



HILL FOR
LITERACY

CBER Planning, Assessment & Professional Support
Center for Behavioral Education & Research

Systems and Plans to Support the Literacy Model

*Leadership Training
March 17, 18 & 25 2015*



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

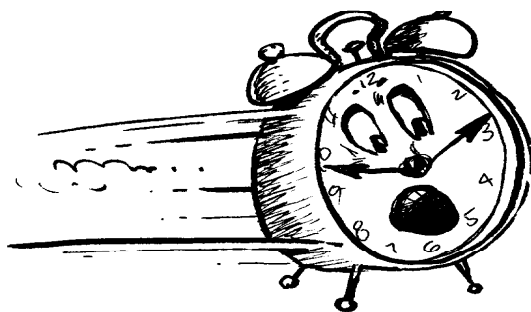
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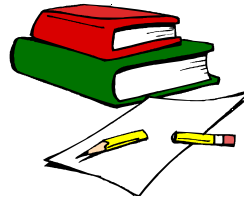
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Leadership for Literacy Agenda



Handout: p. 2



Materials

1. Leading Literacy Change Book
2. Binder - March Tab
3. Flash Drive
4. HILL website -
<http://bit.ly/CTLLResources>

Handout: p. 3



Expected Outcomes for Today



1. Review a process and tools for reviewing existing or new literacy programs
2. Learn how to develop a master schedule that maximizes academic blocks and teacher collaboration time
3. Understand the components of delivering effective professional development
4. Discuss how professional development goals can be linked to teacher knowledge survey

Handout: p. 3



Program Review Process

- All staff involved in the process
- Establish vertical teams- number of teams equals number of programs reviewed
- Design a schedule for reviewing each program and time for teams to meet
- Use a review tool to create a consistent lens for evaluating components of the program



Program Review Process

- Schedule publisher roundtables:
 - Provide structure
 - Collect specific questions to presenter prior to roundtable
 - Eliminate giveaways/freebies
- Schedule program user panels:
 - Panels consist of teachers, ELL, SPED and administrators
 - Provide panel participants with free gifts from publisher



Example Review Process

Core Program Review Step-by-Step Process

Schedule for Program Review

Date	9/15-10/3	10/6-10/24	10/27-11/14
Team			
A	Journeys	Reading Street	Wonders
B	Wonders	Journeys	Reading Street
C	Reading Street	Wonders	Journeys

- Please return program materials to proper table by the last day of review week
- Keep track of questions about materials on the question worksheet

Meeting Schedule:

- Sept 29th - Early Release Review Process Overview
- Grade Level Meetings for vertical team meetings
- Each team should meet altogether at least 2 times before October 20th
 - To divide tool across team and disseminate additional documents.
 - Generate or compile questions for the publisher round tables.
- October 20th - Publisher Round Tables
- November 3rd, 17th & 20th - School District Panels - After school meetings 1 Session per program
- December District K-4 Literacy Leadership Team Meeting: Choose Program

Review Process:

- Choose a team facilitator
- Form smaller grade level teams with-in team
- Divide evaluation tool between team members by grade level or focus area
- Use tool to review program
- Summarize each review meeting with Pro and Con worksheet
- Record questions on worksheet at each meeting
- Record total number of yes's on summary sheet, summarize comments and summarize pro/con worksheets
- Email questions to wseibert@shelcscschools.com or give a copy to Katie by Wednesday, October 15th.

Resources:

- Evaluation Tool
- Handouts
- Email or phone numbers of teachers using the programs
- Publisher
- Program Costs



Review Tools

Guidelines for Reviewing a Reading Program





Review Tools

Instructional Materials Evaluation Tool for CCSS Alignment in ELA/Literacy Grades K-2 (IMET) – Student Achievement Partners

To evaluate ELA course submissions for any grade from K-2 for alignment with the Common Core State Standards (CCSS), analyze the materials against the non-negotiable criteria in the table below. Instructional submissions must meet all of the relevant non-negotiable criteria and metrics to align with the CCSS. Criteria labeled as indicators of superior quality at the end of the tool (section II) are different from the non-negotiable criteria. Although instructional materials may be aligned without meeting these indicators of superior quality, submissions that do reflect these indicators are likely higher quality.

BEFORE YOU BEGIN
Evaluators should be aware that at the heart of the Common Core State Standards there are substantial shifts in ELA/Literacy that require the following:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. Building knowledge through content-rich non-fiction

Evaluators of submissions must be well versed in the standards for the grade level of the materials in question. It is also recommended that evaluators refer to the [Publishers' Criteria for the Common Core State Standards in ELA/Literacy grades K-2](#) and the [Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity](#).

Section I: Non-Negotiable Criteria			
NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO CCSS	METRICS	MEETS METRICS (Y/N)	JUSTIFICATION/COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Non-Negotiable I. FOUNDATIONAL SKILLS ARE SYSTEMATICALLY TAUGHT, ASSESSED AND REINFORCED: Submissions provide explicit and systematic instruction in concepts of print, phonological awareness, phonics, word study, and reading fluency.</p> <p>Submissions provide diagnostic materials at regular instructional points in order to assess student progress in concepts of print, phonological awareness, phonics, word awareness and reading fluency.</p> <p>Submissions include student reading material that allows for systematic, regular and frequent practice of</p>	<p>1a) Submissions address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, word awareness and reading fluency in a logical and transparent progression.</p> <p>1b) Student reading materials faithfully follow the sequence of foundational skills instruction while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of</p>		



Review Tools

**Program Review
Question Worksheet**

Team: _____ Grade: _____ Program: _____

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

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Review Tools

Program Review
Pro and Con Worksheet

Team: _____ Grade Level: _____ Program: _____

Pro

- 1.
- 2.
- 3.
- 4.
- 5.

Con

- 1.
- 2.
- 3.
- 4.
- 5.





Goals

- Review Challenges and Benefits
- Outline important considerations
- Demonstrate using Excel Template
- Discuss Guiding Questions
- Application: Begin a draft of Master Schedule



Scheduling Challenges

- Inconsistent or fragmented time
- Difficulty structuring time for intervention and services
- Difficulty structuring a schedule where the available time of people resources matches when students need support
- Lack of common planning time



Benefits of a Master Schedule

- Create consistent time in subject areas
- Stagger core subjects by grade level to align student needs and availability of people resources
- Maximize the amount of possible common planning time



Considerations

- Who should be involved? Team vs. Written Input
- What are your goals for the Master Schedule?
- District level policies
- Schedule priorities first

See handout for additional considerations.

Excel Template

		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		Recess/Lunch 12:20/12:35/1:00		Math 1:05 - 2:05		Special PM 2:10 - 2:40	SS/Sci 2:40 - 3:05																							
2	Arms	9:30	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	SS/Sci 2:35 - 3:05																									
3			Math 9:30 - 10:40	Special AM 10:40 - 11:10	Literacy Block 11:10 - 11:40		Recess/Lunch 11:45/12:00/12:25	Special PM 12:25 - 12:55	Lit. Cont. 1:00 - 1:30	RTI 1:35 - 2:35	SS/Sci 2:35 - 3:05																										
4th AM			SS/Sci 9:30 - 10:00	Special AM 10:05 - 10:35	Math 11:45/12:00/12:25		Recess/Lunch 12:40 - 1:30	RTI 1:35 - 2:35	Literacy Block 2:35 - 3:05	Writing 2:35 - 3:05																											
4th PM			Math 9:30 - 10:40	Literacy Block 10:40 - 11:40		Recess/Lunch 11:45/12:00/12:25	RTI 12:40 - 1:30	Special PM 1:35 - 2:05	Writing 2:05 - 2:35	SS/Sci 2:35 - 3:05																											
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	Lunch	T 12:25 - 12:55	Special AM 1:00 - 1:30	Special AM 1:35 - 2:05	Special AM 2:10 - 2:40	PLC Coverage 2:40 - 3:15																										

Excel Template

- What you need to know
 - What is an Excel workbook
 - Merging cells
 - Dragging
 - Filling cells
 - Adding/Deleting columns



Creating a Master Schedule is a puzzle. The best way to ensure success is to make sure that you have all the necessary pieces before you begin.



Guiding Questions

- What time do teachers begin and end their day? How is this different from student start time and instructional start time?
- What rules are there about when lunch can take place and with which students?
- What specials/enrichment classes do students attend, with what frequency?



See handout for additional considerations.



Recommended Sequence

1. Adjust times at top to begin and end with the teacher arrival/ending times
2. Define start and end times for students
3. Define the earliest start time for lunch/recess and the latest end time for lunch/recess
4. Add Literacy Block to first grade

See handout for additional steps.



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Professional Development for Effective Literacy Instruction: Knowledge to Practice

Margie B. Gillis, Ed.D.

President, Literacy How

*Research Affiliate, Haskins Laboratories and
Fairfield University*



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Our Mission is to

EMPOWER TEACHERS

to ensure that every child learns
to read by third grade.

Our model is research based.

Our approach is values driven.



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Our Core Values

guide our intentions, actions and character.

Passion

Lifelong Learning

Professionalism

Collaboration

Empowerment

Accountability



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Literacy is the language of opportunity

Children are at the heart of all we do.

We believe that every child has the right to read.

We know that 95% can be taught to read.

We believe that teachers—not programs or products—teach students to read, write and spell.

So we empower teachers with the best ways to teach.



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The Literacy How Reading Wheel



www.literacyhow.com



Workshop Objectives

- Understand the components of delivering effective professional development
- Discuss how professional development goals can be linked to teacher knowledge survey



6. Develop and refine a plan for providing comprehensive core classroom literacy instruction that will include the following features:

- Emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- Alignment with the Common Core State Standards.
- Grade level scope and sequence and pacing guides to ensure consistent progression through curriculum over the year.

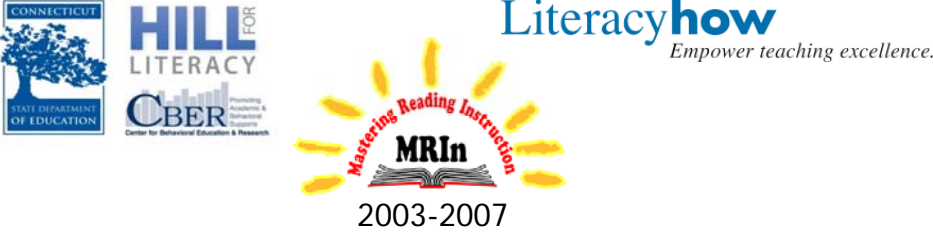


6. Develop and refine a plan for providing comprehensive core classroom literacy instruction that will include the following features:


- Implementation guides to ensure quality implementation of key daily instructional activities and critical components of activities
- Materials and procedures for providing differentiated small group instruction.
- Scheduling/dosage guidelines to ensure adequate time (i.e., at least 90 minutes) dedicated to core classroom reading instruction.



- In 1999, Anne Fowler, Haskins Senior Scientist, helped form CT's Early Reading Success Panel which produced *Connecticut's Blueprint for Reading Achievement*.
- The report identified professional development (PD) required for K-3 teachers to improve reading instruction.
- In 2000, Fowler and Brady established the Early Reading Success Institute, a research-to-practice feasibility study. This study was funded by the US Department of Education, the CT State Department of Education and the University of Rhode Island.



As a follow up to ERSI, a four-year Teacher Quality grant (funded by the Institute of Education Sciences, a division of the US DOE), launched *Mastering Reading Instruction (MRIn)* to inform higher education and policy-makers about how to train teachers to more effectively teach reading.



Acknowledging the fact that first grade teachers' primary responsibility is to teach children to read, *MRIn* focused on first grade reading instruction, studying the relationship among what a teacher knows about reading, how reading is taught in the classroom, and how students perform on a variety of reading assessment measures.



Overall Findings

- PD programs were very successful at building teachers' knowledge, especially for the In-Class Mentor method.
- Significant correspondences were observed between teachers' knowledge and teachers' implementation of research-based methods of instruction.



Studies of CT Teachers Demonstrate That:

- Many teachers lack research-based disciplinary knowledge about reading development, assessment, and language structure
- Teachers acquire this kind of knowledge when it is taught in preservice preparation or in-service PD
- Developing teacher knowledge has the potential to improve children's achievement

(Brady, Gillis, et al., 2009; McCombes-Tolis & Feinn, 2008; Spear-Swerling, 2009; Spear-Swerling & Brucker, 2004; Spear-Swerling et al., 2005)



A Two-Pronged Approach

Pre-service teachers master disciplinary knowledge AND are mentored by **master teachers** to ensure that they can apply the knowledge in the classroom

Current practicing teachers must also be required to demonstrate mastery of the same content knowledge and its application



CT Foundations of Reading Test

- Required in MA since 2003
- Focuses on research-based knowledge of reading instruction (54% on PA, Phonics, and Vocabulary)
- MA 4th and 8th grade NAEP scores are the highest in the nation
- CT State Board of Ed ruled that all prospective PreK-6 teachers must take and pass the test effective July 1, 2009
- CT teachers are still required to take and pass the Praxis tests



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CT Foundations of Reading Test

	# Test Takers	Total Passed	Percent Passed
2009-2010	584	380	65%
2010-2011	920	700	76%
2011-2012	849	669	79%
2012-2013	633	528	86%



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Public Act No. 13-245 (2013)

"...requires certified employees to take ... a **survey on reading instruction, developed by the Department of Education that is based on the reading instruction examination...**The department shall design such survey in a manner that **identifies the strengths and weaknesses of such certified individuals in reading instruction practices and knowledge on an individual, school and district level...** results shall be used **for the purpose of improving reading instruction by developing student learning objectives and teacher practice goals that will be included in the professional development** conducted pursuant to section 10-148b, as amended by this act, for such certified individuals."



Teacher Knowledge Survey

Foundations of Reading Development

- Phonological and phonemic awareness
- Concepts of print and the alphabetic principle
- The role of phonics
- Word analysis skills and strategies

Development of Reading Comprehension

- Vocabulary development
- How to apply reading comprehension skills and strategies to literary and informational texts

Reading Assessment and Instruction

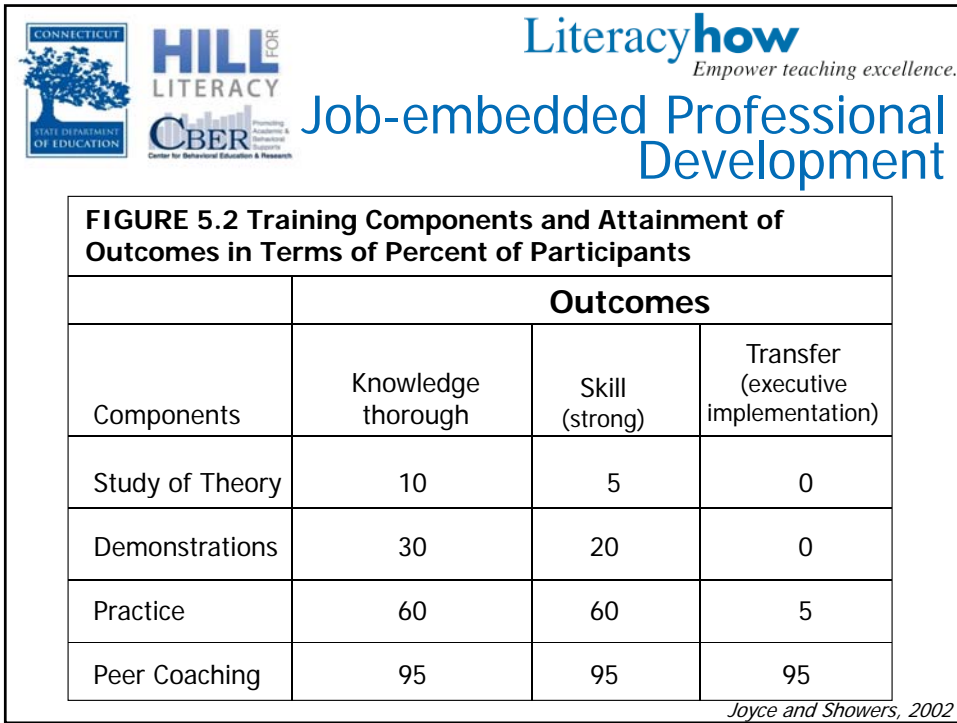
- Understand formal and informal methods for assessing reading development
- Understand multiple approaches for reading instruction



The Literacy How Reading Wheel



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Practice...practice...practice

“Research on effective school change has found that it takes an average of 20 to 25 times of trying a new method or technique before it becomes natural.”

Joyce, Bruce and Showers, 1988

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The mission of Cognitive CoachingSM is to produce self-directed persons with the cognitive capacity for high performance both independently and as members of a community.

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Propositions of Cognitive CoachingSM

All Behavior	is produced by	Thought & Perception
Teaching	is	Constant Decision Making
To learn something new	requires	Engagement & Alteration in Thought
Humans	continue	To Grow Cognitively

CC Mediates



Mentor Characteristics

- Expertise in working with struggling readers
- Skilled in design and delivery of PD
- Knowledgeable about core reading programs and how to integrate best practices as well as supplemental materials within the context of district curriculum and school improvement plan
- Expertise in working with adult learners (i.e., cognitive coaching)

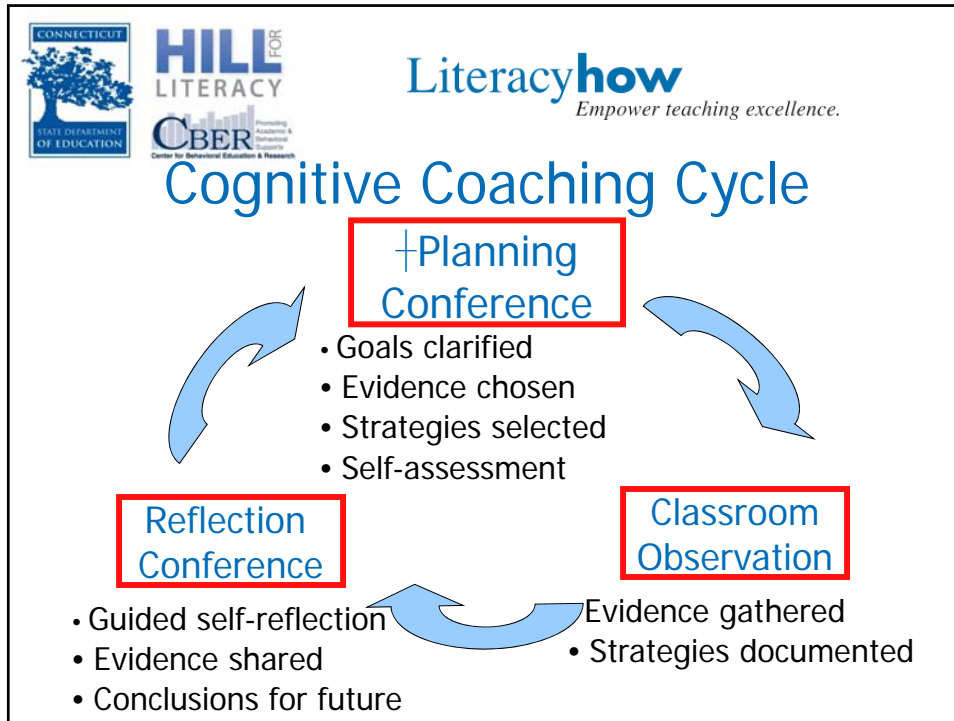


Progression of Classroom Modeling and Coaching

- Mentor models lessons
- Team teach lessons
- Teacher does a lesson

Gradual Release of Responsibility

- | Progression cycles through the year as new learning takes place



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Thank You!

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What to Bring

- Training binder, book and flash drive
- Laptop or tablet
- Literacy Plans for SY15-16



Evaluation

- Survey Monkey Link:
<http://bit.ly/CTMar15Eval>



HILL Website

- Follow link below to access all leadership tools, handouts, and presentations.

<http://bit.ly/CTLLResources>