



RESOURCE LIST FOR PROFESSIONAL LEARNING

COLLABORATION AND WALKTHROUGH TOOLS

[Meadows Center for Preventing Educational Risk \(MCPER\) Walk-Through Tools](#): MCPER houses a variety of walk-through tools on explicit and systematic instruction, instructional grouping, scaffolded practice, and differentiated instruction.

[Regional Educational Laboratory Southwest \(REL Southwest\) Literacy Walk-Through Tool](#): REL Southwest developed the School Leader's Literacy Walk-Through tool to assist school leaders in observing evidence-based practices during literacy instruction. This guide includes a pre-walk-through meeting guide, observation tool, and post-walk-through meeting tools.

[RESET Rubrics](#): These reading rubrics are based on evidence-based practices for students with disabilities for components important for word recognition and language comprehension skill development, such as decoding and vocabulary.

[Self-Study Guide for Evidence-Based Coaching for Literacy: PreK—Grade 12](#): This self-study guide was developed to help administrators, teacher leaders, and coaches improve the effectiveness of literacy coaching in order to increase the knowledge, skill, and ability of teachers to implement evidence-based practices.

[Next Steps NH HQPD Coaching Fidelity Tool](#): This tool is a coaching observation tool and provides information about ongoing feedback and coaching for individuals who provide professional development training.

[Observation Checklist for High-Quality Professional Development Training](#): This checklist was designed to be completed by an observer to determine the level of quality of professional development training. It can be used to provide ongoing feedback and coaching to individuals who provide professional development training.

[NCSI Effective Practices for Coaches Module](#): This module addresses the four practices coaches can use to improve teaching and student learning.

[NCSI Effective Coaching Fidelity Tool Rubric](#): This tool can be used to help measure the fidelity of coaching so that these data can be used by coaches and other educators to continuously improve upon how coaching occurs.

[NCSI Measuring the Fidelity of Coaching Module](#): This module addresses how to measure the fidelity of coaching practice to increase the impact it has on teaching and learning.

[REL Northeast & Islands: Evaluating Professional Learning: Introduction to a Tool for Schools and Districts Virtual Workshop](#): This workshop will introduce state, district, and school leaders to a new tool to assist in evaluating their professional learning initiatives.



INFORMATIONAL RESOURCES AND MODULES

[IRIS Modules](#): These modules cover a wide variety of different topic areas including, but not limited to early intervention, literacy, MTSS, school improvement, behavior and classroom management and more.

[CEEDAR Center Course Enhancement Modules](#): These modules include usable resources for faculty and professional development providers to include in effective opportunities for teachers and leaders to learn about and use evidence-based practices.

[Meadows Center Library](#): Discover recommended guides, articles, lessons, online courses, videos and websites from reliable sources.

LEAD FOR LITERACY

[Website](#): The Lead for Literacy Center is a partnership among literacy experts, education leaders, university researchers, and technical assistance providers. Our mission is to build the capacity of school and district leaders to facilitate improved teacher implementation of evidence-based literacy practices for educating students with, or at risk for, literacy-related disabilities.

[Resource Repository](#): Search the Lead for Literacy resource repository for recommended resources, including websites, downloads, and videos, from reliable sources.

[Framework Navigator](#): The Lead for Literacy Framework Navigator is a tool that can be used formatively with school teams to shed light on areas that are strongly implemented and growth areas that school teams might work toward. This tool can help inform action planning with school teams.

[Framework and Elements](#): The Lead for Literacy Framework is a guide that helps school, district, and state leaders navigate the process of evaluating, building, implementing, and improving teacher implementation of evidence-based literacy practices within a comprehensive schoolwide reading model.

WHAT WORKS CLEARINGHOUSE RESOURCES

[Website](#)

The What Works Clearinghouse (WWC) review the existing research on different programs, products, practices and policies in education. Their goal is to provide educators with the information they need to make evidence-based decisions.



[Practice Guides](#)

This webpage links to all of WWC's practice guides, which present recommendations for educators to address challenges in their classrooms and schools.

[Practice Guide Summaries for Literacy Leaders](#)

The Lead for Literacy practice guide summaries provide recommendations from the WWC practice guides that are most relevant to literacy leaders.

[Resources for Educators](#)

This web page provides associated WWC resources for educators, families and caregivers, and leaders in state and local education agencies.

[Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

REL Southeast has nearly 40 videos that demonstrate the WWC recommendations in use.

[Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)

REL Southwest has over 20 videos that demonstrate the WWC recommendations in use.



Lead for Literacy High-Quality Professional Development Planning Blueprint

As you progress through the Lead for Literacy Institute, you may use this blueprint to generate plans for sharing session information with staff at your school. This may also be used to support the quick wins and prioritized actions generated at the end of each session.

Topic (problem or need):		
L4L Element: (Check all that apply)		
<input type="checkbox"/> Standards, Priorities, and Goals <input type="checkbox"/> Administration, Organization and Communication <input type="checkbox"/> Assessments <input type="checkbox"/> Instruction and Intervention <input type="checkbox"/> Professional Development & Job Embedded Professional Learning		
Professional Development Format:		
<input type="checkbox"/> Workshop, Institute <input type="checkbox"/> Coaching <input type="checkbox"/> PLCs <input type="checkbox"/> Implementation Teams <input type="checkbox"/> Other: _____		
Target Audience (leadership team, grade level, teachers):		
Who Delivers Content:	Date:	Location:
<input type="checkbox"/> School leadership <input type="checkbox"/> Coach/Facilitator <input type="checkbox"/> Teacher/Specialist <input type="checkbox"/> Outside vendor/consultant <input type="checkbox"/> District/state <input type="checkbox"/> Other: _____		
Learning Objective:		



Activities for Active Learning:

Materials:

This professional learning opportunity will include the following high-quality characteristics (select all that apply):

- Focus on core content and modeling of teaching strategies for the content.
- Opportunities for active learning and application of new teaching strategies.
- Opportunities for collaboration among teachers.
- Embedded follow-up and continuous feedback.

Plans for Follow-Up: