

Leading Literacy Change

Department of Elementary and Secondary Education (ESE)
Reading First Conference

Hanson Initiative for Language & Literacy (HILL)
<http://www.mghihp.edu/hill>

Communication Sciences and Disorders Graduate Program
MGH Institute of Health Professions
36 1st Avenue
Boston, MA 02129

August 12, 2008

“Management is doing things right; leadership is doing the right things.”

Peter Drucker

Leading Literacy Change

The *Leading Literacy Change* work is intended for school-based literacy leaders. The purpose is to enhance literacy leaders’ ability to implement and guide school-wide reading initiatives and practices aimed at improved reading outcomes for all students.

“...One frequently finds a strong (administrative) leader associated with exemplary reading programs...” (Samuels, 1981)

Instructional leadership is cited in research going back over 25 years. From that research, we are going to present to you with the practical routines, tools, and strategies that describe today’s high performing literacy leaders and the schools in which they work. Importantly, we will focus on systemic approach to building teacher knowledge, an assessment framework, and key leadership routines that promote positive school-wide literacy outcomes.

Expected Outcomes:

Participants will:

1. Examine the research on the importance of leadership in school change.
2. Integrate leadership roles and routines with professional development planning with the practical challenges of scheduling for effective school-wide service delivery.

Materials Packet: Participants should have:

- Participant Handout

Reflecting on School Improvement: Activity

Read the Story: “Fire and Water” from *Parables of Leadership*. Kim & Mauborgne. (1992). Harvard Business School Publishing Corporations.

In the fourth century B.C., hidden within the state of Lu, lay the district over which Duke Chuang governed. The district, though small, had prospered exceedingly well under Chuang’s predecessor. But since Chuang’s appointment to the post, its affairs had deteriorated markedly. Taken aback by the sad turn of events, Chuang set out to the Han Mountain to seek the wisdom of the great master Mu-sun.

When the duke arrived at the mountain, he found the great master sitting peacefully on a small rock looking out at the adjoining valley. After the duke had explained his situation to Mu-sun, he waited with bated breath for the great master to speak. Contrary to Chuang’s expectation, however, the master whispered not a word. Rather, he smiled softly and gestured to the duke to follow him.

Silently they walked until before them lay the Tan Fu river, whose end could not be seen, it was so long and broad. After meditating on the river, Mu-sun set out to build a fire. When at last it was lit and the flames were aglow, the master had Chuang sit by his side. There they sat for hours on end as the fire burned brilliantly into the night.

With the coming of dawn, when the flames no longer danced, Mu-sun pointed to the river. Then for the first time since the duke’s arrival, the great master spoke, “Now do you understand why you are unable to do as your predecessor did – to sustain the greatness of your district?”

Chuang looked perplexed; he understood now no better than before. Slowly shame enveloped the duke. “Great master,” he said, “forgive my ignorance, for the wisdom you impart I cannot comprehend.” Mu-sun then spoke the second time. “Reflect, Chuang, on the nature of the fire as it burned before us last night. It was strong and powerful. Its flames leapt upward as they danced and cried in vainglorious pride. No strong trees nor wild beast could have matched its mighty force. With ease it could have conquered all that lay in its path.

“In contrast, Chuang, consider the river. It starts as but a small stream in the distant mountains. Sometimes it flows slowly, sometimes quickly, but always it sails downward, taking the low ground as its course. It willingly permeates every crack in the earth and willingly embraces every crevice in the land, so humble is its nature. When we listen to the water, it can scarcely be heard. When we touch it, it can scarcely be felt, so gentle is its nature.”

“Yet in the end, what is left of the once mighty fire? Only a handful of ashes. For the fire is so strong, Chuang, that it not only destroys all that lies in its path but eventually falls prey to its own strength and is consumed. It is not so with the calm and quiet river. For as it was, so it is, so it will always be: forever flowing, growing deeper,

broader, ever more powerful as it journeys down to the unfathomable ocean, providing life and sustenance to all.”

After a moment of silence, Mu-sun turned to the duke. “As it is with nature, Chuang, so it is with rulers. For as it is not fire but water that envelops all and is the well of life, so it is not mighty and authoritative rulers but rulers with humbleness and deep-reaching inner strength who capture the people’s hearts and are springs of prosperity to their states. Reflect, Chuang,” continued the master, “on what type of ruler you are. Perhaps the answer that you seek will lie there.”

Like a flash of lightning, the truth seized the duke’s heart. No longer proud but embarrassed and uncertain, he looked up with his enlightened eye. Chuang was now blind to all but the sun rising over the river.

Questions to Consider:

1. What activities are you doing that are more like fire: spectacular, bright, singular, heady?
2. What activities are you doing that are more like water: humble, quiet, inclusive, detailed, flowing?
3. As you look into the future, what might you do that is fire-like? Water-like?
4. What appears to be the most important or effective approach to emphasize in your work in the future? Why?
5. Do you spend more time being fire-like or water-like? How satisfactory is the balance for you?

What if...

1. We intentionally chose a project or situation and adopted a more water-like stance? More fire-like?
2. Chuang refused to be reflective? Or refused to seek the wisdom of another?

Why is Leadership so Critical?

Notes:

Lessons About Leadership

What Do Leaders Do?

Leadership Forms and Fads

Organizational Contexts

Leadership Effects on Student Learning

References

Andrews, R., Soder, R. (1987). Principal instructional leadership and student achievement. *Educational Leadership, 44, 9-11.*

Duke, D. (1987). *School leadership and instructional improvement.* New York: Random House.

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Hallinger, P., Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-95, *Educational Administration Quarterly, 32, 1, 5-44.*

Herman, R. (1999). *An educators guide to schoolwide reform.* Washington, DC: American Institute for Research.

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The Big Picture: Continuum for Delivery of Tiered Instruction

Multi – Tiered Literacy Continuum Grade _____										
Reading Instruction, Assessments, Intervention & Professional Development										
	ALL Teachers		ALL Students				SOME/FEW Students			
Literacy Component	Core Program	Professional Development	Assessment Checkpoints			Assessment			Interventions	
			Teacher Training & Resources	District Benchmark	Fall	Winter	Outcomes Measures	Diagnostic Options	Progress Monitoring	Tier II
			List Test Name	List Benchmark Score	List Benchmark Score	List Benchmark Score	List Tests	List Tests		
Oral Language	NAME OF PROGRAM									
Phonemic Awareness										
Phonics										
Fluency										
Vocabulary										
Comprehension										
Writing										

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Overview of Parameters for a Tiered Model

Parameters	Tier I: School-Wide Interventions (ALL students)	Tier II: Targeted Group Interventions (SOME students)	Tier III: Intensive Interventions (FEW Students)
Learners	All students	Students with moderate reading difficulties	Students with significant reading difficulties
Settings	General education classroom	Primary setting general education classroom	Appropriate setting designated by the school
Essential Components of Reading Instruction	5 Components of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	5 Components of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	5 Components of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension
Programs/Materials Interventions	Scientifically based reading program	Select research based strategies and materials	Select research based strategies and materials
Description of Instruction	Differentiated Instruction Research Based Strategies Assessment Driven	Additional – Explicit systematic instruction to strengthen specific skills as identified in Tier I data	Additional – Explicit systematic instruction to strengthen specific skills as identified in diagnostic data
Grouping/Group Structure	Whole, Flexible and Small group	Homogeneous flexible small groups	Homogeneous flexible small groups
Assessment	Screening District Progress Monitoring Monitoring/Benchmarking Outcome	-Diagnostic assessments to pin-point target areas/confirm need -Progress Monitoring 1-2 times per month	Progress monitoring weekly using curriculum based measures
Adjust Instruction	Based on student data from ongoing assessments	-Based on PM assessment data analyzed -Consider pacing, materials, placement and group size -Consider placement in Tier 3 after 20 weeks of Tier 2 intervention delivered with fidelity	-Based on PM assessment data analyzed -Consider pacing, materials, placement and group size
Teaming	Under the direction of the principal, initial data analysis and planning is best accomplished through collaborative teams (grade levels, professional learning communities, clusters, etc. that include a specially trained teacher in literacy) at least quarterly. If less than 90% (establish criteria) of students are meeting criteria: review core instruction		Building based problem solving team plans intervention for students not making expected or adequate progress
Interventionist	General Education Teacher	General Education Teacher Other specially trained person Consult specialists as needed	Specially trained teacher determined by the school to provide intensive interventions
Documentation	District assessment results Student work samples	In addition to Tier I: Intervention Plan/Group intervention Plan	Personal Learning Plans Student Action Plans

Source: Adapted from template designed by Dawn August – Barrington, RI Public Schools

Participant Handouts

HILL Contacts: Sandra Jones, sdjones@mghihp.edu;

Tasks for Leaders When Establishing Tiered Instruction

<i>Task List for Tier I</i>		
Task	Responsible Team/Individual	Timeline/Status
Identify scientifically based instructional programs in reading, writing, and math		
Select evidence-based curricula/interventions and resources to accompany core instructional programs		
Adopt a system to measure fidelity of implementation		
Select and implement a school-wide academic screening program		
Identify team and process to manage screening results		
Establish data-collection system and implement systematic monitoring of student progress (such as curriculum based measurement) to determine both level and growth rate		
Identify team process to analyze progress monitoring results		
Develop decision rules (including cut scores) to determine which students are at risk and require more intense instructional support		
Develop a program of continuous, rigorous professional development experiences related to scientifically based curriculum and teaching practices, progress monitoring, implementing practices with fidelity, and data-based decision making		
Develop and implement a process for collaborating with the problem-solving team and monitoring student movement between Tier 1 and Tier 2		
Decide when to initiate parent involvement		

Adapted from: Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). Responsiveness to intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities. *Research Center on Learning Disabilities • www.nrcl.org • August 2006*

<i>Task List for Tier 2</i>		
Task	Responsible Team/Individual	Timeline/Status
Identify structure or make-up of problem-solving team.		
Select resources, curricula, and interventions for use with standard protocol approach in reading (decoding and comprehension), math, and writing.		
Create and continue the development of resources on evidence-based instructional strategies to support identified students.		
Schedule time for general and special education teachers to collaborate, observe, implement, and evaluate strategies.		
Develop decision rules (cut scores, exit criteria) for remaining in or moving out of Tier 2 and beyond group (responsiveness vs. unresponsiveness).		
Implement a system of data collection and progress monitoring for Tier 2 and beyond (see Section 2: Progress Monitoring for more information) to determine level and growth rate.		
Provide professional development opportunities for problem solving and protocol approaches.		
Ensure time is scheduled and process is established for teams to meet and review student needs.		
Determine level of intensity of instruction for Tier 2 and beyond (how often, how long, size of instructional group).		
Develop and implement a process for collaborating with the problem-solving team and monitoring student movement between Tier 1 and Tier 2.		
Identify measures and procedures to document fidelity of implementation of interventions.		

Adapted from: Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). Responsiveness to intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities. *Research Center on Learning Disabilities • www.nrclid.org • August 2006*

<i>Task List for Tier 3</i>		
Task	Responsible Team/Individual	Timeline/Status
Identify structure or make-up of problem-solving team.		
Select resources, curricula, and interventions for use with struggling students.		
Create and continue the development, individualization, and intensity of interventions to support specific student needs (how often, how long).		
Develop a process for general and special education teachers to discuss student data, concerns, and needs.		
Schedule time for collaboration among general, Title 1 and special education teachers.		
Develop ways to work as a team to deliver a comprehensive program of accommodations, modifications, or remediation to the targeted student.		
Develop decision rules (cut scores, exit criteria) for students remaining in or moving out of special education (and/or tier 3).		
Implement a system of data-collection and progress monitoring for Tier 3 (which may include special education) to determine level and growth rate (see Section 2: Progress Monitoring for more information).		
Provide professional development opportunities for interventions with demonstrated effectiveness for students.		
Identify measures and procedures to document fidelity of implementation of interventions.		
Develop a team of experts who use data to determine if and when changes in individual student instruction is needed.		
Identify a team of experts who know which instruments and curriculum options are most likely to result in student improved outcomes.		

Adapted from: Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). Responsiveness to intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities. *Research Center on Learning Disabilities • www.nrcl.org • August 2006*

A Literacy Leader’s Action Plan Outline for Building a Successful School-wide Intervention System (Adapted from: Crawford & Torgesen, 2006. FCRR.org)

Common Traits of Successful Schools	Characteristic	Specific Feature	Observable Result Successful Leaders will...	Identified Priorities
Strong Leadership	Knowledgeable	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	Determine and establish: <ul style="list-style-type: none"> Intervention budget needs reading instruction as a priority Provide: <ul style="list-style-type: none"> scheduling needs sufficient staff locate research-based programs for teachers to guide intervention allocate funding for research-based programs match program to student need conduct and lead data meetings Determine and establish: <ul style="list-style-type: none"> reading instruction as a priority ample time for reading instruction in small groups time on task as a priority supply teacher support for problem solving and success 	
	Strong Vision	Provide, clearly explain, and describe vision for the school	<ul style="list-style-type: none"> establish mottos; belief statements; expectations 	
Positive Belief	Beliefs about success with all students and teacher dedication	High expectations	Provide: <ul style="list-style-type: none"> support to help teachers meet expectations motivational workshops research pointing to high performing, high poverty schools 	
Data Analysis	Ongoing data management and utilization	Data structures, disaggregation, and mobilization	Attend monthly grade-level data meetings: <ul style="list-style-type: none"> to learn about school intervention needs to make changes to personnel and/or programming Scaffold teachers and staff to: <ul style="list-style-type: none"> discuss and share ideas about student progress follow up in classrooms with differentiated instruction use data management systems to accurately and effectively analyze data 	

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Common Traits of Successful Schools	Characteristic	Specific Feature	Observable Result Successful Leaders will...	Identified Priorities
Effective Scheduling	Efficient	Flexible use of time, staff, and resources	Arrange for: <ul style="list-style-type: none"> • most appropriate provider of small group instruction • prioritize responsibilities and skills across staff and instructional personnel • common teacher planning time by grade-level • an uninterrupted reading block of 90 minutes or more • identify specific times when instruction will be provided 	
Professional Development	Differentiated	On-going and Follow-up	Recognize and establish: <ul style="list-style-type: none"> • on-going/follow-up training for veteran teachers • on-going/follow-up training for new teachers • problem of high teacher turnover rate and create a contingency plan for high turnover rates • building and district level people to provide training • time in school schedule for regular (monthly/weekly) training 	
Scientifically Based Intervention Programs	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	<ul style="list-style-type: none"> • locate research-based intervention programs for teachers to guide instruction • allocate funding for research-based intervention programs • strategically select intervention programs based on student needs 	
Parent Involvement	Initiative in Communication	Flexible and accommodating Partnership perspective	Provide: <ul style="list-style-type: none"> • babysitting services <i>and</i> food at parent information nights • provide multiple parent information sessions – 1 in the morning hours & 1 in the evening • information in multiple languages • interpreters at parent meetings Establish structures to: <ul style="list-style-type: none"> • nurture parental relationships • involve students in their own learning, take ownership of their learning 	

Adapted from: Crawford, E. & Torgesen, J (2006). Teaching All Students to Read: Practices from Reading First Schools with Strong Intervention Outcomes: Summary Document. Florida Center for Reading Research, fcrr.org.

Linking Professional Development Activities to Leadership Routines

Reading Initiative Professional Development Activities	Leadership Routines	Resources	
<p>Assessment –</p> <p>DIBELS</p> <p>GRADE</p>	<ul style="list-style-type: none"> • Presence at data meetings • Progress monitoring data is collected and reviewed • Maintain focus on data • Groupings/group changes are reviewed and are based on data • Instructional activities are linked to student data • Interventionists and classroom teachers are communicating about instruction and student progress 	<ul style="list-style-type: none"> • DIBELS/GRADE Benchmark Goals • DIBELS/GRADE Reports – Class Lists • Data Meeting Action Plan forms and/or notes • Grouping charts – see instructional focus 	
<p>Core Program Use</p>	<ul style="list-style-type: none"> • Teachers are using program with fidelity to scope and sequence (based on state standards) 	<ul style="list-style-type: none"> • Core program manuals • Publisher 	
<p>Differentiated Instruction</p>	<ul style="list-style-type: none"> • Teachers see struggling readers in small groups • Teachers are differentiating core instruction in small groups based on data • Teachers are using core program components • Teachers are discussing materials needs for off and/or above level students 	<ul style="list-style-type: none"> • Explicit Lesson Plan Template and Samples • Core Program Intervention Lessons in supplemental resources (see Title I teachers) 	
<p>Content Areas (To Date)</p> <ul style="list-style-type: none"> • Phonology • Phonics 	<ul style="list-style-type: none"> • Principal, Assistant Principal, & Coach have scheduled Walk-Throughs • Establish a focus for Walk Throughs (implementation of strategy targeted for application) 	<p>Say It and Move It (Elkonin Technique)</p> <p>I Do It, We Do It, You Do It, Format</p> <p>Phonology Chaining</p>	<p>Phonics Handout p.9</p> <p>Reviewed in Training</p> <p>FCRR Activities</p>

Participant Handouts

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Reading Initiative Professional Development Activities	Leadership Routines	Resources	
	<ul style="list-style-type: none"> • Observe systematic and explicit instruction • Observe integration of training activities and routines • Observe use of materials and resources • Observe coaching/modeling 	Syllable Division	Phonics Handout p.4 FCRR Activities
		Phoneme Grapheme Mapping	Phonics Handout p.10 FCRR Activities
		Teaching Six Syllable Types	Phonics Handout p.15 FCRR Activities
		Word Sorts Word Chaining	"Words Their Way" see Paula Burke FCRR Activities – see Joanne Finley Making Words – Handouts and Activities

Meeting Date: November 11, 2007

Reflection:

1. As a literacy leader, when would you use a tool like this?

2. List some ways a tool like this would help you?

Putting it Together – Ensuring Classroom Implementation

Action Plan Priority Goals:

- Implement the core program as it is designed.
- Develop a 90 minute literacy block that meets the needs of diverse students
- Pre-teach and re-teach concepts with strategic/intensive students in phonemic awareness and phonics in a systematic manner (K-3).
- Develop literacy centers for strategic learners in phonemic awareness and phonics (K-3).
- Review and choose an intensive program for the at-risk students

Week	Coach	Principal
1 (I do)	<ol style="list-style-type: none"> 1. Review 90 minute literacy block plan in grade-level meetings 2. Coach demonstrates use of the core at each grade-level in one strategic/intensive teacher’s classroom and has 2 other teachers observe (e.g. demo in Ms. McMahon’s classroom and Ms. Doe and Ms. Struggles observe). 3. Conduct walk-through in benchmark classrooms to see if teachers need help implementing core. 	<ol style="list-style-type: none"> 1. Attend grade-level meetings when 90 literacy block is developed 2. Conduct walk-throughs in all classrooms to determine if core materials are present, displayed and being used in classrooms <ol style="list-style-type: none"> a. Take copy of TE opened to the appropriate week with you on walk-throughs) b. Expect teachers to have their TE open and close-by
2 (We do)	<ol style="list-style-type: none"> 1. Co-plan (coach = 50:50 = teacher) 2. Co-teach (50:50) with teachers throughout the week. 3. Pre/post conferencing 4. Walk-throughs in benchmark classrooms 	<ol style="list-style-type: none"> 1. Walk-through and observe co-teaching of lessons 2. Continue walk-throughs in all classrooms 3. Organize meeting to review Intensive Programs with District Director of Reading and Literacy Leadership Team
3 (We do)	<ol style="list-style-type: none"> 1. Co-plan and co-teach a strategy or concept (30:70). 2. Pre/post conferencing 3. Walk-throughs in benchmark classrooms 	<ol style="list-style-type: none"> 1. Walk-through and observe co-teaching of lessons 2. Continue walk-throughs in all classrooms

Week	Coach	Principal
	4. Conduct grade-level data meetings	3. Attend grade-level data meetings (attending especially to grouping of students)
4 (You do)	<ol style="list-style-type: none"> 1. Teacher plans/teaches and shares ideas with coach in pre-conference (0:100) 2. Coach observes lesson and assists as needed 3. Post conference discussion/debrief 4. Walk-throughs in all classrooms 5. Conference with Principal on progress and next steps 6. Facilitate study group on Phonemic Awareness (after school) 	<ol style="list-style-type: none"> 1. Walk-through all classrooms – looking for implementation of 90-minute block (especially literacy centers) 2. Focus on at-risk students (know them by name and ask what they’re working on) 3. Conference with the coach on progress and next steps 4. Attend Study group after school on “Phonemic Awareness of Young Children”
5 (You do)	<ol style="list-style-type: none"> 1. Coach conducts walk-throughs in all the classrooms several times per week to determine implementation level of 90-minute block plan 2. Plan next coaching cycle schedule 3. Conduct grade-level meetings to refine the 90 minute block 	<ol style="list-style-type: none"> 1. Walk-throughs in all classrooms checking for progress in 90-minute block activities and literacy centers in PA and Phonics skills 2. Attend grade-level meetings on refining the 90 minute block and use of core materials. 3. Attend Publisher training on deeper use of core program in all grade-levels 4. Analyze benchmark data with coach and prepare for grade-level and individual teacher meetings.

Reflection Activity:

1. Review the Putting It Together Chart above.
2. Identify the important aspects of how this principal and coach are working to ensure that teachers are implementing positive literacy practices. Be prepared to share with the group

Planning for Professional Development: Sample Plan

Literacy Professional Development School-wide Plan

School: Anytown K-3 Elementary School

SY: 2006 – 2007

School-wide Literacy Professional Development Goals

1. Improve reading, writing and fluency skills of K-3 students
2. Develop literacy centers that differentiate instruction for diverse students
3. Use data to inform instructional practices
4. Increase use of informational text with all students
5. Integrate workshop training with core and intervention program implementation

Professional Development Type	Topic/Area of Study	Participants	Resources	Facilitator/Leader	Beginning Date	Ending Date	Number of Sessions
“Stand & Deliver” Training	Phonology, Orthography, Word Study, Spelling	All K-3 teachers, SLP, Title I, SPED, Coaches	LETRS Modules 1, 2, 3 & 8 LETRS training	Jan Woods (LETRS trainer)	8/28/06	8/31/07	4 days
	Fluency	All K-3 teachers, SLP, Title I, SPED, Coaches	LETRS Modules 7 & 5 LETRS training	Jan Woods (LETRS trainer)	10/20/06	11/21/06	2 days
	Centers – “Make and Take”	All K-3 teachers, SLP, Title I, SPED, Coaches	Literacy Coach & Outside Consultant	Davis Burns	9/20/06	1/19/07	3 sessions each 1.5 hr.
	Phonics, Spelling, Fluency Review	All K-3 teachers, SLP, Title I, SPED, Coaches	Literacy coach LETRS trainer	Davis Woods	2/15/07	2/15/07	1 day
Grade-Level	Assessment Results	All K-3	Assessment Reports DIBELS GRADE	Davis & teachers	9/15/06	6/15/07	1-40 min. session/month

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Professional Development Type	Topic/Area of Study	Participants	Resources	Facilitator/Leader	Beginning Date	Ending Date	Number of Sessions
Grade-Level cont'd	Integrating LETRS strategies with comprehensive core program	All K-3 teachers	Read-Well LETRS Manuals (Sopris West)	Davis, Woods Publisher Consultant	9/6/06	6/29/07	1-40 min. session/month
	Fluency Programs	All 2 nd & 3 rd grade teachers	Read Naturally Six-Minute Solutions I've DIBELED Now What (Sopris West)	Davis, Woods Outside Consultant: Burns	9/15/06	12/13/06	1-40 min. session/month
	Writing	All K-3	Step Up to Writing Read Well: Spelling and Writing	Davis & teacher teams	12/15/06	6/1/07	1-40 min. session/month
Study Groups	Phonics/Word study	Davis Gonzales Wright McKnab Rivera Jones Peters Michaels Harris Wickstrom	Speech to Print, Moats (2000) LETRS Manuals Words Their Way, Bear, Invernizzi, Templeton, & Johnston	Rivera Wright	10/4/06	12/6/06	1 hr. session/week 6 weeks

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	Improving fluency skills	Parker Rodriguez Day Cruz Sanders Davis Bowers Bell Morgan	The Fluent Reader (Rasinsky, Scholastic) The Importance of Automaticity and Fluency for Efficient Reading Comprehension. (Hook & Jones Perspectives, 2002, IDA)	Sanders Cruz	1/17/07	4/18/07	1 hr. session/week 6 weeks
Peer Coaching	Differentiated needs-based small group instruction	Johnson Barry Gilmore York	Literacy Coach FCRR.org Coaching Lessons	K-3 Teams	10/2/06	6/29/07	Bi-monthly 1 hr
	Fluency Lessons in core program	Heller Mureno Maynard Lopez	Six-Minute Solution (Sopris West) Read Naturally	K-3 Teams	11/21/06	6/29/07	Bi-monthly 1 hr
	Supplemented Fluency lesson	Bowers Rosen Rodriquez Schatter	Six-Minute Solution Read Naturally	K-3 Teams	11/21/06	6/29/07	Bi-monthly 1 hr
	1:1 Coaching	Davis All teachers	See Literacy Coach Schedule	Davis	8/30/06	6/5/07	Daily/Weekly

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Peer Mentoring Teams	Small-group phonics lessons	George Benson	Read Well	George	8/30/06	5/11/07	Bi-monthly 1 hr
	Differentiated center instruction	Radcliff Martinez	FCRR Center Materials	Radcliff	8/30/06	5/18/07	Bi-monthly 1hr
	Reviewing data	Wilson Robbins	HILL Protocol DMG materials	Wilson	8/30/06	5/18/07	Bi-monthly 1 hr
	Using core program effectively	O'Brien Feldman	Read Well	O'Brien	9/15/06	5/25/07	Bi-monthly 1-2 hrs
	Grouping for large & small group instruction	Remington Arias	Data Reports Read Well	Remington	9/15/06	6/1/07	Bimonthly 1 hr
	Using informational text	Marks Cohen	Reading and Writing Informational Text in the Primary Grades: Nell Duke, Scholastic	Marks	11/4/06	6/8/07	Weekly 1 hr
Inquiry/Action Research	Analyze & catalog number of informational texts in school	Lilly Rogers Hill Levy Johnson	School & classroom libraries	Lilly	9/15/06	5/11/07	Bimonthly 1 hr
	Does adding informational text to daily opportunities improve comprehension?	Weiss Vasquez McCormick Weber	2 nd & 3 rd Grade Text	Weiss	10/1/06	6/25/07	Bimonthly 1 hr

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Hanson Initiative for Language & Literacy (HILL) Leading Literacy Change Department of Elementary and Secondary Education (ESE) Reading First Conference, August 12, 2008

Professional Development Type	Topic/Area of Study	Participants	Resources	Facilitator/Leader	Beginning Date	Ending Date	Number of Sessions
Individual Activities	Improving phonemic awareness strategies	Rosenberg	Teaching Reading Essentials (TRE) Sopris West Phonemic Awareness in Young Children (Adams, Foorman, Lundberg, & Beeler, 1998) Literacy Coach	Rosenberg	10/1/06	5/4/07 Report to Staff	Determined by the teacher
	Structuring the literacy block	Haynes	Read Well Literacy Coach	Haynes	10/1/06	5/18/07 Report to Staff	Determined by the teacher

Participant Handouts

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**K-5 Professional Development Activity Timeline
SY2006 - 2007**

Date	Activity/Topic	Materials Needed	Facilitator(s)/ Attendees	Priority Goal
June 2006	Order DIBELS Materials	K-3 Replacement Scoring Booklets 4-5 DIBELS Kits Practical Guide to DIBELS (2 copies)	Coach	1
8/14/06 9:00 a.m.	Meet to Review: DIBELS data, PET-R Finalize Plan	DIBELS Data PET-R Pre/Post Results SLP	Consultant, Curriculum Director, Principal, Coach	1,2,3
8/31/06	Title I/SPED Meeting	Strategic Plan, GRADE materials, Student database	Consultant, Coach, Title I & SPED Teachers	1
9/6/06	Staff Meeting Present plan, GRADE	SLP and presentation, GRADE materials	Curriculum Director, Principal, Coach	1,2,3
9/7/06	DIBELS Workshop: Veteran & Novice Teachers ½ day; 4 th , SPED and 5 th ½ day	DIBELS Training Materials	Coach, 2 Consultants, K-5 Teachers	1
9/11-9/19 (1-5) 9/11-9/22: (K)	Fall DIBELS Testing	DIBELS Materials	K-5 Teachers, Title I & SPED	1
9/11-9/12:(1-5) 9/13-9/14: (K) 9/15 Make-ups	Fall GRADE Testing	GRADE Materials	Teachers Title I and SPED will Proctor K-1	1
9/13-9/19	Database Prep Data Entry	DIBELS Data	Database Person	1
9/13-9/19	GRADE Scanning	GRADE Data	Teachers Title I, SPED	1
9/20: Early Release Day	Core Program Training	Scott Foresman	Coach K-5 Teachers	3
9/20: Early Release Day	Fall Data Review GRADE Workshop:	Fall Data: DIBELS GRADE	3 Consultants, Title I & SPED Teachers	1
9/29	Initiative Status Update Meeting	SLP PD Timeline Outcomes Data	Consultant, Literacy Team Superintendent	1,2,3

Scheduling: Tiered Instruction Up Close and Personal

Time	Grade	Intervention Teacher	Intervention Students	Materials/Level	Location	Progress Monitoring
10:30-11:15	2 nd	Blackden SPED	<i>Dennis Ferrante, Aidan Patten, Zachary Groezinger, Evan Whittemore (4)</i>	Level B ≤ 25	IMC	NWF 1xmonth Sidewalks weekly
		Leatherbee Reading	Kenny Russell, Joshua Lacey, Rachel Baker, Jax Wolff (4)	Level B ≤ 25	IMC	NWF 1x month Sidewalks weekly
		O'Brien Reading	Ashley Cappuccio, Michael Callahan, Austin Putney, Peter Pioppi, Julia Middendorf (5)	Level B ≤ 25	Rm. 14	NWF 1x month Sidewalks weekly
		Burleigh SPED	Faythe Neil, Kenny Pellegrini, Travis Pellegrini (3)	Level B ≤ 25	Rm. 10	NWF 1xmonth Sidewalks weekly
		Buckley Reading	Joseph Lyford, Jenni Murphy, ReAnna Kenyon, Andrew Bumpus, Travis Brown 44 (96%) (5)	Strategic Intervention 26-43	Rm. 19	ORF 2x month
		McLean Reading	Braden Froehlich, Casey Fernandez, Jady Ruzzano, Evan Ferrari, (4)	Strategic Intervention 26-43	Rm. 12	ORF 2x month

	Campopiano	Malenya Barrett (77), Zoe Magnussen, Meaghan Nickerson, Jason Lindsay, Aneri Patel, Ashton Stoecklin, Jeremiah Demaysonet, Christopher Lagerquist, Mariah Vinal (9)	Low Benchmark/SI		ORF 2xmonth
	Stahl	Cody Pauze, Kaitlin Rudnik, Victoria Andrade, Samantha Benedetto, Trey Doherty, Sydney Jones, Arthur Buchanan (7)	Low On-Level/SI 44-52	Rm 12	ORF 2x month
	Melville	Jonathan Dixon, Brooke Foster, Isabella Sauro, Christopher Jeghers, Ethan Allegrini, Tyler Halunen, Kailey Neil, Ryan Pierce, Jason Parsons, Kassi Weston, Zachary Kane, Caroline Forde, Kailey Kelle, Cheyenne Cottam, Sean Lavalley, Breigh Senior (16)	On-Level 53-70	Rm 14	SF Benchmark Testing
	Koffman	Gillian Burr, Colin Maloney, Noah Darienzo-Carter, AnnaKate Greene, Nicholas Meaden, Brittany Neil, Jacob Sharland, Joshua Smolinsky, Alex Stead, Jonathan Letsche, Matthew Perry, Shaina Dawes Kasey Gallagher (13)	On-Level 53-70	Rm. 6	SF Benchmark Testing