

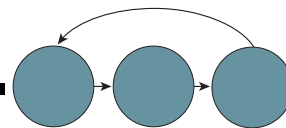
# SECTION 12: IN-SERVICE SESSIONS



Administrator Leadership Institute  
Kurt Engelmann/Tara Davis

## Calendar for Full Implementation of Direct Instruction (DI)

[illegible]



## In-Service Training Rationale and Structure

In addition to practicing lesson formats, teachers need to receive in-service training sessions throughout the school year. These in-service sessions build on the preservice training and practice sessions by

- expanding techniques that can only be introduced at preservice, such as the *teacher-student game*.
- addressing new techniques and procedures that augment the effectiveness of the DI programs, such as *thermometer charts*.

In-services happen *less frequently* than practice sessions, and they address *common problems* across multiple teachers/paras. Bringing together staff to address common problems is much *more efficient* than one-on-one training of individual staff.

### Who conducts the in-service training sessions?

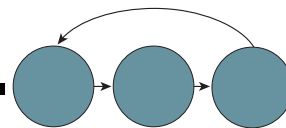
The External Support Provider (ESP) initially conducts the inservices. The building coordinator and grade-level coaches can begin conducting training sessions after they acquire the prerequisite expertise. This process starts during the first year after the teaching staff has some experience teaching the DI programs. Then, grade-level coaches are selected and receive explicit training on how to conduct practice sessions and selected in-service training sessions.

### Who attends the in-service training sessions?

The sessions focus on a specific technique for select teachers, such as preventing students from droning for Grade K & 1 teachers, or on a more general topic for the whole staff, such as motivating students. In-services can last anywhere from 30 minutes to a whole day depending on the topic and the number of staff members participating.

### What takes place during the in-service training sessions?

Some in-service training sessions focus on the direct application of techniques through simulated practice to ensure that teachers and aides can perform these techniques in their classrooms. (Examples: administering checkouts and the teacher-student game.) Other



sessions do not include simulated practice, but all include active participation, checks on understanding and an emphasis on applying the techniques covered in the sessions in the classroom.

### **How are in-service training topics selected?**

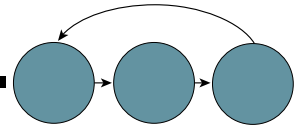
Session topics are usually based on student and staff needs, not a predetermined schedule. Sources for session topics include classroom observations by the External Support Provider and the building's coaching staff, teacher reports of student problems, and student performance data. Although there are some recurring in-service topics – such as using specific praise effectively, teaching to mastery and providing appropriate think time for students to respond to tasks – the in-service sessions conducted for each school are unique and designed to address problems specific to each situation.

### **How often do in-service sessions take place?**

In-service sessions are held whenever a common problem is identified. If several training needs are identified, the highest priority topic will be presented as an in-service. In-services should be spaced out so the majority of staff members can fully implement the techniques covered before being introduced to a new procedure. This ensures that teachers do not get overwhelmed with too much new information.

### **How can administrators ensure that the skills covered during in-service are implemented?**

As with skills covered during the pre-service training, the External Support Provider, local coaches and administrators must conduct in-class observations to ensure that staff members are implementing the skills covered during in-service effectively. In order to facilitate these follow-up observations, NIFDI has developed several in-service follow-up forms, such as the *Active Monitoring* in-service follow-up form on Page 4 in Section 12 of the session binder.



## List of In-services

### Primary first-year in-services:

#### *Setup*

- Physical Arrangement of Classrooms and Materials

#### *Behavior*

- Specific, positive praise
- Transitions
- Teacher/Student Game
- Thermometer Charts
- Good Work Ticket System
- Routines and Expectations
- Give Me Five

#### *Program delivery & monitoring*

- Correction procedures for verbal tasks
- Pausing and punching bold words
- Pacing in Direct Instruction
- Keeping kids from droning
- Individual turns
- **Active monitoring of independent work**
- Conducting teacher-directed workchecks
- End-of-year/start-of-year procedures—to be reviewed year 2

#### *Data & assessment*

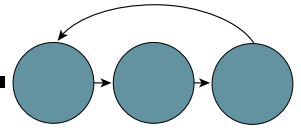
- Conducting mastery tests and checkouts, including providing remedies
- Lesson Progress Charts (LPCs)
- Student Test Summary (STS)
- Data analysis
- First-time correct mastery

### Program-Specific In-services:

- Vocabulary firming strategies
- Group story reading procedures
- Correcting errors in comprehension
- Remedies for not meeting checkout criteria

### Broader Professional Development:

(Specific topics are available in the *Tour of Resources* sheet.)



## Active Monitoring

Through proper **active monitoring** a teacher can keep students on-task and just as importantly, keep them accurate in their responses.

**Circulate.** When students are working independently on written assignments, the teachers should move around the classroom looking closely at students' work. The teacher should not be seated at a desk. It is not possible to scan student work from one position. The teacher must get close enough to read what students have written. Desks and chairs should be arranged so the teacher has easy access to each student.

**Reinforce correct answers.** The teacher should show that s/he **cares** whether or not students are getting the material right. Active monitoring is most effective when the teacher appears to be excited about students getting correct answers. Giving recognition to students with correct answers motivates students to care about their work.

**Check student work while walking.** The teacher can complete a lot of checking while walking around the room. The teacher can put a star next to every correct item s/he has looked at on a student's paper. Those items won't have to be reviewed later. The teacher should spend no more than 30 seconds with each student.

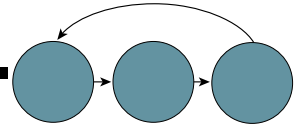
**Point out errors.** An equally important component of active monitoring is to indicate when items are wrong. The teacher should make a mark on the student's paper next to the incorrect item and tell the child something like, "Oops. That one is wrong. Look carefully and try it again."

**Do not re-teach individuals.** The teacher can be sympathetic but should NOT stop to teach a student who has made an error. If the teacher teaches students individually, students will learn that they don't have to pay attention in class during instruction because the teacher will help them individually.

**Re-teach the whole class.** If three or more students have the same error, the teacher should immediately stop the class and provide a whole-group correction. The correction should be worded exactly as in the original instruction.

**Reinforce good behavior frequently.** It is critical for the teacher to have a system in place where s/he can frequently reinforce students for following classroom expectations. Here's the rule: **The teacher should reward good behavior at least four times as frequently as s/he corrects inappropriate behavior.**

**Correct off-task behavior.** The teacher needs to provide consequences for students who are not on task. The teacher can take a point as part of the Teacher-Student game. The teacher can say something like, "Gee, I'm sorry you're not working, I get a point. When I see you working, you can get a point."



## Active Monitoring Reading Activity

Teacher monitoring of independent work is critical for students' success in applying the skills and concepts they learn in the Direct Instruction (DI) programs. In this activity, you will identify the key aspects of active monitoring, which are addressed in the Active Monitoring information sheet on page 42 in the Activities Section of the binder.

### Questions

Read the Active Monitoring information sheet. With a partner, highlight or underline the parts that answer the following questions. Note that each question corresponds to a different paragraph in the Active Monitoring information sheet.

**Active Monitoring.** What is the purpose of active monitoring?

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**Circulate.** Why should teachers move around the classroom as they monitor? \_\_\_\_\_

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**Reinforce correct answers.** Why should teachers give positive feedback to students as they monitor? \_\_\_\_\_

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**Check student work while walking.** What is the time limit for teachers to spend with any student while monitoring? \_\_\_\_\_

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**Point out errors.** How should the teacher indicate to a student that an item is incorrect? \_\_\_\_\_

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**Do not re-teach individuals.** Why should teachers avoid teaching individual students? \_\_\_\_\_

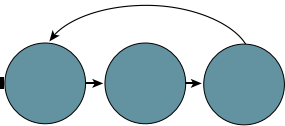
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**Re-teach the whole class.** When should teachers re-teach the material? \_\_\_\_\_

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**Reinforce good behavior frequently. Correct off-task behavior.** Through what means should teachers provide feedback to students on their behavior? \_\_\_\_\_

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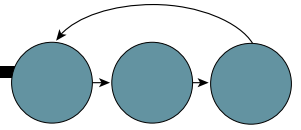
Active Monitoring Follow-up Form

School: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

	Room arrangement facilitates effective monitoring	Teacher actively monitors all students during IW	Teacher consistently monitors correct written responses	Teacher orally reinforces work while monitoring	Teacher checks student individual monitoring	Teacher does not provide reteaching for correction when needed	Tchr consistently provides group appropriate behavior	Teacher consistently reinforces corrects off-task behavior	Teacher immediately corrects off-task behavior
Teacher Name									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

Key: NP (needs practice)    + (on target)    ○ (passed on recheck)





## Analysis of an In-service Follow-up Form

In this activity, you will analyze an in-service follow-up form to determine the type of additional training or coaching that needs to take place, if any, for teachers to implement fully the skills covered in an in-service training.

### Scenario:

In the second week of April, all teachers at Two Rivers Elementary received an in-service training on active monitoring. The building coordinator, Ms. Gardner, conducted a series of observations on April 21 to determine which aspects of the in-service were actually being implemented in the classroom. She found that some of the teachers were implementing all of the procedures for active monitoring, but most of the teachers still needed practice on one or more procedures. Her observations are recorded in the *Active Monitoring Follow-up Form* in Section 12 of the RED Appendix.

### Questions:

Which four staff members implemented all aspects of active monitoring correctly?

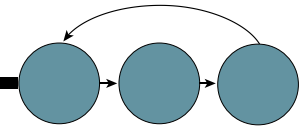
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Which three topics require an additional in-service the most?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Which three staff members will require the most attention to improve their active monitoring?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Active Monitoring Follow-up Form

School: Two Rivers Elementary

Observer: F. Gardner

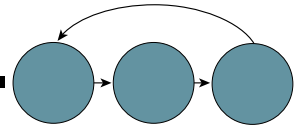
Date: 4/21/16

	Room arrangement facilitates effective monitoring	Teacher actively monitors all students during IW	Teacher consistently monitors correct written responses	Teacher orally reinforces work while monitoring	Teacher checks student individual monitoring	Teacher does not provide reteaching for individual students	Teacher provides group appropriate behavior	Tchr consistently reinforces appropriate behavior	Teacher immediately corrects off-task behavior
Teacher Name									
1. Daniels	NP	NP	+	+	+	NP	+	NP	
2. Walker	+	+	+	NP	+	+	+	+	+
3. O'Brien	NP	+	+	NP	NP	NP	+	NP	
4. Rivera	+	+	+	+	+	+	+	+	+
5. Allston	+	+	+	+	+	NP	+	+	+
6. Hernandez	NP	NP	+	+	+	+	+	+	+
7. Everhart	+	+	+	+	+	+	+	+	+
8. Davis	+	+	+	+	+	+	+	+	+
9. Thomas	NP	NP	+	+	+	+	+	+	+
10. Madison	+	+	+	+	+	+	+	+	+
11. Gutierrez	+	+	+	NP	+	NP	+	+	+
12. Rory	NP	NP	+	+	+	NP	+	NP	

Key: NP (needs practice)

+ (on target)

○ (passed on recheck)



## Planning Inservice Sessions with Small Groups of Teachers

Frequently, problems are noted across classrooms, indicating that several teachers need instruction and practice on the same skills. Bringing the teachers together is more efficient than working with each teacher individually. This efficiency will be enhanced if the facilitator is fully prepared and keeps teachers on task during the inservice session.

### *Before the session*

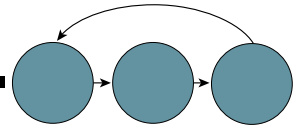
- ◆ First, analyze student performance and the accompanying teacher behavior.
- ◆ Identify **what is going well**.
- ◆ Identify a **common problem** that justifies bringing three or more teachers together. (For example: In several classrooms, students are making the same errors more than once during verbal tasks and on more than one day. Teachers are not providing corrections systematically.)
- ◆ **Next, determine the focus** of the inservice session. (For example: The focus is to learn a simple procedure to be used every time students make errors in verbal tasks, using the Part-firming Paradigm [Appendix C].)
- ◆ Ask teachers to bring **teacher and student materials** for the level they are teaching.
- ◆ **Determine any other materials** that might be needed. **If possible, choose a generic task** that will help you demonstrate the focus of the inservice session. Prepare materials needed. (For example, model the first three steps of the Part-firming Paradigm with two columns of words using the teacher wording, "What word?" [No spelling, no sounding out]. That way, the columns of words resemble lists found in any level of Reading Mastery rather than from one particular level).
- ◆ **Have someone work with you to make an outline** for the session.

### *During the session*

- ◆ **Follow the prepared outline.**
- ◆ While teachers practice in small groups, remember to **follow the guidelines for rehearsal you learned as a Level A coach.**

### *After the session*

- ◆ Remind teachers to use what they learned during the inservice (e.g. reminder memo, flyer in mailbox, poster in teacher lunchroom, etc.).
- ◆ Observe in classrooms to see that results of the inservice session are being used and are solving the problem.



## Inservice Outline

<b>What is going well</b> (seen across several classrooms):	
<b>Problem</b> (seen across several classrooms):	
<b>Focus</b> (what inservice training will concentrate on):	
<b>Materials and Physical Set-up:</b>	<b>Steps to go through:</b>
<b>Have teachers generalize by applying what they have learned to their own material:</b>	
<b>Have teachers show they can now solve the above problem:</b>	
<b>Assist teachers in reviewing what they will do in the classroom:</b>	