Unleashing Your Coaching Powers

Leadership Team Professional Development: Curriculum Coordinators, Administrators, and other District Personnel
2019-2020
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  
FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

1. All Students Proficient and Showing Growth in All Assessed Areas
   - Every Student Graduates from High School and is Ready for College and Career

2. Every Child Has Access to a High-Quality Early Childhood Program
   - Every School Has Effective Teachers and Leaders

3. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
   - Every School and District is Rated “C” or Higher

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child
Session Goals

• Fostering Leadership Qualities, Attributes, and Characteristics of Good Leaders
• Identifying Challenges & Successes
• Setting Goals
• Balancing Your Role with Communication
• Building Capacity
• Documenting Services: Planning, Using, & Submitting Reports
A tugboat (also called a towboat or simply a tug) is a type of vessel that maneuvers other vessels by pushing or pulling them either by direct contact or by means of a tow line.
What do you know about a tugboat?

Brainstorm a list of things with your table and be prepared to share!
Tugboat Facts:

• Tugboats are workhorses. Although they are small and compact, they are very powerful.

• Without tugboats, giant ships would never be able to make it into the port.

• Tugboats not only help move cargo on barges, but they also help in rescue missions.
Tugboat Mentality: Guiding to Success

Tugboat captains must exhibit the following knowledge:

• Correct operating procedures
• How properties of mechanics work
• Principles and applications of navigation
• How resources and technology can be used to help complete tasks
Let’s see how TUGBOATS work…

As you watch, jot down ideas that are parallel to coaching!

Be prepared to create a T-chart with your table comparing a tugboats job to a literacy coach job.
Leadership

What is a leader?
Chicka Chicka Boom Boom

WHY ARE WE HERE?
Qualities, Attributes, & Characteristics Of Good Leaders

Great leaders find the balance between foresight, performance, and character. They have vision, courage, integrity, humility and focus along with the ability to plan strategically and organize cooperation among their team.

Leadership Qualities

1. **Vision**: “Good business leaders create a vision, articulate the vision, passionately own the vision, and relentlessly drive it to completion.” – Jack Welch

   - Great leaders have a vision… They can see into the future.

   - They have a clear, exciting idea of where they are going and what they are trying to accomplish and are excellent at strategic planning.
Leadership Qualities

2. **Courage**: “Courage is rightly considered the foremost of the virtues, for upon it, all others depend.” – Winston Churchill

- Having the quality of courage means that you are willing to take risks in the achievement of your goals with no assurance of success. Because there is no certainty in life or business, every commitment you make and every action you take entails a risk of some kind.
3. **Integrity**: “With integrity, you have nothing to fear, since you have nothing to hide. With integrity, you will do the right thing, so you will have no guilt.” – Zig Ziglar

- The core of integrity is truthfulness, both internally and externally.
- Integrity requires that you always tell the truth, to all people, in every situation. Truthfulness is the foundation quality of the trust that is necessary for the success of any business.
4. **Humility**: “The more you can contain your ego, the more realistic you are about your problems. You learn how to listen, and admit that you don’t know all the answers. You exhibit the attitude that you can learn from anyone at any time. Your pride doesn’t get in the way of gathering the information you need to achieve the best results. It doesn’t keep you from sharing the credit that needs to be shared. Humility allows you to acknowledge your mistakes.” – Larry Bossidy
5. Strategic Planning: “Strategy is not the consequence of planning, but the opposite: it’s the starting point.” – Henry Mintzberg

- Great leaders are outstanding at strategic planning. They have the ability to look ahead, to anticipate with some accuracy.
- They continually ask, “Based on what is happening today, what will happen tomorrow? Where are we likely to be in three months, six months, one year?”
6. **Focus:** “Successful people maintain a positive focus in life no matter what is going on around them. They stay focused on their past successes rather than their past failures, and on the next action steps they need to take to get them closer to the fulfillment of their goals rather than all the other distractions that life presents to them.” – Jack Canfield

- Leaders always focus on the needs of the situation. Leaders focus on results, on what must be achieved by themselves and by others. Great leaders focus on strengths, in themselves and in others.
7. Cooperation: “If your imagination leads you to understand how quickly people grant your requests when those requests appeal to their self-interest, you can have practically anything you go after.” – Napoleon Hill

- Your ability to get everyone working and pulling together is essential to your success. Leadership is the ability to get people to work for you because they want to.

- 20% of your people contribute 80% of your results.
Leadership Qualities

Good leaders also:

• *Are Strong Communicators*: Effective and persuasive

• *Lead By Example*: Earn the will of their followers

The most important contributions you can make are:
to be a leader, accept responsibility for results, and dare to go forward.
Leadership Qualities: Turn & Talk

Self Reflection:

Which of your leadership qualities need additional support?

Get Started.
Identifying Challenges & Successes
## Identifying Challenges and Successes

<table>
<thead>
<tr>
<th>Identify Challenge</th>
<th>Apply Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td><strong>Effect</strong></td>
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Ensure a bright future for every child
Identifying Challenges and Successes


if you haven't heard this yet today...
I'm proud of you.
Setting Goals

When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.

Confucius
Goal Setting: SMART Goals

SMART Goals:
Specific, Measurable, Attainable, Relevant, Timely

Are your Goals SMART?
SMART Goals for Professional Learning

**Literacy Coach Level**
- Prioritize leadership/capacity building

**School Level**
- Prioritize target areas by needs of specific teachers and/or grade levels

**Teacher Level**
- Focus on specific skills and knowledge

**Student Level**
- Focus on teaching and learning strategies
Goal Setting: SWOT for Literacy Coach Level

- SWOT Analysis is a tool for analyzing the current situation both internally (strengths and weaknesses) and externally (opportunities and threats).
- It provides helpful baseline information for a group that wants to envision the future or analyze a problem.

**Strengths**
abilities which give competitive advantages

**Weaknesses**
features which generate competitive disadvantages

**Opportunities**
Outside factors which produce advantages

**Threats**
Outside factors which produce disadvantages
## Goal Setting: SWOT Analysis Activity

<table>
<thead>
<tr>
<th>Areas of Strength</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas in which the coach is working effectively, or things the coach has in place that positively affect teacher achievement</td>
<td>Areas in which the coach could be working much more effectively, or things the coach could be doing better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Times, conditions, situations, resources, positions, external factors, people, etc. the coach can use and take advantage of to improve teacher capacity</td>
<td>External factors which could have an effect on the coaches’ academic achievement</td>
</tr>
</tbody>
</table>
Important and urgent: important deadlines with high urgency - complete these right away

Important but not urgent: important but do not necessarily need immediate attention, but should involve some long-term development strategizing. For highly effective time management, spend most of your time in this quadrant.

Urgent but not important: urgent but not important- Minimize, delegate, or eliminate these as they do not necessarily contribute to your overall goals.

Not urgent and unimportant: little, if any value- These should be eliminated as much as possible if you want to stay on track.
Goal Setting: Time Management

Mark Twain once said that if the first thing you do each morning is to *eat a live frog*, you can go through the day with the satisfaction of knowing that that is probably the worst thing that is going to happen to you all day long. Your “frog” is your biggest, most important task, the one you are most likely to procrastinate on if you don’t do something about it.
Courageous Conversations

Literacy Coaches and/or Administrators
Balancing your Role: Courageous Conversations

- Why are you having a Courageous Conversation?
  Before initiating, clear up:
  1. What am I trying to ACHIEVE?
  2. What am I LISTENING for?
  3. What gives me the RIGHT to initiate the conversation?

- Preplan for the Courageous Conversation.
  Outline your conversation path:
  1. Explain WHY you are having the conversation.
  2. Explain WHAT the issue is.
  3. Explain HOW the issue is impacting their coaching efforts.

- Remember that the other person might need REFLECTION TIME to process your message.

- Identify next steps.
- Follow up with ASC.

- "No-no" Actions:
  1. Talking too much
  2. Unclear action
  3. Lack of empathy
  4. "So... how's it going?"
  5. Oversimplifying the issue
  6. Over rehearsing/"reciting a script"
  7. Getting caught off guard

- Don't forget to check your:
  - Tone of voice
  - Facial expressions
  - Body language
Activity: The Mood Map

Think of a difficult situation that recently occurred in your school or district.

• Using the mood map, on the next slide (Heart of Coaching), begin on the right side of the map by locating the ROI (results, output, income) that you experienced.

• Next, check to see if the behavior pattern is similar to what is indicated in the Behavior column.

• Reading to the left, determine whether the associated Feeling State may underlie those behaviors and the extent to which your Thinking State has brought about the results.
Balancing your Role: Communication

<table>
<thead>
<tr>
<th>The Mood Map – from Thoughts to Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking State (Beliefs and Attitudes)</td>
</tr>
<tr>
<td>“I’m resourceful” Up to my life Worthy Enough</td>
</tr>
<tr>
<td>“I’m grateful” Appreciative Unique Precious</td>
</tr>
<tr>
<td>“I’m curious” Wonderment Interested Inviting</td>
</tr>
</tbody>
</table>

**CHOICE**

<table>
<thead>
<tr>
<th>LOWER STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m separate” You vs. Me Judgement Comparing</td>
</tr>
<tr>
<td>“I am my role” I am identified Take it personally Win/Lose</td>
</tr>
<tr>
<td>“I’m powerless” I can’t I’m stuck I’m helpless</td>
</tr>
<tr>
<td>“Better than” (Arrogant) “Less than” (Resentful)</td>
</tr>
<tr>
<td>Insecure Threatened Suspicious Afraid</td>
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<tr>
<td>Depressed Out of control Alone Despair</td>
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<tr>
<td>Critical/Discount Judgement/Blame Defend/Protect Stuff</td>
</tr>
<tr>
<td>Tension Distance Withdrawal Compliance</td>
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<tr>
<td>Attributors Resistance Attack Sabotage</td>
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<tr>
<td>Frozen Wait/Hope Negative Reactionary</td>
</tr>
<tr>
<td>Conflict Struggle Politics War</td>
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<tr>
<td>Victim Sinking Others control you Giving up</td>
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</tbody>
</table>
Quick Tips for Coaching

• “Follow-Through”: The literacy action plan is a working document and guides the team from straying from its common literacy vision.

• “Share the Vision”: The district’s work should be honored and shared with the entire team.

• “Don’t Bite Off More Than You Can Chew”: Focus on one or two critical areas of literacy at a time.
WHAT IS SUPER COMMUNICATION?

https://www.youtube.com/watch?v=gCfzeONu3Mo
“Super” Communication

Active Listening
Paraphrasing & Asking Questions
Body Language

Meaning and Reflection
Empathy
Action

Empathy/Understanding
WHAT IS ACTIVE LISTENING?
Active Listening

• Means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively ‘hearing’ the message of the speaker.

• Involves listening with all senses. As well as giving full attention to the speaker, it is important that the ‘active listener’ is also ‘seen’ to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.
Active Listening

• Requires conveying interest to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, and/or agreeing by saying ‘Yes’ or simply ‘Mmm hmm’ to encourage them to continue.
Active Listening: Body Language

Proportion of meaning inferred from non-verbal & verbal components.

- **65% Non-Verbal**
  - Posture
  - Gesture
  - Proximity
  - Muscle tension
  - Facial Expression

- **35% Verbal**
  - Pitch
  - Volume
  - Inflection
  - Pace
  - Words
Just Listen

Find a partner from another table and decide which partner will go first. When I say go, partner 1 will discuss the question below while partner 2 listens. After two minutes partner 2 must summarize partner 1’s response without agreeing or disagreeing. Then the partners will switch and start again.

Question: *What is the most important aspect of communication and why?*
WHAT IS EMPATHY/UNDERSTANDING?
Empathy/Understanding

• Helps build trust and strong bonds causing people to feel more valued

• Involves taking the speaker’s emotions as well as your own into consideration before acting

• Ensures the words used during communication set a tone of reflection, openness, and teamwork
Empathetic Superheroes Can

• Identify facial, body, and situational cues to help determine how the person is feeling

• Listen to the person’s word and tone of voice to help determine how the person is feeling

• Imagine how it might feel to be in the same situation as the person

• Use specific words and actions to show the person that you care
Empathy/Understanding

Specific Word Choice:

• You vs. I or We
• Should vs. Could
• But vs. And
• Try vs. Will
Empathy/Understanding

NEVER LOOK DOWN ON ANYONE UNLESS YOU’RE HELPING THEM UP
WHAT IS RESPONSE/ACTION?
Response/Action

- Should be honest and straightforward
- Is always objective rather than subjective
- Should be driven by the “right” questions that cause reflective planning and next steps
With your table, transform the following reflection statements into coaching questions:

Express feelings about the lesson.
Recall student behaviors observed during the lesson to support those feelings.
Recall their own behavior during the lesson.
Compare student behavior performed with student behavior desired.
Make inferences about the achievement of the purposes of the lesson.
Become aware, monitor one's own thinking during the lesson.
Analyze why the student behaviors were or were not achieved.
Prescribe alternative teaching strategies, behaviors, or conditions.
Give feedback about the effects of this coaching session and the mentor's conferencing skills.
Response/Action - Questioning

Express feelings about the lesson.
"As you reflect back on the lesson, how do you feel it went?"

Recall student behaviors observed during the lesson to support those feelings.
"What did you see students doing (or hear them saying) that made you feel that way?"

Recall their own behavior during the lesson.
"What do you recall about your own behavior during the lesson?"
Compare student behavior performed with student behavior desired.

"How did what you observed compare with what you planned?"

Compare teacher behavior performed with teacher behavior planned.

"How did what you planned compare with what you did?"

Make inferences about the achievement of the purposes of the lesson.

"As you reflect on the goals for this lesson, what can you say about your students' achievement of them?"
Response/Action - Questioning

Become aware, monitor one's own thinking during the lesson. "What were you thinking when you decided to change the design of the lesson?" OR "What were you aware of that students were doing that signaled you to change the format of the lesson?"

Analyze why the student behaviors were or were not achieved. "What hunches do you have to explain why some students performed as you had hoped while others did not?"
Prescribe alternative teaching strategies, behaviors or conditions. "As you plan future lessons, **what ideas** have you developed that **might be carried forth** to the next lesson or other lessons?"

Give feedback about the effects of this coaching session and the mentor's conferencing skills. "As you think back over our conversation, **what has this** coaching session **done for you?** What is it that I did (or didn't do)? What assisted you? **What could I do differently** in the future coaching sessions?"
Building Coach Capacity

How do you determine literacy coaches needs?
How do you plan for needed support?
Documenting Services

- Are your PLC agendas generic? Do they focus on coach deficit areas?

- Are you familiar with a **Gap Analysis** (SWOT)? A **Gap Analysis** helps to bridge the gap between the current state and the future state in your business. The future state (results) should show a positive change.
1. Establish specific target objectives by looking at the district’s or school’s mission.

2. Analyze coaches/teachers by collecting relevant data on their performance levels and how they use resources (coach documentation, one-on-one meetings, site visits, observations, brainstorming with other administrators, etc.)

3. Compare the target goals against the current state of your district. Create a plan that outlines specific steps to take to fill the gap between its current and future state, and reach its target objectives.
GAP ANALYSIS

• What do your teachers/coaches know vs. what you desire for them to know? How do you identify their needs when they may not even know they need something?
• Choose topic(s) for analysis.
• Create an interactive anchor chart with 4 columns:
  - **Current State**
  - **Future/Desired State**
  - **Gap**
  - **Next Steps/Remedies**
## GAP ANALYSIS EXAMPLE

<table>
<thead>
<tr>
<th>Current State: Seeking to Improve</th>
<th>Future State: Target Condition</th>
<th>Gap Description Contributing Factors</th>
<th>Next Steps/Remedies</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% proficiency in ELA based on MAAP 3rd Grade data</td>
<td>70% proficiency in ELA based on MAAP 3rd Grade Data</td>
<td>Teacher turnover, lack of explicit phonics instruction, lacking text dependent questions based on MS CCRS, no small group instruction</td>
<td>Implement teacher led tables and literacy centers, implement an explicit and systematic phonics routine, planning PLCs developing text dependent questions using MS CCRS and scaffolding document</td>
</tr>
</tbody>
</table>

**Documenting Services**
PDs/PLCs: Setting Norms & Standards

“All those in favour say ‘Aye’.

‘Aye.’

‘Aye.’

‘Aye.’

‘Aye.’

‘Aye.’

‘Aye.’

‘Aye.’”
The Literacy Coaching Continuum

Scaffolding and Targeting Support
The Literacy Coaching Continuum

- A structure for professional learning that integrates fundamentals of adult education theory
- Provides scaffolding according to the needs of individual teachers
- Respects and builds on the knowledge that teachers bring to the table

## Literacy Coaching Continuum: Activity

<table>
<thead>
<tr>
<th>Learning Format</th>
<th>Description</th>
<th>Potential Roles of the Literacy Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborative Resource Management</strong></td>
<td>The literacy coach works with teachers to become familiar with and tap into available resources. This is an opportunity for rich conversation about instruction, grouping, and differentiated instruction.</td>
<td>Resource person, collaborator, encourager</td>
</tr>
<tr>
<td><strong>Literacy Content Presentations</strong></td>
<td>The literacy coach provides content knowledge and fosters collaboration. This format ensures that all teachers are on the same page in terms of information, procedures, best practice, and other matters.</td>
<td>Facilitator, expert, resource person</td>
</tr>
</tbody>
</table>
## Literacy Coaching Continuum: Activity

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Focused Classroom Visits</strong></td>
<td>The literacy coach provides teachers the opportunity to observe a particular teaching method, learn how other teachers organize for instruction, and develop an understanding of what is expected at other grade levels.</td>
<td>Facilitator, resource person</td>
</tr>
<tr>
<td><strong>Co-planning</strong></td>
<td>Teachers work together to review current data and plan instruction. This might include discussion on grouping options, assessment results, and specific lesson planning.</td>
<td>Resource person, collaborator, encourager</td>
</tr>
<tr>
<td><strong>Study Groups</strong></td>
<td>A group of educators meets on a regular basis to discuss issues relevant to their teaching. The range of study group options includes job-alike, book study, and action research.</td>
<td>Facilitator, mediator, resource person</td>
</tr>
</tbody>
</table>
## Literacy Coaching Continuum: Activity

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration Lessons</strong></td>
<td>The literacy coach demonstrates particular teaching methods to teachers who are less familiar with these methods or less confident about using them.</td>
<td>Expert, consultant, presenter</td>
</tr>
<tr>
<td><strong>Co-teaching</strong></td>
<td>The classroom teacher and the literacy coach plan a lesson together and share responsibility for the lesson's implementation and follow-up.</td>
<td>Collaborator, encourager, voice</td>
</tr>
</tbody>
</table>
Documenting Support

Tools & Artifacts
Coaching as a Collaborative Effort

• Observation-based and focused
• Data collection that is agreed upon with the classroom teacher
• Data collection used to determine possible coaching/conferencing points
Coaching as a Collaborative Effort

• Too often – coaching is punitive or associated with negative discipline – “code” for “There is a problem, and it is you.”

• The challenge is to transform people’s (and the organization’s) experience of and relation to feedback and coaching.
Beginning-of-Year School Assessment Questions

School Norms and Goals
- What are your desired goals (short and long term) and/or needs for grade level assistance?
  - What is your most urgent instructional focus for this school year?
- What research-based literacy “non-negotiables” exist at your school?

School Resources, Materials and Programs
- What internal and/or external supports exist within the school (Reading Facilitator/Interventionist/Tutors/Consultants)?
- What do your teachers use for the core reading program?
- What supplemental reading program(s) and/or interventions do you use?

Curriculum, Instruction and Assessment
- Do you have teachers in grade level chair positions? Who are they and what positions do they hold?
- Have you received information about MDE procured screeners (STAR-EL, STAR or K-Readiness)?
  - If not, what assessment(s) do you currently use for screener, diagnostic, progress monitoring, and benchmark?
- Have your teachers received training on the administration of the current assessments used at the school?

Professional Development and Trainings
- Have your teachers attended LETRS training? 3-day or 2-day training?
  - Has the principal attended Principal’s Primer?
- Have your teachers received Common Core State Standards (CCSS) PD? If yes, on which topics?
- Are you meeting as a Professional Learning Community? How often? For what purpose(s) do you meet as a PLC?
- What is your PD schedule? PLC schedule?

Contact
- Who is my secondary point of contact liaison when you are not available? Do you want me to primarily correspond with you or the liaison?
Teacher-Coach Partnership Agreement

Used to establish clear expectations for:
- The role of the coach
- The teacher’s desired outcomes from coaching
- The teacher’s desired instructional focus for coach support

### Literacy Coach’s Roles/Responsibilities

<table>
<thead>
<tr>
<th>My role as Coach:</th>
<th>What do you hope to get from coaching/co-teaching/modeling done in your classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To improve instructional decision-making and increase reflectivity in practice</strong></td>
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<tr>
<td>Methods:</td>
<td></td>
</tr>
<tr>
<td>• Co-planning</td>
<td></td>
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<tr>
<td>• Co-teaching</td>
<td></td>
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<tr>
<td>• Observation</td>
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</table>

### How and when we will communicate:

We will meet individually, as needed, as well as during planning times. Learning focused conversations which include inquiry, reflection, generation of insights regarding professional practice, and lesson plan revision when necessary, data analysis.

### Teacher’s Desired Outcomes

- What do you hope to gain from coaching/co-teaching/modeling done in your classroom?

### How will you monitor student achievement in your classroom?

**Focus in team/grade-level meetings:**
- Plan effective instruction
- Share ideas, problem solve collaboratively
- Generate reciprocal support (shared effort) for growth and improvement of practice

**Where do you want to start in your classrooms?**
- List our priorities (i.e., managing small group activities, checking for comprehension, questioning techniques, etc.)

**What other resources will you need?**

**Special Focus:**
- Participate as equals in planning, reflecting, and problem solving.
• Assists coach and teacher with identifying areas for instructional support

• Utilized at beginning of year and mid-year
Observation Tool

Teacher ___________________________________ Grade _______________ Date __________________

School ________________________________ Coach ___________________ Total Time :______________

Phonemic Awareness Phonics/Word Study Fluency Vocabulary Comprehension

Evidence/Comments

Teacher-Teaching | Time | Student-Learning

How do you feel about what I observed? Do you feel that the lesson was a success?

What were your overall goals for this lesson (remediation, review, introduction of a new skill, etc.)?

Was there anything that you would change about the lesson?

This is what I saw….

(Be very objective. State facts only, praise good strategies, list procedures, offer constructive feedback for improvement, etc.) Use scripting form to cite positives, challenges and possible next steps.

What are our next steps? In what ways can I provide support (i.e., co-teaching, modeling, planning, etc.)
Literacy Learning Walk Protocol

- Team of observers
- Classroom Walk-through
- Non-evaluative
- Yields snapshot of teacher instruction & student learning

Kindergarten through Third Grade
Learning Walk Protocol

Observer____________________ Teacher_____________ Date_________ Grade_____

Focus:  
Phonemic Awareness  
Phonics  
Fluency  
Vocabulary  
Comprehension

Strong Evidence  Observed  Needs Attention

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Strong Evidence</th>
<th>Observed</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates deep knowledge of content during instruction</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Actively engages students in learning process</td>
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<tr>
<td>Begins instruction by establishing purpose</td>
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<tr>
<td>Uses questioning and discussion techniques to promote higher order thinking skills</td>
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<tr>
<td>Offers explicit explanation, examples and visuals of desired outcome</td>
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<tr>
<td>Models expected outcomes</td>
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<tr>
<td>Scaffolds students' understanding</td>
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<tr>
<td>Communicates clearly and effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Revised 9.18.2014
### Literacy Learning Walk Protocol

**Kindergarten through Third Grade**

**Learning Walk Protocol**

<table>
<thead>
<tr>
<th>Observer</th>
<th>Teacher</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
</table>

**Revised** 9.18.2014

<table>
<thead>
<tr>
<th>Preparation/Planning</th>
<th>Strong Evidence</th>
<th>Observed</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Rotation Chart or Process evident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards/&quot;I can&quot; statements posted and aligned with instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Focus:**

<table>
<thead>
<tr>
<th>Phonemic Awareness</th>
<th>Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluencty</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Writing</td>
</tr>
</tbody>
</table>

1. Teacher Led Center/Reading ______
2. Teacher Assistant ______
3. Listening ______
4. Independent Reading ______
5. Independent Activity ______

**Interactive Word Wall**

Student Work Displayed (with CCSS reference)

Anchor charts displayed

Classroom Library (evident and organized)

Maximizes time available for instruction.

Differentiation/Intervention based on data is evident

Creates and maintains a culture of learning to high expectations

**Comments:**

---

**ROUTINES/ENVIRONMENTS**

<table>
<thead>
<tr>
<th>Strong Evidence</th>
<th>Observed</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Group instruction is occurring/evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centers begin promptly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students exhibit understanding of routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students follow center directions without assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom is organized and free of clutter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centers are organized and contain all needed material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early completion activities are provided.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessments/Accountability**

- Center Recording Sheets, etc. ______
- Exit Slips ______
- Common weekly assessment ______
- Mid-term assessment ______
- District created assessment ______
- Other ______

**Comments:**

---

**Kindergarten through Third Grade**

**Learning Walk Protocol**

<table>
<thead>
<tr>
<th>Observer</th>
<th>Teacher</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
</table>

**Revised** 9.18.2014
Collecting Field Notes as Artifacts

• View *Close Interactive Read Alouds – Grade 2*.

• Take notes using your coaching tool during the video.

• Discuss notes in small groups.
Best Practices in Literacy Instruction

What are your Non-Negotiables?
Setting the Stage for Learning

Classroom Characteristics

• Students are academically engaged
• Teachers and students are accountable

Elements

• Whole Group Instruction
• Differentiated Instruction (with learning centers, including teacher-led)
• Several Student Centers (group, pair, cooperative, individual)
• Differentiated Intervention with at-risk students in small, flexible groups
REVISED Literacy Support School Non-Negotiables
Unleashing Your Coaching Powers
Session Goals

• Literacy Based Promotion Act (LBPA)
• Evidence-based Research for Reading Instruction
• Individual Reading Plans (IRPs)
• Catch-Up Growth
• MDE Instructional Resources
Think about your role and the different activities you do and/or affective domains in which you work. Put each activity or affective domain into the Zone that best represents your sense of relative Comfort, Risk, or Danger.
DISCUSSION

• In which Zone do you find yourself spending most of your time?

• *Self reflect: Where do you need to step outside of the Comfort Zone?*

• What impact can you have on your school or district by stepping into a more challenging Zone?
Literacy Based Promotion Act (LBPA)

Statute Overview and Changes
Parental Notification

• Beginning with the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade.

• If a K-3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the determination and plans for addressing the deficiency, including sharing strategies that parents can use to support reading at home.

• Beginning in the 2018-2019 school year, a student must score above the lowest two (2) achievement levels in reading on the established state assessment for 3rd grade to be promoted to 4th grade.
Identifying Reading Deficiencies

• K-3 students identified through the Beginning of Year (BOY) Universal Screener whose results are below grade level should be further assessed to determine targeted instructional support and interventions.

• Diagnostic assessments provide in-depth information about an individual student’s particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

• The intensive reading instruction and intervention must be documented for each student with a deficiency in an individual reading plan (IRP).
What are universal screeners?

• Universal screeners are valid and reliable data collection tools and processes used to assess students’ current level of performance in relation to grade level benchmarks, identifying students who need intervention and those who do not.

• Because screening takes place multiple times per year with all students, screeners are typically designed to be easy, quick, and repeatable.
MDE List of Approved Screeners

- FAST: Adaptive Reading, CBMReading, and EarlyReading English (suite of three administered together) (Grades K-12)
- i-Ready (Grades K-12)
- Istation Indicators of Progress (ISIP) (Grades K-5)
- mCLASS Reading 3D (Grades K-3)
- Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)
- STAR Early Literacy (Grades PK-3)
- STAR Reading (Grades 1-12)
Screener Use

each school year (within 30 days of start of school; middle-of-year; end-of-year) to identify need for intervention (Mississippi Code § 37-177-1)

- Determine whether each student is likely to meet, not meet, or exceed academic benchmarks
- Determine need for tiered support
  Measure effectiveness of overall curriculum and instruction for all students, as well as subgroups of students, through the use of aggregated and disaggregated data

Code § 37-23-16)
- Determine student grades
- Determine specific reading deficiencies; diagnostic tools are needed to determine the appropriate starting place for individual intervention

NOTES:
1. Some screeners may only measure phoneme identification, and not require phoneme production.
2. The assessment of oral expressive and receptive language (including vocabulary, syntax, and listening comprehension) provides key information in an individual’s reading profile and is predictive of reading outcomes.
If a screener indicates that a student may need interventions, what are the next steps?

- Notify parents/guardians of reading deficiencies (Mississippi Code § 37-177-3).
- Administer a diagnostic assessment to determine specific reading deficiencies.
- Reference an evidence-based scope and sequence of reading skills to identify an appropriate intervention to address reading deficiencies.
- Develop an individual reading plan.
- Maintain regular communication with parents/guardians as required by the Literacy-Based Promotion Act.
What's the fuss about K-3 reading?
The LBPA was established to:

- improve the reading skills of Kindergarten and 1st – 3rd grade students enrolled in public schools
- ensure that every student completes the 3rd grade reading at or above grade level
- inform students and parents of academic progress
Review: Five Key Reading Components

• **Phonemic Awareness** – the ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words

• **Phonics** – the relationship between letters and sounds

• **Vocabulary** – the words we must know to communicate effectively

• **Fluency** – the ability to read text accurately and quickly with prosody

• **Comprehension** – the ability to perceive, grasp, or understand fully
Phonological Awareness Progression CCRS

1. Word/Language Awareness
2. Rhyme Recognition during Word Play
3. Repetition/Creation of Alliteration during Word Play
4. Syllable Counting or Identification
5. Onset & Rime Manipulation
6. Phoneme Identity
7. Phoneme Isolation
8. Phoneme Blending
9. Phoneme Segmentation
10. Phoneme Addition
11. Phoneme Substitution
12. Phoneme Deletion

Phonemic awareness is a subset of phonological awareness (Reutzel & Cooter, 2005).

For further study on phonological awareness see LETRS Module 2 pages 20-22.
Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

(Hoover & Gough, 1990)
Reading comprehension (the ability to read printed text, process it, and understand its meaning) is the product of decoding (efficient word recognition) and language comprehension (understanding text that is read aloud).
1. The Simple View formula makes clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong.

2. Intervention for struggling readers is effective only when it addresses the student’s specific weakness, which may be decoding, language comprehension, or both.

http://www.cdl.org/articles/the-simple-view-of-reading/
3. **Decoding** and **language comprehension** skills are separable for both assessment and teaching, although both are required to achieve reading comprehension.

4. The Simple View of Reading is a mathematical formula with three variables. If we have two variables, the third can be estimated using the formula.

5. The Simple View of Reading is supported by scientific research.

http://www.cdl.org/articles/the-simple-view-of-reading/
Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for a Structured Approach to Early Literacy Instruction

<table>
<thead>
<tr>
<th>CONCEPTIONS of PRINT</th>
<th>PHONICS</th>
<th>FLUENCY</th>
<th>LANGUAGE</th>
<th>READING COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Book Parts</td>
<td>Spellers</td>
<td>Accuracy</td>
<td>Receptive Language</td>
<td>Levels of Understanding</td>
</tr>
<tr>
<td>Text and cover, the</td>
<td>blend, segments, syllable, morpheme, (vowel, add, substitue)</td>
<td>words read correctly</td>
<td>written communication</td>
<td>Literal/Interpreted/Propositional</td>
</tr>
<tr>
<td>author, illustrator,</td>
<td>Alphabetic Principle</td>
<td>Rate</td>
<td>Expressive Language</td>
<td>Strategies of Critical Thinking</td>
</tr>
<tr>
<td>title page</td>
<td>letter sound association</td>
<td>piece of words read</td>
<td>produce meaning through verbal, nonverbal, and written communication</td>
<td>Cognitive/Philosophical</td>
</tr>
<tr>
<td>Directionality</td>
<td>Regularly Spelled High Frequency Words</td>
<td>Rate</td>
<td>Knowledge of Words</td>
<td>Product of Comprehension</td>
</tr>
<tr>
<td>read-to-bottom and left-to-right, double-digit product word, tracking, return sweep</td>
<td>irregularly spelled high frequency words are taught in the phonics scope and sequence</td>
<td>phrase</td>
<td>accept prior knowledge, develop word consciousness, and explicitly teach new words</td>
<td>Testability of main idea and test sets theme, sequence, critical evidence, identify cause and effect, determine similarities and differences, and use of comprehension test</td>
</tr>
<tr>
<td>Print Structure</td>
<td>Expression</td>
<td>Knowledge of Words</td>
<td>Morphology</td>
<td>meaning and origin of base words, roots, and affixes</td>
</tr>
<tr>
<td>Syllable and stress</td>
<td>beginnings of phonics, consonant digraph and trigraph, double consonant endings, blends, 11s decoding rule, inflectional suffixes, changing to L, syllable words with short vowels</td>
<td>Knowledge of Words</td>
<td>Morphology</td>
<td>meaning and origin of base words, roots, and affixes</td>
</tr>
<tr>
<td>Articulation</td>
<td>Expression</td>
<td>appropriate focus</td>
<td>Pronotax</td>
<td>system of rules governing word order in sentences</td>
</tr>
<tr>
<td>separate and production of sounds including consonant, digraph, affix, letters, groups, rimes, and syllables</td>
<td>phrasing, intonation, pausing, punctuation, intonation, stress, and contrast</td>
<td>sentence</td>
<td>use of language in social context</td>
<td></td>
</tr>
</tbody>
</table>

EARLY WRITING ENCODING

STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery and Cumulative
Create an anchor chart to guide in this 4 step PLC process:

• What is {component/skill}? *(Teacher friendly definition)*
• What task(s) should students be able to demonstrate?
• Why is this {component/skill} important?
• Sample Activity
Individual Reading Plans
The intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:

(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
(b) The goals and benchmarks for growth;
(c) How progress will be monitored and evaluated;
(d) The type of additional instructional services and interventions the student will receive;
(e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
(f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and
(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.
“Each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.”

Remember: 4th grade students promoted with a GCE also need an IRP!
During the Year:

After screeners or progress monitoring assessments have been administered, use data PLCs as opportunities to have teachers evaluate which of their students need IRPs. Support teachers with writing the IRP, if necessary.

Follow up with teachers on IRP progress at:

- 8 weeks
- 16 weeks
- 24 weeks (if still in use)
Parental Notification

• The IRP itself is not intended to serve as parental notification; however, it is recommended that the IRP be shared with and signed by parents. A parent letter should be sent to the parents within 30 days of the screener.

• A sample parental notification letter can be found at: https://www.mdek12.org/OAE/OEER/CommToolkit
The intensive reading instruction and intervention must be documented for each student grades K-3 in an individual reading plan (IRP) including, at a minimum, the following:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher/School</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individual Reading Plan Checklist**

Following the identification of a reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:

1. The student’s specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;

2. The goals and benchmarks for growth;

3. How progress will be monitored and evaluated;

4. The type of additional instructional services and interventions the student will receive;

5. The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;

6. The strategies the student’s parent is encouraged to use in assisting the student to achieve reading competency; and,

7. Any additional services the teacher deems available and appropriate to accelerate the student’s reading skill development.

Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for Tier III (Intensive Intervention). These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).
**Section A**

- Record basic MSIS information
- For “Course Performance,” record current school year grades
Progress Monitoring

- Weekly progress monitoring of the intervention
- Target progress of specific deficiency
Progress Monitoring – Example

Baseline: __________________________
## Section C: Progress Monitoring

**Intervention Start Date:** _________________

### How will progress be monitored and evaluated?

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Sufficient Progress Made? (circle one): Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Documented Review</td>
<td></td>
<td>(to be completed no later than 8 weeks after starting intervention)</td>
</tr>
<tr>
<td>Cumulative Documented Review</td>
<td></td>
<td>(to be completed no later than 16 weeks after starting intervention)</td>
</tr>
</tbody>
</table>

If no, an additional intervention form should be completed.

**Adequate progress was made:**
- [ ] intervention was successful in meeting student's needs. This student will be returned to the following tier:
  - Tier I
  - Tier II
  - Re-evaluation date: __________

**Adequate progress was not made:**
- [ ] intervention was somewhat successful in meeting student's needs. Student will continue at Tier III and additional intervention will be attempted (additional form—both Section 3B & 3C should be completed).
  - Refer to MTSS Documents

**Student Name:** ___________________________

**Individual Reading Plan**
Section D: List specific interventions to address the specific deficiencies.

Section E: List the whole group-reading programs/supplemental materials used during the reading block.

All 5 components MUST be present and addressed through either the (Tier 1) core program, the supplements, or a combination of both.
Intervention defined

• *An intervention(s) is a current action that differs from the activities that normally occur in the child’s regular education program.*

• This should be part of the regular education program.

• Students who do not make adequate progress following Tiers I & II should be referred to the Teacher Support Team.
Intervention Guidance

• Implementation cannot be deviated from unless the decision was made based on data.

• Targeted assistance based on progress monitoring should be delivered by classroom teacher/other trained personnel.

• Progress monitor students on the exact skill supported through interventions; if you use too general of a probe, you may not see growth.

• Computer programs can be a RESOURCE but do not count as the primary intervention for Tier III, and at Tier II are more effective when paired with teacher led interventions.
Intervention Guidance: Tier 2 vs. Tier 3

**Tier 2**
- Strategic/targeted intervention & supplemental instruction
- Additional, individualized small group or technology assisted instruction/intervention support
- Reinforces previously taught skills
- Progress monitoring in 2-week intervals at a minimum

**Tier 3**
- Targeted Instruction for Intensive Intervention
- Intensive interventions needed by students to make academic progress
- Interventions designed for students who are having significant difficulty with grade level standards
- Progress monitoring at least 1-2 times per week
Section F: Strategies for Parents/Guardians to use at home & signature

Section G: Additional Resources that the school ALREADY has in place
Timeline & Logistics

• Begin developing the IRP within **2 weeks** of the BOY screener (some parts will be blank because it is an ongoing document).

• Once completed, the IRP stays in the students’ classrooms (teacher will update it as required). Have another copy kept elsewhere in case of a mishap (the school can decide this location).

• Hold parent meetings at 8 weeks and 16 weeks.
FAQs

• **May the identification of a “substantial reading deficiency” occur at any point during the school year?** Yes. A substantial reading deficiency may be identified during progress monitoring or any subsequent screening windows. If a student scores below the designated benchmark on formal or informal reading assessments, then he/she *may* need an IRP. Please consult with the Teacher Support Team (TST) for further guidance.

• **Should a new IRP be completed at the beginning of each school year?** Yes. Each year, student data should be used to determine whether a student will need an IRP.
FAQs continued

- Does IRP documentation remain at the district level or should it be submitted to the MDE? IRP documentation should be housed at the school/classroom in which the student receives reading instruction. If a student with an IEP is receiving reading instruction in the general education classroom and the special education classroom, both teachers should have a copy of the IRP. Note: In the event of an audit, documentation may be requested for review.
• Is an IRP required for EL students who have been identified as having a “substantial reading deficiency”? Yes. All students (K-3) who, at any time, exhibit a substantial reading deficiency, as well as students who were promoted to 4th grade with a good cause exemption are required to have an IRP.

• Is the IRP now a requirement in addition to the IEP? Yes. In accordance with Section 37-177-1, the IRP is required for students (K-3) who, at any time, exhibit a substantial deficiency in reading, as well as students who were promoted to 4th grade with a good cause exemption. The IRP is not a part of the Individualized Education Program (IEP).
• Who is responsible for implementing the IRP for students with disabilities? The teacher providing reading instruction to the student is responsible for implementing the IRP. A student with a disability may receive reading instruction from the general education teacher and the special education teacher, including Inclusion and/or Resource. In this case, the student’s general education teacher and special education teacher should work together to implement the IRP.

• Does the IRP serve a dual purpose as the notification form to parents as required by law? No. The IRP is not intended to serve as parental notification; however, it is recommended that the IRP be shared with parents. A sample Parent Notification Letter may be found at http://www.mde.k12.ms.us/ESE/literacy/resources-for-administrators.
Identifying Appropriate Interventions

Group Activity – Scenarios
Mrs. Martin-Jones has a student who is struggling in her second grade class. Andy cannot keep up with choral reading, has little or no reading comprehension with grade-level text, and independently read texts. He has strong listening comprehension. Mrs. Martin-Jones thinks Andy needs an intervention.

**TABLE TALK: What are the appropriate actions?**
Scenario 1 - What happens next?

- Review the state-approved universal screener to identify areas where diagnostic assessments are needed to clarify specific deficits the student has, which may need additional classroom intervention.

- Administer a diagnostic assessment to identify the student’s deficit to begin planning for small group intervention instruction.
Mr. Taylor meets with his intervention students in homogeneous small groups once a week for thirty minutes during his planning time. He used diagnostic assessments to determine that his third graders are struggling with phonics, specifically syllabication. He has utilized a variety of resources to intervene, but they’re just not getting it.

*TABLE TALK: What are the appropriate actions?*
Scenario 2 – What happens next?

• If there is a research-based intervention program available, the guidelines should be followed.

• Minimum time recommendations for interventions are:
  - Tier II: 3 days per week/30 minutes per day (PM bi-weekly)
  - Tier III: 4 days per week/45 minutes per day (PM weekly)

• Create a weekly intervention schedule that includes intervention instruction for each student identified.

• Determine who will provide the intervention instruction, and train them on the resources or program being utilized.
Scenario 2 – Tips for Scheduling Interventions

• Utilize center time for students so the teacher can work with individual groups as an additional pull-out, teacher-led group.

• Meet with students as they are coming in the mornings or before they head out in the afternoons.

• All stakeholders should be involved in the scheduling process.

• Students may change rooms to work with additional teachers on a specific targeted area.

• Be flexible! Consider available space, time, and staff.
Ms. Henry has given Chelsea a diagnostic assessment and identified that she struggles with the short /e/ and /i/ sounds, and frequently interchanges them. Now that Ms. Henry knows the deficit, how should she plan instruction to meet the specific deficit?

*TABLE TALK: What are the appropriate actions?*
Scenario 3 – What happens next?

• Identify the resources available that give explicit instruction in the reading component areas in which the deficits are addressed.

• Be sure to pre-plan in order to have all needed materials ready prior to intervention instruction taking place!
Mr. Roberts has been working consistently with his intervention group for 5 weeks. He sees evidence of improvement based on student responses in the small group setting, but he wants more hard data to determine whether what he is doing is impactful. What should he use to determine if the intervention is working?

*TABLE TALK: What are the appropriate actions?*
Scenario 4 – What happens next?

- Teachers should use specific probes that monitor the student’s progress on the exact skill or deficiency.

- Note: Some screeners do not give enough measurable data for specific skills or deficits.
Mrs. Walker has a student on Tier 3, and according to the *Literacy-Based Promotion Act*, that student should also have an IRP. Does she have to complete IRP *and* Tier 3 paperwork?

**TABLE TALK: What are the appropriate actions?**
Scenario 5 – What happens next?

- MTSS/IRP Documentation should be completed throughout the Intervention Process.

- **Note:** MDE has merged the MTSS documentation with the IRP documentation in a fillable form! Link: http://www.mde.k12.ms.us/docs/secondary-education/mtss-packet-9-8-16-20170914.pdf?sfvrsn=2
“Catch-Up” Growth
What Catch-Up Growth Requires

What Catch-Up Growth IS...

- Recognizing that annual growth is not enough to close the gap.
- Crafting annual goals that include a catch-up clause.
- Providing additional daily instructional time to make up for lost time.
- Making sure catch up instruction is evidence-based and focuses on gap skills.
What Catch-Up Growth Requires

What Catch-Up Growth is NOT…

- Tier I instruction only.
- A 20-minute intervention 3 times a week.
- Extra time on the computer.
- The reason to refer for special education.
Consider This…

• When students leave Kindergarten three years behind in reading, they must make up six years of growth in three years to catch up by 3rd grade.

• This means they must make one year of annual growth and one year of catch-up growth each year.
The Consequences of Not “Catching Up”

• Limited probability the student will graduate
• Decreased chance of going to a 4-year university
• Significantly reduced average income
• Increased health risks
• Increased divorce rates
The Biggest Factor for Catch-Up Growth

• Students who are behind do not learn faster than students who are ahead. They need *more time*.

• You can mathematically determine how much more time students need to catch up.

• In addition to more time, instruction within that time allotted should be tailored to the deficiency of the student.
Time Considerations for Closing the Gap

- Annual growth is important to prevent further widening of the gap. However, annual growth does not close the gap, it sustains it.

Example: A student finishes 4th grade (2017-18) reading on a 1st grade level (or 3 years behind).

If the student grows one year each year between 5th grade and 7th grade, where will they stand?
Time Considerations for Closing the Gap

At the end of 5th grade – annual growth = 2nd grade
At the end of 6th grade – annual growth = 3rd grade
At the end of 7th grade – annual growth = 4th grade

There is still a 3 year gap. The student’s deficit gap has been sustained, not closed.
Closing the Gap Formula – Example

wcpm = 42 at beginning of year

1. Record percentile for Grade Level Fluency Standard = 50
2. Record the student’s Percentile Rank for beginning of current year = 9
3. The difference between these = 41
Rough rule of thumb is 13 percentile points = 1 year of growth. The typical time for daily instruction in core reading skills is approximately 40 minutes of small group instruction within a 90-minute block to produce one year’s growth.

So for the example, divide the gap in points (41 points) by 13 points (required for annual growth) to convert the gap into instructional years. $41/13 = \text{approx. 3 years}$
## Closing the Gap

<table>
<thead>
<tr>
<th></th>
<th>4&lt;sup&gt;th&lt;/sup&gt; grade Year 1</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; grade Year 2</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; grade Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Growth</strong></td>
<td>40 minutes</td>
<td>40 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td><strong>Catch Up Growth</strong></td>
<td>+40 minutes</td>
<td>+40 minutes (2)</td>
<td>+40 minutes (3)</td>
</tr>
<tr>
<td><strong>Total Minutes</strong></td>
<td>= 80 minutes</td>
<td>= 80 minutes</td>
<td>= 80 minutes</td>
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<tr>
<td><strong>Annual + 1 year</strong></td>
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<tr>
<td></td>
<td>Now 2 years behind</td>
<td>Now 1 year behind</td>
<td>Now on grade level</td>
</tr>
<tr>
<td><strong>Now</strong></td>
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Catch-Up Growth Truths

• Students who are behind do not learn faster than those who are ahead. Catch-up growth is driven primarily by proportional increases in direct instructional time.

• *Catch-up growth is so difficult to achieve that is can be the product only of quality instruction in great quantity*
Parents’ Read-At-Home Plan for Student Success

What is an “Individual Reading Plan”? (IRP)

In 2015, a change was made to the Literacy Based Promotion Act (LBPA). A new requirement was added, stating that any student in Kindergarten through 3rd grade with a substantial reading deficiency, or any 4th grade student promoted with a Good Cause Exemption would be required to have an Individual Reading Plan (IRP). A reading deficiency would be determined by the student’s performance on a reading screener, a reading assessment, or teacher observation.

Once a deficiency was identified by the student not meeting the determined benchmark score, teachers were required to immediately notify parents. A diagnostic assessment would be given to the student, and based on their specific needs, teachers would provide intensive reading instruction and interventions for that student. The instruction and interventions done with the student to correct their deficiency were required to be documented in an Individual Reading Plan.

As a parent, what is my role in the IRP process?

1st
- Know that a reading screener is given to your child during the first 30 days of school if they aren’t in Kindergarten. First, Second, or Third Grade. Screeners are given again in December and April. Ask your child’s teacher how they did on each test - the school is required to tell you if the test results show your child has a reading deficiency.

2nd
- If your child does have a reading deficiency, or if they were promoted to 4th grade on a Good Cause Exemption, ask the teacher when a team will meet to write your child’s Individual Reading Plan (IRP). You should be invited to attend.

3rd
- At the meeting, you will be given ideas for specific activities you can do at home to help your child improve their reading skills. Work with your child nightly to support what their teacher is doing at school.

4th
- Depending on how serious their deficiency is, your child will take a small test weekly or every other week to see if the interventions are helping. 6 weeks after they begin interventions, a team meeting will take place to discuss your child’s progress. You are a part of the team! Make plans to attend.

5th
- In addition, make a point throughout the year to attend Parent Teacher conferences, help your child with their homework, and check your child’s grades. Act to meet with your child’s teacher if you have any questions or concerns about your child’s reading progress.

You are your child’s greatest advocate. Ask about your child’s reading progress frequently!
Parents' Read-At-Home Plan for Student Success

Pathways to Promotion

Your 1st grade student takes the MAP-ELA test in the Spring.

FAIL

Ask your child’s teacher if they qualify for a Good Cause Exemption.

NO

Your child should start receiving documented interventions. They will take the 1st MAP-ELA test at the end of the year.

FAIL

Your child will be retained in 3rd grade.

PASS

YES

Your child will be promoted to 4th grade.

PASS

FAIL

Your child should receive summer reading assistance or interventions. Documentation by the school is required.

PASS

FAIL

Your child will take the 2nd (and final) test over the summer.

Parent Read-At-Home Plan

Student: ___________________________ Grade: ________ Teacher: ___________________________

Teacher: ___________________________ Completed by: ___________________________

Current Intervention:

<table>
<thead>
<tr>
<th>Assessment(s)</th>
<th>Beginning of Year (BOY)</th>
<th>Middle of Year (MOY)</th>
<th>End of Year (EOY)</th>
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<tbody>
<tr>
<td>FAST (K-12)</td>
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<tr>
<td>- Adaptive Reading</td>
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<td>- CHIL Reading</td>
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<td>- Emerging English</td>
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<tr>
<td>i-Ready (K-12)</td>
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<td>- (K-3)</td>
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<td>NYA Measures of Academic Progress</td>
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<tr>
<td>- MAP Growth (K-12)</td>
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<td>STAR Early Literacy (K-3)</td>
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<td>Reading (1-2)</td>
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<tr>
<td>Others: ___________________________</td>
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</tbody>
</table>

Identified Deficiencies (check all areas that apply):

- Phonological awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
Resources – NEW! Parent Read-at-Home Plan

Multisyllable Word Activities

- Write the most common English syllables on notecards. Hold the cards up and have your child practice reading the syllables.

- Have your child use newspapers, magazines, and books to hunt for words with a specific syllable. Have your child read the words and keep a list of all the words they collected for each syllable.

  Example: "Look! I found table and apple to go under Consonant-le, because table and apple both have consonants followed by the letters -le in the second syllable!"

- Write the most common English syllables on different sticky notes. Have your child put sticky notes together to create words (real or nonsense). Have them practice reading the words they make.

  Alternate version: Have your child only make real words from the syllable stickies. After they have built the words, have them read the words fluently.

- Using a muffin tin with six cups, label each cup with a different syllable type. Write the most common English syllables on small pieces of paper and have your child sort them into the correct cup.

Comprehension Activities

Before Reading Activities

- Take a picture walk with your child. Have your child go page-by-page through the book and look at all of the illustrations, including the cover image. Ask your child what they think is going to happen in the book based on what they see. Who do they think the story will be about? What do they think is going to happen? How do they think the story will end?

  Alternate version: If you are reading a non-fiction text, have your child look at the different text features to help them make predictions about the text.

- Read the title of the text to your child. Ask them what the title makes them think of – a movie, a television show, another story, or an event from their own life.

- If you are reading a non-fiction text, have a discussion with your child to learn what they already know about the topic. Ask them if there are any questions about the topic they hope they will find answers to as they read the book.

- Set a purpose for reading. It might be to learn something new, or to enjoy a story together. Having a reason for reading can encourage reluctant readers to open a book.

- If you are reading a chapter book with your child over several days, have them give you a recap of what has already happened in the story before starting the new chapter.
Parents’ Read-At-Home Plan for Student Success

Resources for Parents

Mississippi Department of Education
www.mdek.org

The Mississippi Department of Education’s website provides information to parents on current news and events related to education. Each department has its own page where they archive resources for the public. Visit the Literacy page for additional resources and ideas on how to support your child in their reading development.

Strong Readers, Mississippi
www.strongreadersms.com

Strong Readers = Strong Leaders. This site, geared towards parents, students, educators, mentors, and community members gives information on the 3rd Grade Reading Assessment, screenings and diagnostic assessments, questions for parents to ask teachers at conferences regarding their child’s reading progress, and suggestions for appropriate books for students to read based on their grade level.

The Barksdale Reading Institute’s Reading Universe
www.readinguniverse.org

The Reading Universe site explicitly outlines every component necessary for children to learn to read. Users can click on links to learn more information about specific components of literacy and how to identify when a skill has been mastered.

Additional Resources for Parents

The Florida Center for Reading Research – Activities for Students
https://fcr.org/resources/resources_sca.html

Parent Tips: Help Your Child Have a Good School Year
http://www.colorincolorado.org/article/parent-tips-help-your-child-have-good-school-year

Put Reading First: Helping Your Child Learn to Read – A Parent Guide (K-3)
https://www.centrenoninstruction.org/files/PutReadingFirst_ParentGuide.pdf

Reach Out and Read
http://www.readoutandread.org

Family Guides for Student Success

KINDERGARTEN
1st Grade
2nd Grade
3rd Grade
4th Grade
• **English Learners**

• **Cursive Writing Guidance (Grades 2-5)** It is important to note that instructional plans that detail when and how to teach and assess cursive writing should be developed at the local school or school district level.

• **Strategic Adolescent Reading Intervention (STARI)**

• **Word Generation**

• **Writing Gallery**
Additional Resources

Literacy Focus of the Month
(Transdisciplinary: Grades PK – 12)

Instructional Scaffolding Document
(ELA & Math: Grades PK-8)

English Learner Videos and Resources

Individual Reading Plan FAQs
(Literacy-Based Promotion Act Guidance Document K-4)

Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)

http://readinguniverse.org
Roadmap: Implementing Evidence-Based Reading Practices

http://www.fcrr.org/literacyroadmap/

• Statewide public awareness campaign promotes literacy, particularly among PreK-3 students

• Campaign aims to equip parents and community members with information and resources to help children become strong readers

• Visit strongreadersMS.com for more information!
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