

## Example Literacy Interventionist Professional Learning Plan

This document provides an example training and ongoing support plan for secondary literacy interventionists.

Literacy Interventionist name: Stacey Landon

### Previous Experience

Please identify any previous literacy intervention professional learning experiences:

Intervention name: Phonics for Reading

- Formally trained? (Did the teacher receive training from instructors officially trained in the program or at least have implementation experience with the program?)

Initial training provided by a staff member while working in another district.

- Date of initial training: August 2017
- A desire for refresher training? Yes, if the resource is adopted within this school

Current Literacy Intervention Instructional Resource: REWARDS Secondary

The following individuals will be trained in REWARDS Secondary to support classes being offered in the Fall of 2024:

- Lead Teacher: Stacey Landon
- Implementation support: Building literacy coach
- Additional staff: TBD

### Description of Initial Professional Learning:

Trainers from the ISD will provide REWARDS Secondary training. The district has ensured that the trainers from the ISD have received formal training in the intervention and have experience implementing and coaching the program. Based on the description provided for the learning session, the training will include all of the following components:

- An overview of the program and its components, including the materials used in the intervention
- A review of the minimum skill level for students entering REWARDS Secondary, along with instruction on the administration of the pre-test that is a part of REWARDS
- Modeling of the lesson components for the first lesson and any subsequent lessons that introduce new components, along with error correction procedures

- Opportunities for participants to practice delivering the components of the program with feedback from the trainer(s) and other participants
- Review of the fidelity checklist
- Practice using the fidelity checklist when the trainer presents a lesson and when other participants practice giving a lesson

Training will occur before the interventionists use REWARDS Secondary in the classroom.

## Description of Ongoing Support to Interventionists

During the initial training, each interventionist will be provided with the following materials:

- REWARDS Secondary Teacher's Guide
- REWARDS Secondary Instructional Posters
- License to online teacher resources from Voyager Sopris
- Printed set of the Pre/Post Assessment, Lesson Displays, Lessons and Illustrated Vocabulary Displays, Prefix and Suffix Review Sheets, and Check-Ups for the entire program
- Student books – 1 per student in the class/group
- Fidelity Checklist

After initial training, the interventionists will have access to support from the ISD trainer that will include all of the following:

- Modeling of lessons or lesson components during the intervention
- Observation and feedback to interventionists using the fidelity checklist

Any areas needing review or retraining will be identified and provided to individual interventionists or to the group, as needed.

In addition, the building literacy coach will support the interventionist in implementing the program. The instructional coach will maintain documentation of implementation progress solely to supported the teacher's success—not for evaluative purposes.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.