

Division of Literacy

DIBELS Professional Development Series for K-3 Literacy Educators

Recommended professional development sessions to strengthen fidelity of administration and strengthen responsiveness to literacy screener data

Purpose and Participants

The purpose of this document is to provide a comprehensive professional development plan for increasing fidelity of administration and strengthening instructional responsiveness to DIBELS literacy screener data in order to improve student literacy outcomes. The content and pacing of the series is strategically designed for educators based on the mandated Louisiana literacy screener benchmark assessments. All literacy educators and school leaders who support K-3 elementary students can benefit from completion of the professional development sessions.

Plan for Implementation

Session titles, session descriptions, and a suggested timeline for completion are provided to support school leaders with the effective implementation of the DIBELS literacy screener. While some sessions are available through the mCLASS PD Library, other sessions can be accessed through the Louisiana Literacy Library and through the [DIBELS PD Series](#) on Canopy. The sessions and coursework can be completed as part of an individualized professional growth plan, or they may be embedded in a variety of ways, including school professional development days, onboarding of newly hired educators, and teacher collaboration meetings. Additionally, it is recommended that educators strategically revisit these topics as needed to target and strengthen areas for schoolwide growth and to promote positive systemic change.

Session Title	Session Description	Duration	Suggested Timeline for Completion
Amplify DIBELS Administration and Scoring (mCLASS Resources)	Participants will learn administration and scoring guidelines for the Louisiana K-3 Literacy Screener.	3 hours	All New Teachers and Test Administrators

Session Title	Session Description	Duration	Suggested Timeline for Completion
Basic Early Literacy Skills Assessed by the Louisiana K-3 Literacy Screener (mCLASS Resources)	Participants will describe how the Louisiana K-3 Literacy Screener assesses the basic early literacy skills.	6 minutes	Beginning of Year (New Teachers)
Administration and Scoring Practice: Louisiana Literacy Screener (mCLASS Resources)	Participants will review the guidelines and procedures for administering and scoring the Louisiana K-3 Literacy Screener in order to increase fidelity and accuracy of data.	Time will vary	Prior to Administering Each Benchmark Assessment (as needed)
Assessing with Fidelity (mCLASS Resources)	Participants will administer and score the mCLASS measures according to standardized guidelines	50 minutes	Prior to Administering Each Benchmark Assessment (as needed)
Measuring Student Growth Across Benchmarks (mCLASS Resources)	Participants will differentiate between proficiency and growth; explain the five zones; integrate guiding principles for Zones of Growth goal setting into current practice; use mCLASS Zones of Growth reporting tools to support instructional decision making.	45 minutes	Prior to Administering Each Benchmark Assessment (as needed)
Using mCLASS to Establish Instructional Small Groups (Literacy Library, Canopy)	Participants will identify a process for using literacy screener data to establish small instructional groups; practice forming instructional small groups based on literacy screener data.	30 minutes	Within 1 Week of Benchmark
Using mCLASS to Select a Focus for Small Group Instruction (Literacy Library, Canopy)	Participants will analyze literacy screener data to select an instructional focus for small groups; practice using mCLASS to select an instructional focus based on literacy screener data.	30 minutes	Within 2 Weeks of Benchmark

Session Title	Session Description	Duration	Suggested Timeline for Completion
Creating a Data-Driven Classroom: Part 1 (mCLASS Resources)	Participants will analyze students' composite scores, measure scores, and probe level details; identify instructional trends and reflect on root causes for growth areas; review strategic small groups generated by mCLASS; utilize activities recommended by mCLASS to develop an instructional plan.	35 minutes	Ongoing
Creating a Data-Driven Classroom: Part 2 (mCLASS Resources)		40 minutes	
Creating a Data-Driven Classroom: Part 3 (mCLASS Resources)		25 minutes	
Analyzing Literacy Screener Data Through Different Lenses (Literacy Library, Canopy)	Participants will understand the different reports available in the Amplify mClass platform; analyze decisions that can be made using literacy screener data depending on the role within the school/system.	35 minutes	Ongoing
Using Screener Data to Structure Your Literacy Block (Literacy Library, Canopy)	Participants will identify the measures from the literacy screener inside their core instruction program; practice making adjustments to core instruction based on literacy screener results	50 minutes	Ongoing
Applying the Science of Reading Inside of Core Instruction: Targeting the Word Recognition Strands and DIBELS Skills (Literacy Library, Canopy)	Participants will apply the science of reading inside of their core instruction program with a focus on the word recognition strands and DIBELS skills	50 minutes	Ongoing
Progress Monitoring to Drive Student Outcomes for Teachers (mCLASS Resources)	Participants will apply best practices in progress monitoring to drive strong student outcomes.	70 minutes	Ongoing
How to Choose an mCLASS Progress Monitoring Measure (Literacy Library, Canopy)	Participants will identify how to launch a progress monitoring measure; identify what information to consider when choosing a progress monitoring measure.	30 minutes	Ongoing