10/21/19 @ 10:30 am
LCB-18
Collaborative Model: Principal/Coach Team Leads Systemic Change in Literacy Best Practice (Grades PreK–6)
Sharon Kline - Literacy Coach
Who We Are...
Fonda-Fultonville Central School District serves about 1,300 students in Montgomery County, New York, nestled near the foothills of the Adirondack Mountains and divided by the Mohawk River.

Principal - Darcy Williams  Literacy Coach - Sharon Kline
You will meet several of our teachers today!

TO GO FROM GOOD TO GREAT, YOU NEED TO WORK HARD

#bravestrong
Planning for Literacy Reform PreK - 6

Exciting, Energizing, Messy & Complicated

Shared Literacy Beliefs

Principal Literacy Coach Literacy Committee
Shared Literacy Beliefs

• **Read something he or she chooses:** In a 2004 meta-analysis, Guthrie and Humenick found that the two most powerful instructional design factors for improving reading motivation and comprehension were:
  1. student access to many books and
  2. personal choice of what to read. In each classroom during independent reading students will read books of their choice and teachers will confer with students on their selected reading(s).

• **Read accurately:** The last 60 years of research on optimal text difficulty—a body of research that began with Betts (1949) consistently demonstrates the importance of having students read texts they can read accurately and understand. Research shows that reading at 98 percent or higher accuracy is essential for reading acceleration.

• **Read something she or he understands:** The findings of neurological research are sometimes used to reinforce the notion that some students who struggle to learn to read are simply "wired differently" (Zambo, 2003) and thus require large amounts of isolated basic skills practice. In fact, this same research shows that remediation that emphasizes comprehension can change the structure of struggling students' brains. Students will be able to transact with text by constructing meaning in order to employ comprehension strategies before, during, and after reading.

• **Write about something personally meaningful:** When students write about something they care about, they use conventions of spelling and grammar because it matters to them that their ideas are communicated, not because they will lose points or see red ink if they don't (Cunningham & Cunningham, 2010). High quality writing instruction requires teachers to explicitly model skills, use mentor texts, and confer with students about their progress while building a collaborative writing community where students can apply writing strategies to enhance their writing.

• **Talk with peers about his or her reading and writing:** Research has demonstrated that conversation with peers improves comprehension and engagement with texts in a variety of settings. Such literary conversations do not focus on recalling or retelling what students read. Rather, it asks students to analyze, comment, and compare—in short, to think about what they've read. During balanced literacy instruction, the teacher embeds opportunities for students to discuss learning, various texts, and strategies for improving reading and writing. Students use active communication skills to build on ideas, explore learning, share multiple view points, and share information.

• **Listen to a fluent reader read aloud:** Listening to an adult model fluent reading increases students' own fluency and comprehension skills (Trelease, 2001), as well as expanding their vocabulary, background knowledge, sense of story, awareness of genre and text structure, and comprehension of the texts read. Various types of texts can be used during the interactive read aloud to engage students while the teacher models his/her thinking.

*Adapted from Richard Allington and Rachael Gabriel (2012)*
Timeline:
2016-2017: Awakening Year - Call to Action

2017-2018 Year 1: The Launch & Early Adopters

2018 - 2019 Year 2: Continuing to strengthen core classroom instruction (Tier 1), extending to all school populations (Tiers 2 & 3, Sped., ENL)
Largely Reading. Rolling out NYS Next Generation Standards.

2019 - 2020 Year 3: Staying the Course with Reading/Phonics while adding Writing(Back to almost awakening level.)
Instructional Foundation
Moving from Good to Great
Hattie and Marzana Crosswalk

This document serves as a resource tool containing the high yield instructional strategies that are research based and shown to have the greatest impact on increasing student achievement. A brief description of the strategy and examples are provided in each link to guide teacher planning and implementation.

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Curricular Tools
The Launch: Lifting the Level of Literacy Instruction

First Layer of Instructional change

- Getting to know our readers
- Daily Independent reading with accessible text
- Teacher conferring with readers during daily independent reading

★ Engagement
★ Print work & fluency
★ Comprehension - Literal, Interpretive, Analytical
★ Fiction and Nonfiction
Continuing to Lift the Level of Literacy Instruction

Second Layer of Instructional Change

- Mini lesson - Teaching Point
- Small Group Reading - Guided & Strategy Groups
- Rich Read Aloud

Third Layer of Instructional Change

- Comprehensive Phonics Prek-2
- Word Work 3-4
- Writing Mini lesson
- Daily student writing with Teacher conferring

★ Phonemic awareness, Phonics, High Frequency words
★ Vocabulary
★ Scaffolded Comprehension
★ Higher level Comprehension
★ Writing Process...Genre specific writing
**Support:**
- Launch Notebook
- Embedded Support
  - Collaborative Planning
  - Modeling lessons
  - Co-Teaching Lessons
  - Coaching Cycles
  - Resources & Materials
- Professional Development
  - Best Practices - Mini lessons, Conferring, Guided Reading Groups, Strategy Groups, Read Aloud, Mentor Text
  - Best Curricular Tool Usage - Trainings and Book Studies

**Challenges:**
- Fear of Change
- Apprehension about Coaching
- Classroom libraries were lacking
- Time for Teachers...to collaboratively plan and be trained
- Many moving parts
- Responding to resistant Teachers
Establishing Structures Across the School

Our New Normal: Higher expectations, Learning Rituals, Data Chats

- Improved student learning
- Student performance data
- Teachers adjust instruction
- Teachers make sense of data