


ELEMENTARY READING COACH FOUNDATIONAL TRAINING

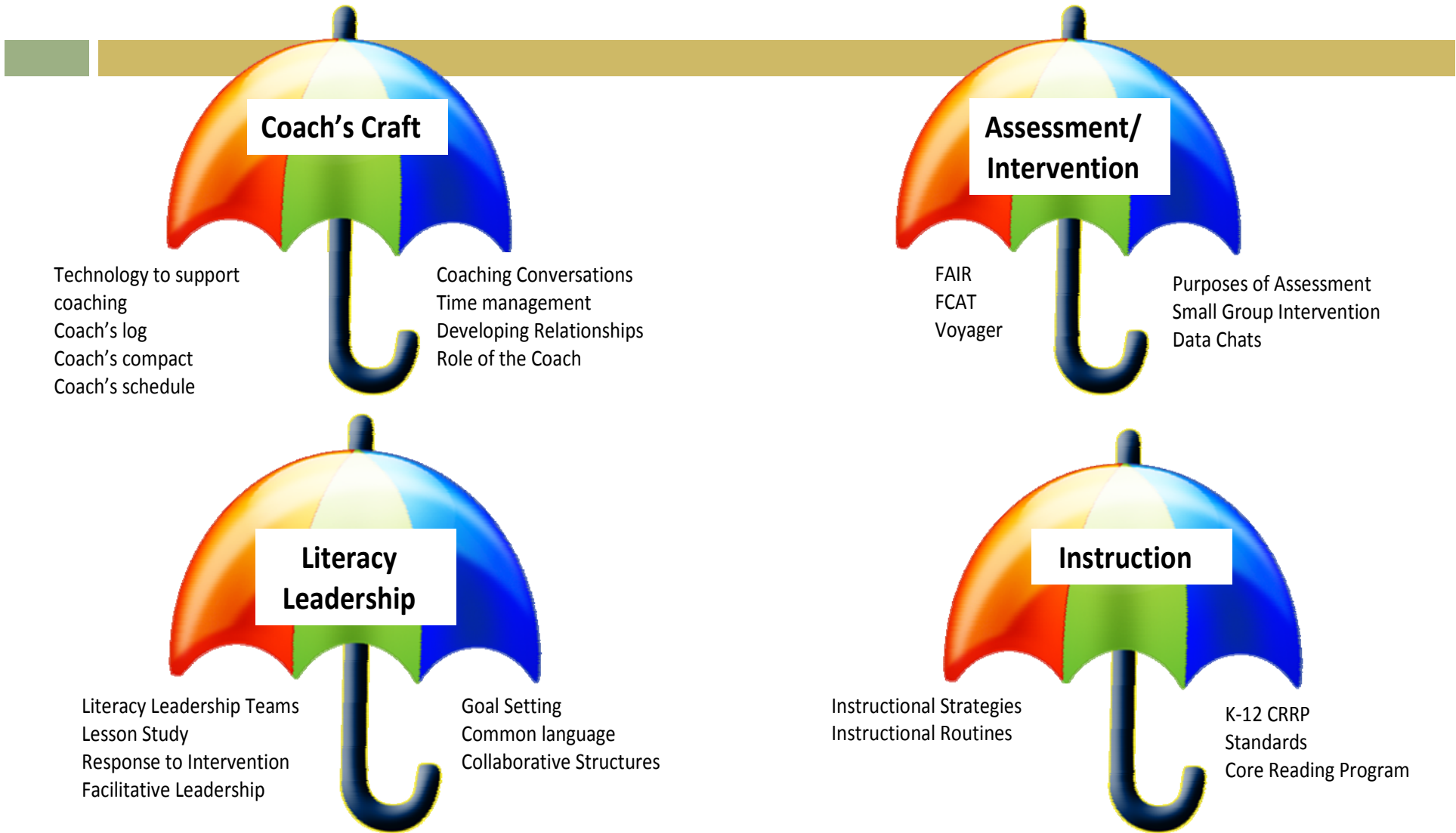
Day One



The reading/literacy coach will serve as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student achievement.

*Just Read, Florida! K-12 Comprehensive Research Based Reading Plan,
Florida Reading/Literacy Coach Position Description*

For change to happen, for shifting our way of thinking we must, establish a purpose, create routines, explain in detail (I, We, You) and Give It Time.





Coach's Craft

Technology to support coaching

Coach's log

Coach's compact

Coach's schedule

Coaching


Conversations

Time management

Developing

Relationships

Role of the Coach



In an effort to make your job more focused and more effective, you should be moving from a “provider Of information” to a learning partner with teachers...

A Coaching Continuum

□ Coaching duties take many forms including:

▣ Facilitating workshops



▣ Providing Demonstration Lessons; Co-teaching; Observing, conferencing, and debriefing



▣ Facilitating “teacher self-discovery”

The constant in all of these activities is that they lead to better instructional practices and higher student achievement...

A Coaching Continuum



The activities listed on the next slide range from providing information in order to improve instruction, to giving teachers actual “coaching” to improve what they are doing, and finally, to helping teachers examine what they need and facilitating their development as master teachers...

Facilitate a study group to investigate common interest topics to improve instruction and student achievement.

Confer, observe, and debrief to improve instruction and student achievement.

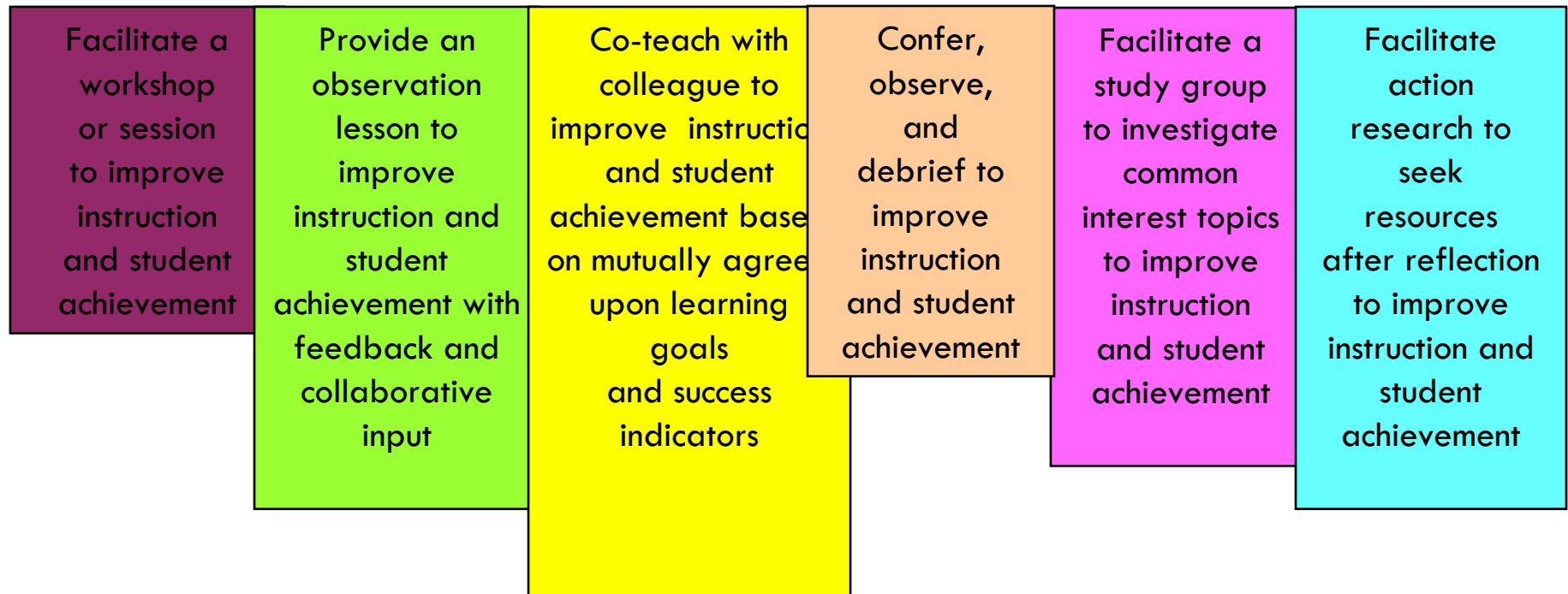
Facilitate action research to seek Resources after reflection to improve instruction and student achievement.

Co-teach with colleague to improve instruction and student achievement based on mutually agreed upon learning goals and success indicators.

Provide an observation lesson to improve instruction and student achievement with feedback and collaborative input.

Facilitate a workshop or session to improve instruction and student achievement

Coaching Continuum



Highly directive...

Highly reflective...

PMRN Reported Coaching Categories

- Professional Development (Whole Faculty)
- Professional Development (Small Group)
- Planning
- Modeling Lessons
- Coaching
- Coach-Teacher Conference
- Student Assessment
- Data Reporting
- Data Analysis
- Meetings
- Knowledge Building
- Managing Reading Materials
- Other

Guiding Question:



How do each of these categories affect student achievement and lead to better instructional practices?

Coach's Log



The following categories from the Coach's Log encompass the heart of the coaching process:

- Professional Development (Whole Faculty) 1%
- Professional Development (Small Group) 3%
- Planning 11%
- Modeling Lessons 11%
- Coaching 11%
- Coach-Teacher Conferences 13%

What percentages do you think are reported for each category district wide?

Coach's Log *continued*

The following categories from the Coach's Log encompass other duties performed by the coach:

- ▣ Student Assessment 16%
- ▣ Data Reporting 3%
- ▣ Data Analysis 7%
- ▣ Meetings 8%
- ▣ Knowledge Building 6%
- ▣ Managing Materials 5%
- ▣ Other 5%

What percentages do you think are reported for each category district wide?

Guiding Question -

Does the data in your school justify how you spend your time?

Reading Coach Compact

2010-2011 READING COACH COMPACT

Coach Name _____ Employee Number _____ Years as a Reading Coach _____
 *School Name _____ Work Location _____ Regional Center _____
 Principal _____ Regional Center Curriculum Director _____

* If Itinerant Coach please use your payroll school location.

To build the capacity of the reading coach:

the Division of Language Arts/Reading will provide the Reading Coach with:

- monthly targeted professional development on foundation and coaching skills,
- a medium for networking with other coaches through a coaches' cadre,
- skills and strategies for making data-driven instructional decisions, and
- support for implementation of core and supplemental reading materials.

the Regional Center and School Administrator will monitor:

- the appropriate use of the coach's time as described in the K-12 CRRP,
- the reporting of the coach's activities on the PMRN and Action Plans, and
- the onsite support of the fidelity of the implementation of the K-12 CRRP.
- the certification/endorsement status of the coach.

the Reading Coach will carry out the following K-12 CRRP requirements:

Responsibilities	Task	Percentage of Time
Providing Professional Development Coaching and Conferencing	Modeling lessons Planning lessons with teachers	70%
Assisting with administering student assessments	Reporting and analyzing data	25%
Attending monthly District sponsored professional development (knowledge building, coach conferences, networking) Managing reading materials/ Other		5%

To comply with the Class Size amendment, coaches may be directed to teach only one class. If the coach is teaching a class, please provide the following information:

Course Title: _____ Class Period: _____ How often does this class meet? _____

Meeting "Highly Qualified" Requirements

The reading coach must be certified/endorsed in reading OR be working toward that status by completing a minimum of two Reading Endorsement competencies of 60 service hours or 6 semester hours of college coursework in reading per year per state rule 6A-6.053 Section 6 (g). The reading coach must include a copy of documentation of completed course work with this compact.

Signatures

Reading Coach _____ Date _____

Principal Signature _____ Date _____

District Administrator _____ Date _____

Note: In addition to the above responsibilities, Reading Coaches funded through the Title 1 Program are also responsible for serving as a liaison for professional development in the area of Mathematics, Science, and Writing.

Reading Coach Schedule



According to the 2010-2011 K-12 Comprehensive Research-based Reading Plan, all coaches are to maintain a daily/weekly schedule to record



Assessment/ Intervention

FAIR

FCAT

Voyager

Purpose of
Assessment

Small Group
Intervention

Data Chats

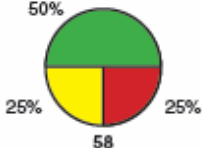
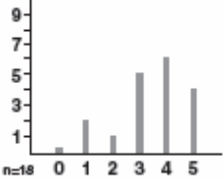
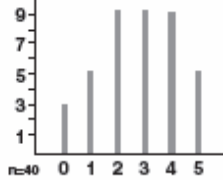
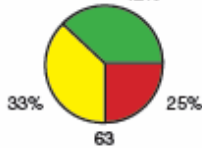
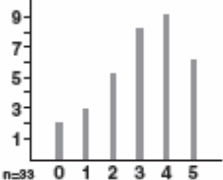
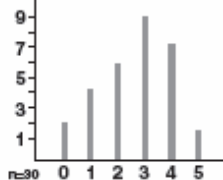

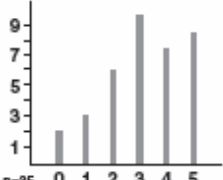
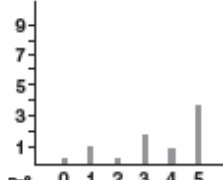
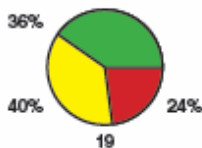
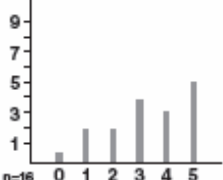
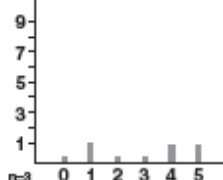

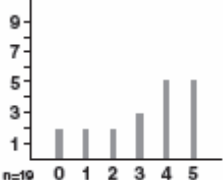
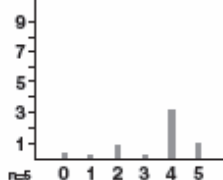
The K-2 “Big Picture” Map

Broad Screen/Progress Monitoring Tool (BS/PMT) “All” students	<ul style="list-style-type: none">• Letter Naming & Sounds• Phonemic Awareness• Word Reading
Broad Diagnostic Inventory (BDI) “All” students “Some” students for vocabulary	<ul style="list-style-type: none">• Listening Comprehension• Reading Comprehension• Vocabulary• Spelling (2nd grade only)• Letter Sound Knowledge (K only, optional)
Targeted Diagnostic Inventory (TDI) “Some” students	<ul style="list-style-type: none">• K = 9 tasks• 1st = 8 tasks• 2nd = 6 tasks
Ongoing Progress Monitoring (OPM) “Some” students	<ul style="list-style-type: none">• K – 2 = TDI tasks• 1 – 2 = ORF

K-2 Targeted Diagnostic Inventory (TDI) Map

Kindergarten	<ul style="list-style-type: none">• Print Awareness• Letter name and sound knowledge• Phoneme Blending• Phoneme Deletion Word Parts/Initial• Letter Sound Connection Initial• Letter Sound Connection Final• Word Building –Initial Consonants• Word Building –Final Consonants• Word Building –Medial Vowels
First Grade	<ul style="list-style-type: none">• Letter Sound Knowledge• Phoneme Blending• Phoneme Deletion Initial• Phoneme Deletion Final• Word Building –Consonants• Word Building –Vowels• Word Building –CVC /CVCe• Word Building –Blends
Second Grade	<ul style="list-style-type: none">• Phoneme Deletion Initial• Phoneme Deletion Final• Word Building –Consonants• Word Building –CVC /CVCe• Word Building –Blends & Vowels• Multisyllabic Word Reading

School Status Report (K-2)- Handout 1

PRS	Median Percentile Rank		Target Passage	Total Questions Correct	
	Vocabulary	Spelling		Reading Comprehension	Listening Comprehension
KG Summary  50% 25% 25% 58	41st 58		61% 58	 n=18	 n=40
1st Grade Summary  42% 33% 25% 63	52nd 63		53% 63	 n=33	 n=30
2nd Grade Summary  30% 20% 50% 43	53rd 43	56th 43	49% 43	 n=35	 n=8
Teacher A  36% 40% 24% 19	62nd 19	49th 19	61% 19	 n=16	 n=3
Teacher B  25% 65% 15% 24	46th 24	51st 24	73% 24	 n=10	 n=5

CLASS STATUS REPORT
1ST GRADE- ASSESSMENT PERIOD 1

Class Status Report (K-2)-

[Show Legend](#)

Class List	PRS	Score Detail	Reading Comprehension				Listening Comprehension	Vocabulary	Spelling
			Passage #	Fluency (WCPM)	Percent Accuracy	Total Correct (out of 5)	Total Correct (out of 5)	Percentile Rank	Percentile Rank
Student 1	86%		1.3	74	91%	3		63	
Student 2	74%		1.2	23	90%	2		53	
Student 3	29%						4	25	
Student 4	90%		1.4	84	99%	5		68	
Student 5	90%		1.4	20	98%	5		75	
Student 6	21%						5	40	
Student 7	86%		1.1	40	92%	3		50	
Student 8	74%		1.1	36	90%	2		37	
Student 9	37%						3	16	
Student 10	90%		1.4	56	97%	3		45	
Student 11	11%						1	2	
Student 12	11%						4	25	
Student 13	86%		1.3	40	96%	3		40	
Student 14	86%		1.3	18	92%	2		27	
Student 15	37%						4	40	
Student 16	21%						4	25	
Student 17	11%						2	2	
Student 18	37%						3	10	
Student 19	37%						2	2	



[Show Class Grade Summary Report](#) [Show Class Success Zone Report](#)

[Print All Student Cumulative Reports](#) [Print All Student Detail Reports](#)

[Print All Parent Letters](#)

Student Score

Detail Box (K-2)-

Grade: 1st

Year: 2009-2010

Details of Student 8's scores for Assessment Period 1 on:

Broad Screen/Progress Monitoring Tool

PRS 74%

Broad Diagnostic Inventory

Reading Comprehension

Passage # 1.1

Explicit Correct (out of 3) 0

Implicit Correct (out of 2) 2

Total Correct (out of 5) 2

Percent Accuracy 90%

Fluency (WCPM) 36

Listening Comprehension

Explicit Correct (out of 3) -

Implicit Correct (out of 2) -

Total Correct (out of 5) -

Vocabulary Percentile Rank 37th

Targeted Diagnostic Inventory

Letter Sound Knowledge 24/26 ME

Phoneme Blending 9/10 ME

Phoneme Deletion (Initial) 4/5 ME

Phoneme Deletion (Final) 3/5 BE

Word Building (Consonants) 2/5 BE

Close


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**Florida Assessments for Instruction in Reading
Class Status Report Worksheet for Grades K-2 (continued)**

STEP 2. The Broad Screen (BS), Broad Diagnostic Inventory (BDI) and Targeted Diagnostic Inventory (TDI) Data, where do I find all of the data on my students?

Questions	Student	Student	Student	Student
If student took Reading Comprehension (RC)				
What is the student's PRS score?				
What passage number did the student read?				
Is the student reading at or above the benchmark passage for that assessment period (AP)?				
Is the accuracy score at or above 95%?				
Is the fluency score (wcpm) progressing toward the end of the year target goal (60 wcpm in 1 st and 90 wcpm in 2 nd)?				
Did the student get 4 or more comprehension questions correct?				
If less than 4 correct, does comprehension appear to be impacted by:				
o Rate/automaticity (is the fluency score progressing toward the end of the year target?)				
o Accuracy (is % accuracy higher than 95? If at grade 2, look at the spelling percentile score, is it below 40 th percentile?)				
o Language (look at vocabulary percentile, is it at or above 40 th percentile?)				
If it appears to be accuracy – also look at the TDI to determine where on the PA/Phonics continuum the student's skills are below expectations (BE)? Have these skills been taught? Is the student keeping pace with the developmental expectations?				
o Was the student BE on Letter Sound Knowledge?				
o Was the student BE on any of the phoneme level tasks?				
o Was the student BE on the word building tasks?				
o Was the student BE on the Multisyllabic Word Reading task (Grade 2)?				
If student took Listening Comprehension (LC)				
What is the student's PRS score?				
Did the student get 4 or more comprehension questions correct? If less than 4 correct, what was the breakdown of explicit and implicit?				
What was the vocabulary percentile (above or below 40 th percentile)?				
Was the student below expectations (BE) on the TDI tasks? Have these skills been taught? Is the student keeping pace with the developmental expectations?				
o Was the student BE on the Print Awareness task - Kindergarten?				
o Was the student BE on Letter Name Knowledge?				
o Was the student BE on phoneme tasks?				
o Was the student BE on Letter Sound Connections?				
o Was the student BE on word building tasks?				

K-2 Class Status Report Worksheet – data analysis questions

How is comprehension impacted?

Did the student get 4 or more comprehension questions correct?				
If less than 4 correct, does comprehension appear to be impacted by:				
o Rate/automaticity (is the fluency score progressing toward the end of the year target?)				
o Accuracy (is % accuracy higher than 95? If at grade 2, look at the spelling percentile score, is it below 40 th percentile?)				
o Language (look at vocabulary percentile, is it at or above 40 th percentile?)				

The 3-12 “Big Picture” Map

Type of Assessment	Name of Assessment
Broad Screen/Progress Monitoring Tool (BS/PMT) – Appropriate for ‘All’ students	<ul style="list-style-type: none"> • Reading Comprehension (RC)
Targeted Diagnostic Inventory (TDI) – “Some” students	<ul style="list-style-type: none"> • Maze • Word Analysis (WA)
Ongoing Progress Monitoring (OPM) – “Some” students	<ul style="list-style-type: none"> • Maze • ORF • RC (Fall 2009)
Informal Diagnostic Toolkit (Toolkit) – “Some” students	<ul style="list-style-type: none"> • Lexile Passages • Scaffolded Discussion Templates • Phonics Inventory • Academic Word Inventory

How is the student placed into passages/items?

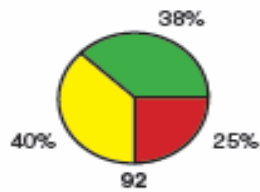
Task	Placement Rules
Reading Comprehension - Adaptive	<ul style="list-style-type: none">•For AP 1, the first passage the student receives is based on one of the following general estimates of the student's ability.<ul style="list-style-type: none">• Grade level and prior year FCAT (if available)• All 3rd grade students are placed into the same passage•For students in grades 4-5 without an FCAT score are placed in the same on-grade level passage.•For AP 2 and 3 passage one is based on students FSP.
Maze – Not adaptive	Two predetermined passages based on grade level and assessment period
WA - Adaptive	AP 1-3 starts with predetermined set of 5 words based on grade level. Performance on the set of 5 determines next set of words. 5-30 words given at each assessment period based on ability.

School Status Report (3-12)- Handout 2

FCAT Success Probability

Median Percentile Rank

☐ 7th Grade Summary



RC

44th

92

Maze

50th

67

Word Analysis

45th

67

Teacher A



40th

45

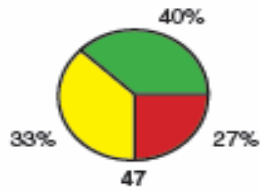
45th

36

40th

36

Teacher B



49th

47

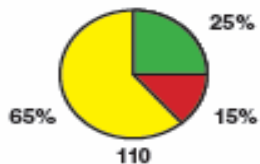
55th

31

50th

31

☒ 8th Grade Summary



68th

110

50th

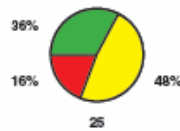
90

61st

75

Class Status Report- (3-12)

Class List	FCAT Success Probability	Score Detail	RC		Word Analysis	RC	
			RC Percentile	Maze Percentile	Word Analysis Percentile	RC Lexile® Measure	RC Lexile Range
Student 1	99%		90				
Student 2	79%		81	60	58		
Student 3	80%		74	40	19		
Student 4	37%		40	20	41		
Student 5	2%		1	20	18		
Student 6	93%		90				
Student 7	80%		68	45	52		
Student 8	73%		64	30	35		
Student 9	97%		80				
Student 10	38%		45	20	41		
Student 11	72%		70	45	64		
Student 12	77%		64	16	52		
Student 13	39%		40	40	13		
Student 14	38%		35	15	21		
Student 15	93%		90				
Student 16	10%		25	65	7		
Student 17	92%		89				
Student 18	4%		2	20	52		
Student 19	61%		55	65	35		
Student 20	96%		95				
Student 21	2%		4	16	5		
Student 22	98%		85				
Student 23	98%		90				
Student 24	61%		54	60	41		
Student 25	99%		70				



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**Student
Score Detail
Box-
(3-12)**

Grade: 7th

Year: 2009-2010

Details of Student 5's scores for Assessment Period 1 on:

Reading Comprehension

FSP	2%
Lexile® Measure	-
Lexile Range	-
Percentile Rank	1
Standard Score	70
Ability Score	293
Words and Phrases in Context	Low
Main Idea, Plot, and Purpose	Medium
Comparisons and Cause/Effect	Low
Reference and Research	Not Enough Information
1 st Passage	400 seconds
2 nd Passage	480 seconds

Maze

Percentile Rank	20
Standard Score	87
Adjusted Maze Score	19

Word Analysis

Percentile Rank	18
Standard Score	87
Ability Score (WAAS)	420
Words Missed	7

Target Word

built
confusion
objection
ought
procedure
qualify
unusual

Students Response

build
confuezen
eubjestinas
ate
prochwrs
colowfie
unuule

Close

 PRINT

Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading

If student's FSP score on Broad Screen = 85% or higher (Green Zone) (Box 1)

- Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
- What programs or strategies do we have available to address these needs?

If student's FSP score on Broad Screen = 84% or lower (Yellow or Red Zone) and...

Maze score is above 30th percentile (Box 2)

Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

WA score is above 30th percentile (Box 4)

Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

Maze score is below 30th percentile (Box 3)

Have student orally read a passage monitoring fluency (rate, accuracy, expression)

If the student reads fluently, then work on comprehension strategies.

- What programs or strategies do we have available to address these needs?

If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy)

- What programs or strategies do we have available to address these needs?

WA score is below 30th percentile (Box 5)

Use Error Analysis Guide and Phonics Inventory to help identify specific areas of need.

If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.).

- What programs or strategies do we have available to address these needs?

If student struggles with morphological errors provide instruction in base/root words and prefixes/suffixes.

- What programs or strategies do we have available to address these needs?

If a student's score falls in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

If a student's scores fall in Box 2 + 4, then provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

If a student's scores fall in Box 2 + 5, then the student might have a specific weakness in spelling that does not impact reading; provide instruction in basic orthographic patterns and affixes/roots.

If a student's scores fall in Box 3 + 4, then work on text reading efficiency (comprehension and fluency); automaticity at the phrase, sentence and paragraph level, practice with repeated readings, teach using a comprehension focus.

If a student's score fall in Box 3 + 5, then provide intensive instruction in word study/recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies.

****Note:** The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated after the third assessment window in spring 2009.

Assessment/Curriculum Decision Tree for Reading Improvement for the Florida Assessments for Instruction in Reading Handout 11

ation

Common Profiles/Patterns of Performance

If a student's score falls in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

If a student's scores fall in Box 2 + 4, then provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

If a student's scores fall in Box 2 + 5, then the student might have a specific weakness in spelling that does not impact reading; provide instruction in basic orthographic patterns and affixes/roots.

If a student's scores fall in Box 3 + 4, then work on text reading efficiency (comprehension and fluency); automaticity at the phrase, sentence and paragraph level, practice with repeated readings, teach using a comprehension focus.

If a student's score fall in Box 3 + 5, then provide intensive instruction in word study/recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies.

In order to *effectively* group students...

32

- Examine data to determine:
 - **Who** has not shown mastery of specific skills on the FAIR (BS, BDI, TDI)?
 - What are those **specific skills**?
 - **How** am I going to meet individual students' needs?
- Analyze group size
- Work with each small group **differently** based on instructional need as determined by the results of the various reading assessments.
- Monitor progress of the most at-risk students **more frequently**.
- Make instructional changes to accelerate learning:
 - Size of the small group
 - Group members
 - Level of explicitness
 - Amount of scaffolding
 - Length of time for targeted instruction

Sample Group Roster

Grade:

Assessment period:

Teacher:

Date:

Group 1 _____		Group 2 _____		Group 3 _____		Group 4 _____	
Level:		Level:		Level:		Level:	
Student	Data Results	Student	Data Results	Student	Data Results	Student	Data Results
FOCUS:		FOCUS:		FOCUS:		FOCUS:	
Instructional Resources:		Instructional Resources:		Instructional Resources:		Instructional Resources:	

Linking to Resources through PMRN

- Teachers will have the option of clicking on column headers for:
 - K-2
 - RC, LC, Vocabulary, Spelling, and TDI Tasks
 - 3-12
 - RC, Maze, WA
- These links will take them to a search page which will in turn bring them to a list of resources designed to assist instruction in the chosen area.
- Resources include
 - **K-2: Empowering Teacher Routines and Student Center Activities**
 - **3-5: Empowering Teacher Routines and Student Center Activities**
 - **K-12: LEaRN videos and other LEaRN resources**
- You can also get to some of these same resources through a search tool located on FCRR home page (www.fcrr.org)

Linking to Resources through PMRN: Grades K-2



- Active Links to click on for resources in the PMRN Reports
 - Reading Comprehension
 - Listening Comprehension
 - Spelling
 - Vocabulary
 - TDI Tasks
- The Class Status Report, the Class TDI Report and the Class Detail TDI Report all have these 'resource' links

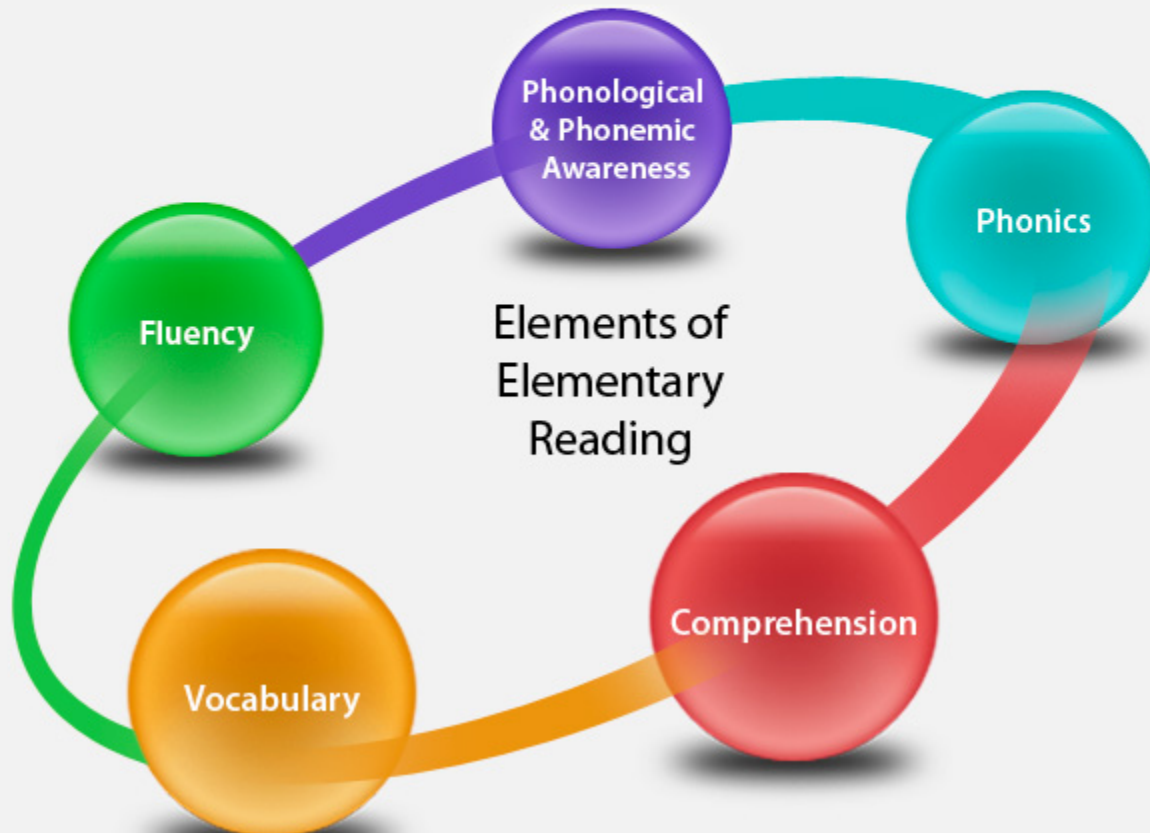
Linking to Resources through PMRN: Grades 3-5

- Teachers will have the option of clicking on column headers for:
 - RC
 - Maze
 - WA
- These links will take them to a search page which will in turn bring them to a list of resources designed to assist instruction in the chosen area.
- Resources include
 - 3 – 5: Empowering Teacher Routines and Student Center Activities
 - 3 – 12: LEaRN videos and other LEaRN resources
- You can also get to some of these same resources through a search tool located on FCRR home page (www.fcrr.org)

Ask an Expert

 GO

Teacher Elementary Elements



Strategies/Tools/Resources

Letter Recognition & Correspondence

Read About It



Activities

- Alphabet Arcs
- Alphabet Mats

Get Started



Tools/Resources

Word Study

Read About It



Activities

- Word Building and Blending
- Say it Faster / Move it Closer
- Sorting Words
- Word Hunt

See It In Action



Select Movie

- *Word Building and Blending*
Megan Hereda
- *Say It Faster / Move It Closer*
Molly Arntz
- *Sorting Words*
Polly Kiely

Get Started



Tools/Resources

Onset and Rime

Read About It



Activities

- Word Work with Manipulatives

See It In Action



Select Movie

- *Onset and Rime: Bridging to Phonics*
Jennifer Standen-Shonak

Get Started



Tools/Resources



Literacy Leadership

Literacy Leadership
Teams

Lesson Study

Response to
Intervention

Facilitative Leadership

Goal Setting

Common Language

Collaborative Structures

Collaborative Structures

□ **Principal/Coach Relationship**

Partnership agreements are a form of contract or mutual agreement between a coach and his/her principal.

The agreements typically are about the scope of the work, expected results, and other details associated with the coach's work with individuals or teams.

-Killion and Harrison

Reading *Clarify the Coach's Role*



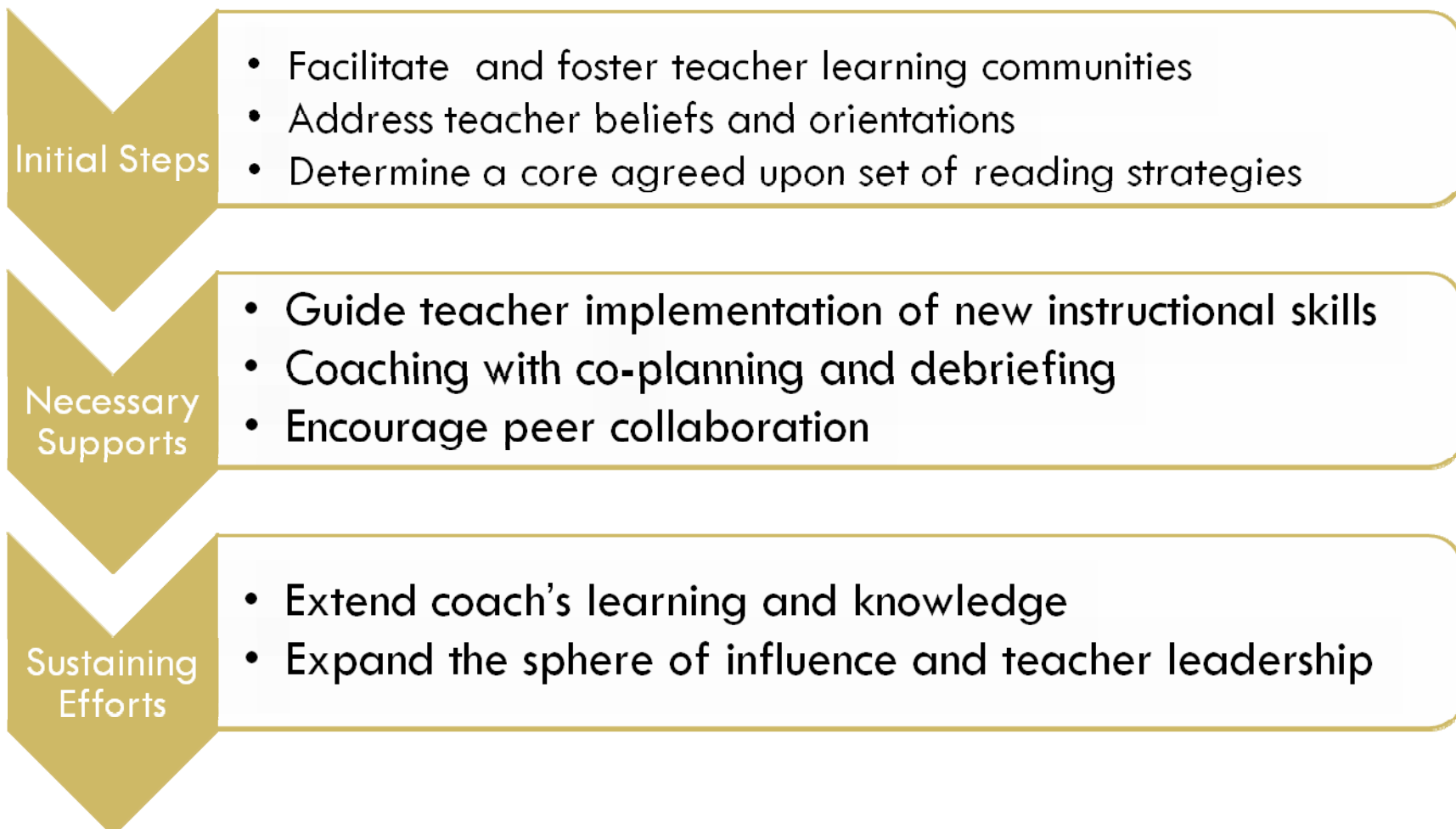
Read p. 4-5 of the “Clarify the Coach's Role” Handout 1.

Once completed, rank order (from most important to least important) your top four partnership agreements.

After you have done this individually, share with your table and come to consensus....be prepared to share with the entire group.

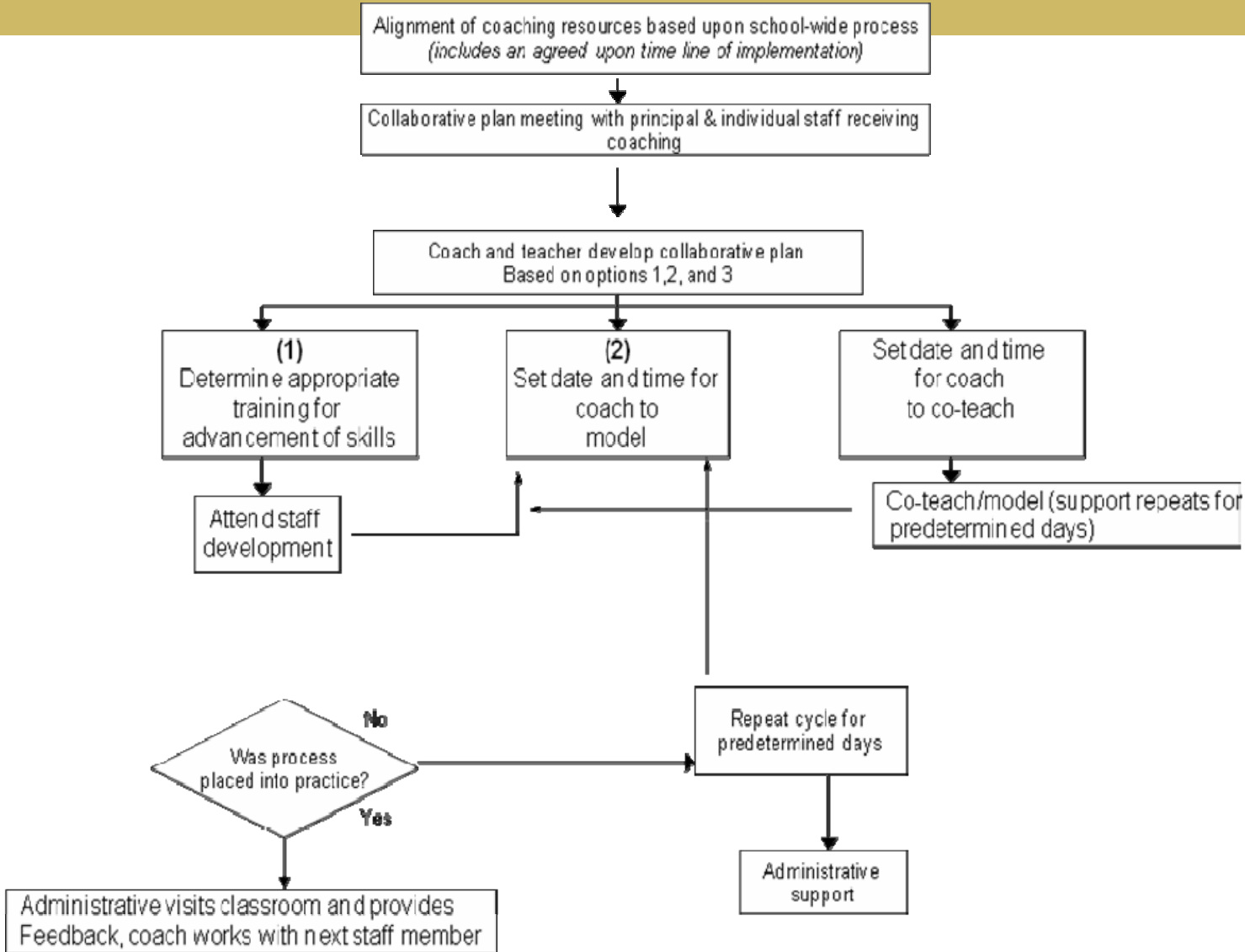
Collaborative Structures

□ Who are your clients? Coaching based on Invitation?



Data Driven Coaching A Process for Teacher Coaching To Increase Student Achievement

School-Wide processes identified by administration through the use of data





Instruction

Instructional
Strategies

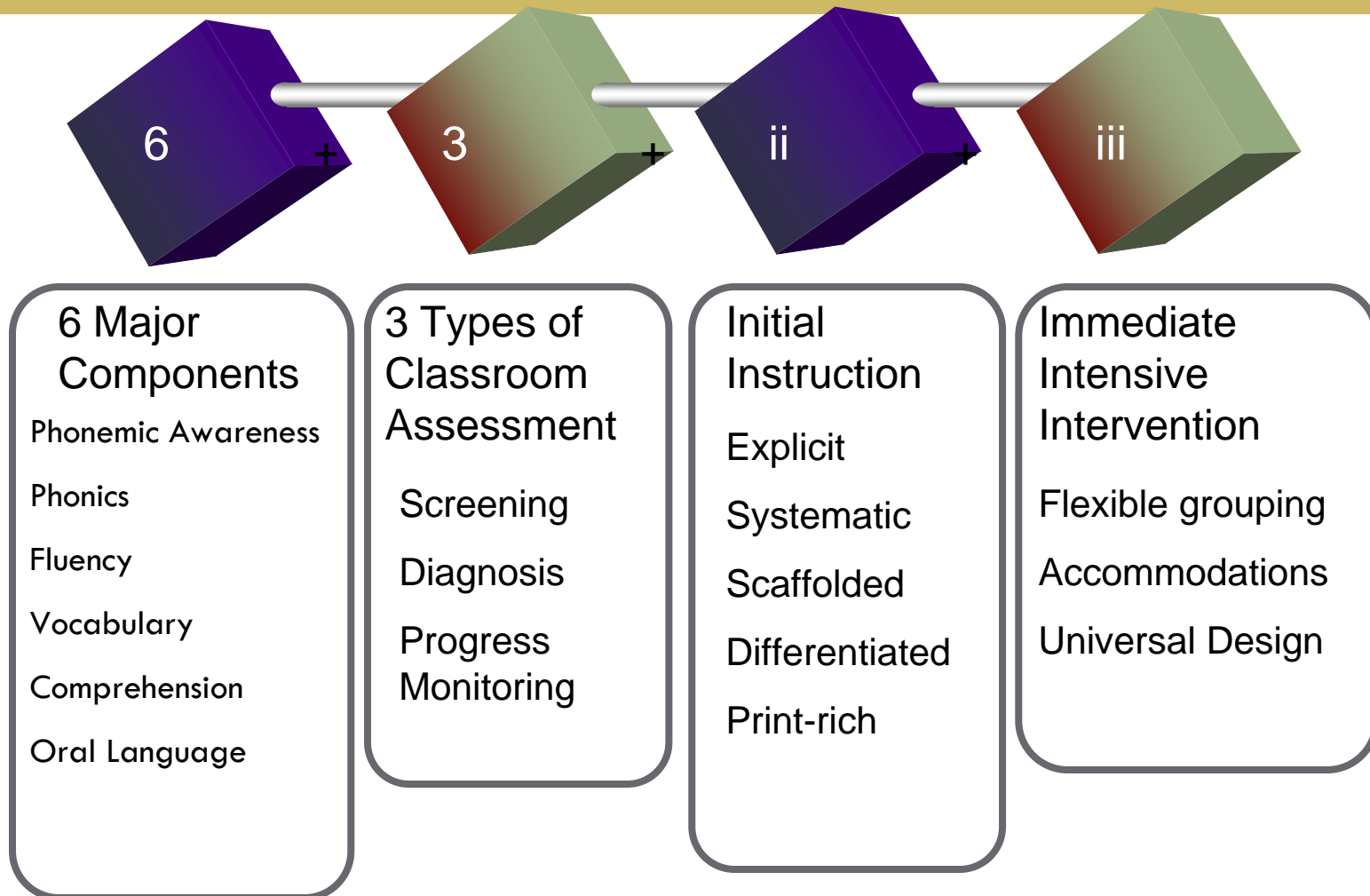
Instructional
Routines

K-12 CRRP

NGSS

Core Reading
Program

Reading Priorities



Characteristics of Instructional Density

46

Explicit - *how instruction is delivered*

- new skills/concepts introduced in direct manner
- teacher modeling: “*I do, we do, you do*”
 - During “we do” instruction is **scaffolded** to ascertain appropriate level of support
- corrective feedback procedures

Systematic - *a feature of time*

- connected series of lesson plans over time
- moves from explicit to implicit over time
- set of instructional routines from simple to complex
- cumulative review

Differentiated - *level of support as needed*

- students are provided varying levels of support based on need

Scaffolding:

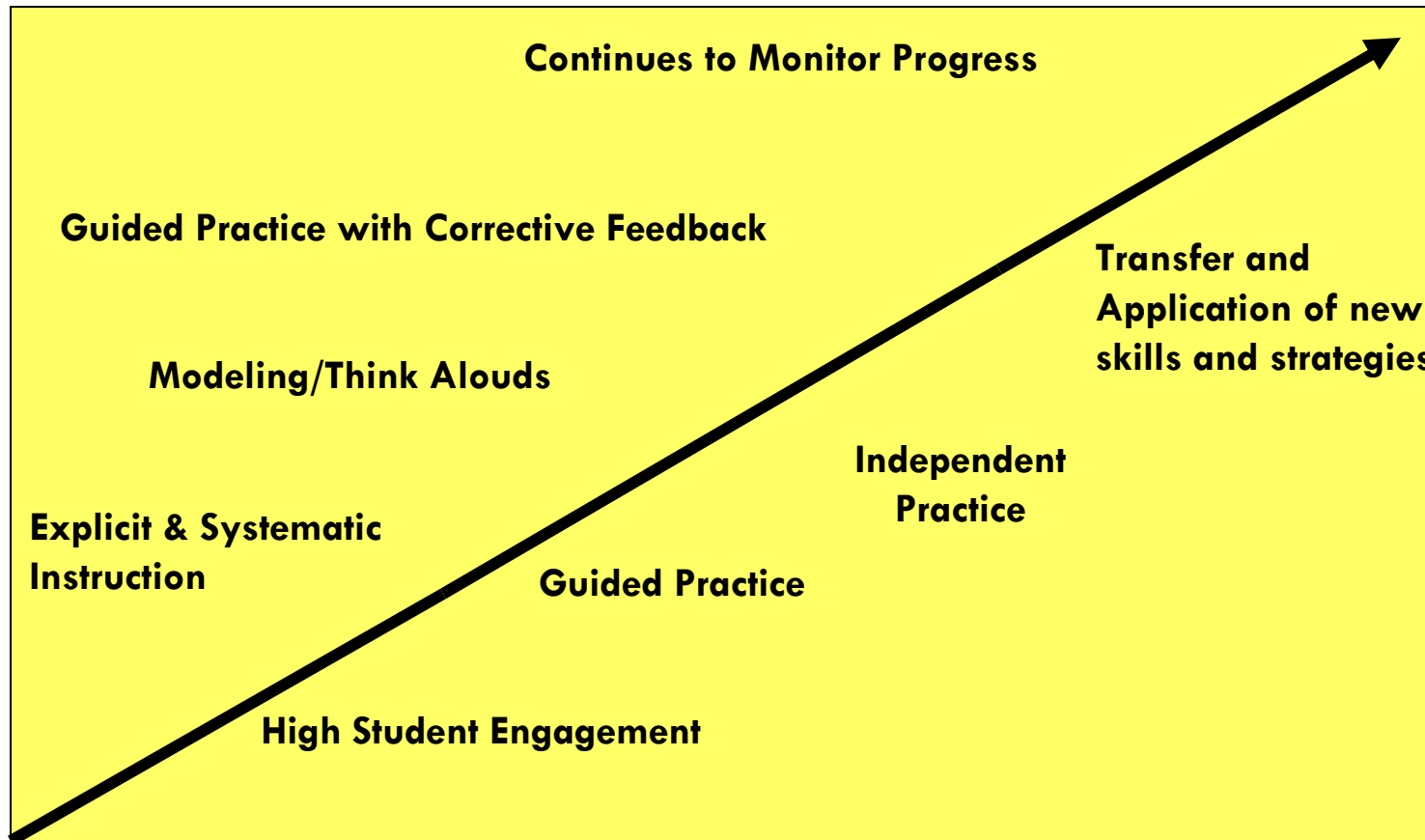
Gradual Release of Responsibility



Student
Mastery

Teacher

Student



Concept Knowledge, Skills & Strategies



The 90 minute Language Arts/Reading Instructional Block

K-12 Comprehensive Research-Based Reading Plan

Teacher Directed Instruction
Grade-Level Text
CORE Instruction (CCRP-Houghton Mifflin)



Differentiated Instruction Rotation
Guided Reading/Skills and/or Strategy Groups
Instructional Level Text

Rotation 1

Rotation 2

Possibility for a third rotation, if necessary

Process Writing Instruction 30 minutes
(Should occur outside the 90 minute block)

What materials are available in your school?

Grades K-5

- ✓ On My Way Practice Readers
- ✓ Little Readers
- ✓ Houghton Mifflin theme paperbacks
- ✓ Houghton Mifflin Phonics Library (if not previously used with instruction in the CORE block)
- ✓ A.L.L. Library Books
- ✓ Previous series leveled books
- ✓ ANY LEVELED BOOKS

Multiple opportunities to re-read at the TLC and/or at a fluency center



Establish Accountability



- Observation of classroom
 - ▣ Classroom organization
 - ▣ Classroom environment
- Observation of lesson
 - ▣ Deep
 - ▣ Explicit
 - ▣ Scaffolded
- Continued planning
 - ▣ Releasing responsibility
 - ▣ Adapting to meet teacher/student needs
- Institute Lesson Study
 - ▣ Model of Reflective teaching/coaching

Where Do We Go from Here?

For change to happen, for shifting our way of thinking we must, establish a purpose, create routines, explain in detail (I, We, You) and Give It Time.

Coach's Craft

Technology to support coaching
Coach's log
Coach's compact
Coach's schedule

Coaching Conversations
Time management
Developing Relationships
Role of the Coach

Assessment/ Intervention

FAIR
FCAT
Voyager

Purposes of Assessment
Small Group Intervention
Data Chats

Literacy Leadership

Literacy Leadership Teams
Lesson Study
Response to Intervention
Facilitative Leadership

Goal Setting
Common language
Collaborative Structures

Instruction

Instructional Strategies
Instructional Routines

K-12 CRRP
Standards
Core Reading Program