



Leadership Series



Cohort 1, 2 & Pilot Schools
September 29, 2016

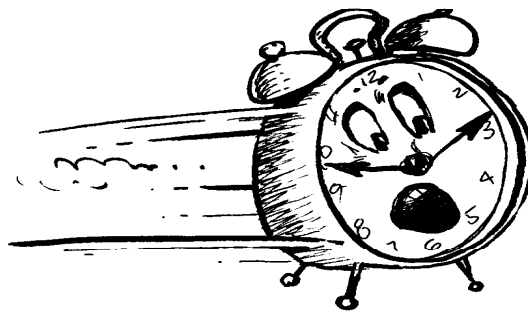
*“America’s future walks
through the doors of our
schools everyday.”*

-Mary Jean LeTendre

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cindy@hillforliteracy.org



Leadership for Literacy Agenda

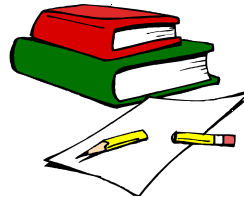




Expected Outcomes for Today



1. Project Survey Results
2. Literacy Plan Carousel Activity
3. Build/Confirm Timeline for SY16-17
4. Managing Change
5. Tools to Support Implementation
6. Measuring Implementation



Materials


HILL Website

- Login in to www.HILLforLiteracy.org
- Click on Access Materials
- Download appropriate monthly packets

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Survey Results



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Literacy Planning

Literacy Plan for SY16-17





Priority Goals

1. Implement leadership routines and systems necessary to institute evidence-based literacy practices with in a tiered instructional model and build capacity to ensure sustainability of the school-wide literacy model.
2. Implement leadership routines and systems necessary to institute evidence-based literacy practices with in a tiered instructional model and build capacity to ensure sustainability of the school-wide literacy model.
3. Create a consistent knowledge base and common language among teachers that is based on the overview of reading, current reading research and evidence-based practices in reading instruction.
4. To establish a framework and process for using scientifically-based dynamic assessments to make instructional decisions at the district, school, grade, classroom and individual student levels
5. Develop and implement a school-home/family model to support student academic growth at both school and home



Carousel Brainstorm

Instructions:

- Chart Paper hung around room w/
 - Literacy Plan Priorities: Leadership, Instruction, PD and Assessment
- Go to Assigned Chart
- List 2 activities that would benefit from training and coaching support from an external source
- After signal, move to the next chart. Repeat until all charts have been visited



Carousel Brainstorm

- Walk the room and review the charts
- Reflect on the various topics and how they align across the schools
- Group Reflection



Implementing the Plan

Activity Timeline
2013-2014

Date	Time/Hours	Activity/Topic	Materials Needed	Facilitator	Attendees	Goal
8/14	9-2	Literacy Leadership Team Retreat	Calendars Schedules School Literacy Plan Activity Timeline	CK3LI Leadership Team	Literacy Team	1
8/15-8/16	8:30-3:00	Summer Teacher Training	TE Training Materials Guide on the Side ECRI templates	Pearson HILL	Teachers	2, 3
9/5 & 9/6	8:30-3:30	Make-Up Teacher Training	TE Training Materials	Pearson	Teachers SPED Interventionists	2
Week of 9/12		Disseminate Testing memo	Testing Memo	Coach	Teachers RS, SPED	4
9/12	9:00-grade 3 9:50-grade 2 12:10-grade 1 1:00-K	Grade Level Implementation Meetings	Reading Street - set up and distribute materials	Katie	Grade Level Teams	2
9/12	2:00-3:30	Literacy Leadership Team Meeting	Activity Timeline CK3LI SLP Distribution of People Resources	Coaches	Team	1
9/26	1:30-3:30	Early Release - Small Group PD	Reading Street Alternate Small Group Plans ECRI Templates Norris Small Groups	Coaches Cathie Callanan	All Teachers	2
9/16-9/27		DIBELS Next Testing	Testing Materials Data Entry Forms Stopwatches	Interventionists		4
9/16-9/27		Reading Street Baseline test (grades 2 and 3), WRMT testing	Testing Materials	Interventionists		4
9/5-9/19		DRA Testing		Teachers	District Leaders	4
10/1	9:00	District Meeting	CK3LI SLP Activity Timeline	Darci & Mike	District Leaders	1
10/4		Data Entry Due Date	Data System	Coaches		4
Week of 10/7		Data meeting Prep	Data Meeting Docs LCD-Screen	Coaches	School-based data leaders	2,4



Building an Activity Timeline

- Backward planning approach
- Literacy Leadership Team Meetings
- Assessment:
 - Testing Windows (BOY, MOY, EOY)
 - Schedule Data Meetings (BOY, PM, MOY, PM, EOY)
 - District Data Review (BOY, MOY and EOY)



Activity Timeline

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8/13-8/16	8:50-3:00	Summer Teacher Training	TE Training Materials Guide on the Side ECRI templates	Pearson HILL	Teachers	5
Week of 9/12		Disseminate Testing memo	Testing Memo	Coach	Teachers ES, SPED	2
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9/16-9/27		Reading Street Baseline test (grades 2 and 3)	Testing Materials	Interventionists		2
9/5-9/10		SAT 10 Testing		Teachers		2
9/4		Data Entry Due Date	Data System	Coaches		2
Week of 10/7		Data meeting Prep	Data Meeting Docs LCD-Screen Data Reports Workbook	Coaches	School-based data leaders	3
10/8	1:00-3:00	Pre Data Meeting	Completed Data Worksheets DBS Reports	Katie	Interventionists	3
10/10	8:30-2:00	Grade Level Data Meetings	Data Meeting Docs	Katie	Grade Level Teams	3

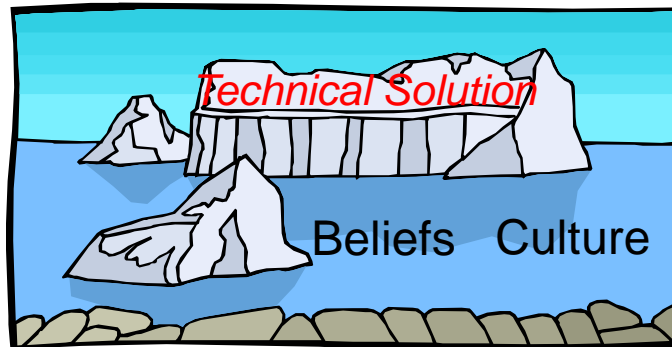


Next Steps

- Email completed school literacy plan, and timelines to cindy@hillforliteracy.org, if you haven't already done so
- External coaching team will plan the content of coaches meeting and on-site support
- External coaches will set up initial visit to confirm plan



Change is Like an Iceberg..



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

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Principles of Change

Current Practice

Giant Leap

Increase In Outcomes

The diagram shows a stone arch bridge. A large blue arrow labeled 'Giant Leap' spans the width of the bridge. A green starburst shape on the right side of the bridge contains the text 'Increase In Outcomes'. The label 'Current Practice' is positioned to the left of the bridge.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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Principles of Change

Current Practice

New Practice

New Practice

New Practice

New Practice

Increase In Outcomes

There will be no change in outcomes until new practices are implemented.

The diagram shows a stone arch bridge. Four blue labels 'New Practice' are written diagonally across the top of the bridge. A green starburst shape on the right side of the bridge contains the text 'Increase In Outcomes'. The label 'Current Practice' is positioned to the left of the bridge.





Concerns-Based Adoption Model

A model for understanding how people (e.g., teachers) respond to change initiatives

Component: Stages of Concern

Unaware -----> Actively Engaged

Handout p. 12



Stages of Concern			Expressions of Concern	Appropriate Assistance
Impact	6.	Refocusing	I have some ideas about something that would work even better.	
	5.	Collaboration	I am concerned about what I am doing with what other instructors are doing.	
	4.	Consequence	How is my use affecting kids? How can I refine it to have more impact?	
Task	3.	Management	I seem to be spending all my time in getting materials.	
Self	2.	Personal	How will using it affect me?	
	1.	Informational	I would like to know more about it.	
	0.	Awareness	I am not concerned about it (the innovation)	Handout p. 12



Using the Stages of Concern

- Look at the stages of concern in your handout.
- With a partner, bullet some ways that you could address the concern.
- Be prepared to share.

Handout p. 12



Using the Stages of Concern

- Awareness: Involve this person in discussion about the change; share enough information to arouse interest, but don't overwhelm them.
- Informational: Use a variety of ways to share information; help this person see how the change relates to current practices.

Book: pp. 22 - 23

Handout p. 12



Using the Stages of Concern

- Personal: Let the person know everyone feels these kinds of concerns; connect him or her with those whose personal concerns have diminished.
- Management: Provide answers that address specific “how-to” issues; demonstrate exact and practical solutions.

Book: pp. 22 - 23

Handout p. 12



Using the Stages of Concern

- Consequence: Provide opportunities for the teacher/leader to visit other settings where the practices are in use; encourage a study team to look at the effectiveness of the practices.

Book: pp. 22 - 23

Handout p. 12



Using the Stages of Concern

- Collaboration: Bring together others who are interested in collaboration; use these people to provide technical assistance to someone who needs help.
- Refocusing: Encourage this person to experiment with his or her ideas.

Book: pp. 22 - 23

Handout p. 12



Concerns-Based Adoption Model

A model for understanding how people (e.g., teachers) respond to change initiatives



Component: Stages of Concern

Unaware — — — — —> Actively Engaged



Component: Levels of Use

Non-use — — — — —> Expert Use
Resistant (OMDB) —> Willing to Try It — — —> Expert

Handout p. 13

  Levels of Use of the Innovation	
0	Nonuse: State in which the user has little or no knowledge of the innovation, has no involvement with the innovation, and is doing nothing toward becoming involved.
I	Orientation: State in which the user has acquired or is acquiring information about the innovation and/or has explored or is exploring its value orientation and its demands upon the user and the user system.
II	Preparation: State in which the user is preparing for first use of the innovation.
III	Mechanical Use: State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.
IVA	Routine: Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequence.
IVB	Refinement: State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.
V	Integration: State in which the user is combining own efforts to use the innovation with the related activities of colleagues to achieve a collective effect on clients within their common sphere of influence.
VI	Renewal: State in which the user reevaluates the quality of use of the innovation, seeks major modifications or alternatives to the present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.

Book: pp. 24 - 25 Handout p. 13

  Levels of Use: Activity	
<ul style="list-style-type: none"> • Look at the examples of teacher behavior at various Levels of Use (LoU) in the implementation of formative assessments in literacy. • Using the chart on the previous page, identify the LoU in the examples. • Work individually or with a partner. 	
<p><small>Griffin, D. and Christensen, R. (1999). <i>Concerns-Based Adoption Model (CBAM) Levels of Use of an Innovation (CBAM-LOU)</i>. Denton, Texas: Institute for the Integration of Technology into Teaching and Learning.</small></p>	
Handout pp. 14-15	



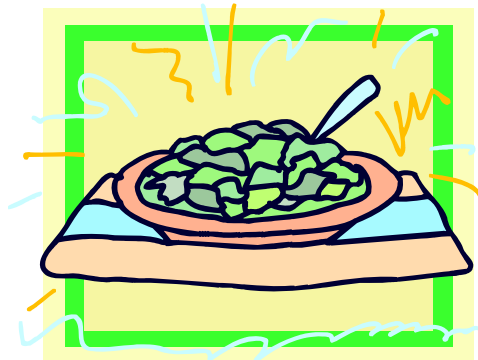
Answers

- Example 1: LoU 5 Integration
- Example 2: LoU 1 Orientation
- Example 3: LoU 4A Routine
- Example 4: LoU 0 Nonuse
- Example 5: LoU 6 Renewal
- Example 6: LoU 3 Mechanical Use
- Example 7: LoU 4B Refinement
- Example 8: LoU 2 Preparation

Handout pp. 14-15



Lunch...





CORE Principles of Response to Intervention

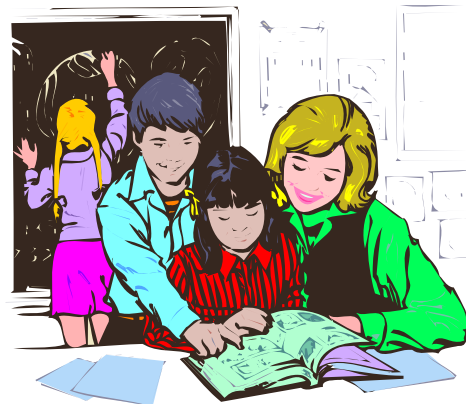
- We can effectively teach all children
- Intervene early
- Use a multi-tiered model of service delivery
- Use a problem solving method to make *data based* decisions within a multi-tier model
- Use research-based, scientifically validated instruction
- Monitor student progress
- Use assessment for three different purposes

(National Association of State Directors of Special Education, NASDSE), *Response to Intervention: Policy Considerations and Implementation, 2006*:



Managing the Reading Block

- Room Arrangement
 - Rules versus Procedures



Handout p. 9



Managing the Reading Block

- Academic Tasks to Consider

- Whole Group
- Small Groups
- Centers
- Independent
- Transitions



Handout p. 9



Points of Decision



Handout p. 10

What Could a Reading Block Schedule Look Like?

Instruction	Range of Time	Class Configuration	Examples of Teacher-Led Activities																					
The Reading Block TOTAL TIME: 90 minutes minimum daily	TOTAL TIME: 20-60 min daily	Whole Group	Resource: CCRP Segment sounds (PA) Sound-letter correspondences (Phonics) Partner reading (Fluency) Prereading Lesson: Tier 2 words (Vocab) Reciprocal Teaching (Comprehension)																					
	TOTAL ROTATION TIME: 30-70 min Daily	Differentiated Instruction: Small Group Instruction: Groups 1, 2, & 3	Resources: CCRP, SRP, IRP																					
		10-25 min daily per group	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px dashed black; border-bottom: 1px dashed black; padding: 2px;">M</td> <td style="border-right: 1px dashed black; border-bottom: 1px dashed black; padding: 2px;">T</td> <td style="border-right: 1px dashed black; border-bottom: 1px dashed black; padding: 2px;">W</td> <td style="border-right: 1px dashed black; border-bottom: 1px dashed black; padding: 2px;">Th</td> <td style="border-bottom: 1px dashed black; padding: 2px;">F</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;">Session 1</td> <td style="border-right: 1px dashed black; padding: 2px;">1</td> <td style="border-right: 1px dashed black; padding: 2px;">2</td> <td style="border-right: 1px dashed black; padding: 2px;">3</td> <td style="padding: 2px;">1</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;">Session 2</td> <td style="border-right: 1px dashed black; padding: 2px;">2</td> <td style="border-right: 1px dashed black; padding: 2px;">3</td> <td style="border-right: 1px dashed black; padding: 2px;">1</td> <td style="padding: 2px;">2</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;">Session 3</td> <td style="border-right: 1px dashed black; padding: 2px;">3</td> <td style="border-right: 1px dashed black; padding: 2px;">1</td> <td style="border-right: 1px dashed black; padding: 2px;">2</td> <td style="padding: 2px;">3</td> </tr> </table>	M	T	W	Th	F	Session 1	1	2	3	1	Session 2	2	3	1	2	Session 3	3	1	2	3	Group Instructional Focus Group 1: segment sounds w/Elkonin boxes Group 2: word sorts w/common syllable spelling patterns Group 3: reread decodable books
		M	T	W	Th	F																		
Session 1	1	2	3	1																				
Session 2	2	3	1	2																				
Session 3	3	1	2	3																				
Differentiated Intervention: 3 - 5 students	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px dashed black; border-bottom: 1px dashed black; padding: 2px;">M</td> <td style="border-right: 1px dashed black; border-bottom: 1px dashed black; padding: 2px;">T</td> <td style="border-right: 1px dashed black; border-bottom: 1px dashed black; padding: 2px;">W</td> <td style="border-right: 1px dashed black; border-bottom: 1px dashed black; padding: 2px;">Th</td> <td style="border-bottom: 1px dashed black; padding: 2px;">F</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;">Intervention Session</td> <td style="border-right: 1px dashed black; padding: 2px;">X</td> <td style="border-right: 1px dashed black; padding: 2px;">X</td> <td style="border-right: 1px dashed black; padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	M	T	W	Th	F	Intervention Session	X	X	X	X	Resources: SRP & Intervention Program Instructional Focus: Phonemic segmentation w/ mirrors Word building w/letter & pocket charts Word-level fluency card activity												
M	T	W	Th	F																				
Intervention Session	X	X	X	X																				

Handout: p. 11

Ruth Gumm, 2004. "90-Minute block" Reading First National Conference, MN

CCRP = Comprehensive Core Reading Program
SRP = Supplementary Reading Program
IRP = Intensive Intervention Program

Sample 90-Minute Block

Grade 2: 90 Minute Literacy Block Plans for Week of September 14, 2004 Story of the Week: The Mixed-up Chameleon

? Whole Group Instruction - Total Minutes Daily: 15 minutes					
Morning Message: Set up story Vocabulary: Intro - Beck's Model Comprehension: Read-aloud "Only a Toad"	Morning Message: Link 2 characters Vocabulary: Beck's Model Comprehension: Read-aloud "The Mixed-up Chameleon"	Morning Message: Link 2 characters Vocabulary: Beck's Model Comprehension: Read-aloud "The Mixed-up Chameleon"	Morning Message: Beck's Model Comprehension: Read-aloud, "Fun Animal Facts" p.48,49	Morning Message: Beck's Model Comprehension: Read-aloud	Morning Message: Beck's Model Comprehension: Read-aloud
? Needs-Based Instruction: Small Group Instruction: Group 1, 2, 3, 4 - Total Daily Rotation Time: 60-80 minutes					
Monday	Tuesday	Wednesday	Thursday	Friday	
Session 1 Group 1 Harcourt Intervention Kit/Lesson 1 Warm-up: Sounds & Letters Unit 1 Stages 2,3 with manipulatives Quick Drill: s/s(Tellan) or frequency words Phonics Focus: /l/- explicitly teach; teach closed syllable; build/manipulate words Support with decodable text - <i>Bernie Kline, Primary Phonics, etc.</i>	Session 1 Group 1 Harcourt Intervention Kit/Lesson 1 Warm-up: Sounds & Letters Unit 2 Stages 3, 4 with manipulatives Quick Drill: s/s(Tellan) or frequency words Phonics Focus: /l/-reinforce closed syllable; build/manipulate words; dictation Harcourt text: "Mac's Wish Comes True" - reinforce vocabulary	Session 1 Group 1 Harcourt Intervention Kit/Lesson 1 Warm-up: Sounds & Letters Unit 4 Stages 3,4 with manipulatives Quick Drill: s/s(Tellan) or frequency words Phonics Focus: review /l/, explicitly teach /r/; build/manipulate words Support with decodable text - <i>Bernie Kline, Primary Phonics, etc.</i>	Session 1 Group 1 Harcourt Intervention Kit/Lesson 1 Warm-up: Clap syllables/drop chin Quick Drill: s/s(Tellan) or frequency words Phonics Focus: review /l/ & /r/; reinforce closed syllable; spelling rule for c, k, ck; build/manipulate words; dictation Re-read "Mac's Wish Comes True" - apply story web, p. 15C	Session 1 Group 1 Harcourt Intervention Kit/Lesson 1 Warm-up: Clap syllables/drop chin Quick Drill: s/s(Tellan) or frequency words Phonics Focus: review/reinforce /l/ & /r/; closed syllable; spelling rule c, k, ck; sentence dictation Fluency: Re-read decodable text with partners - time/chart	
Session 2 Group 2 Harcourt Intervention Kit/Lesson 1 Warm-up: Sounds & Letters Unit 1 Stages 2,3 with manipulatives Quick Drill: s/s(Tellan) or frequency words Phonics Focus: /l/- explicitly teach; teach closed syllable; build/manipulate words Support with decodable text - <i>Bernie Kline, Primary Phonics, etc.</i>	Session 2 Group 2 Harcourt Intervention Kit/Lesson 1 Warm-up: Sounds & Letters Unit 2 Stages 3, 4 with manipulatives Quick Drill: s/s(Tellan) or frequency words Phonics Focus: /l/-reinforce closed syllable; build/manipulate words; dictation Harcourt text: "Mac's Wish Comes True" - reinforce vocabulary	Session 2 Group 2 Harcourt Intervention Kit/Lesson 1 Warm-up: Sounds & Letters Unit 4 Stages 3,4 with manipulatives Quick Drill: s/s(Tellan) or frequency words Phonics Focus: review /l/, explicitly teach /r/; build/manipulate words Support with decodable text - <i>Bernie Kline, Primary Phonics, etc.</i>	Session 2 Group 2 Harcourt Intervention Kit/Lesson 1 Warm-up: Clap syllables/drop chin Quick Drill: s/s(Tellan) or frequency words Phonics Focus: review /l/ & /r/; reinforce closed syllable; Spelling rule for c, k, ck; build/manipulate words; dictation Re-read "Mac's Wish Comes True" - apply story web, p. 15C	Session 2 Group 2 Harcourt Intervention Kit/Lesson 1 Warm-up: Clap syllables/drop chin Quick Drill: s/s(Tellan) or frequency words Phonics Focus: review/reinforce /l/ & /r/; closed syllable; spelling rule c, k, ck; sentence dictation Fluency: Re-read decodable text with partners - time/chart	
Session 3 Group 3 Follow CORE Teacher Edition Stage 7 with manipulatives Quick Drill - word reading automaticity Phonics Focus: /l/ide; Transparency #1; build and manipulate words; explicitly teach <i>cvc</i> and <i>vc</i> syllable types Decodable text: "A Pig with Pride"	Session 3 Group 3 Follow CORE Teacher Edition Review <i>cvc</i> and <i>vc</i> syllable - word sort by syllable type Read "The Mixed-up Chameleon" - reinforce vocabulary words	Session 3 Group 3 Follow CORE Teacher Edition Stage 7 with manipulatives Quick Drill - word reading automaticity Phonics Focus: /l/ide; review <i>cvc</i> & <i>vc</i> ; build words; sort by syllable type Spelling Rule: c, k, ck; dictation Re-read "The Mixed-up Chameleon" - retelling - story web Transparency, p. 47A	Session 3 Group 3 Follow CORE Teacher Edition Explicitly teach <i>cvc</i> and <i>vc</i> syllable types Phonics Focus: /l/ide; review <i>cvc</i> & <i>vc</i> syllable types Reinforce conditions of <i>cvc</i> and <i>vc</i> syllable types Spelling Rule: c, k, ck; dictation Re-read "The Mixed-up Chameleon" - retelling - story web Transparency, p. 47A	Session 3 Group 3 Follow CORE Teacher Edition Explicitly teach <i>cvc</i> and <i>vc</i> syllable types Phonics Focus: /l/ide; review <i>cvc</i> & <i>vc</i> syllable types Reinforce conditions of <i>cvc</i> and <i>vc</i> syllable types Spelling Rule: c, k, ck; dictation Re-read "The Mixed-up Chameleon" - retelling - story web Transparency, p. 47A	
Session 4 Group 4 Follow CORE Teacher Edition Explicitly teach <i>cvc</i> and <i>vc</i> syllable types Leveled Text - "Just in Case"	Session 4 Group 4 Follow CORE Teacher Edition Warm-up: Sounds & Letters Unit 5 Stage 7 with manipulatives Quick Drill - word reading automaticity Phonics Focus: /l/ide; review conditions of <i>cvc</i> and <i>vc</i> ; build/manipulate words Read: "The Mixed-up Chameleon" - reinforce vocabulary words	Session 4 Group 4 Follow CORE Teacher Edition Warm-up: Sounds & Letters Unit 5 Stage 7 with manipulatives Quick Drill - word reading automaticity Phonics Focus: /l/ide; review conditions of <i>cvc</i> and <i>vc</i> ; build/manipulate words Read: "The Mixed-up Chameleon" - retelling - story web Transparency, p. 47A	Session 4 Group 4 Follow CORE Teacher Edition Warm-up: Clap syllable/drop chin Quick Drill - word reading automaticity Phonics Focus: /l/ide; apply to reading longer words; explicitly teach syllable division; review c, k, ck rule - dictation Fluency: Re-read "A Pig with Pride" with partners	Session 4 Group 4 Follow CORE Teacher Edition Warm-up: Clap syllable/drop chin Quick Drill - word reading automaticity Phonics Focus: /l/ide; apply to reading longer words; explicitly teach syllable division; review c, k, ck rule - dictation Fluency: Re-read "A Pig with Pride" with partners	
? Whole Group Instruction - Total Minutes Daily: 15 minutes					
Vocabulary: Beck's Model Comprehension: Follow CORE TE	Vocabulary: Beck's Model Comprehension: Story-web, Manual, p.15C	Vocabulary: Beck's Model Comprehension: I am "Tired of Being Little!"	Vocabulary: Beck's Model Comprehension: Animal Fact Web, p.50	Vocabulary: Beck's Model Comprehension: Follow CORE TE	

Edwards, M. 2003 **Book: pp. 78 - 80**

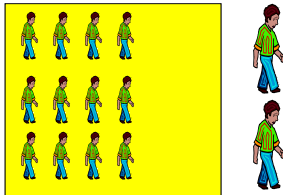
Excel Template

Sample Master Schedule

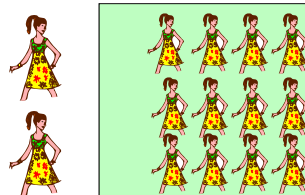
	9:10	9:20	9:30	9:40	9:50	10:00	10:10	10:20	10:30	10:40	10:50	11:00	11:10	11:20	11:30	11:40	11:50	12:00	12:10	12:20	12:30	12:40	12:50	1:00	1:10	1:20	1:30	1:40	1:50	2:00	2:10	2:20	2:30	2:40	2:50	3:00	3:10			
K			RTI 9:30 - 10:20			Literacy Block 10:25 - 11:25								Math 11:25 - 12:15					Recess/Lunch 12:20/12:35/1:00				Writing 1:05 - 1:35	SS/Sci 1:35 - 2:05									Centers 2:10 - 2:55							
1			Literacy Block 9:30 - 10:10	Snack		RTI 10:25 - 11:15	Special AM 11:15 - 11:45							Lit. Cont. 11:45 - 12:15									Math 1:05 - 2:05									Special PM 2:10 - 2:40	SS/Sci 2:40 - 3:05							
2			Special AM 9:35 - 10:05			Literacy Block 10:05 - 11:05	Snack							RTI 11:20 - 12:15									Recess/Lunch 12:20/12:35/1:00	Special PM 1:00 - 1:30							Math 1:35 - 2:35									
3																																								
4th AM			Math 9:30 - 10:40			Special AM 10:40 - 11:10	Literacy Block 11:10 - 11:40																																	
4th PM			SS/Sci 9:30 - 10:00	Special AM 10:05 - 10:35																																				
Specialists	Prep 9:05 - 9:35	Special AM 9:35 - 10:05	Special AM 10:05 - 10:35	Special AM 10:40 - 11:10	Special AM 11:15 - 11:45																																			

Core: Modified Walk-to-Reading

Teacher A



Teacher B



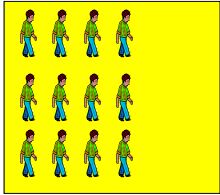
Teacher A & Teacher B

Switch a few students for intervention group time

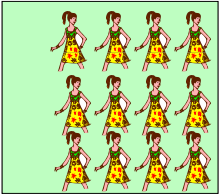
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Core: Walk-to Reading Across Grade-Level

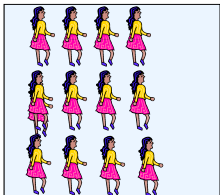
2nd Grade Teacher A



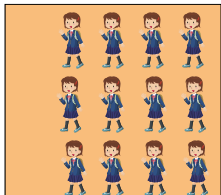
2nd Grade Teacher B



2nd Grade Teacher C



2nd Grade Teacher D



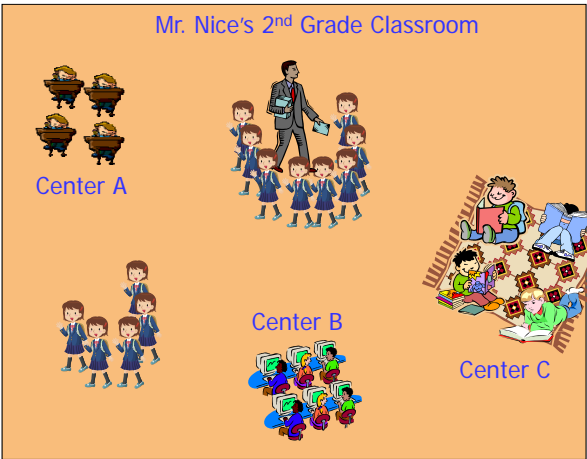
Grade-level teachers switch selected students for intervention group time

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Pull-Out Intervention Model

Mr. Nice's 2nd Grade Classroom


Center A



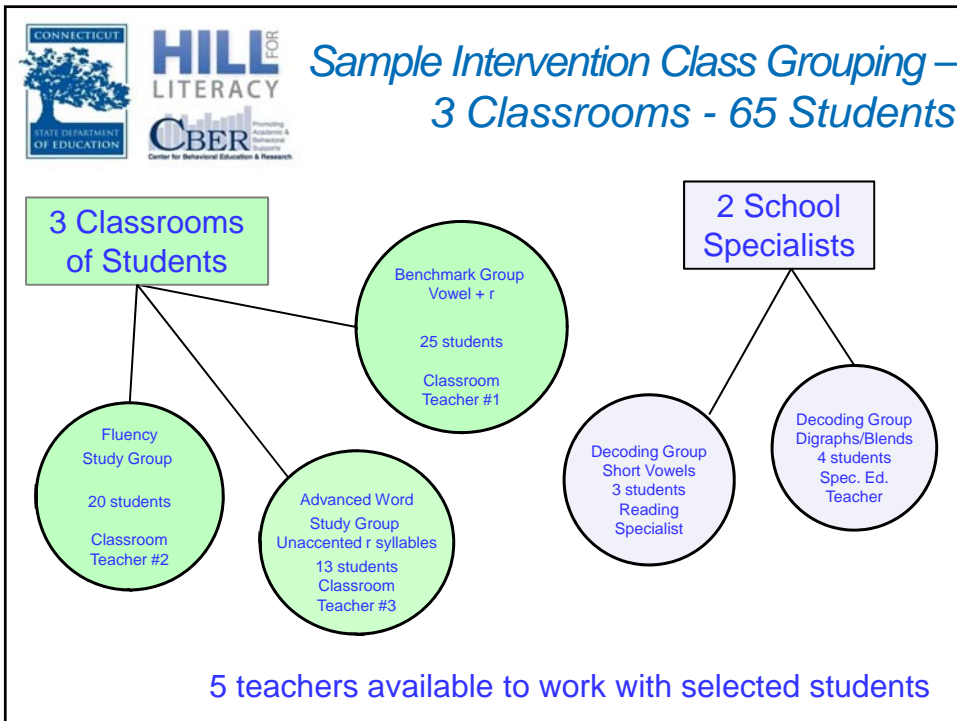
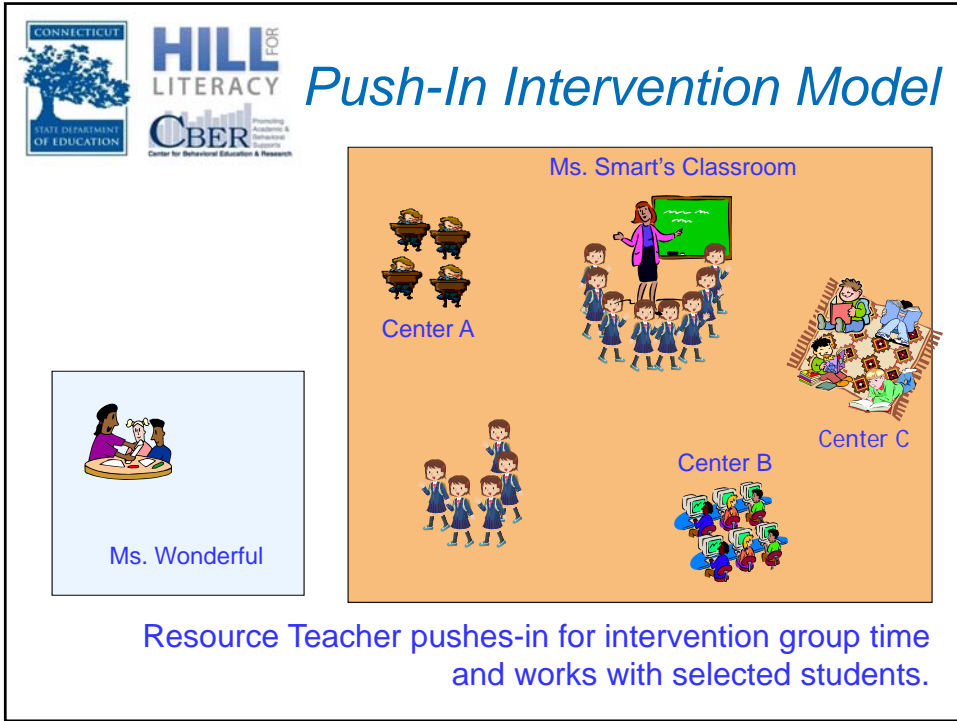
Center B

Center C

Ms. Wonderful

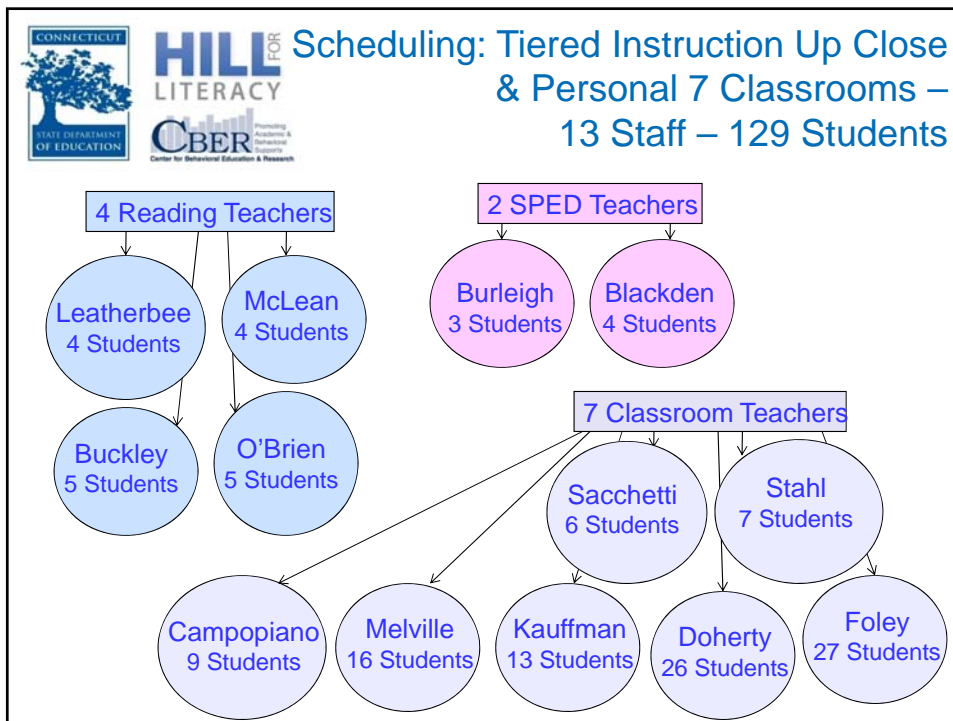


Resource teacher pulls-out selected students for intervention group time



**Scheduling: Tiered Instruction
Up Close & Personal**

Time	Grade	Intervention Teacher	Intervention Students	Materials/Level	Location	Progress Monitoring
10:30-11:15	2 nd	Blackden SPED	Dennis, Aidan, Zachary, Evan (4)	Level B ≤ 25	IMC	NWF 1x/mth Sidewalks weekly
		Leatherbee Reading	Kenny, Joshua, Rachel, Jax (4)	Level B ≤ 25	IMC	NWF 1x/mth Sidewalks weekly
		O'Brien Reading	Ashley, Michael, Austin, Peter, Julia(5)	Level B ≤ 25	Rm. 14	NWF 1x/mth Sidewalks weekly
		Burleigh SPED	Faythe, Kenny, Travis(3)	Level B ≤ 25	Rm. 10	NWF 1x/mth Sidewalks weekly
		Buckley Reading	Joseph, Jenni, ReAnna, Andrew, Travis (5)	Strategic Intervention 26-43	Rm. 19	ORF 2x/mth
		McLean Reading	Braden, Casey, Jady, Evan, (4)	Strategic Intervention 26-43	Rm. 12	ORF 2x/mth
		Sacchetti Classroom Teacher	Sawyer, Amanda, Victoria, Evelyn, Donte, Jessica (6)	Strategic Intervention 26-43	Rm. 19	ORF 2x/mth





Mapping out the Instruction

- Whole Group
- Small Group
- Independent Work-Centers



Handout: p.16

Core, Supplemental, Intervention Curricula							
SY-08/09	Grade Level	Core Curriculum	% of Students	Supplemental Curriculum	% of Students	Intervention Curriculum	% of Students
	Pre-K						
	1						
	2						
	3						
	4						
	5						
	6						
Materials							
	Pre-K						
	K						
	1						
	2						
	3						
	4						
	5						
	6						
Strategies/Methodologies							
	Pre-K						
	K						
	1						
	2						
	3						
	4						
	5						
	6						

Research-Based
Curricula

Handout: p.24



Whole Group_ Small Group Reading Plans

- Are ever-living and dynamic documents.
- Illustrate Tier I Literacy Instruction.

Whole Group/Small Group Reading Plan Template

DAY 1	
Whole Group Instruction	
Small Group Instruction	
Written Language / Grammar	



Whole Group_ Small Group Reading Plans

Whole Group_ Small Group Templates:
What gets taught and where?

Purpose:

- Provide documentation of what instruction is happening during whole group instruction for all students
- Provide documentation of what instruction is happening in small group instruction based on needs/data



Whole Group_Small Group Reading Plans

Purpose (continued):

- Reduce redundancy of instruction
- Increase alignment of instruction
- Organize resources/tools
- Facilitates professional discourse and collective understanding
- Fidelity with flexibility



What is Fidelity?

NON EXAMPLES	EXAMPLES
Taking as much time as needed to ensure that students are taught all content, provided all texts and worksheets provided in the week.	Grade level and school teams critically selecting and agreeing on which Core components are essential and making data-based adjustments over time.
All my kids have to know what a noun is. Or I'm skipping it.	Your baseline assessment reveals only 4 students do not understand what a noun is. As opposed to covering nouns in whole group, these 4 are pulled aside for more support.
I have been very happy with my phonics program. I have committed to using the Core but I'm not giving up my own phonics readers, routines, and sequence.	It is difficult to give up something I have found beneficial but I commit to using core materials given my team routinely reviews its efficacy.



Whole Group_ Small Group Reading Plans

Getting Started

1. In grade level teams, teachers work together to articulate what they are doing when.
2. Teachers reflect on the plan.
3. Adjust the plan on the basis of:
 - Efficacy
 - Adherence to research
 - Logistics




Whole Group_ Small Group Reading Plans

Approaches:

- Start from scratch
- Generic exemplars






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Whole Group_ Small Group Reading Plans

Tier 1 Instruction
Whole Group/Small Group Reading Plan
Grade 1

DAY 1	
Whole Group Instruction	<p>Open Routines / Building Content Knowledge</p> <ul style="list-style-type: none"> Oral Vocabulary Build Background Knowledge Concept Development <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> Introduce Comprehension Skill/Strategy Read Aloud for modeling Comprehension/Vocabulary <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Blending Oral Segmentation <p>Phonics</p> <ul style="list-style-type: none"> Sound-Spelling Correspondences Sound Blending Regular Word Reading Irregular Word Reading High Frequency Words Connected Text Reading
Small Group Instruction	<p>See alternate small group plans: Advanced, On-Level, Below Level, Well Below level and ELL</p> <ul style="list-style-type: none"> Differentiated skills work identified by data Decodable Text reading to follow up skills work
Written Language / Grammar	<p>Conventions and Grammar Writing</p> <p style="text-align: right; color: #0070C0;">Handout p. 16</p>




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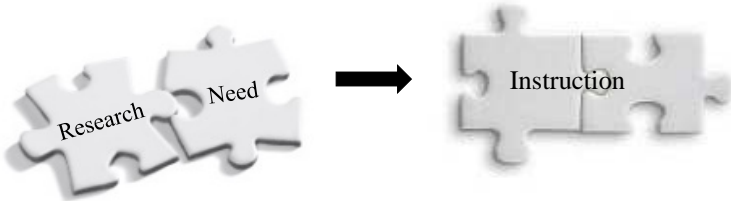
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Whole Group_ Small Group Reading Plans


Getting Started

1. In grade level teams, teachers work together to articulate what they are doing when.
2. Teachers reflect on the plan.
3. Review/Adjust the plan on the basis of:
 - Efficacy
 - Adherence to research
 - Logistics

 *Make Informed Decisions*



Research & Student Needs should drive instruction.
Not a Program, Books, or Materials.

 *Whole Group_ Small
Group Reading Plans*

- Most children should be exposed to Tier 1 instruction
- Small group instruction should be differentiated
- Through data analysis, we apply an appropriate instructional focus



Having a Specified Focus

Review/Adjust the plan on the basis of:

- Efficacy
- **Adherence to research**
- Logistics



What goes into Whole
vs. Small Group?


Evidence of Research
Based “Big Ideas”?



Before Starting Think about Purpose

Purpose:


- Whole
 - Universal access to grade level standards
 - Introduction, or when all need to hear the same/common message
 - Content all have an equal opportunity to benefit from
- Small
 - Differentiate content/delivery so all have an equal opportunity to benefit
 - Matching content to group needs



Tools for Measuring Implementation

Open-Ended Notes	Rubrics	Checklists
<ul style="list-style-type: none"> • May capture both activities and time • Demand more of the observer • May be uncomfortable for the teacher 	<ul style="list-style-type: none"> • Apply preset categories • May be tailored to the specifics of the school's program • May capture quality 	<ul style="list-style-type: none"> • Document presence or absence of specific items • May be developed for a specific strategy/phase • Typically do not capture quality

Handout p. 28



Tools for Measuring Implementation

Open-Ended Notes	Rubrics	Checklists
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Open-Ended Sample

Reading Class Observation Form

Teacher _____ School _____ Date _____
 Coach _____ Start time _____ End time _____
 Observation Focus: _____

Student Behaviors	Teacher Behaviors

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Tools for Measuring Implementation

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Rubrics

- One roadblock to implementation of new practice is the distance between current practice and the new practice.
- Teachers may need to engage in small steps.
- Rubrics, designed to document (and describe) levels of implementation, may provide teachers incentive to engage in small, cumulative improvements.
- Rubrics also help guide your focus during walkthroughs and longer, targeted observations.



Tools for Observations

Open-Ended Notes

- May capture both activities and time
- Demand more of the observer
- May be uncomfortable for the teacher

Rubrics

- Apply preset categories
- May be tailored to the specifics of the school's program
- May capture quality

Checklists

- Document presence or absence of specific items
- May be developed for a specific strategy/phase
- Typically do not capture quality

Handout p. 28



Checklists

- Teachers may feel especially comfortable with observations when they know the format in advance.
- Checklists can be developed to guide observations of very specific aspects of instruction.
- Checklists can combine “yes and no” formats with structured notes.

Handout: p.31-34



Sample Checklists

Differentiated Instruction Checklist													
Round of Observations		Key: V = observed; - = not present; N/O = no opportunity											
Week(s) of _____ to _____	Skill											Goals	Total
	120-minutes of uninterrupted literacy instruction in classroom												
	Approx 45 min whole group, 75 min small group instruction occurs daily												
	Whole group instruction is well established and in use												
	Teacher-led small group instruction is well established and in use												
	Independent literacy centers are well established and in use												
	Literacy block schedule/workboard for small groups is posted and in use												
	Transitions are smooth and accomplished in under a minute												
	Small groups are true to the grouping charts established at data reviews												
	Small group instruction for strategic and intervention students is explicit (I do, we do, you do)												
	TOTAL												
	<i>Areas in Need of Support/Action Steps</i>												



Sample Checklists

1. CK3LI Fidelity of Implementation Tools
2. Teacher Checklist_Whole Group Template
3. Teacher Checklist_Small Group Template
4. ECRI Implementation Checklist

Handout: p.31-34



Evaluation

- Feedback Survey Link:
<http://bit.ly/CTC12Sept16>



*“We are not
where we want
to be,
We are not
where we are
going to be,
But we are not
where we
were.”*

Rosa Parks