

Professional Learning Plan - School Year 2025-2026

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Last update on: January 27, 2025

Our goal is to create a Professional Learning Plan that meets the learning needs and interests of your educators at each phase of their development. This document includes a summary of the key information we have collected on your needs, dates, and structures, as well as the recommended Professional Learning Plan for the 2025-2026 school year. The details of the plan are flexible and may be adjusted to meet your needs.

Summary of Key Information

Focus areas for professional learning:

Magnetic Reading Foundations users in their first year of implementation

- Educators examine the program structure and explore the features and resources they will use to provide explicit, systematic foundational skills instruction.
- Educators enhance and refine their implementation of instructional routines.
- Educators implement program assessments and identify appropriate instructional next steps.
- Educators strategically use small group time to provide foundational skills instruction.

Educators to receive professional learning:

- 5 schools (75 teachers), 5 instructional coaches and 10 building leaders as well as district leaders

Contracted days of professional learning: **Update this section with district-specific details.**

- **2** purchased days of professional learning for the 25-26 school year
- **0** carryover days of professional learning from the 24-25 school year

Priority dates to keep in mind when planning professional learning:

- **List any priority professional learning dates for the 25-26 school year.**

Structures and/or resources to keep in mind when planning professional learning:

- **List any professional learning structures and/or resources that may impact planning (i.e. monthly principal meetings, regular PLCs, school-based or district-wide instructional coaches)**

Primary contacts to coordinate professional learning:

- **List who should be the main points of contact to continue coordinating the Professional Learning plan throughout the year.**

Professional Learning Plan 2025 – 2026 School Year				
Timing	Target Audience	Session Focus	Session Type	Details
August, one week before start of school	Magnetic Reading Foundations teachers from each elementary school including instructional coaches; school leaders as able	<ul style="list-style-type: none"> Building Foundational Skills <ul style="list-style-type: none"> Use <i>Magnetic Reading Foundations</i> resources to plan and implement explicit, systematic foundational skills instruction. Action Step for continued professional learning following session: <ul style="list-style-type: none"> In grade-level teams, designate a teacher-leader to facilitate the Collaborative Learning Extension (CLE): Implementing Instructional Routines in the days following the session. Individually or in grade-level teams, complete the Monitoring and Assessing Student Performance digital course. 	Facilitated PL Session	<ul style="list-style-type: none"> 3 hours Up to 30 participants per session Onsite 1 PL day consumed Consider rotating groups of teachers by grade level or adding to an i-Ready session for up to 6 hours Teachers should receive print versions of Teacher's Guides before session
September	Magnetic Reading Foundations teachers from each elementary school including instructional coaches; school leaders as able	<ul style="list-style-type: none"> Monitoring and Assessing Student Performance (digital course) <ul style="list-style-type: none"> This digital course offers an exploration of assessments in <i>Magnetic Reading Foundations</i>, including administration and scoring basics and application of weekly and unit assessment data to instruction. A corresponding Collaborative Learning Extension (CLE) is provided to support educators who complete this course with colleagues. 	Online learning opportunity	<ul style="list-style-type: none"> Asynchronous digital offering
September	School leaders supporting Magnetic Reading Foundations implementations	<ul style="list-style-type: none"> Supporting Data-Driven Instruction (Consultative Discussion Guide for Leaders) <ul style="list-style-type: none"> Create an action plan to support educators in effective <i>Magnetic Reading Foundations</i> data-driven instruction. <p>Beneficial after teachers complete the Monitoring and Assessing Student Performance digital course.</p>	Meeting	<ul style="list-style-type: none"> 60 minutes Onsite leader(s); can include instructional coach

September/ October, (ideally following delivery of first Diagnostic)	Magnetic Reading Foundations teachers from each elementary school including instructional coaches; school leaders as able	<ul style="list-style-type: none"> • Strengthening Instructional Routines <ul style="list-style-type: none"> • Efficiently implement instructional routines during <i>Magnetic Reading Foundations</i> instruction • Action Step for continued professional learning following session: <ul style="list-style-type: none"> • In grade-level teams, continue exploring the routines using the <i>Magnetic Reading Foundations</i> Instructional Routines Library. 	Facilitated PL Session	<ul style="list-style-type: none"> • 60–90-minute rotations • 30 participants per session • Onsite • 1 PL day consumed <p><i>Consider rotating groups of teachers by grade level or adding to an i-Ready session for up to 6 hours</i></p>
February	Magnetic Reading Foundations teachers from each elementary school including instructional coaches; school leaders as able	<p>Depending on the needs of the district, select an offering that focuses on either small group instruction OR program assessments.</p> <ul style="list-style-type: none"> • Districts who are successfully utilizing the program assessments should receive a small group-focused module. • Districts who would benefit from additional support with program assessments should receive an assessment-focused module before small group-focused PL content. <p>Small Group Modules:</p> <ul style="list-style-type: none"> • Planning for Small Group Instruction <ul style="list-style-type: none"> • Create student groups and plan for small group instruction. • Supporting All Learners with Flexible Small Group Instruction <ul style="list-style-type: none"> • Meet the varied needs of all learners by implementing flexible small group instruction. <p>Some educators will be ready to receive Supporting All Learners with Flexible Small Group Instruction, which focuses on planning for flexible and targeted small group instruction based on program assessments and observational data. Others will benefit from first receiving Planning for Small Group Instruction, which provides support with fundamentals of integrating small group instruction into the classroom.</p> <p>Program Assessment Modules:</p> <ul style="list-style-type: none"> • Assessing Student Progress During Session 5 	Facilitated PL Session	<ul style="list-style-type: none"> • 60–90-minute rotations • 30 participants per session • Onsite • 1 PL day consumed • <i>Consider rotating groups of teachers by grade level or adding to an i-Ready session for up to 6 hours</i>

		<ul style="list-style-type: none"> • Prepare to use program assessment to capture actionable data during Session 5. • <i>Responding to Your Data</i> <ul style="list-style-type: none"> • Analyze Session 5 assessment data and identify instructional next steps. <p>If educators need reinforcement of assessment administration basics, they should receive Assessing Student Progress During Session 5. If educators need guidance around targeted instruction based on weekly data, they should receive Responding to Your Data.</p>		
February	School leaders supporting Magnetic Reading Foundations implementations	<p>Small Group Leader Support:</p> <ul style="list-style-type: none"> • <i>Supporting Small Group Instruction (Consultative Discussion Guide for Leaders)</i> <ul style="list-style-type: none"> • Create an action plan to support educators in effective <i>Magnetic Reading Foundations</i> small group instruction. <p>You may consider implementing this the same day as the Planning for Small Group Instruction or Supporting All Learners with Flexible Small Group Instruction module.</p> <p>Program Assessment Leader Support:</p> <ul style="list-style-type: none"> • <i>Supporting Effective Use of Weekly and Unit Assessments (Consultative Discussion Guide for Leaders)</i> <ul style="list-style-type: none"> • Create an action plan to support educators in effective use of <i>Magnetic Reading Foundations</i> Weekly and Unit assessments. <p>You may consider implementing this the same day as the Assessing Student Progress During Session 5 or Responding to Your Data module.</p>	Meeting	<ul style="list-style-type: none"> • 60 minutes • Onsite leader(s); can include instructional coach