

## K-3 Reading Professional Development

Effective upon final approval, rules governed by W.S 21-3-401 mandate that each school district provide professional development to all employees providing instruction in kindergarten through grade three. This professional development must include:

- Evidence-based literacy instruction and intervention
- Identifying the signs of reading difficulties including but not limited to dyslexia.

The Wyoming Department of Education (WDE), in collaboration with stakeholders from across Wyoming school districts, has established minimum K-3 reading professional development requirements for districts to use when identifying appropriate and suitable professional development materials in evidence based reading instruction and intervention.

## Professional Development Processes

- Professional development is required every 3 years.
- Districts are responsible for choosing, tracking, and documenting completion of requirements.
- Districts are required to submit their initial plan to the WDE by an announced date. The WDE will provide a template for submission.
- Any changes made to the initial professional development plan will need to be submitted to the WDE by August 15th of every year.
- All educators in their first cycle of training (1st-3rd years) will need a foundational course (Competency 1).
- Districts may plan training according to district data and teacher or school need in subsequent years.
- Districts may choose to combine a variety of formats to best achieve the training that addresses the needs. This can include book studies, PLC presentations or research reviews, individually or group viewed webinars, online modules, conferences, workshops, courses, etc.
- Consideration should be taken when planning how to train for newly hired teachers within each 3 year training cycle. New staff to the district will need to be trained according to the Initial 3 year requirements, unless they have documentation of being trained elsewhere in Wyoming.

Links to information in Chart Form:

- [Link to Professional Development Summary Chart](#)
- [Link to Competency Area Requirement Chart](#)

## District Educator Role Definitions

Role 1: Educators and staff supporting, but not providing direct reading instruction (i.e. PE, art, music, certified librarian, paraprofessionals/aides, etc)

Role 2: Educators directly providing instruction in foundational reading and language skills (i.e. K-3 classroom teachers).

Role 3: Educators providing direct instruction or intervention for students in Tier 2 or Tier 3 (i.e. special education teachers, reading interventionists)

Note: Interns, apprentices will be required to receive professional development for the role in which they are functioning. If staff carry more than one role, they are required to fulfill the competency requirements of the role with the greater requirements.

## Professional Development Time Requirements

Time Requirements are based on 3 year cycles. The initial cycle for each staff will be different from the following cycles.

### Years 1-3 (cycle 1):

Role 1: 3.5 hours (½ day) in Competency Area 1.

Role 2: 28 hours (4 days) combined in all Competency Areas (10.5 in Competency 1, 7 in Competency 2, 10.5 in Competency 3 and 4 combined)

Role 3: 28 hours (4 days) combined in all Competency Areas (10.5 in Competency 1, 7 in Competency 2, 10.5 in Competency 4)

### Following Three Year Cycles:

Role 1: 3.5 hours (½ day) in any combination of Competency Areas (recommended focus on context-specific Literacy Support Strategies)

Role 2 and 3: 10.5 hours (1.5 days) in any combination of Competency Areas (differentiated based on district need)

## Competency Areas

- Competency 1: Essential Knowledge, Practice, and Responsibility
  - Understand the basic tenets of skilled reading including foundational word reading skills and language comprehension.
  - Understand and recognize the most common differences between good and poor readers in order to identify students who may be exhibiting reading difficulties (including word reading skills and language comprehension).
  - Understand the components of early reading development including neurobiology, cognitive processes, language processing, impacts of environmental, cultural, and social factors, and need for explicit instruction.
  - Understanding of data based decision making and data literacy.
  - Understanding and application of collaborative, problem solving approaches.
- Competency 2: Assessment – Identify and Respond
  - Understand the differences among and purposes for screening, progress-monitoring, diagnostic, formative, and outcome assessments.
  - Know and use screening, diagnostic and progress monitoring tools with fidelity and to make decisions about core instruction and/or interventions.
- Competency 3: Instruction – Implementation and Differentiation
  - Understand and apply general principles and practices of foundational reading skills and literacy teaching including explicit, systematic, cumulative, teacher -directed core instruction.
  - Understand and apply instruction in order to differentiate to meet cognitive, linguistics, sociocultural, and behavioral aspects of learning.
  - Understand and apply the progression of phonemic-awareness skill development, across age and grade.
  - Understand and apply systematic, cumulative, and explicit teaching of basic decoding and spelling skills.
  - Understand and apply fluent word-level skills in automatic word level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
  - Understand and apply vocabulary development and vocabulary knowledge in oral and written language comprehension.
  - Understand and apply explicit comprehension strategy instruction and background knowledge building approaches as supported by research.
  - Understand and apply developmental phases of the writing process and written expression.

- **Competency 4: Intervention and Remediation**
  - Understand and apply assessment processes at all levels: select, implement, interpret, and communicate results from a variety of assessments in each component of literacy.
  - Identify the implications of brain research as it relates to reading, written expression, and comprehension for struggling readers.
  - Recognize, understand, and apply at the individual student level the importance of the developmental sequence of all aspects of language, the relationship between cognition and behavior, and the reciprocal relationship among all aspects of foundational reading skills.

### **Development of Data Based Professional Development Plans**

- Professional Development Plan template (in development).
- Analysis of a District Needs Assessment.
  - Regularly conducted needs assessments, including staff surveys, help to ensure connected training and practice (Darling-Hammond, 2017).
- Analysis of District Literacy Plan data.
  - District Literacy Plans will include the districts' intention of how the requirement will be met based on this data based decision making.
- Analysis of summative assessment data.
- Districts can create a 3 year plan outlining how they intend to meet requirements.
  - Completed: have met the requirements for the 3 year cycle.
  - In Progress: have completed a portion of the requirements and have a plan for completion within the 3 year cycle.
  - Have not met requirements.
  - If a reading educator has advanced or specialized training in one or more areas of required professional development, the district will be asked to provide documentation that criteria have been met if this training is outside of the required timeframes.
- Districts may use Embracing Literacy sessions to meet requirements. Session / Competency crosswalk is linked below.
- The WDE will be asking for proposals for the creation of training modules which will be available for districts to use to meet professional development requirements.

### **Professional Development Considerations**

The professional development criteria and requirements are based on a review of impactful professional development research for teachers and combined with a review of foundational reading skills teaching standards.

- 30 clock hours of professional development consisting of instruction, application and practice, coaching, and reflection distributed over 6 months shows the greatest impact. (NEA, 2017)
- Professional development systems often cited for excellence rely on the combination of individual autonomy and the natural collaboration that emerges through peer coaching and support. (NEA, 2017).
  - Districts are encouraged to use Professional Learning Communities, Community of Practice, identified expert teachers, and a coaching model.
- Professional Development in Foundational Reading Skills should be separate from a curricular or assessment program with a focus on content and foundational understanding. Districts will need to meet the criteria by providing PD based on the competencies, not through PD to support specific programs, in order to address the overarching knowledge base.

- Consider how the school or district system can benefit from administration and paraprofessional early reading skills training.
  - Significant research in the past 15 years has confirmed that effective school leadership is associated with better outcomes for teachers and students (Leithwood et al., 2004, in Foster 2022)
- Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- Consider flexible options for professional development instruction including technology facilitated such as asynchronous and synchronous, workshops, college courses, institutes, seminars.
- While W.S. 21-3-401 does not specifically require administrators or coaches to be trained in K-3 foundational reading development, the WDE strongly encourages districts to consider training for these staff. In addition, in order to build capacity and sustained improvement, it is advised that literacy coaches receive training in a coaching skills such as:
  - Understand, apply, and support classroom teachers in the practice of foundational reading skills and language comprehension skills including explicit, systematic, cumulative, teacher-directed instruction.
  - Understand and support teachers in the adaptation of instruction to accommodate individual differences and to improve core classroom instruction.
- Considerations should be made regarding the professional development needs for teachers of multilingual learners.

## Other Resources and Links

### [Embracing Literacy Presentations/Competency CrossWalk](#)

Exception process (in development)

A Professional Development Decision Making flowchart (in development)

State Mentors (in development)

## References

- Darling-Hammond, Linda, Hyster, Maria E., and Gardner, Madelyn. (2017). Effective Teacher Professional Development. Learning Policy Institute.
- Foster, Elizabeth. (2022) Standards for Professional Learning: The Research. Learning Forward: The Professional Learning Association. <https://learningforward.org/standards-for-professional-learning/>
- Great Teaching and Learning: Creating the Culture to Support Professional Excellence. (2017). National Education Association: Center for Great Public Schools.
- Knowledge and Practice Standards for Teachers of Reading. (2018). International Dyslexia Association. <https://dyslexiaida.org/knowledge-and-practices/>