Providing Follow-Up Professional Development

How to Facilitate Guided Practice,
Small-Group Share Sessions,
and other types of Follow Up
Kinds of Follow-Up for the Routine

The two kinds of basic follow-up professional development are Guided Practice and Small-Group Sharing sessions. Initially, Keys to Literacy trainers conduct this professional development. A description of each is provided below.

Guided Practice

Guided practice sessions provide teachers with the time and assistance to generate lesson plans and classroom activities using our program. A trainer gives guidance, answers questions, and clarifies details. Participants bring classroom instructional material with which to generate lessons/activities, and they may work alone or with colleagues from the same team or subject area. Building-based coaches are encouraged to attend for additional support and to learn how to conduct guided practice sessions. Attendance at initial training is a prerequisite. Guided practice sessions vary in length from two hours to a full day.

Small-Group Share

Small-group sharing meetings support long-term implementation of the program; this is for participants who have already started using Keys to Literacy programs in their classrooms. Participants bring their implementation folders with examples of lessons and student work, and the trainer facilitates the sessions. Participants have the opportunity to ask questions and discuss challenges and successes they have experienced with the program. They also receive specific feedback about their classroom lessons and suggestions for how to improve their use of the program. Building-based coaches are encouraged to attend to learn how to conduct small-group share sessions. Attendance at initial training is a prerequisite. Small-group sharing meetings are typically 60-90 minutes for groups of 4-8 (groups can be organized by grade level or subject area), allowing for 4-5 meetings per day.

An important part of the design of Keys to Literacy professional development is to gradually release responsibility for ongoing training and support from the Keys to Literacy trainer to the school or district. A building coach plays a key role in this transfer, so we highly recommend having coaches sit in on any guided practice or small-group share meetings that are conducted by a trainer. In addition to being a strong proponent of the Keys to Literacy program and participant in the session, the coach will learn through experience how to conduct these kinds of follow up.

How Coaches Can Plan and Support Follow-Up Provided by a Trainer

Most school and district administrators try hard to plan in advance for a follow up training conducted by a Keys to Literacy trainer. However, we know they often juggle many responsibilities, which sometimes results in last-minute preparation or less-than-ideal planning with regard to securing substitutes, creating a schedule, locating a training space, and giving teachers adequate notice. As a coach, you can play an important role in preparing for a follow up session before the Keys to Literacy trainer arrives. See the next page for a list of planning reminders.
1. Communicate with the building administrator significantly in advance of the session.
   • Be sure he/she is aware that the session has been scheduled.
   • Be sure he/she understands the goal and purpose of the session (e.g., guided practice or small-group share).
   • Clarify which teachers should participate in the session. Only individuals who have received initial training should attend – follow up is not the place to introduce a teacher to the program.

2. Help plan the schedule for the day.
   • Help the administrator think through the best way to practically provide as much time as possible for teachers to meet with the trainer.
   • Make sure all who have been trained have an opportunity to participate in follow up.
   • Develop a clear schedule that provides reasonable time for teachers to arrive punctually and stay until the end of the session.
   • Help the administrator decide the best way to group individuals for the follow up (e.g., by grade level? by subject?).
   • Remind the administrator to make arrangements for you to attend as much of the follow up as possible.

3. Secure a space for the session and plan to provide support material or A.V. equipment.
   • Help the administrator identify a room that lends itself to a successful follow up session. There should be sufficient space at tables for groups of teachers to sit and share their work.
   • Make sure there is a board or flip chart to write on. If possible, have an overhead projector or document camera available so the trainer and teachers can share their work.

4. Make sure there is coverage for teachers.
   • Help the administrator plan to release teachers so they have enough time to participate in the follow up session.
   • If coverage for students is required, make sure enough substitutes have been hired or help create a plan for teachers to cover for each other.
   • Make sure teachers know the plan in advance so they will not worry about how their students will be covered.

5. Communicate with teachers about the session as far in advance as possible.
   • The sooner teachers know about the details of the schedule and coverage for their students, the easier it will be for them to adequately adjust their lesson plans.
   • When teachers have significant advance notice, they will be more likely to try activities from the program.
   • Remind teachers to save sample lessons and student work and bring this material to follow up sessions to share with others. They can use the Implementation Folder provided at initial training.

6. Communicate with the Keys to Literacy trainer before the session.
   • Touch base, preferably via email, with the trainer before he/she comes for the follow up session.
   • Communicate information about the schedule and how the participating teachers will be grouped.
More About Guided Practice Sessions

As was noted above, the goal of a guided practice session is to provide teachers with time and assistance to generate lesson plans and classroom activities using the Keys to Literacy program. See the detailed suggestions below for conducting a guided practice session.

<table>
<thead>
<tr>
<th>How long should a guided practice session last?</th>
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<tr>
<td>A session should run for at least two hours and can last for a whole day. Because teachers will be generating lesson plans that incorporate the program, they will need sufficient time to review the activities with the trainer or coach and to develop a strong lesson plan. That is why we suggest at least two hours.</td>
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<tr>
<th>When should a guided practice session take place?</th>
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<tr>
<td>A session can be scheduled any time after initial training, including months after teachers have been using the routine and attending small-group sharing. However, a key time to schedule a guided practice is within a few weeks after initial training is completed. While many teachers are prepared to try activities from the routine because they have practiced during training using their own classroom material, many are still not sure about how to get started. There are also teachers who feel they need some extra time to think through how to integrate the program in their lessons. That is why a guided practice soon after training is a good idea.</td>
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<th>What should teachers bring?</th>
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<tr>
<td>• Lesson planning materials, including textbooks and other reading material they will be using</td>
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<td>• Curriculum maps and similar planning materials</td>
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<td>• A copy of the initial training book to refer to</td>
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<tr>
<td>• Any samples of lessons or student work related to the routine that they have already tried</td>
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<tr>
<th>What should the trainer or coach bring?</th>
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<tr>
<td>• Resources to review from initial training (i.e., the training book and the Big Ideas PowerPoint)</td>
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<tr>
<td>• Examples of how other teachers have used the routine in their classrooms</td>
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<tr>
<td>• Samples of reading and curriculum material to model lesson development in case teachers do not bring their own</td>
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<th>How do you conduct a guided practice session?</th>
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<tr>
<td>Teachers can work individually or in small groups. Some teachers like to develop lessons with others who teach the same subject. You can begin a session with a warm up activity. If necessary, be prepared to review all or parts of the routine by using the training book or the Big Ideas PowerPoint. Ask teachers to set a personal goal for their guided practice time and be prepared to share their finished product with others at the end of the session. As teachers are working, circulate among them to give advice and answer questions. If it is appropriate, take a few moments to share something a teacher is working on that you think would benefit the group to see. At the end of the session, ask participants to identify one or two action steps they will take in the coming weeks to embed the routine in their teaching.</td>
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Warm Up Activity for Guided Practice

Use the following set of questions to begin a guided practice session. Then provide the list of suggestions on the next page that teachers can consider as they set goals for the session.

Guided Practice Warm Up

Directions: Take a few moments to consider the following, and be prepared to share with the group.

Things that are going well with implementation of the program:

Questions or concerns I have about implementation:

Things that I hope to get out of today:
Suggestions of Lessons to Develop During Guided Practice

Page numbers are provided for the grades 4-12 training book, followed by pages for the grades K-3 training book.

Text Structure

- Review the text and identify complex and “troublesome” sentences. Develop an activity to help student comprehend these sentences. (p. 46; K-3 p.62)
- Develop a lesson that introduces or reviews graphic organizers for narrative and/or informational text. (K-3 p. 53 & 59)

Categorizing and Main Idea Skills

- Develop a categorizing activity (K-3 p. 83)
- Develop a list of vocabulary words for students to categorize (p. 31; K-3 p.86 ).
- Identify and prepare a selection of text from which you will require students to identify the stated and implied main ideas. To provide scaffolding, consider adding letter clues in the margins (p. 47; K-3 p. 98).
- Identify a selection of text and develop a think aloud lesson for modeling how to think through finding the main ideas and relevant details (p. 45; K-3 p. 90).
- Create a lesson incorporating “Labeling the Bucket” (p. 29; K-3 p. 78).
- Create a “Goldilocks” activity using content area material (p. 27; K-3 p. 75).

Top Down Webs

- Develop an introductory lesson about top down webs in which students generate webs from everyday situations (p. 63; K-3 p. 132).
- Create a top down web for an upcoming unit (p. 59).
- Scaffold a top down web for an independent reading assignment (e.g., homework) (p.62; K-3 p. 132).
- Generate a top down web that could be used as a previewing activity (what do you already know about the topics, generate a question or prediction from the web) (p. 64).
- Generate a sub-web from a broader top down web (p. 61; K-3 p. 132).
- Create a writing lesson plan that incorporates a top down web as a way to organize before writing (p.65).
- Develop a lesson plan for top down webs using cooperative groups.

Two-Column Notes

- Develop an introductory lesson about two-column notes in which students generate notes from everyday situations.
- Generate a lesson that includes taking two-column notes from reading (p. 70; K-3 p. 143).
- Scaffold two-column notes for a reading passage (p. 73; K-3 p. 145).
- Identify a specific notetaking sub-skill (e.g., paraphrasing, writing concisely) and develop an activity to model and practice this skill (p. 77).
- Create a writing lesson plan that incorporates two-column notes as a way to organize before writing.
- Develop an open-notes assessment.
- Create scaffolded two-column notes for an upcoming lecture (p. 82).
- Develop a vocabulary lesson that uses two-column notes (p. 78; K-3 p. 146).
- Develop a lesson plan for note taking using cooperative groups.

Summarizing
- Develop an introductory lesson about summarizing in which students generate a summary from an every-day situation.
- Develop a lesson that uses a top-down web or set of notes as the blueprint for generating a summary (p. 89; K-3 p. 165).
- Develop a lesson plan that incorporates the Summary Template as a blueprint for generating a summary (p. 91, K-3 p. 163).
- Develop a lesson plan for summarizing using cooperative groups.
- Create a classroom visual or poster of transition words and phrases (p. 97; K-3 p. 161).

**Question Generation**

- Develop an introductory lesson about question generation in which students generate a question at every level of Bloom’s Taxonomy about an every-day situation (p. 106; K-3 p. 176).
- Create a poster of Bloom’s Taxonomy.
- Generate questions from an every day situation or from your content that students will then identify the Bloom’s level of the question (p. 107; K-3 p. 179).
- Analyze a recent quiz or test in terms of the levels of questions. Revise to include questions at all levels.
- Identify an interesting article or short story you could use to have students generate questions at all levels.
- Develop a lesson plan for question generation using cooperative groups.

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**For The Key Vocabulary Routine**

**Suggestions of Lessons to Develop During Guided Practice**

*Page numbers are provided for the grades 4-12 training book, followed by pages for the grades K-3 training book.*

**Previewing**
- Generate a list of words to preview from reading material you will be using with your students (p. 30).
- Develop user-friendly definitions, synonyms, etc. that you can give to students about these words so they have some basic knowledge before encountering them in reading (p. 32).
- Create a lesson that incorporates a Word Knowledge Checklist for previewing (p. 33).

**Word-Related Activities**
- Create lesson plans that incorporate each of the four activities for connecting related vocabulary words (i.e., semantic mapping; semantic feature analysis; categorizing; scaling) (p. 41).

**Selecting Specific Words to Teach**
- Based on a reading selection that will be used in class, identify all the words and phrases that may be unfamiliar to the students. Then choose 25% of those words that should be taught in-depth (p. 68).
- Pick one essential word and develop a list of ways you can incorporate that word into two weeks worth of lessons (i.e., rich vocabulary instruction) (p. 71).
- Develop a lesson that incorporates the Frayer/Four Square, Concept Definition Map, or Two-Column Template for words you have chosen to teach in-depth (p. 72).
- Use the formula for generating a user-friendly definition for at least five words. Then develop a lesson where students work collaboratively to develop user-friendly definitions (p. 77).
- Create homework activities that require students to use the essential words you have chosen to teach in-depth.
Word Learning Strategies

- Develop a lesson that incorporates a think aloud for modeling how the context might be used to determine the meaning of an unfamiliar word (p. 85).
- Develop a lesson where students work collaboratively to identify situations when the context does and does not provide clues about unfamiliar words (p. 87).
- Identify at least one word from your content that can be used to generate a family of related words with the same root, then generate those words (p. 90).
- Create a poster(s) with the 20 most common prefixes, sample roots, and common suffixes (p. 92-100).
- Review content reading material and identify examples of words that have roots, prefixes and suffixes that you can point out to students (p. 91).

Word Consciousness

- Make a list of ways you can make your classroom more of a “word-rich” classroom (p. 103).
- Create a word wall using essential words from your content area, and identify ways you can weave that word wall in classroom lessons for the next two weeks (p. 105).
- Generate some word play activities that could be used at opportune moments (e.g., transition times, when students complete classwork before others, etc.) (p. 104).
- Make a plan for how you will acquire a wide variety of reading materials for your classroom (p. 105).
**More About Small-Group Share**

As noted above, the goal of a small-group share session is to provide the opportunity for teachers to share how they are using the Keys to Literacy program with their students and get feedback for how to take implementation to the next step. See our suggestions below for small-group share sessions.

<table>
<thead>
<tr>
<th><strong>How long should a small-group share last?</strong></th>
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<tbody>
<tr>
<td>A small-group session should be scheduled for a group of up to seven people for no less than one hour. We suggest a minimum of 10 minutes per person. 90 to 120 minutes is ideal.</td>
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<tr>
<th><strong>When should a small-group share session take place?</strong></th>
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<tbody>
<tr>
<td>If possible, the first small-group share should be scheduled no later than two months after initial training. It is ideal to provide small-group share sessions once a month. For practical reasons, small-group shares facilitated by Keys to Literacy trainers are typically scheduled to fill a full day with multiple meetings. If the sessions are facilitated by building coaches for peer groups, they can be scheduled any time there is an opportunity for small groups of teachers to get together. This might be after school, during team or department planning time, during PLC meeting time, or on a day or partial day designated for professional development.</td>
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<tr>
<th><strong>What should teachers bring?</strong></th>
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<tr>
<td>• Implementation Folders with sample lesson plans and student work samples related to <em>The Key Comprehension Routine</em> or <em>The Key Vocabulary</em></td>
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<tr>
<td>• A copy of training book</td>
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<tr>
<th><strong>What should the trainer or coach bring?</strong></th>
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<tr>
<td>The trainer or coach should bring resources such as the training book and classroom examples.</td>
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<tr>
<th><strong>How do you conduct a small-group share session?</strong></th>
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<tr>
<td>Every small-group share is different – be prepared for a wide range of participation on the part of attendees! Sometimes teachers come very prepared and willing to share what they have been trying in their classrooms. Others may not have tried anything from the routine, or may feel uncomfortable sharing what they have tried. You will have to take the lead to make the meeting time productive. You can begin the session with a warm up activity. It is often helpful for a coach to start by sharing what he or she has tried. Then ask participants to show or describe what they have tried. Assure them that it is O.K. to discuss what did not work and to ask questions. Encourage participants to make suggestions to one another about how the use of an activity could be improved or expanded. If no one brings examples to share, use the meeting time to ask them to create an activity that they will try that week.</td>
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Warm Up Activity for Small-Group Share

Use the warm-up activity on the next page to start a small-group share. It will provide you with some basic information about where each teacher is in his/her level of use of the routine. There is a copy for both routines.

What to Expect at a Small-Group Share

Based on our experience conducting small-group share sessions in all kinds of schools all over the country, our best advice is to be prepared for just about anything! Remember: response to change and the implementation of a new program is different from one teacher to the next. Try not to be disappointed if you discover that some teachers are “resisters”. In order to support implementation, you must focus on the concerns of the individuals.

There are several common issues that present themselves at small-group share sessions for *The Key Comprehension Routine*. We find that teachers often:

- Try one of the activities and use only that activity moving forward (e.g., top-down topic web or two-column notes)
- Focus more on the format for top-down webs or notes instead of teaching students the underlying skills
- Stay on the “I” level of instruction – they continue to create the topic webs, notes, summaries and questions rather than help students become independent users of the activities
- Skip the foundational skills of identifying and stating main ideas and text structure
- Use an activity in isolation rather than integrating it into content instruction
- Confuse a top-down topic web with other types of graphic organizers
- Are not sure how to teach summarizing
- Are not sure how to teach question generation or when and how to use it
- Are uncertain about how much scaffolding to provide or how to scaffold a specific activity
- Wonder if using the same set of foundational strategies and activities will become “boring” for students
- Complain that they are the only teacher on their team using the strategies

Another question that comes up is whether or not administrators should sit in on small-group share sessions. The culture in each school building is different, so we cannot give a simple “yes” or “no” answer, however, here are some things to consider:

- Given your role as a peer coach and the importance of providing a trusting and confidential setting, you may want to ask the administrator to sit in on only part of a session.
- Sometimes it is helpful to have an administrator attend at the start or end of a session to indicate that he/she supports program implementation and values the time and effort teachers and building coaches are putting into follow up professional development.
- If an administrator is interested in knowing the degree to which teachers are trying the program, consider providing a summary that does not give information about specific teachers, but generally describes use. For example, you might share your impression that approximately 50% of the teachers are trying at least one activity from the routine.
Sample Warm-Up Activity

For The Key Comprehension Routine (Grade 4-12 OR Grades K-3)

Place a number in each of the boxes below to indicate your present use of each of the components of *The Key Comprehension Routine*.

1. I have yet to experience the joy of using this strategy
2. Little use – maybe once or twice since my training
3. I use it 2 or 3 times a month
4. Weekly use – I am getting quite comfortable with it
5. I OWN THIS STRATEGY! It is used almost daily in some way

<table>
<thead>
<tr>
<th>Teaching Main Idea</th>
<th>Teaching Text Structure</th>
<th>Top-Down Webs</th>
<th>2-Column Notes</th>
<th>Summary</th>
<th>Bloom’s Question Generation</th>
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For The Key Vocabulary Routine

Place a number in each of the boxes below to indicate your present use of each of the components of *The Key Vocabulary Routine*.

1. I have yet to experience the joy of using this strategy
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3. I use it 2 or 3 times a month
4. Weekly use – I am getting quite comfortable with it
5. I OWN THIS STRATEGY! It is used almost daily in some way

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<tr>
<th>Previewing Words</th>
<th>4 Connecting Activities</th>
<th>Selecting Words for In-Depth</th>
<th>3 Templates (Frayer, Concept Definition Map, 2-column notes)</th>
<th>User-Friendly Definitions</th>
<th>Use of Context</th>
<th>Use of Word Parts</th>
<th>Word Consciousness</th>
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Additional Types of Follow Up

Sometimes it is helpful for a Keys to Literacy trainer, building coach, or other teacher(s) to observe a teacher who is using the routine. Here's how we describe an observation:

**Observation**

Classroom observations are designed for a trainer or coach to provide feedback to teachers after observing a lesson that implements a Keys to Literacy program in their classrooms. Before an observation, the teacher shares the goal of the lesson with the observer. After the observation, the observer facilitates a debriefing discussion. If the teacher agrees, other teachers may participate in the observation and debrief. The observer's feedback should focus only on the instruction associated with the Keys to Literacy program – observations are not evaluative. A trainer can typically conduct up to four observations per day of 30 to 40 minutes each, plus an additional 30-45 minutes of feedback per observation.

An observation should be arranged only if the teacher being observed is comfortable with it. As always, observation feedback should be kept confidential and not used for evaluative purposes. We have provided a sample templates on the next pages that can be used during an observation. We suggest giving the original copy of the notes you take during an observation to the teacher at the end of the debrief meeting, assuring the teacher that you have not made copies. This will assure him or her that the observation notes will not be used in an evaluative way.

Sometimes it is helpful for a teacher to co-teach a lesson with a Keys to Literacy trainer. The focus of a co-teach and the trainer’s input should be one of the activities of The Key Comprehension Routine or The Key Vocabulary Routine. If you feel you have the depth of knowledge about the routine and are comfortable doing so, you may also conduct a co-teach. Here is how we describe a co-teach:

**Classroom Co-Teach**

Classroom co-teaching allows a trainer to model the teaching of a Keys to Literacy activity/strategy with students by co-teaching a lesson with a classroom teacher. Because the content teacher is the subject matter expert (e.g., math, science, history), he/she will focus on the content to be learned; the trainer will focus on how to introduce or provide guided practice for the content literacy skill. Prior to a co-teach, the teacher and trainer communicate about the topic and skills to be covered so the trainer can adequately prepare. After the classroom lesson, the trainer facilitates a debriefing discussion. If the teacher agrees, other teachers may observe and participate in the debrief. A trainer can typically conduct three co-teaching sessions per day, including the debriefs.

As with an observation, a co-teach should only be arranged if a teacher is comfortable with it. Preparation for a co-teach takes a lot of time for the trainer (or coach) to understand the goal of the lesson and become familiar enough with the content information to be able to adequately conduct the co-teach. For this reason, a co-teach should be scheduled at least a couple of weeks in advance. We have provided sample templates on the following pages that can be used by teachers who are observing a co-taught lesson.