

# An Introduction to RRCNA Professional Learning Toolkits



Professional Learning Toolkits offer an extension of *Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System* (RRCNA, 2014), which serves as a guide for creating or refining an effective literacy system within a school. The comprehensive guide connects self-evaluation tools with the staff’s current strengths and the essential components of a comprehensive literacy approach to promote high-quality literacy instruction for all children.

Each toolkit suggests ways to involve the teaching staff and administrators in enhancing the comprehensive literacy system within the school. Timeframes for each professional learning experience may vary, but most involve participation across several weeks. The Professional Learning Toolkits should be adapted to meet the particular needs and interests in the school.

Participants involved with each learning toolkit may vary. It is suggested, however, that the Reading Recovery teacher(s) be involved in each area of study if this does not impact her time with students. The intense, year-long training, ongoing professional development, and opportunities to closely observe children as they establish their literacy processing system have positioned Reading Recovery-trained teachers as knowledgeable resources for literacy practices in schools.

## Preparing to use each Professional Learning Toolkit

Professional Learning Toolkits may be used in any order. You may want to set priorities based on feedback from self-evaluation tools in the Guide. It is important to prepare participants for effective ways to engage in an active professional learning community. Although there will be a toolkit focusing on “Learning Communities,” you will want to have an open discussion about the purpose and the expectations of participants for each selected toolkit topic prior to beginning the group study. Some issues to address include the following:

- sharing expectations for group collaboration
- promoting reflective professional inquiry
- creating an atmosphere of trust
- building willingness to offer and accept feedback
- establishing supportive and shared leadership
- creating a shared vision
- focusing on student learning
- using data to inform instruction
- scheduling protected meeting times
- arranging for enough sessions and time to be productive
- negotiating tensions

## RRCNA Professional Learning Toolkits

**Assessment and Progress  
Monitoring**

**Literacy Teaching and  
Learning**

**Text Reading and  
Comprehension**

*In development...*

**Writing**

**Oral Language**

**Implementation and  
Learning Communities**

**Letter and Word Work**

Each toolkit offers suggestions for leaders/facilitators, but leadership should be shared to build a dynamic learning community. The ultimate goal is building a culture of collaboration in which teachers work actively in teams with the shared purpose of producing successful learning outcomes for all students. There is an expectation that teachers will apply their learning in their teaching and will continue to learn in order to refine their teaching.

### **Using the resources in each Professional Learning Toolkit**

Resources should be selected as appropriate for the participants. Most recommended resources are available on the RRCNA website; some are without cost while others may be purchased from RRCNA. Active links to these RRCNA resources are provided within each toolkit and may include interactive professional development modules, on-demand webcasts, short videos and reference guides, audio files, journal articles, and webpages. Additional resources may be explored and shared by participants.

RRCNA's interactive professional learning modules and some webcasts may require more time than is allocated for the group study. While a session may be planned for the entire group, an alternate plan may include individuals or small groups viewing webcasts together using a shared access code. A jigsaw arrangement allows different people to select different resources and bring information back to share with the larger group. Journal articles are a good resource to share using the jigsaw approach.

The key issue is for participants to share their responses to selected resources and how they applied new learning in professional settings. In this way, participants will build on knowledge and active learning as they build a professional learning community through inquiry and collaboration.

## **TECHNICAL NOTE**

RRCNA Professional Learning Toolkits are interactive PDF documents — designed to be used online and provide active links to RRCNA resources. (You may choose to print the document as reference.)

We suggest you create a folder on your computer for each Toolkit to store the interactive PDF and the resources you plan to use during your professional learning sessions. Videos and reference guides, audio files, and journal articles should be downloaded and saved into the folders, where they can be easily accessed.

This is particularly important for the videos and reference guides, where you will see three links. The main title link (link to focus information) provides helpful information. The video plays from this page, but we recommend you use the “Direct link to PDF” to download the reference guide and “Direct link to video” to download an mp4 file and avoid any YouTube access problems.



Reading Recovery® Council  
of North America

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