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CBER Promoting
Academic &
Behavioral
Research
Center for Behavioral Education & Research

Leadership Retreat



Cohort 1
March 30, 2016

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

-Mary Jean LeTendre

Cara Dellaterra
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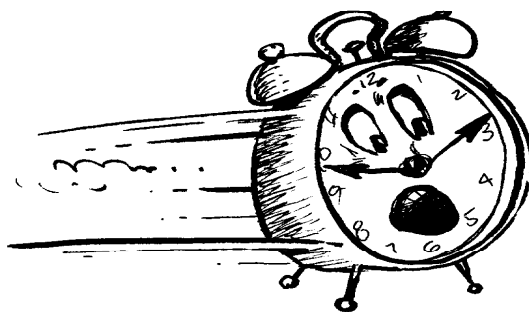
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Leadership for Literacy Agenda

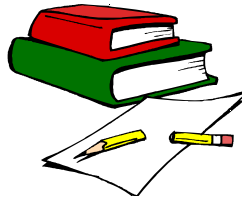




Expected Outcomes for Today



1. Creating Master Schedules
2. Review PETR
3. Introduce FCRR Summary Report on Successful Schools
4. Linking FCRR Report to School Literacy Plan Goals SY14-16
5. Literacy Planning SY16-17



Materials

HILL Website

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

The slide contains a list of eight agenda items on the left and a 3D white character on the right holding a red marker, pointing to the word 'Agenda' which is underlined in red. The character is also pointing to the first three items of the list. The logos for the Connecticut State Department of Education, HILL FOR LITERACY, and CBER are in the top left corner.

1. Challenges and Benefits
2. Purpose
3. HILL Tools
4. Master Schedule Process
5. Collaboration
6. Demo
7. Practice Session
8. Questions



Why?

Why would the HILL for Literacy be involved in Master Scheduling?

- Support Literacy structures in schools
 - Delivery of core, strategic, and intensive instruction
- Support Leadership activities in the school
 - Allocation of resources
 - Support time for teacher collaboration



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



Purpose

What goals do you have for your Master Schedule?

Samples:

- Create consistent instructional time for each subject area.
- Build in regular common planning time.
- Create an intervention block that allows for SpEd, ELL and Title 1 to push in.

Very important to keep your purpose in mind. It is easy to get lost in the weeds with so many details to consider.





HILL Tools

- Master Schedule Process
- Important Considerations for Scheduling
- Master Schedule Guiding Questions
- Master Schedule Template
- Sample Master Schedules



Master Schedule Process



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.



Important Considerations

- As much as possible prioritize academics first before specialists in the schedule
- Begin with first grade. Begin with whole group immediately followed by small group. This helps these very young students immediately apply the new knowledge and skills they learned in whole group.
- Rtl can be scheduled before whole group instruction in Kindergarten since the work is highly focused on pre-reading skills such as phonemic awareness and letter awareness.



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Guiding Questions

1. What time to teacher begin and end their day? How is this different from student start time and instructional start time?
2. What rules are there about when lunch can take place and with which students?
3. What specials/enrichment classes due students attend, with what frequency?



Handouts p.5

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				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			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			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																	
4th AM			SS/Sci 9:30 - 10:00	Special AM 10:05 - 10:35										Math 11:45/12:00/12:25									RTI 12:40 - 1:30																	
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			Special AM 12:25 - 12:55	Special AM 1:00 - 1:30	Special AM 1:35 - 2:05	Special AM 2:10 - 2:40	Special AM 2:40 - 3:15																		

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Excel Template

What you need to know

- What is an excel workbook
- Merging cells
- Dragging
- Filling cells





Collaboration


- Having key players at the table during drafting a schedule can be very helpful. “Decision Makers” need to be available.
- Consider having representation from SpEd, ELL, Title 1, Specialists, grade level representation as appropriate.
- The team should ideally be made up of no more than 5 in total.



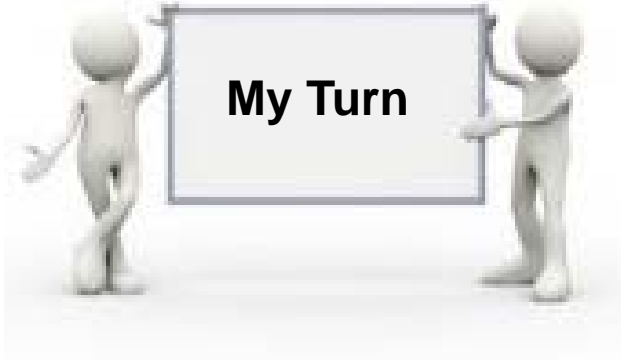
Common Obstacles

- Specialist only available on certain days.
- Some specialists are only am and pm for others.
- School has a Gym-ateria (i.e. gym classes meet in cafeteria).
- Specialists have varied amounts of time (i.e. gym is 2x 30 but music is 1x 45).
- One day of the week is an early release weekly or 2x a month.
- More than 5 specials per week.



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Short Demo



My Turn

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Application



One of the most difficult aspects of scheduling is finding a way to fit in the specialist and intervention times for each grade level in a way which allows for cohesive academic blocks.

So let's practice!



Sample Rotation

- Specialists available full-time & full day
- 5 classes per grade level

SAMPLE	Monday	Tuesday	Wednesday	Thursday	Friday
PE	A	E	D	C	B
Music	B	A	E	D	C
Art	C	B	A	E	D
Computer	D	C	B	A	E
Library	E	D	C	B	A



Practice 1

- Specialists available only on certain days
- Assume 4 classes per grade level

Practice 1	Monday	Tuesday	Wednesday	Thursday	Friday
PE					
Music					
Art					
Computer					
Library					

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Practice 2

- Specialists available only on certain days and times
- Assume 5 classes per grade level
- Goal to create classroom level consistency

Practice 2	Monday	Tuesday	Wednesday	Thursday	Friday
PE (not available Tues & Thurs A.M)					
Music (not available Wed & Fri)					
Art (not available Tues & Thurs P.M.)					

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Practice 3

- Instructional time for Specialists varies
- Goal to fit in the required specialists

P.E. (2x K & *)	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25
Monday											
Tuesday											

Parameters

- Grades K-5 (K- 8, 1st- 3, 2nd- 6, 3rd- 4, 4th- 4, 5th- 4)
- PE, Computer & Library are 30 minutes each
- Art and Music are 45 minutes each
- Kindergarten has PE 2x per week, but does not go to Library.

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Questions?



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Master Schedule Process

Step-by-step guide for before, during and after the meeting to draft a Master Schedule.



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Additional Support

GoTo Meeting

Date: April 28, 2016

Time: 3:30



Please login to the HILL website and sign up using the form on your dashboard. All questions should be submitted by 4/18.



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PET- R
*(Planning and Evaluation Tool for Effective
Schoolwide Reading Programs – Revised)*

**Planning and Evaluation Tool for
Effective Schoolwide
Elementary Self-Contained Classroom Reading
Programs - Revised
(PET-R)**

Edward J. Kame'enui, Ph.D.
Deborah C. Simmons, Ph.D.

IDEA
Institute for the Development of Educational Achievement
College of Education
University of Oregon

Revised May, 2003

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PET-R Survey

- 7 Categories –
 - Goals, Objectives, Priorities
 - Assessment
 - Instructional Programs and Materials
 - Instructional Time
 - Differentiated Instruction/Grouping/Scheduling
 - Administration/Organization/Communication
 - Professional Development



Linking PETR to Literacy Plan

PET-R Categories	Literacy Plan Goals
Goals, Objectives, Priorities	Goal 1: Leadership <i>Creating structures and systems to support the literacy model</i>
Administration/Organization/Communication	Goal 2: Tiered Instructional Model <i>Building a multi-tiered instructional model to deliver research-based programs and instructional practices to meet the needs of all students</i>
Instructional Programs and Materials	
Instructional Time	
Differentiated Instruction/Grouping/Scheduling	
Professional Development	
Assessment	Goal 3: Professional Development <i>Building knowledge and expertise of literacy teachers and leaders</i>
	Goal 4: Assessment <i>Using data to make instructional decisions at the school, grade, classroom and individual student level</i>
	Goal 5: Parent Engagement <i>Engaging parents to support students with academic learning both at school and at home</i>



FCRR Report



**Teaching All Students to Read:
Practices from Reading First Schools
With Strong Intervention Outcomes**
Summary Document



Elizabeth Crawford and Joseph Torgesen



7 Common Traits of Successful Schools

- Strong Leadership
- Positive Belief and Teacher Dedication
- Data Utilization and Interpretation
- Effective Scheduling
- Professional Development
- Scientifically Based Intervention Programs
- Parent Involvement



Strong Leadership

- Characterized by extensive knowledge of:
 - Children
 - Reading programs
 - Data
 - Schedules
 - Teachers needs
- Leadership was provided by principals, reading coaches and/or literacy teams



Positive Belief and Teacher Dedication

- Despite.....teachers at successful schools believed that ALL students could learn to read
 - Language barriers
 - Limited support at home
 - Low socioeconomic status



Data Utilization and Analysis

- Data Meetings
 - Held on a regular basis
 - Attendees were able to make school level decisions and could make changes-principal involved in meetings
 - Systems/worksheets used for structure
 - Data compiled from multiple sources



Efficient Schedule

- Uninterrupted reading block (90 min)
- Specific times for intervention
- Most efficient use of support staff to deliver intervention
- Common planning to facilitate grade level meeting time



Professional Development

- More knowledge and expertise is required to teach students who struggle learning to read
- Utilizing combination of personnel to deliver professional development
- High teacher turn-over needs to be addressed in PD plan
- Differentiated PD to meet groups of teachers:
 - New teachers
 - Special area teachers



Scientifically-based Intervention Programs

Published intervention programs

- Pros:
 - Ready made materials
 - Training in the implementation of the program
 - Pre-determined scope and sequence
- Cons
 - Cost
 - Single program may not meet every child's needs



Scientifically-based Intervention Programs

Use a variety of sources for intervention materials

- Pros
 - Ability to match program to students
- Cons
 - Time gathering materials
 - Teachers need solid understanding of what the data means at the student level
 - Not one scope and sequence






Scientifically-based Intervention Programs




- **Computer Based Intervention Programs**
 - One or multiple reading components can be addressed
 - Used during center time
 - Generate reports on student progress
 - Alter the items based on student performance



Parent Involvement

- Make the parents feel welcome
- Can be challenging when parents speak limited English
- Think “outside of the box” to plan parent night:
 - Provide food and babysitting
 - Offer two meeting times (during day and evening)
 - Bring the meeting to the communities

   <h2 style="text-align: right;">FCRR-SLP Activity</h2>	
FCRR Report	Completed SLP Activities
Strong Leadership <ul style="list-style-type: none"> Recognize and identify all student needs Maintain basic knowledge of research-based programs and their availability Data Interpretation Recognize and identify teacher and scheduling needs Provide, clearly explain, and describe vision for the school 	
Positive Belief <ul style="list-style-type: none"> Beliefs about success with all students and teacher dedication <u>High Expectations</u> 	
Data Analysis <ul style="list-style-type: none"> On-going data management and utilization Data Structures, disaggregation, and mobilization 	
Effective Scheduling <ul style="list-style-type: none"> Flexible use of time, staff, and resources <u>Efficient</u> 	
Professional Development <ul style="list-style-type: none"> Differentiated On-going and Follow-up 	

   <h2 style="text-align: right;">FCRR-SLP Carver Example</h2>	
FCRR Report	Carver Activities
Strong Leadership <ul style="list-style-type: none"> Recognize and identify all student needs Maintain basic knowledge of research-based programs and their availability Data Interpretation Recognize and identify teacher and scheduling needs Provide, clearly explain, and describe vision for the school 	Allocated school budget to support the adoption of: <ul style="list-style-type: none"> SF Reading Street SF Sidewalks DIBELS GRADE HILL/Carver partnership Facilitated restructuring the school schedule to create intervention blocks at each grade level Devoted all professional development and grade level time to implementing the Scott Foresman programs Participates in all scheduled literacy activities Established a literacy team to provide on-site leadership and a structure for sustainability
Positive Belief <ul style="list-style-type: none"> Beliefs about success with all students and teacher dedication <u>High Expectations</u> 	Facilitated workshops on building knowledge base in the 5 components of reading (SY 2005-2006) Distributed FCRR article
Data Analysis <ul style="list-style-type: none"> On-going data management and utilization Data Structures, disaggregation, and mobilization 	Adopted research based assessments that measure all 5 components of reading: DIBELS and GRADE Facilitated fall and winter data meetings Title 1 and Sped data meetings Use DIBELS database to manage data


FCRR Report	Carver Activities
Professional Development <ul style="list-style-type: none"> Differentiated On-going and Follow-up 	SF training is offered in different training formats: workshops and grade level teams Follow-up training in the 5 components through in class coaching (SY 05-06) HILL Coaches training for building level representatives DIBELS train the trainer for building based expert RTI training for a building based team
Scientifically Based Intervention Programs <ul style="list-style-type: none"> Targeted Differentiated materials for more precise lesson planning A set scope and sequence focusing on a specific reading component Different components of reading addressed Technology-based reinforcement 	Purchased a new core reading program: Scott Foresman Reading Street Purchased a new intervention program: Scott Foresman Sidewalks Implementing Kindergarten intervention: SF Early Reading Intervention Implementing Fluency intervention: Great Leaps
Parent Involvement <ul style="list-style-type: none"> Initiative in communication Flexible and accommodating Partnership perspective 	Sent a letter home informing parents of the new intervention schedule Individual teachers conducted workshops on

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Literacy Planning

Begin Planning for SY16-17 based on what has been achieved in SY14-16



The graphic shows a black road with white dashed lines that curves upwards and to the right. A green circular sign with the word 'GO' is on the left side of the road. A red octagonal sign with the word 'STOP' is on the right side of the road. The road ends in a large black arrow pointing towards the top right.



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



Example Activities by Goal

School Literacy Plan Sample Action Steps by Goal

Priority Goal #1: Leadership Routines and Systems Goals:

Establish a team of literacy leaders with a cohesive knowledge base on the leadership routines necessary to institute evidence-based literacy practices with in a tiered instructional model and that will provide on-site facilitation and establish sustainability for the initiative.

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.

ACTION STEPS:

Initial Year/s:

- 1.1 Establish a leadership team to provide oversight of the CK3LI initiative.
- 1.2 Develop tools and structures for supporting teachers as they implement a new core program within a tiered model of instruction and data-based decision making process.
- 1.3 Build a cohesive and consistent knowledge base among the leadership team members.

Year 2/3:

- 1.1 Facilitate district leadership meetings 4-5x per year to review school level data, share activities implemented within the initiative and to link those activities to district literacy efforts.
- 1.2 Implement walkthroughs and encourage participation of district level leaders in PD sessions, grade level data meetings and school literacy leadership team meetings.
- 1.3 Facilitate monthly school leadership team meetings utilizing agendas and tools shared at CK3LI Coaches meetings.
- 1.4 Implement intervention team meetings 1x per month to focus on instruction, reviewing of student data to confirm effectiveness of current intervention programs and to determine decision rules to move students in and out of tiers of instruction.
- 1.5 Institute Coach-Principal meetings 2x per month to focus on implementing walkthrough tools to provide support and feedback on instruction.
- 1.6 Facilitate grade level team meetings 1x per month focused on the delivery of instruction in whole group and small group instructional blocks
- 1.7 Institute a coaching model that supports the release of responsibility from the external coach to the internal coach:
 - Internal coaches attend CK3LI Coaches meetings 1x per month
 - Internal and external coaches facilitate all PD sessions, all meetings together (grade (data & implementation, leadership)



Priority Goal 1: Worksheet



Priority Goal #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.*

Activities:

Facilitate monthly school leadership team meetings utilizing agendas and tools shared at AD Coaches meetings and retreats.

Build a cohesive and consistent knowledge base among the leadership team members

Facilitate grade level team meetings 1x per month focused on the delivery of instruction in whole group and small group instructional blocks

Implement intervention team meetings 1x per month to focus on instruction, reviewing of student data to confirm effectiveness of current intervention programs and to determine decision rules to move students in and out of tiers of instruction.

Institute Coach-Principal meetings 2x per month to focus on implementing walkthrough tools to provide support and feedback on instruction.

Institute a coaching model that supports the release of responsibility from the external coach to the internal coach and promotes peer-coaching:

- Internal coaches attend CK3LI Coaches meetings 1x per month
- Internal and external coaches facilitate all PD sessions, all meetings together (grade (data & implementation, leadership)
- Internal and external coaches provide in classroom support to teachers
- Institute peer coaching (fish bowls or teachers observing teachers)

Develop or refine master schedules to create staggered academic blocks for small group instruction and intervention to maximize the use of people resources

Develop and Implement observation/walkthrough tools to collect implementation data on whole, small group and intervention instruction.

Facilitate district leadership meetings 4-5x per year to review school level data, share activities implemented within the initiative and to link those activities to district literacy efforts.

Implement walkthroughs and encourage participation of district level leaders in PD sessions, grade level data meetings and school literacy leadership team meetings.



Priority Goal 2 Worksheet



Priority Goal #2: *To effectively use core, supplemental and intervention curricula in a multi-tiered instructional model at each grade level (K-5).*

Activities:

Implement the research-based programs during Tier 1 /core reading instruction block

Conduct workshops and/or grade level team meetings so teachers understand and can effectively use components of the Tier 1/core reading instruction

Model and coach teachers in the effective implementation of the core program (RS, RP, publisher)

Identify the supplemental and intervention curricula to differentiate Tier 1 or in Tier 2/Tier 3

Implement the supplemental and intervention curricula


Conduct workshops and/or grade level team meetings so teachers understand and can effectively use the supplemental, and intervention curricula

Model and coach teachers in the effective implementation of the supplemental and intervention curricula across the tiers of instruction

Integrate information into Tiered-instructional Curriculum Chart, disseminate to staff, review and refine

Assess progress and refine this goal on the school literacy plan for next school year.


Priority Goal #2:
Based on implementation during the current school, what activities will be the focus of next year?




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Priority Goal 3 Worksheet




<p>Priority #3: <i>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.</i></p>
<p>Activities: Conduct trainings for teachers and staff on the reading process, research-based practices on the components of literacy (PA, Phonics, Vocabulary, Fluency, Comprehension, and Writing). Conduct workshops and implementation meetings focused on the principles of effective instruction and student engagement. Conduct train the trainer workshops for internal and one lead teacher on the CK3LI-Literacy How Modules to be delivered in each school building on workshops delivered in future years. Provide in-class coaching and support to link information from the workshops to classroom practice.</p>
<p>Priority #3 Based on the professional development conducted this year and the level of transfer of that knowledge to classroom practice, what is the focus of PD for next year?</p>







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Priority Goal 4 Worksheet



<p>Priority #4: <i>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</i></p>
<p>Activities Develop an assessment framework that includes assessments that measure all components of literacy Provide training on administering and scoring the literacy assessments and use of data system that manages the data Ensure there is a progress monitoring plan that includes the specifics about which students will be progress monitored and by whom. Create or further refine a system for conducting grade level data meetings 5x per year Ensure that school level data is reviewed at least 3 time per year to make decisions about resource allocations Assess progress and refine Priority #4 goals and activities in the literacy plan for following school year</p>
<p>Priority #4: Based on implementation during the current school, what assessment activities will the school be focusing on next year?</p>

   	<h2>Priority Goal 5 Worksheet</h2>
<p>Priority Goal #5: <i>Develop and implement a school-home/family model to support student academic growth at both school and home</i></p>	
<p>Activities:</p> <ul style="list-style-type: none">Establish protocols for communication with home/family regarding student progressDesign practice literacy activities to be completed at home to support classroom practicesPlan and deliver information/training sessions for parentsCollaborate with the Commission on Children to implement family literacy nights 3x per year utilizing the COC literacy content and linking to school-based literacy practicesEstablish protocols for communication with home/family regarding student progressDesign practice literacy activities to be completed at home to support classroom practicesCollaborate with technology trainers to deliver information/training sessions for parents to access literacy activities and instruction via web-based programs at home.	
<p>Priority Goal #5: Based on implementation during the current school, what home/family activities will be the focus of next year?</p>	

   	<h2>Next Steps</h2>
<ul style="list-style-type: none">• Work on Literacy Plan Worksheets during leadership team meetings• Plan to review partially completed worksheets at the 4/6 coaches meeting• Bring completed worksheets to the 5/4 Coaches meeting	



Evaluation

- Feedback Survey Link:
<http://bit.ly/CTC1Mar16Eval>



*“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