



Scholastic RED

Professional Development

Scholastic RED Professional Development is a combination of online learning and site-based study groups that improves classroom instruction and raises student achievement. RED online courses include video modeling of best practices, interactive simulations, job-embedded resources, and ongoing support—everything a teacher needs to make an immediate, positive impact on student learning. The RED results-based instructional model includes:

- Interactive Online Training—RED online courses provide video modeling of best practices, interactive simulations, teacher and student resources, feedback, and ongoing support. The viewing flexibility of online courses meets teachers' needs by providing high-quality professional development that respects time demands.
- Onsite Study Groups—Whether led by a district facilitator trained by Scholastic or by a Scholastic consultant, the learning continues in onsite study groups where educators collaborate with peers, reflect on learning topics, analyze student work, and watch modeled course strategy demonstrations.
- Focused Classroom Applications—From lesson plans, to classroom strategies and teacher resources to management tools, RED provides everything teachers need to make an immediate impact on student learning.

Scholastic RED graduate-level online courses help teachers continue their professional development with a balance of online and in-person learning, peer discussion, and individual study. RED courses provide targeted training on research-based strategies for instruction, assessment, and differentiation to increase student achievement.

Instructional Design

Scholastic RED courses combine the unique capabilities of online learning for individualized and self-paced instruction with the collaboration and support necessary to help teachers raise student achievement. The easy-to-use online learning system gives teachers 24-hour, anytime anywhere access to resources and training to help them teach reading. RED Reading Consultants train district Reading Coaches, Staff Developers, or Master Teachers to be RED course Facilitators. They receive training in how to conduct model lessons, classroom demonstrations, and ongoing study groups, which complement online instruction and provide teachers with opportunities to reflect on their learning and collaborate with peers about improvements in classroom practice. All of the online courses provide:

- Instant access to research and theory, including Faculty Keynotes and professional articles
- Video modeling of research-based practices by expert practitioners
- Interactive simulations that allow for practice of skills and strategies
- Structured feedback and reflection, including coaching tools
- Classroom-tested lesson plans, graphic organizers, classroom management tools, and student reproducibles

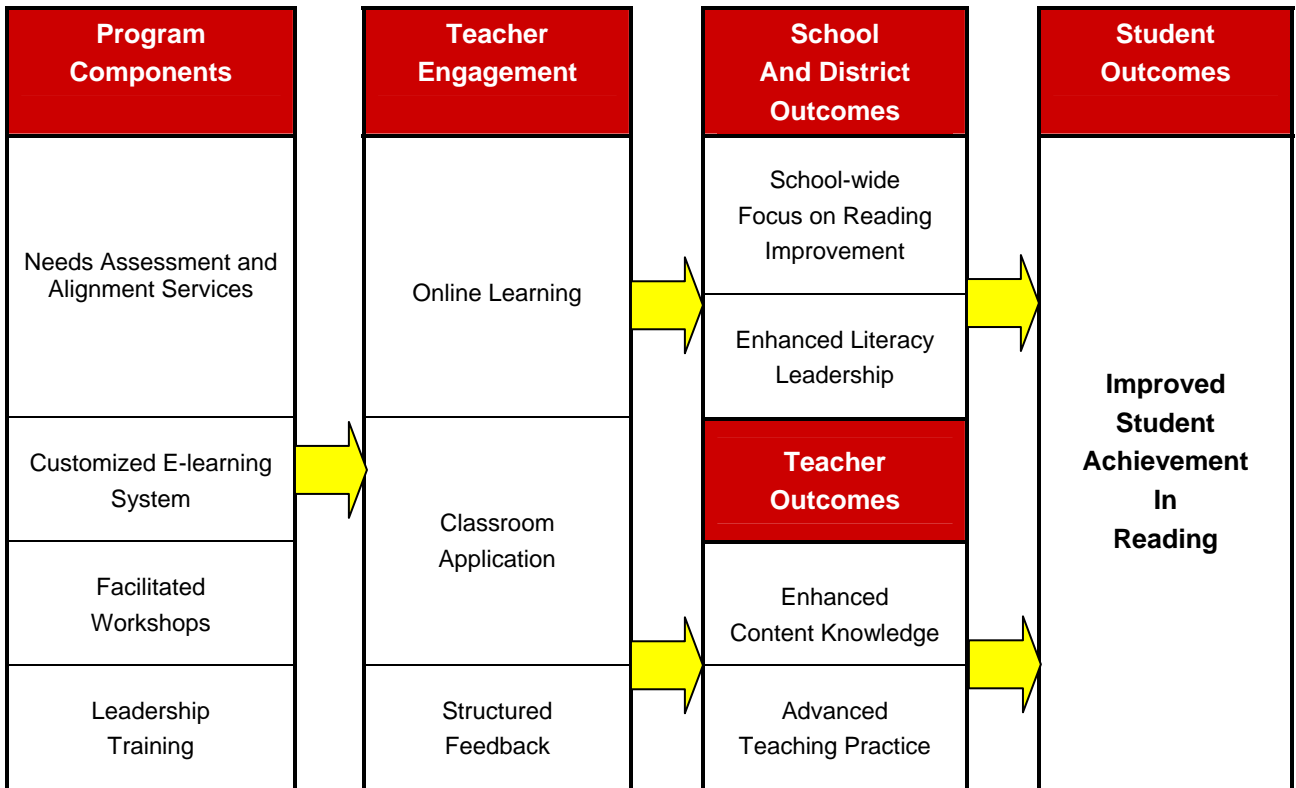
In addition, all **RED** courses contain information on assessments, intervention strategies for English-Language learners (ELLs), Special Education students, and advanced learners; and ideas for family involvement and home learning. On the **RED** web site, teachers can keep a private journal, communicate directly with the **RED** Online Reading Expert for personalized support, access a glossary, print hundreds of resources, and view correlations to state standards and reading programs.

Research

The *Scholastic RED* Professional Development Theory of Change specifies a set of causal relationships that link the activities in which teachers participate to a set of results. It articulates in specific, directional steps how this program—which is a teaching and learning improvement intervention—produces anticipated changes in schools and districts and in teacher and student behaviors or outcomes. The theory specifies the process through which introducing the RED professional development program changes the school and district instructional environment, affects teachers’ classroom practice, and improves student learning.

- The delivery model incorporates elements from adult learning theory, principles of effective professional development, and empirical research on professional development.
- The content of the program reflects research on professional development and on reading instruction. Both of these emphasize the importance of giving teachers appropriate content knowledge and research-based instructional strategies.

THE RED THEORY OF CHANGE



RED combines advanced technology and personalized coaching through online instruction, electronic bulletin boards, facilitated sessions, and opportunities for practice and application in the classroom. The RED self-paced instruction encourages teacher collaborations. The RED model uses multiple instructional approaches to deliver research-based content and teaching strategies designed for various grade levels. The content of the RED courses offers teachers knowledge about research-based, validated approaches to teaching reading. RED offers teachers many opportunities to practice new teaching strategies as part of the e-learning system, as well as in the classroom. Increased teacher knowledge and improved classroom practice drive increases in students’ academic achievement.

RED Online Courses

PRE-K-K-PRIMARY

- *Developing Foundations for Early Childhood Success (PreK-K)*—This course presents the research foundation for teaching young children and provides Pre-K teachers with the tools to set up their classrooms and structure learning activities based on children’s needs. Participants learn effective ways to enhance children’s development and offer support at all levels of readiness.
- *Putting Reading First in Your Classroom, Grades K-2*—This course focuses on the role of phonemic awareness, phonics, fluency, vocabulary, and text comprehension in early reading instruction. Teachers learn how to assess fluency and incorporate fluency-building activities into the classroom. The course includes strategies for teaching vocabulary and reading comprehension skills.
- *Building Fluency (K-2)*—This course focuses on building fluency skills to increase comprehension. Teachers learn how to deliver effective fluency assessment, direct-instruction, and goal-oriented practice activities. The course presents practical ways to incorporate fluency instruction into classroom routines.
- *6 Traits: Building a Foundation for Writing (K-2)*—Designed for teachers who are currently using or preparing to use the 6 Traits Writing Model in their classrooms, this course focuses on determining students’ developmental abilities, learning to use analytical assessment, exploring the six writing traits, and implementing trait-based writing activities.
- *Building Vocabulary for Reading Success (K-3)*—This course focuses on strengthening students’ vocabulary knowledge through effective instruction. Teachers learn how to select words from literature and content areas for instruction and determine which words to teach implicitly and explicitly. This course also includes topics to support English-Language learners.
- *Reading Success for English-Language Learners K-3*—This course focuses on research-based teaching methods to help English-Language learners build language proficiency, literacy, and content knowledge. Teachers learn how to differentiate instruction based on students’ levels of English proficiency, first language literacy skills, and background knowledge.

PRIMARY AND ELEMENTARY

- *Guided Reading: Making It Work in Your Classroom (K-6)*—This course focuses on using leveled books within flexible groups to develop students’ reading skills. Teachers learn how to integrate guided reading into a research-based reading program, use formal and informal assessments, and manage both guided reading groups and the rest of the classroom.
- *Improving Reading Comprehension (3-5)*—This course enables teachers and content specialists to provide explicit reading and writing instruction to improve students’ comprehension of nonfiction and fiction. Teachers learn how to teach strategies that build background knowledge and vocabulary, and how to use assessments to monitor progress and provide differentiated support.
- *Building Decoding Skills and Strategies (3-5)*—This course focuses on developing a systematic and explicit intervention program for students who struggle with decoding. Topics include strategies to help students decode multisyllabic words, using morphemes to decode words and build vocabulary, and incorporating phonics instruction into daily lessons.

ELEMENTARY, MIDDLE, AND HIGH SCHOOL

- *Improving Fluency (3-8)*—This course focuses on assessing oral fluency and incorporating systematic fluency instruction into intermediate and middle school classrooms. Teachers learn how to support students’ oral reading and small-group fluency-building techniques, provide effective independent fluency-building practice, and monitor progress.

Scholastic RED Product Overview

- *6 Traits: Assessing and Teaching Writing (3-8)*—The 6 Traits are an assessment model that works within the writing curriculum to guide instruction. Designed for teachers who are currently using or preparing to use the 6 Traits Writing Model, this course focuses on exploring the traits, learning to use analytical assessment, and implementing trait-based writing activities.
- *Exploring the Lexile Framework for Reading 3-12*—This course focuses on using Lexiles to assess reading progress and match students to texts for increased comprehension. Course sessions focus on deepening knowledge of the Lexile Framework to monitor progress and evaluate yearly growth, differentiate instruction with leveled fiction and nonfiction, and target independent readers.
- *Building Foundational Skills: Phonics, Word Study, and Comprehension (3-12)*—This course focuses on deepening knowledge of effective decoding instruction and the benefits of using an intervention program to improve the skills of older, struggling readers. Teachers learn a variety of strategies to help students become accomplished decoders and confident readers.
- *Middle School Literacy: Improving Text Comprehension*—This course focuses on strategies and instructional techniques for language arts and content-area teachers to help every student get meaning from text. Teachers learn how to assess middle school students to match them to texts and differentiate instruction, and to group students for targeted skill lessons.
- *Improving Decoding Skills and Strategies (6-8)*—This course focuses on strategies for helping students who have not mastered intermediate decoding skills. The course emphasizes the role of phonics instruction with respect to students' stage of reading development. Teachers learn how to assess and group students accordingly for effective intervention.
- *Strategies for Teaching Striving Readers: A Course for All Secondary Teachers*—This course enables teachers of all curriculum areas, including English Language Arts, reading, and the content areas, to implement strategies to help striving readers. Teachers learn how to build background knowledge, teach word study skills, build academic vocabulary, and improve fluency.
- *Supporting Secondary Teachers in Literacy Instruction: A Course for Middle and High School Literacy Coaches*—This course focuses on the literacy coach's role in helping content-area teachers improve classroom literacy instruction for all students. Coaches learn how to lead teacher study groups, model literacy strategies, and conduct observations to support the classroom teacher.
- *Leading a Literacy-Focused School: A Course for Middle and High School Principals*—This course offers a practical, research-based approach to getting an entire school focused on raising reading achievement. School leaders explore idea for leading a data-driven, school-wide literacy initiative and helping teachers implement appropriate reading strategies in every classroom.
- *High School Literacy: Comprehension through Active, Strategic Reading*—This course focuses on research-based strategies for teaching comprehension across the high school content areas. Teachers learn how to establish routines for improving adolescent literacy, teach students to read and think critically about fiction, nonfiction, and informational texts, and guide students to engage in active learning strategies.

RED FACILITATOR TRAINING

Scholastic consultants provide in-person, full-day training for reading coaches, staff developers, and literacy leaders who will be implementing RED online professional development. These district staff members can then support classroom teachers with research-based teaching strategies and reflective feedback to enhance learning from the online course. Coaches will learn best practices to support professional development, including:

- Leading effective, in-person teacher study groups
- Successfully implementing and monitoring online professional development
- Preparing and modeling demonstration lessons and new strategies
- Engaging teachers in a reflection process to learn and adjust or change teaching practices

 For additional information about *Scholastic RED*, visit www.scholastic.com/red.