortunately, research suggests that most professional learning products, providers, and approaches are unlikely to result in measurable improvements in children's literacy.

PROFESSIONAL LEARNING THAT WORKS:	PROFESSIONAL LEARNING THAT DOES *NOT* WORK:
Focuses on specific research-supported teaching practices	Focuses just on building teachers' content knowledge; is only intended to be inspiring; and/or shares strategies that are not supported by research
Incorporates active learning, such as opportunities for teachers to design and try out teaching strategies or to engage with authentic artifacts that are directly connected to their classrooms and students	Consists of a long series of lectures or online modules; is disconnected from teachers' classrooms and students
Invests in in-classroom coaching and expert support, such as sharing of expertise about content and evidence-based practices, that are focused directly on teachers' individual needs	Lacks a coaching component or includes minimal coaching that does not have the characteristics of effective coaching that have been identified in research
Offers teachers feedback and dedicated time to think about, receive input on, and make changes to their practices by facilitating reflection and soliciting feedback	Isolates teachers and provides working conditions with little time or support to reflect and grow
Provides teachers with models of effective practice, such as coach demonstrations, videos, and sample student work	Is vague about effective practices and desired student accomplishments
Involves extensive collaboration with colleagues and offers specific structures to support that collaboration	Is carried out alone or in settings with few opportunities or structures to engage with colleagues
Occurs over an extended period of time, providing teachers with considerable opportunities to learn, implement, reflect on, and refine practices	Happens on an occasional PD day and with no provision outside those days to apply learning in ways described in this document
Is deeply embedded and highly contextualized, supporting teacher learning within the classroom	Is largely divorced from everyday classroom practice and the specific context in which teachers work

Many elements and wordings in the left-hand column of this table were adapted from Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017, June 5). *Effective teacher professional development.* Learning Policy Institute.
https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

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1   For research documenting the positive impact of coaching on literacy development, see Kraft, Blazar, & Hogan (2018).
     For a summary of the characteristics of effective early literacy coaching, see MAISA GELN (2016).

1. Avoid professional development products, providers, and approaches that are inconsistent with this description of professional learning that works.

2. Hire instructional coaches—approximately one coach for every 14 or fewer teachers—who are trained in effective coaching practices and effective classroom practice.

3. Provide compensation, continuing education credits, and structures for teachers to engage in professional learning during the summer and during the school year that are highly connected to and contextualized within their practice.

4. Organize school schedules to allow for frequent opportunities for teachers to engage with coaches, one another, and active learning strategies, such as during a common specials period, early release days, and compensated time outside contracted hours.

5. Invite input from teachers regarding what they see as needs in children's work and in their own practices, and use that input to inform professional learning content (provided that the needs identified are aligned with standards and research).

6. Ensure that teachers engage with materials that are research-supported and practice-focused, such as the What Works Clearinghouse Practice Guides and other resources, resources from the Regional Education Laboratories, resources from LiteracyEssentials.org, and materials written or developed by active researchers (see sample list later in this document).

7. Offer models of effective practice and other features of effective professional learning described in the preceding table.

8. Do all of the above over an extended period of time.

On page 3, you can read about one example of a professional learning program that research has found to be effective in increasing reading achievement among multilingual learners.

On page 4, you can read about one example of a professional learning program that research has found to be effective at increasing reading achievement with an emphasis on Multi-Tiered Systems of Support (MTSS) implementation.

Stand for Children (stand.org) is currently working with The New Teachers Project (tntp.org) to develop materials appropriate across student populations in Oregon. For updates, please contact jmorgan@stand.org.

For a list of examples of national speakers who could provide research-informed consultations and kick-off presentations, see page 5.

Bridging English Language Learning and Academics:
The BELLA Professional Learning Program for ESL and Classroom Teachers

What is the **BELLA** Program?

Bridging English Language Learning and Academics (BELLA) is a yearlong professional learning program for kindergarten, first grade and ESL teachers to support their multilingual learners' language and literacy development. With support from an implementation coach, teachers in this program focus on:

- Implementing high-impact instructional strategies for language and literacy for multilingual learners;
- Building on families' cultural wealth in the classroom; and
- Aligning academic content and instructional strategies through collaboration between ESL/ESOL and classroom teachers.

What does the **BELLA** Program include?

- Two days of in-person workshops in your district for school team: ESL/ESOL teacher plus kindergarten or first grade team
- Framework for weekly collaboration for co-planning instruction: aligning content and instructional strategies
- Two online follow-up modules
- Monthly virtual implementation coaching support

What does the research say about the **BELLA** Program?

- Increase in teachers' use of high-impact instructional strategies for MLs
- Increase in teachers' intentional collaboration with ESL teachers
- Increase in MLs' language and literacy scores

Literacy Strategies

Cultural Wealth

Teacher/ESL Collaboratioin
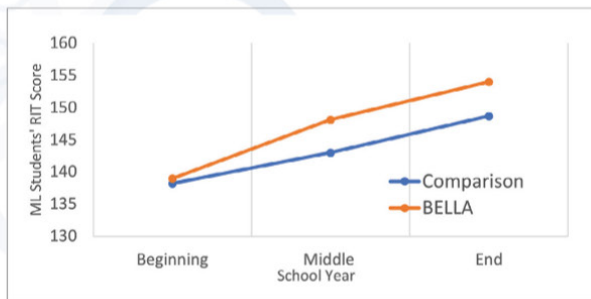
Yearlong implementation coaching and school team collaboration

For more information contact:

Leslie Babinski, Ph.D. at **leslie.babinski@duke.edu** or Steve Amendum, Ph.D. at **amendum@udel.edu**

For more information:

bellapd.org

PRESS

Path to Reading Excellence in School Sites

helps teachers and administrators establish school-based systems and practices for all K-5 students to become capable readers. Driven by research-based approaches to literacy, the PRESS framework addresses quality core instruction, data-based decision making, tiered interventions, and effective professional development to support systemic change.

Students performing below grade level demonstrated growth with PRESS interventions

Results from a study in two third-grade classrooms show increases in the number of students performing at or above the seasonal benchmark (oral reading fluency) **after receiving a PRESS classwide intervention:**

44%
before PRESS

76%
after PRESS

PRESS
Path to Reading Excellence
in School Sites

In addition to advocating for classwide interventions, the PRESS framework uses small group Tier 2 interventions directly targeted to the students' area of need in reading. Comparisons between targeted and comprehensive reading interventions show that targeted PRESS interventions resulted in greater student growth for both second- and third-grade students.

Percentage of Students Making One Year's Growth with PRESS intervention

Legend: PRESS, Comprehensive
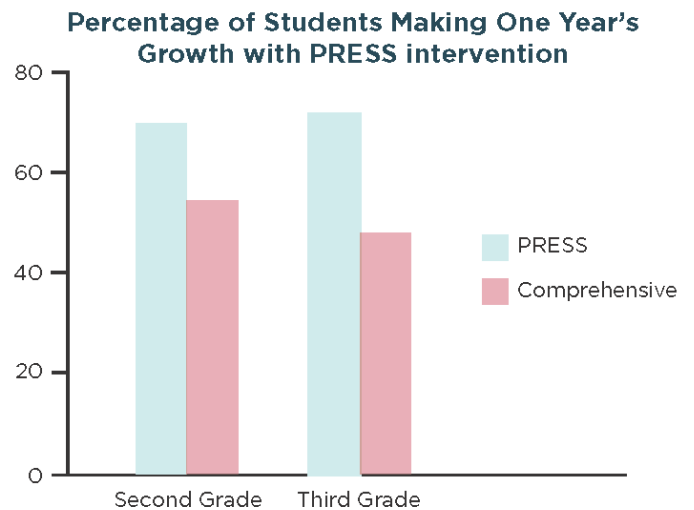
PRESS data showing percentage of second- and third-grade students making one year's growth on Curriculum-Based Measurement Reading (CBM-R) and/or Measures of Academic Progress (MAP) for reading.

MINNESOTA CENTER for **Reading Research**

www.PressCommunity.org

COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

PRESS provides workshops and consultations with schools and districts as well as intervention and assessment manuals. Complete research references available at z.umn.edu/PathToReading.

EXAMPLES OF NATIONAL SPEAKERS WHO COULD PROVIDE RESEARCH-INFORMED CONSULTATIONS AND KICK-OFF PRESENTATIONS

FLUENCY DEVELOPMENT

Elfrieda Hiebert, PhD textproject.org (K–3)	**Melanie Kuhn, PhD** Purdue University melaniek@purdue.edu (2–5)	**Tim Rasinski, PhD** Kent State University www.timrasinski.com

LANGUAGE DEVELOPMENT, INCLUDING VOCABULARY

Jorge Gonzalez, PhD University of Houston jegonz24@central.uh.edu (preK)	**Sharolyn Pollard-Durodola, EdD** University of Nevada, Las Vegas sharolyn.pollard-durodola@unlv.edu (preK)	**Tanya Wright, PhD** Michigan State University tswright@msu.edu (preK–3)

LANGUAGE DIVERSITY

Claude Goldenberg, PhD Stanford University cgoldenberg@stanford.edu (K–3)	**Dr. Nicole Patton Terry, PhD** Florida State University npattonterry@fsu.edu (K–3)	**Julie Washington, PhD** University of California, Irvine julie.washington@uci.edu (K–3)

PHONEMIC AWARENESS, PHONICS, AND SPELLING

Selenid Gonzalez-Frey, PhD Buffalo State University freysm@buffalostate.edu (preK–3)	**Julia B. Lindsey, PhD** www.juliablindsey.com (K–2)	**Heidi Anne Mesmer, PhD** Virginia Tech University hamesmer@vt.edu (preK–5)

WORLD KNOWLEDGE AND READING COMPREHENSION DEVELOPMENT

Sonia Cabell, PhD Florida Center for Reading Research scabell@fcrr.org (preK–3)	**Nell K. Duke, EdD** Stand for Children & the University of Michigan nkduke@stand.org (preK–3)	**Sharon Walpole, PhD & Professional Development Center for Educators** The University of Delaware www.pdce.udel.edu (K–5)

WRITING DEVELOPMENT

Gary Bingham, PhD Georgia State University gbingham@gsu.edu (preK)	**Hope Gerde, PhD** Texas A&M University hgerde@tamu.edu (preK)	**Steve Graham, EdD** Arizona State University steve.graham@asu.edu (K–5)