

Leadership for Literacy



"America's future walks through the doors of our schools everyday." Mary Jean LeTendre

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HILL - Who Are We?

- Major provider of elementary literacy PD for MRFP schools (82) and John Silber Schools (36)
- Closing the gap with ERF (Pre-K), Title I, & Secondary School Grants (Middle/High Schools) in MA
- Expanding into non-RF schools in other states (MD, MS, CT, NJ)





HILL - 2005

- Total Number of Students Affected:
 - 34,509 Students
- Total Number of Schools Affected:
 - 164 Schools
- Total Number of Staff/Administrators Affected:
 - 1,718 Staff/Administrators





Expected Outcomes

- Describe and support the roles of the literacy leadership team members.
- Establish appropriate and clear literacy data-based instructional goals.
- Prioritize time and resources to accomplish the goals of *Reading First*.





Expected Outcomes

- Lead schools through an effective school-wide literacy change process.
- Understand, support, and effectively collaborate with Reading Specialists, Coaches, Regional Facilitators, District Administrators and other literacy leaders.





A Literacy Leader - Doing What?

- Sample Activity #1
- *Directions:*
 - Observable leadership behaviors you exhibit
 - Decide how many hours you engage in the activity

Principal Leadership Behavior	Hours Per Week (40)		
1. <i>Talk/Meet with Teachers/Parents</i>	3 Hours (7.5%)	=	3 hours (7.5%)
2. <i>Classroom Observations & Evaluations</i>	2 Hours (5%)	↑	10 hours (25%)
3. <i>Discipline Students</i>	4 Hours (10%)	↓	2 hours (5%)
4. <i>IEP Meetings</i>	4 Hours (10%)	=	4 hours (10%)
5. <i>Lunch/Bus Duty</i>	5 Hours (12.5%)	↓	3 hours (7.5%)
6. <i>Budget/Administrative Duties</i>	6 Hours (15%)	=	6 hours (15%)
7. <i>Recruiting, Hiring, Orienting</i>	1 Hour (2.5%)	=	1 hour (2.5%)
8. <i>Curriculum/Professional Development</i>	2 Hours (5%)	↑	4 hours (10%)
9. <i>Building Management</i>	5 Hours (12.5%)	↓	2 hours (5%)
10. <i>Staff Meetings</i>	2 Hours (5%)	=	2 hours (5%)
11. <i>Scheduling/Subs</i>	6 Hours (15%)	↓	3 hours (7.5%)

<i>Literacy Coach Leadership Behavior</i>	<i>Hours Per Week (40)</i>		
1. <i>Observe/Model/Coach in Classrooms</i>	5 Hours (13%)	↑	16 hours (40%)
2. <i>Provide Professional Development for Teachers, Tutors, ParaPros</i>	2 Hours (5%)	=	2 hours (5%)
3. <i>Plan for Professional Development</i>	4 Hours (10%)	=	4 hours (10%)
4. <i>Read Professional Literature</i>	2 Hours (5%)	=	2 hours (5%)
5. <i>Select, Order, Organize Materials</i>	4 Hours (10%)	↓	1 hour (2.5%)
6. <i>Schedule/Score/Interpret Assessments</i>	8 Hours (20%)	↓	4 hours (10%)
7. <i>Facilitate Study Groups</i>	2 Hours (5%)	=	2 hours (5%)
8. <i>Grade-level Meetings</i>	8 Hours (20%)	=	8 hours (20%)
9. <i>Administrative Duties (Substitute, Lunch Duty, Field Trips, Meetings)</i>	5 Hours (13%)	↓	1 hour (2.5%)



Rating Your Literacy Leadership

- Participant Sample Activity # 2:
- Purpose:
 - Think Strategically
 - Strengthen Skills



4 Dimensions of School Leadership in Literacy

1. Developing vision and goals
2. Managing/driving literacy improvement
3. Promoting an academic learning climate
4. Developing a supportive work environment

From: Murphy, J., (2004) *Leadership for Literacy: Research-based Practice, PreK-3*, Corwin Press, CA. (25-27) www.corwinpress.com

General Model of Instructional Leadership

Instructional Leadership Characteristics	Skill Level				
	1	2	3	4	5
<i>Developing a Mission and Goals</i>					
Framing school goals					
Communicating school wide literacy goals (internal and external)					
<i>Managing the Educational Production Function</i>					
Promoting quality instruction					
Supervising and evaluating instruction					
Allocating and protecting instructional time					
Coordinating the curriculum					
Monitoring student progress					
<i>Promoting and Academic Learning Climate</i>					
Establishing positive expectations & standards					
Maintaining high visibility					
Providing incentives for teachers & students					
Promoting professional development					
<i>Developing a Supportive Work Environment</i>					
Creating a safe and orderly learning environment					
Providing opportunities for meaningful student involvement					
Developing staff collaboration and cohesion (teams)					
Securing outside resources in support of school goals					
Forging links between the home and the school					



Managing Literacy Improvement

- *Promoting quality instruction*
 - More active in planning & evaluating total instructional program



Managing Literacy Improvement

- *Supervising and evaluating instruction*
 - Study and read about classroom instruction
 - Visit classrooms often – participate in activities
 - Provide specific feedback about teaching learning process - offer assistance
 - Counsel poor instructors to leave classroom



Managing Literacy Improvement

- *Allocating and Protecting Instructional Time*
 - Stress policies that provide uninterrupted blocks of instructional time
 - Ensure that literacy is taught at times least likely to be disturbed by school events
 - Buffer teachers from outside interruptions of classroom learning times



Managing Literacy Improvement

- *Coordinating the Curriculum*
 - Have more knowledge about technical core operations of curriculum and instruction



Managing Literacy Improvement

■ *Monitoring Student Progress*

- Encourage the use of testing programs
- Provide results in timely and useful manner
- Discuss results with staff as whole, grade-level, specialty area staff, & individual teachers
- Provide interpretive and concise analyses
- Use scores to set goals, assess curriculum, evaluate instruction, and measure progress of entire school



Promoting An Academic Learning Climate

Establishing Positive Expectations/Standards

- Actively involved in defining high expectations – behavioral and academic
- Less likely to base their expectations on adult beliefs about biosocial characteristics



Promoting An Academic Learning Climate

- *Maintaining High Visibility*
 - “Management by walking around” - positive effects on students’ and teachers’ attitudes and behaviors.



Promoting An Academic Learning Climate

- *Providing Incentives for Teachers & Students*
 - Distributing leadership
 - Lending discipline support
 - Showing personal interest
 - Providing public acknowledgement
 - Giving private praise and encouragement



Promoting An Academic Learning Climate

■ *Promoting Professional Development*

- Adept at using informal coalitions of teachers to implement new programs
- Active in planning, participating in, and evaluating professional development Direct, concrete technical assistance/materials
- Indirect support – encouragement – as teachers attempt to integrate skills into instructional practice



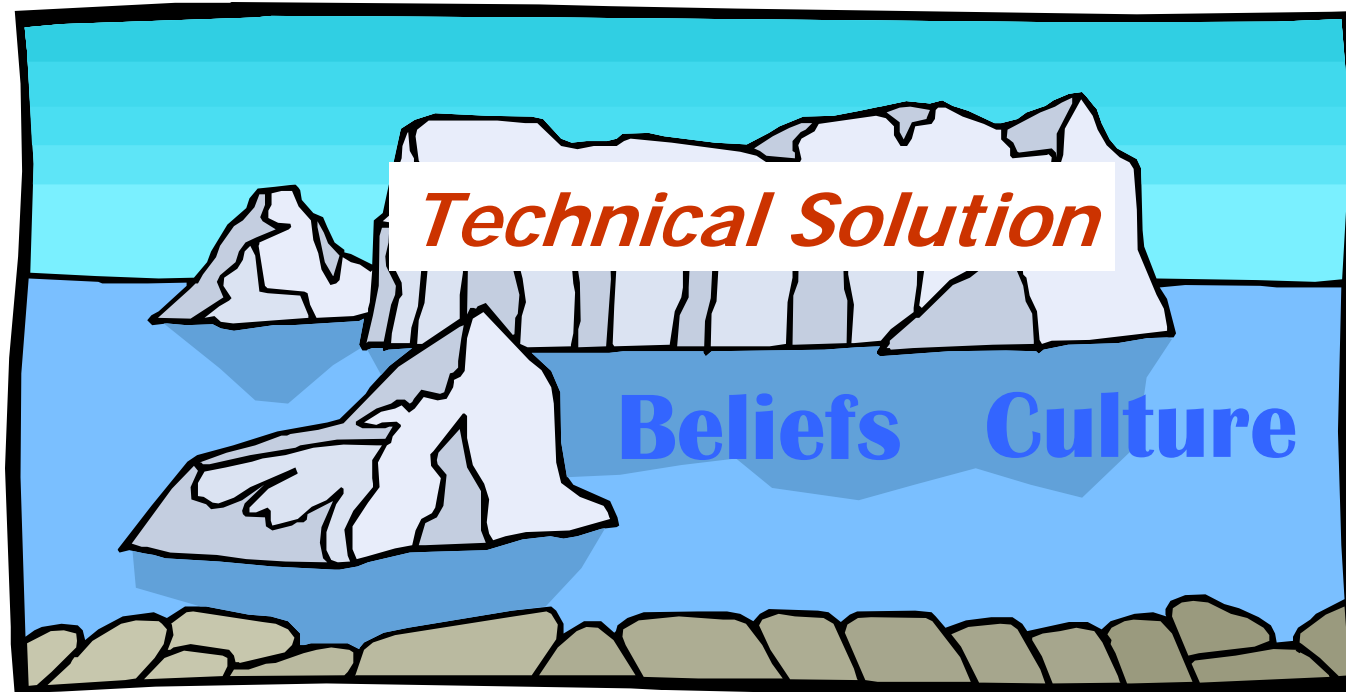
Six Characteristics of High Performing Literacy Leaders

1. Literacy is the top priority of the school- Reading is First!
2. Educators are committed to making a difference.
3. Educators hold high expectations for student achievement.
4. Decisions and actions map backwards from the child.
5. Staff maintains a strong academic press.
6. Educators assume responsibility for student learning.

Handouts: Pages 4 & 5



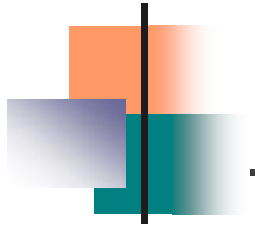
Change is Like an Iceberg...



...there is a lot more under the water than above the water



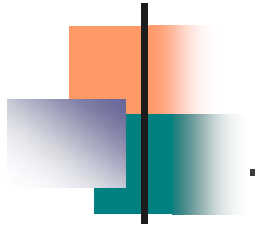
High Mastery - Effective	Lower Mastery - Ineffective
Teachers refer to instructional competencies when describing their expertise	Teachers refer to personal, social and managerial when describing their expertise
Ambitious goals for student achievement	Goals centered on adult needs or values
Clear, well articulated vision	Little sense of direction
Clear sense of direction that can be stated in a few crisp sentences	Focus on maintaining order and tranquility
Enthusiasm and “can-do” attitude	Piecemeal management of programs
Spend time on what matters most in their priorities (role-modeling)	Looks for compliance, not results
Creates a sense of purpose, generates expectations, commitment	Lack common understanding of goals
Links activities to overarching goals	Lack common understanding of activities
Goals are focused on student achievement	Goals focus on ensuring a “smooth running” school



Principal - "Talking The Talk"

"She has excellent control. She never sends students to the office."

"She's an excellent reading teacher. 85% of her students are meeting benchmarks."



Teacher - "Talking The Talk"

"I want to create 10 new centers this year."

"My students need practice with blending/segmenting phonemes, so I want to prepare effective centers for them."



Literacy Leadership: Skill Set

Coach & Role Model

- Set ambitious standards & expectations
- Help struggling teachers
- High visibility
- Relentless communication of priorities
- Reward success

Instructional Leader

- Assessment
- Classroom Practice
- Professional Development
- Programs

- Secure resources
- Remove obstacles
- Manage performance
- Use consistent, simple tools

- Collaborative, self-managing
- Clear vision, goals, roles, measures
- Celebration

Change & Project Manager

Team Builder





Your Role in Reading First

- District-level Administrator
 - Superintendent
 - Title I Director
 - Special Education Director
 - Reading First District Coordinator
- Regional Facilitator –State DOE
- School-based Staff
 - Principal
 - Reading Specialist/Coach





Who Does What Around Here?

- Task Interdependence
- Diversity of Perspective
- Job Descriptions
- Role Expectations
- Avoiding Role Ambiguity



Role Clarification Format

- My role (coach) in achieving Reading First is:
- My major responsibilities are:
- My team can count on me for:

Role Clarification Tool

My critical dependencies:

•Principal
•Literacy Team
•Classroom Teachers
•Hill Facilitator
•District Coordinator

Who needs to deliver to me:

•Classroom and team participation
•Attend meetings, commit to schedules
•Attend workshops and allow follow-up coaching
•Provide appropriate training and support
•Resources

Those dependent on me:

•Literacy Team
•Classroom Teacher
•Hill Facilitator
•Principal
•District Coordinator

To whom I need to deliver:

•Support, structure, leadership
•Sensitive coaching, modeling
•Time, openness regarding training
•Communication, support
•Communication, involvement



Volunteers

- Need 8 volunteers:
 - How many?
 - 4 men, 3 women, 1 narrator (male or female)
 - Why? Skit
 - Skills needed to volunteer:
 - Can read with expression
 - Comfortable in front of large *friendly* crowds
 - A teeny-tiny bit of “goofiness”



Stakeholder Analysis

- Using a Stakeholder-based Approach Allows You to:
 - Use opinions of key stakeholders
 - Gain support
 - Engage in dialog to ensure understanding
 - Anticipate reactions and plan accordingly



Stakeholder Analysis

- Steps for Completing Analysis:
 - List/prioritize key stakeholders – identify positions
 - Place on the grid (current status)
 - Okay where they are? Important to success?
 - Develop a plan for more support



Stakeholder Analysis

- Planning Questions:
 - What stake do they have in outcome?
 - What info do they have? Where are they getting it? Do they need more?
 - Who influences their opinion?
 - How do you approach/engage them?
 - If unsuccessful, what are your next steps?

Stakeholder Analysis: Somewhere School - 9/15/04

Stakeholders	+2	+1	Neutral	-1	-2
Joe Brown Superintendent			X		
Susan Raymond, District Coordinator					X
Ed Maresco Principal		X			
Ms. Hanchette 3 rd Grade Teacher (1 yr. from retirement)					X
Mrs. Jones 2 nd Grade Teacher (2 nd Year)	X				
Mrs. Carr 3 rd Grade Teacher (Union Rep)				X	
Ms. Galvin Reading Teacher K-3 (12 yrs experience)	X				
Mr. Martin SPED Teacher 4 th Grade (5yrs experience)		X			
Ms. Bontempo Reading Teacher (5yrs experience)				X	



Stakeholder Plan #1: Somewhere School

- Reading Specialist meets with District Coordinator bi-monthly
- Reading Specialist and Principal meet with Superintendent
- Principal assigns Ms. Galvin to provide intervention in Ms. Hanchette's classroom
- Ms. Galvin mentors Ms. Bontempo; Principal supervise closely
- Ms. Jones' classroom becomes a model
- Reading Specialist forms a Literacy Leadership Team





Stakeholder Analysis: Somewhere School - 11/15/05

Stakeholders	+2	+1	Neutral	-1	-2
Joe Brown Superintendent		X	←		
Susan Raymond, District Coordinator			X	←	
Ed Maresco Principal		X			
Ms. Hanchette 3 rd Grade Teacher (1 yr. from retirement)					X
Mrs. Jones 2 nd Grade Teacher (2 nd Year)	X				
Mrs. Carr 3 rd Grade Teacher (Union Rep)			X	←	
Ms. Galvin Reading Teacher K-3 (12 yrs experience)	X				
Mr. Martin SPED Teacher 4 th Grade (5yrs experience)			→	X	
Ms. Bontempo Reading Teacher (5yrs experience)				X	



Stakeholder Plan #2: Somewhere School

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Beliefs

- The “Power of Belief”
 - *Friedman’s Fables*
 - Edwin H. Friedman

- Performed by the “Not Ready for Prime Time *Reading First* Players”





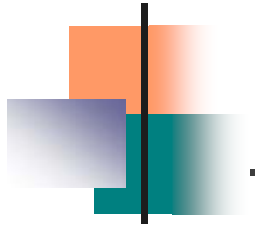
Assessments and Accountability Implementation

- Comprehensive Assessment Framework
 - Efficient & Effective Structure
 - Monitor Implementation to adjust instruction
 - Identify Problem Areas in School and Solve
 - Implement Support System for Improvement
 - Collaborative Study of Student Progress & Instruction



Guidelines for Looking at Data

- Look honestly at the data.
- Why did we get these results?
- Everyone owns their own part.
- Make a plan & work it!



Levels of Instruction

- Individual Student Level
- Classroom Level
- School-wide Level

Implementing *Reading First* Through Assessment Driven Levels of Instruction

Levels	Advanced	Benchmark	Strategic	Intensive
Individual Students Within A Classroom	<p>Students: consistently exceed benchmark goals and do well with advanced materials</p> <p>Instruction: need challenge and enrichment activities</p> <p>Assessment: every 6 - 8 weeks</p> <p>Materials: regular core program, plus challenge materials</p>	<p>Students: basically making good progress; reteaching is needed at times.</p> <p>Instruction: basically, follow core; reteach skills as problems emerge</p> <p>Assessment: every 6 - 8 weeks</p> <p>Materials: regular core program</p>	<p>Students: those who are not meeting benchmark goals on one or more important assessment criteria.</p> <p>Instruction: explicit instruction with teacher in a small group for reteaching, preteaching, and pacing modifications</p> <p>Assessment: every 3 - 4 weeks; diagnostic tests to pinpoint problems and target intervention, if necessary.</p> <p>Materials: regular core program; plus additional supplemental materials may be required.</p>	<p>Students: who are in well-established classrooms and are consistently low on many assessment criteria.</p> <p>Instruction: explicit instruction with teacher or small group for reteaching, preteaching, and pacing modifications. Will need additional time (30-60min.) focused on specific areas of weakness. Some may require a program change and additional support from specialists.</p> <p>Assessment: progress monitoring every 1 – 2 weeks; diagnostic tests to identify problems and target intervention, if necessary.</p> <p>Materials: regular core program; plus additional supplemental and/or intervention materials will most likely be required.</p>
Individual Classrooms Within A School	<p>Students: almost all in the class do well on the benchmarks; the teacher is teaching the program with fidelity; teachers are models and resources for others.</p> <p>Instruction: use the enrichment and challenge portion of the core program, or supplemental materials, if necessary.</p> <p>Best Practice: classrooms are good sites to visit and lessons could be videotaped and shared.</p>	<p>Students: 75 – 80% of the students in the classrooms are making good progress; teacher deserves recognition and might serve as a resource to others.</p> <p>Instruction: the teacher is teaching the core program with fidelity.</p> <p>Best Practice: classroom lessons could be videotaped and shared. These are classrooms that would be ideal for visits.</p>	<p>Students: approximately 25 - 35% of the students in the classroom are not meeting benchmark goals.</p> <p>Instruction: teacher needs strategic assistance to teach the program with fidelity. The Reading Specialist/Coach, supported by the Regional Coach, should model lessons and implement side-by-side coaching.</p> <p>Principal: conduct performance planning</p>	<p>Students: over 50% of the students in the classroom are not meeting benchmark goals.</p> <p>Instruction: the teachers need to be held accountable by administrators to teach the program as designed.</p> <p>Intensive coaching and modeling of lessons provided by the Reading Specialist, with support from the Regional Coach and District staff.</p> <p>Principal provides explicit intervention to teacher and arranges for visits to model classrooms.</p>
Individual Schools Within A District	<p>Classrooms: almost all classrooms in the school have nearly all students exceeding the benchmarks.</p> <p>The school is a model school</p> <p>School has substantial managerial autonomy within the district.</p>	<p>Classrooms: 75 – 80% of the classrooms are meeting goals.</p> <p>Schools serve as models and have a high degree of autonomy as long as high achievement is maintained.</p> <p>Schools will serve as positive visitation sites.</p>	<p>Classrooms: approximately 25 - 35% of the classrooms in this school are not in the benchmark category. The goals resemble the classroom described in the strategic cell above.</p> <p>Schools receive explicit, strategic assistance from the District Coordinator, Regional Coach, and DOE.</p> <p>Schools may be allowed a limited amount of autonomy.</p> <p>Principal will visit model sites and seek expert assistance from district, consultants, and other advisors.</p>	<p>Classrooms: most classrooms resemble the classroom described in the Intensive classroom cell above.</p> <p>Schools will receive explicit assistance with and be allowed little autonomy from the district</p> <p>Schools receive explicit assistance from the District Coordinator, Regional Coach, and/or DOE.</p> <p>Principals request assistance from district staff and/or DOE. District Coordinator or district leadership will provide intensive supervision of these schools.</p>

Adapted from: Kameenui, E.J. and Simmons, D.C., Institute for the Development of Educational Achievement (IDEA) College of Education, University of Oregon. <http://reading.uoregon.edu>



Levels of Instruction

- Advanced = 90% meeting goals
- Benchmark = 75-80% meeting goals
- Strategic = 50-75% meeting goals
- Intensive = 50% or fewer meeting goals

Sample

Grade 1	DIBELS			GRADE-OL	GRADE-OL	GRADE-OL	GRADE-OL
	LNF	PSF	NWF	Literacy	Phoneme	Listen	Wrd Rdg
	Scores AR: <25 SR: 25<37 LR: >=37	Scores Deficit <10 Emerging <35 Established >=35	Scores AR: <13 SR: <24 LR: >=24	Scores AR: 1-2 SR: 3-4 LR: 5-9	Scores AR: 1-2 SR: 3-4 LR: 5-9	Scores AR: 1-2 SR: 3-4 LR: 5-9	Scores AR: 1-2 SR: 3-4 LR: 5-9
Christopher	15	20	0	2	2	2	2
Alexander	26	32	4	7	2	1	4
Sabrina	21	41	11	1	2	2	1
Michaela	22	37	15	4	3	3	2
Carlos	36	52	18	4	6	7	5
Jack	32	33	19	7	6	7	7
William	44	42	21	3	6	7	5
Josef	22	43	22	4	2	4	2
Juan	48	60	22	4	6	7	4
Mary	29	45	29	4	6	4	1
Sophia	17	58	31	3	2	4	2
Anthony	28	50	36	7	6	4	4
Peter	51	58	37	4	6	7	7
Veronica	34	46	37	7	6	7	5
Calyn	42	48	38	7	2	2	7
Hector	42	60	44	3	6	2	4
Alyssa	60	49	50	7	6	7	7
Anna	61	71	51	7	6	4	7
Jonathan	61	60	54	4	6	7	7
Mackenzie	61	51	67	7	6	4	7
Joseph	77	65	70	7	6	7	7
Peter	68	47	81	4	6	3	6

Stanines

1-3=AR
4-6=Average
7-9=Above



1-2=AR
3-4=SR
5-9=LR

Grade One: Sample Sheet

Grade 1
Sample

Grade 1	DIBELS			GRADE-OL	GRADE-OL	GRADE-OL	GRADE-OL
	LNF	PSF	NWF	Literacy	Phoneme	Listen	Wrd Rdg
	Scores AR: <25 SR: 25<37 LR: >=37	Scores Deficit <10 Emerging <35 Established >=35	Scores AR: <13 SR: <24 LR: >=24	Scores AR: 1-2 SR: 3-4 LR: 5-9	Scores AR: 1-2 SR: 3-4 LR: 5-9	Scores AR: 1-2 SR: 3-4 LR: 5-9	Scores AR: 1-2 SR: 3-4 LR: 5-9
Christopher	15	20	0	2	2	2	2
Alexander	26	32	4	7	2	1	4
Sabrina	21	41	11	1	2	2	1
Michaela	22	37	15	4	3	3	2
Carlos	36	52	18	4	6	7	5
Jack	32	33	19	7	6	7	7
William	44	42	21	3	6	7	5
Josef	22	43	22	4	2	4	2
Juan	48	60	22	4	6	7	4
Mary	29	45	29	4	6	4	1
Sophia	17	58	31	3	2	4	2
Anthony	28	50	36	7	6	4	4
Peter	51	58	37	4	6	7	7
Veronica	34	46	37	7	6	7	5
Calyn	42	48	38	7	2	2	7
Hector	42	60	44	3	6	2	4
Alyssa	60	49	50	7	6	7	7
Anna	61	71	51	7	6	4	7
Jonathan	61	60	54	4	6	7	7
Mackenzie	61	51	67	7	6	4	7
Joseph	77	65	70	7	6	7	7
Peter	68	47	81	4	6	3	6

Analysis: Grade 1 Sample

DIBELS	22	%	22	%	22	%	GRADE	22	%	22	%	22	%	22	%
	LNF		PSF		NWF			Literacy		Phoneme		Listen		Word Rdg	
Intensive	5	23*	0	0	3	14*	Intensive	2	9	6	27	5	23*	6	27
Strategic	6	27	3	14*	6	27	Strategic	11	50	1	5*	8	36	4	18
Benchmark	11	50	19	86	13	59	Benchmark	9	41*	15	68	9	41*	12	55*

Hint: Use information on Pages 15 - 18 to analyze needs in this classroom.

Analysis/Intervention:

This classroom is strategic. There is evidence that the teacher may not have been teaching the orthographic symbols (alphabet) and needs intensive support in this area. There is a trend toward benchmark in phonemic awareness skills but the teacher needs more strategic support with teaching sound-symbol correspondence. Generally, this teacher needs help in teaching the most basic skills and in developing listening comprehension skills in his/her students. It appears that this teacher may not have been teaching the core program with fidelity and most likely needs strategic support in implementing the core program.

Handouts: Page 20

FALL DIBELS - GRADE 1 - INSTRUCTIONAL GROUPING

TEACHER:

Stem & Leaf Charts

Score	Letter Naming	Phoneme Segmentation	Nonsense Word	Instructional Support / Providers
37+	Jhonelle; Kimberly	Juan	Frank	
37+	Ruben; Philip			
37+				
37+				
37				
36				
35				
34	Anensky	Jhonelle; Xavier; Philip		
33				
32				
31				
30	Mathew; Jorge			
29	Xavier			
28	Rachel; Frank			
27	Aliya	Ruben		
26		Thalia		
25	Anthony; Eric; Tanisha			
24		Rachel		
23	Juan		Jhonelle; Philip	
22		Frank		
21			Rachel	
20	Thalia	Anensky; Kimberly		
19				
18				
17			Ruben	
16				
15	Kenny	Eric		
14	Tasha		Anthony; Tasha; Kimberly	
13	Star		Kenny	
12		Anthony; Kenny		
11		Aliya	Anensky	
10		Tanisha		
9	Jeffrey		Mathew	
8			Xavier	
7		Tasha		
6			Juan	
5		Mathew; Jeffrey		
4			Aliya	
3			Tanisha	
2				
1				
0	Malik; Alexi	Star; Malik; Alexi; Jorge	Eric; Thalia; Star; Jeffrey; Malik; Alexi; Jorge	

	Low Risk
	Some Risk
	At Risk

CT = Classroom Teacher
 SPED=Special Ed Teacher
 RS = Reading Specialist

TI = Title I Teacher
 P = Paraprofessional

DIBELS Profile Guidelines

SCORES	ISF	PSF	NWF	ORF	Interpretation	Strategies
Profile 1	↓	↓	↓	↓	<p>This student is low in all of the fundamental skills necessary for learning to read.</p> <p>If this is an older students, (s)he might have ADD or simply lack good phonemic awareness instruction.</p>	<p>Begin with initial sounds and provide explicit instruction.</p> <p>Provide small-group or one-to-one instruction on initial sound isolation.</p> <p>Use 2-picture choice activity.</p> <p>Proceed to 3 picture choice activity.</p> <p>Focus on only 1 new sound at a time.</p> <p>Include only pictures students know.</p> <p>Include only sounds that have been introduced.</p>
Profile 2	↑	↓	↓	↓	<p>Good initial sounds but not able to segment or blend sounds together.</p>	<p>Intervention for Students Low in Phoneme Segmentation Fluency (PSF)</p> <p>Begin with 2-3 phoneme words.</p> <p>Model sequential segmentation with fingers (remember to move from left to right).</p> <p>Select words beginning with continuous sounds.</p> <p>Provide multiple examples (3 –4)</p> <p>Use a strip or set of connected boxes to represent the sounds. Have students touch as you say each sound (Elkonin “Move It and Say It” Activity).</p> <p>Incorporate letters once students are firm on segmentation.</p>
Profile 3	↑	↑	↓	↓	<p>Knows sounds and can segment simple words, but limited ability with sound/symbol correspondences.</p>	<p>Needs explicit phonics instruction and intervention for students low in blending sounds together.</p> <p>Examine the sequence in which you introduce letters. Select high-utility letters.</p> <p>Provide instruction on a letter-sound for 3 days minimum.</p> <p>Do not introduce letter name at the same time for students who are having difficulty.</p> <p>Model how the sound is formed.</p> <p>Provide frequent, short practice opportunities (e.g. partner flash cards).</p>

Handouts: Pages 23-25

Classroom
 Instructional Plan
 Student Level
 Ms. Rasmussen
 Grade 2
 Anytown School

Core + Beyond (Student Name)	Who Provides	Program &/or Materials	Time and Instructional Focus	Progress Monitor (Test & Frequency)
Frank	P CT	Trophies + Challenge Kit	<u>90 Minutes/Day</u> Core Instruction + Letter Identification Fluency	Benchmark (Winter – Spring)
Jhonelle Philip		Intervention Kit TRA Activities	Blending & Segmenting Phonemes	PSF; NWF (1x month)
Core + Supplemental	Who Provides	Program &/or Materials	Time and Instructional Focus	Progress Monitor (Test & Frequency)
Rachel Ruben	CT P	Trophies + Intervention Kit TRA Activities	<u>2 Hours/Day</u> Blending & Segmenting Phonemic Awareness Sound-Symbol Correspondence Fluency	PSF; NWF (1x month)
Anthony Tasha Kimberly Kenny				PSF; NWF (2 x month)
Core + Intervention	Who Provides	Program &/or Materials	Time and Instructional Focus	Progress Monitor (Test & Frequency)
Xavier Anensky Juan Aliya Mathew Tanisha	CT TI	Trophies Vocabulary + Comprehension ERI	<u>2.5 Hours/Day</u> Direct, Explicit, Systematic Instruction Blending & Segmenting Phonemic Awareness Sound-Symbol Correspondence Fluency	PSF; NWF (2 - 4 x month)
Eric Thalia Jeffrey Malik Alexi Jorge Star	CT SPED	Trophies Vocabulary + Comprehension ERI	<u>2.5 Hours/Day</u> Direct, Explicit, Systematic Instruction Blending & Segmenting Phonemic Awareness Sound-Symbol Correspondence Fluency	PSF; NWF (2 - 4 x month)

Anytown School

KINDERGARTEN Percentages

Teachers	DIBELS						GRADE		
	ISF			LNF			Listening		
	AR	SR	LR	AR	SR	LR	AR	SR	LR
Struggles	18	24	58	28	10	61	17	18	64
Best	9	12	78	4	10	86	5	21	74
McMahan	39	21	40	32	37	30	38	26	35
Doe	17	23	59	19	14	66	10	33	56

GRADE ONE: Percentages

Teachers	DIBELS									GRADE											
	LNF			PSF			NWF			Literacy			Phoneme			Listen			Wrđ Rdg		
	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR
Ducharme	65	25	10	50	35	15	75	5	25	32	42	25	43	26	30	36	45	18	56	22	11
Clause	10	30	60	20	30	50	25	20	54	9	28	63	11	26	62	12	20	68	14	30	56
Burns	45	22	32	33	17	50	46	15	38	42	31	26	36	45	18	32	27	40	48	14	47
Dowell	10	17	72	5	11	83	12	16	71	9	11	79	3	11	85	6	12	81	13	14	72

GRADE TWO: Percentages

Teachers	DIBELS						GRADE								
	NWF			ORF			Vocabulary			Comprehension			Listening		
	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR
Nolette	16	18	66	13	21	65	9	33	58	17	30	52	12	32	56
Skelton	18	32	50	18	45	36	36	28	35	44	26	30	49	16	34
Jones	4	14	81	4	11	85	5	5	90	9	11	80	4	6	89
Rasmussen	14	46	40	24	39	37	22	62	16	39	41	20	41	33	26

GRADE THREE: Percentages

Teachers	DIBELS						GRADE					
	ORF			Vocabulary			Comprehension					
	AR	SR	LR	AR	SR	LR	AR	SR	LR			
Carr	14	33	52	15	23	62	23	26	51			
Lane	27	18	55	18	13	68	17	19	64			
Smith	6	5	88	5	4	91	5	5	90			
Hanchette	57	24	19	57	20	22	43	35	22			

School-wide Level Anytown School

What level of
intervention does
this school need?

Benchmark Plus Classrooms	Who Provides	Target Goals	PD Strategies	Progress Monitor (Test & Frequency)
Mrs. Smith (90%) Mrs. Jones (85%)	P RS/IF Outside Consultants Publishers	Continue with current program – core plus challenge materials	Serve as a model classroom in the building and district Receive standard district and DOE Reading First PD	DIBELS & GRADE Benchmark (Fall, Winter, Spring)
Benchmark Classrooms	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Ms. Best (79%) Mr. Dowell (78%)	P RS/IF Outside Consultants Publishers	Continue with current core program	Serve as a model classroom in the building and district Receive standard district and DOE Reading First PD	DIBELS & GRADE Benchmark (Winter – Spring)
Strategic Classrooms	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Mr. Lane (62%) Ms. Struggle (61%) Ms. Doe (60%) Ms. Nolette (59%) Ms. Clause (59%) Mr. Carr (55%)	P RS IF DC Outside Consultants Publishers	Fidelity to Core Preteach/Reteach Explicit & Systematic Intervention Data Driven Instruction	Coordinated Intervention Plan for Focused and Strategic PD Increased coaching time from Principal, RS, District, & IF Visit model classrooms	DIBELS & GRADE Benchmark (Fall, Winter, Spring) Progress Monitor Every 2 - 4 Weeks
Intervention Classrooms	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Mr. Skelton (37%) Mr. Burns (36%) Ms. McMahon (35%) Ms. Rasmussen(28%) Ms. Hanchette (21%) Ms. DuCharme(19%)	P RS IF DC Outside Consultants Publishers	Fidelity to Core Preteach/Reteach Explicit & Systematic Intervention Data Driven Instruction	Coordinated Intervention Plan for Intensive PD Substantially Increased coaching time from Principal, RS, District personnel, and IF Visit model classrooms	DIBELS & GRADE Benchmark (Fall, Winter, Spring) Progress Monitor Every 1- 2 Weeks

School: Anytown School
Coaching Schedule

Date _____

*School-wide Level
 Coaching Plan*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Kindergarten	Grade 1	Grade 2	Grade 3	
8:00-12:15	Coaching in the Classroom	Coaching in the Classrooms	Coaching in the Classrooms	Coaching in the Classrooms	Coaching in Classrooms (follow-up day)
	Teachers: Ms. McMahon Ms. Doe Ms. Struggles	Teachers: Ms. Burns Ms. DuCharme Ms. Clause	Teachers: Ms. Skelton Ms. Rasmussen Ms. Nolette	Teachers: Ms. Hanchette Mr. Lane Mr. Carr	Pre-Post Conferences
	Focus	Focus:	Focus:	Focus:	
	Fidelity to Core	Fidelity to Core	Fidelity to Core	Fidelity to Core	Make-up sessions with teachers
	Pre-Teach/Re-Teach in small groups	Pre-Teach/Re-Teach in small groups	Explicit & Systematic small group instruction	Explicit & Systematic small group instruction	
12:15-1:00	Lunch				
1:00-1:30	Planning				
1:30-2:30	Flexible Time Leadership responsibilities, conferences with teachers, planning for professional development				
2:30-3:30	Grade Level Meetings				

Green Valley School Data

Green Valley School

Kindergarten Teachers	<u>Fall</u>: Percentage of Students at Benchmark	<u>Winter</u>: Percentage of Students at Benchmark
Mr. Peterson	77%	65%
Ms. Aiello	69%	76%
Ms. Hook	85%	84%
Ms. McDonald	91%	95%
Grade 1 Teachers	Percentage of Students at Benchmark	Percentage of Students at Benchmark
Mr. Arias	67%	67%
Ms. Camp	71%	76%
Ms. Mead	55%	49%
Ms. Gough	63%	75%
Grade 2 Teachers	Percentage of Students at Benchmark	Percentage of Students at Benchmark
Mr. Palmer	53%	52%
Ms. King	49%	53%
Ms. Stout	60%	65%
Mr. Bowen	65%	60%
Grade 3 Teachers	Percentage of Students at Benchmark	Percentage of Students at Benchmark
Mr. Kingston	26%	25%
Ms. Caldwell	37%	37%
Mr. Rivera	42%	43%
Ms. Lin	48%	54%



Leaders Attend To:

- Classrooms not maintaining the growth necessary for benchmarks
- Strategic and intensive classrooms that are staying in the same category
- Cohorts of students

School: Green Valley School

Date: January 20

Teacher Professional Development/Coaching Plan

*Green Valley
PD/Coaching Plan*

Benchmark Plus Classrooms	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Benchmark Classrooms	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Strategic Classrooms	Who Provides	Program &/or Materials	Professional Development Strategies	Progress Monitor (Test & Frequency)
Intervention Classrooms	Who Provides	Program &/or Materials	Professional Development Strategies	Progress Monitor (Test & Frequency)

Green Valley Coaching Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-12:15					Coaching in Classrooms (follow-up day)
					Pre-Post Conferences
	Focus	Focus:	Focus:	Focus:	
					Make-up sessions with teachers
12:15-1:00	Lunch				
1:00-1:30					
1:30-2:30					
2:30-3:30					

District: Delavan Public Schools Date: October 25
School Professional Development/Coaching Plan

*Delavan
District
Professional
Development/
Coaching Plan*

Benchmark Plus Schools	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Sunnyvale School Smalltown School	DR Outside Consultants Publishers	Document process and strategies used for leadership, coaching and PD	Participate on the District literacy Team Serve host site for PD and coaching	DIBELS & GRADE Benchmark Testing
Strategic Schools	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Anytown School Pleasantville School	DC DR Outside Consultants Publishers	Improve/Establish School Literacy team Develop a School-wide Professional Development Plan (i.e. workshops, team meetings, coaching) Improve fidelity to core and intervention instruction	Coordinate district based literacy team Develop a coaching model for school based coaches and principals District Professional Development workshops on leadership, coaching and fidelity to the core	DIBELS & GRADE Benchmark Testing Progress Monitoring Monthly
Intervention Schools	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Lakeville School	DR DC Outside Consultants Publishers	Improve/Establish School Literacy team Develop a School-wide Professional Development Plan (i.e. workshops, team meetings, coaching) Improve fidelity to core and intervention instruction	Coordinate district based literacy team Develop a coaching model for school based coaches and principals District Professional Development workshops on leadership, coaching and fidelity to the core	DIBELS & GRADE Benchmark Testing Progress Monitoring every 2 weeks

DC = District Coordinator
IF =Implementation Facilitator
RS =Reading Specialist

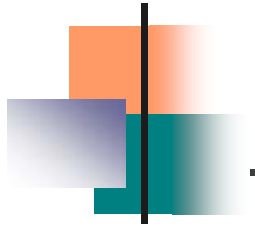
P = Principal
S = Superintendent
DR= Director of Reading



Project Management Tools

- DOE Monitoring Tool
 - www.doe.mass.edu/read
 - Go to tools

- School Literacy Profile (SLP)



HILL - School Literacy Profile

- Purpose
 - Planning Tool – all involved
 - Record Implementation Activities – Weekly
 - Review Progress

- Data-based



How Does SLP Help Me?

- Plan goals & activities
- Implement plan with intention
- Prioritize PD time efficiently
- Stay “on course” with activities





How Does SLP Help Me?

- Provides structure for the RF change process
- Query database – answer questions & problem-solve
- Consistently focus on “big-picture”
- Online - convenient progress review



SLP Components

- School demographics
- Identification of programs used
- List of school strengths & needs
- Priority goals for the year



SLP Components

- Action activities with responsible person and due dates
- Log of activities with link to goals & activities
- Assessment summaries after each benchmark

“The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”

Michelangelo



Questions or Information

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