

# Pennsylvania State Literacy Plan Needs Assessment

# Procedural Data Literacy Needs Assessment

## IV. Professional Learning and Practice (6-8)

The most strategic and productive use of professional learning resources are provided and aligned with Pennsylvania Educational Initiatives (IDEA, Title I, Title III, etc.)

Professional learning meets standards for effective professional learning.

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **6-8** |
| **Area of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. Professional learning efforts are aligned to leverage resources and ensure a cohesive plan that addresses the needs of all learners (i.e. students, teachers). This alignment is sustained and focused across years.
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| 1. LEA professional learning time (e.g., staff development days, late starts, early dismissals) is utilized strategically by focusing on content that will result in meeting LEA literacy goals and by sustaining that focus over time.
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| 1. All professional learning reflects the characteristics of effective professional learning programs. Professional development is:
	1. Focused on goals from the Local Literacy Plan and guided by assessment data
	2. Ongoing
	3. Engaging and interactive
	4. Collaborative (including Professional Learning Communities)
	5. Job-embedded
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| 1. Application of the content to classroom instruction is stressed. Impact of professional learning on student and teacher learning is measured. Coaching, instructional supervision, ongoing teacher collaboration, peer coaching, and related strategies are used for this purpose.
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| **Score (transfer score to page 3)** | **/12** |

Differentiated professional learning is provided for all staff that teach or supervise literacy.

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **6-8** |
| **Area of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. Initial and ongoing professional learning is provided specific to the literacy programs school personnel will be teaching:
	1. Before the start of the year, teachers new to a building receive detailed preparation in the school’s literacy model, literacy assessments, and how to implement the materials they will be using.
	2. Periodically (at least once a year), returning teachers receive follow up guidance to enhance implementation of the core, supplemental, and intervention materials.
	3. Instructional specialists (Title I, special education, ELL and Gifted Education specialists) are included in literacy professional learning that classroom teachers receive.
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| 1. Principals attend LEA and building-level professional learning sessions on literacy elements, materials, and assessments. Scheduling conflicts with LEA leadership meetings are avoided on these dates. Additional professional learning is provided for principals on becoming instructional leaders at regular sessions throughout the school year.
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| 1. LEA staff are provided opportunities for professional learning in the areas of parent involvement/engagement.
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| 1. Teaching staff are provided with opportunities to collaborate, study, observe others, visit model demonstration sites, and make plans to improve instruction.
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| 1. A comprehensive professional learning plan and support system for instructional assistants who support literacy groups is developed including instruction and guidance on instructional materials they will use.
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| 1. The LEA is committed to integrating literacy across the instructional areas. Professional development and ongoing in-class support necessary to make this happen are provided including subject-specific comprehension and vocabulary strategies.
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| **Score** | **/18** |
| **Total Score for Professional Learning and Practice****page 2 \_\_\_\_ + page 3 \_\_\_\_ = \_\_\_\_ / 30** |  **/30** |

**Professional Learning and Practice (6-8)**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**