Unleashing Your
Coaching Powers

Leadership Team Professional Development:
Curriculum Coordinators, Administrators, and
other District Personnel
2019-2020

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Mississippi Department of Education

VISION

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

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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

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Tugboat Mentality
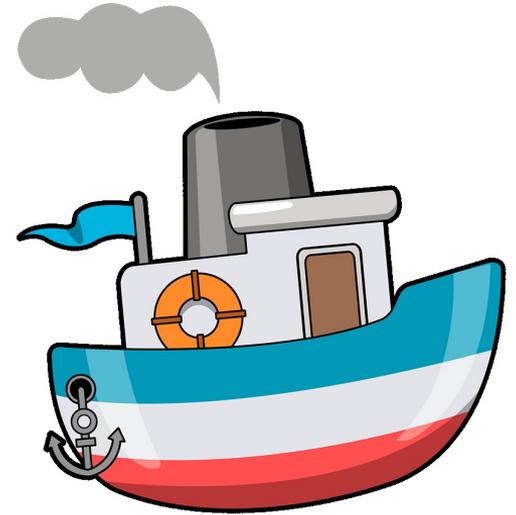
Guiding to Success

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.

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Tugboat Mentality: Guiding to Success

What do you know about a tugboat?

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

Tugboat Mentality: Guiding to Success

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.

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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

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Tugboat Mentality: Guiding to Success

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
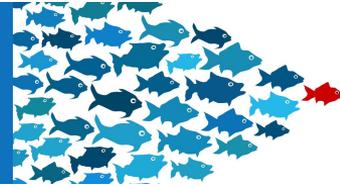
What is a leader?

Chicka Chicka

Boom Boom

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.

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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.

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Leadership Qualities

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.

Leadership Qualities

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

Leadership Qualities

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?"*

Leadership Qualities

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.

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Leadership Qualities

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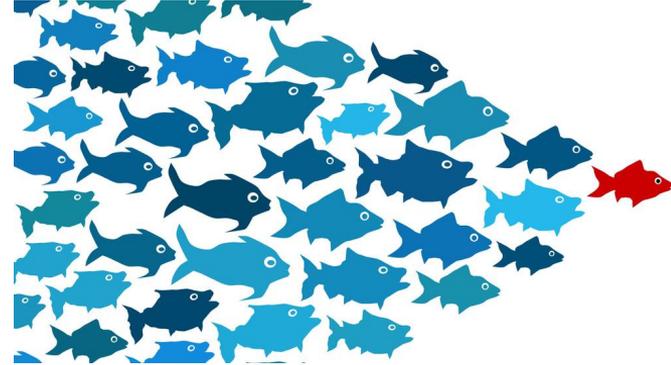
The most important contributions you can make are: to be a leader, accept responsibility for results, and dare to go forward.

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Self Reflection:

Which of your leadership qualities need additional support?
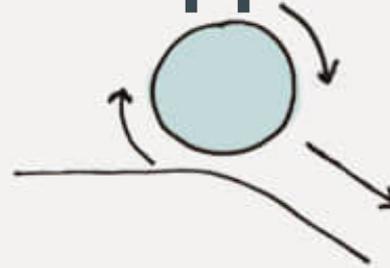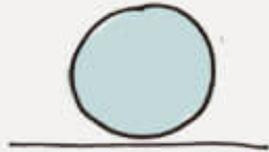
GET STARTED.

Identifying Challenges

& Successes

Identify Challenge

Apply Leadership

Cause

Effect

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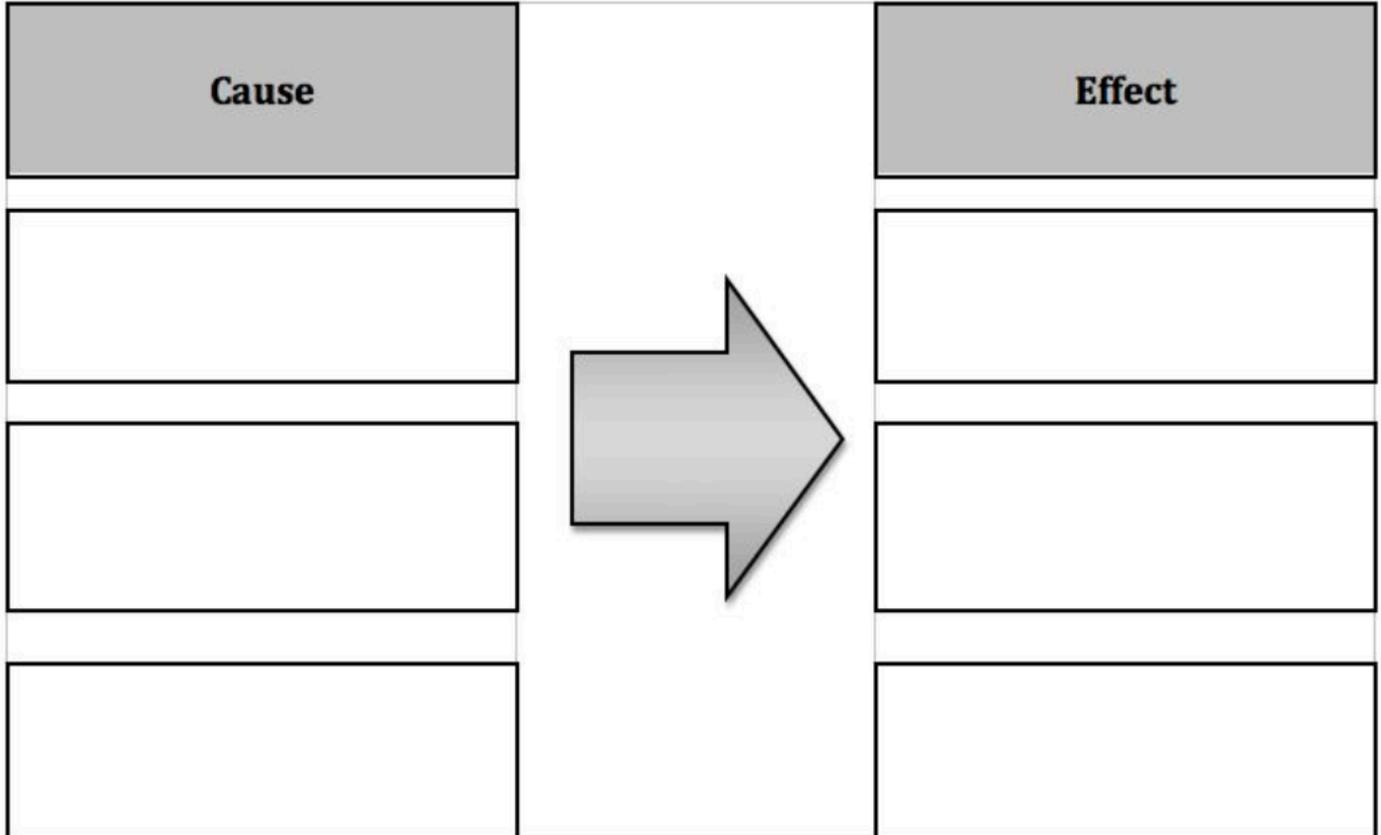
Identifying Challenges and Successes

Successes: 2018-2019 "Glows" Activity

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

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Goals

S M A R T

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
S — SPECIFIC
M — MEASURABLE
A — ATTAINABLE
R — RELEVANT
T — TIME-BOUND

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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

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Goal Setting: SWOT Analysis Activity

Areas of Strength	Weaknesses
Areas in which the coach is working effectively, or things the coach has in place that positively affect teacher achievement	Areas in which the coach could be working much more effectively, or things the coach could be doing better
Opportunities Times, conditions, situations, resources, positions, external factors, people, etc. the coach can use and take advantage of to improve teacher capacity	**Threats** External factors which could have an effect on the coaches' academic achievement

Goal Setting: Time Management

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.

	URGENT	NOT URGENT
IMPORTANT	These tasks have important deadlines with high urgency. Complete these right away.	These items are important but do not necessarily need immediate attention. Spend most of your time in this quadrant.
NOT IMPORTANT	These tasks are urgent but not important. Minimize, delegate, or eliminate these as they do not necessarily contribute to your overall goals.	These activities hold little, if any value. These should be eliminated as much as possible if you want to stay on track.

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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.

Literacy Coaches and/or Administrators

Balancing your Role: Courageous Conversations

START

1. What are the consequences if I do nothing?
2. Am I willing to accept these consequences?

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?

I **can** accept the consequences. **STOP**

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

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Balancing your Role: Communication

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.
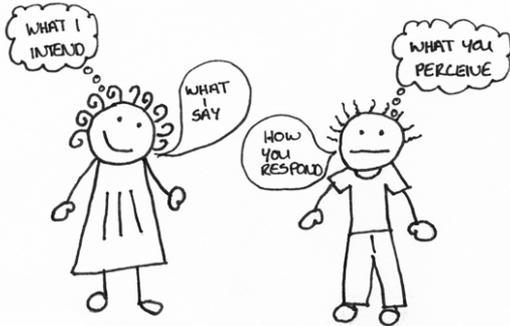
Balancing your Role: Communication

	The Mood Map – from Thoughts to Reality			
	Thinking State (Beliefs and Attitudes)	**Feeling State** (Emotional Response)	**Behaviours** (Actions and Reactions)	**ROI** (Results, Outcomes, and Impacts)
HIGHER STATES ↑	"I'm resourceful" Up to my life Worthy Enough	Confident Inspired Eager Optimistic	Graceful Creative Purposeful Responsive	Joy Peace Bliss Resiliency
	"I'm grateful" Appreciative Unique Precious	Generous Empowered Abundant Positive	Contribute Give Support Thanks	Fulfillment Intimacy Safety Partnership
	"I'm curious" Wonderment Interested Inviting	Open Accepting Fascinated Surprised	Ask questions Attentive Disclosing Respectful	Learning Connection Trust Rapport
	⇕ CHOICE ⇕			
LOWER STATES ↓	"I'm separate" You vs. Me Judgement Comparing	"Better than" (Arrogant) "Less than" (Resentful)	Critical/Discount Judgement/Blame Defend/Protect Stuff	Tension Distance Withdrawal Compliance
	"I am my role" I am identified Take it personally Win/Lose	Insecure Threatened Suspicious Afraid	Attributors Resistance Attack Sabotage	Conflict Struggle Politics War
	"I'm powerless" I can't I'm stuck I'm helpless	Depressed Out of control Alone Despair	Frozen Wait/Hope Negative Reactionary	Victim Sinking Others control you Giving up

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# Coaching

<u>Quick Tips for Coaching</u>

- ***"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.

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WHAT IS SUPER COMMUNICATION?

https://www.youtube.com/watch?v=gCfzeONu3Mo

# "Super" Communication
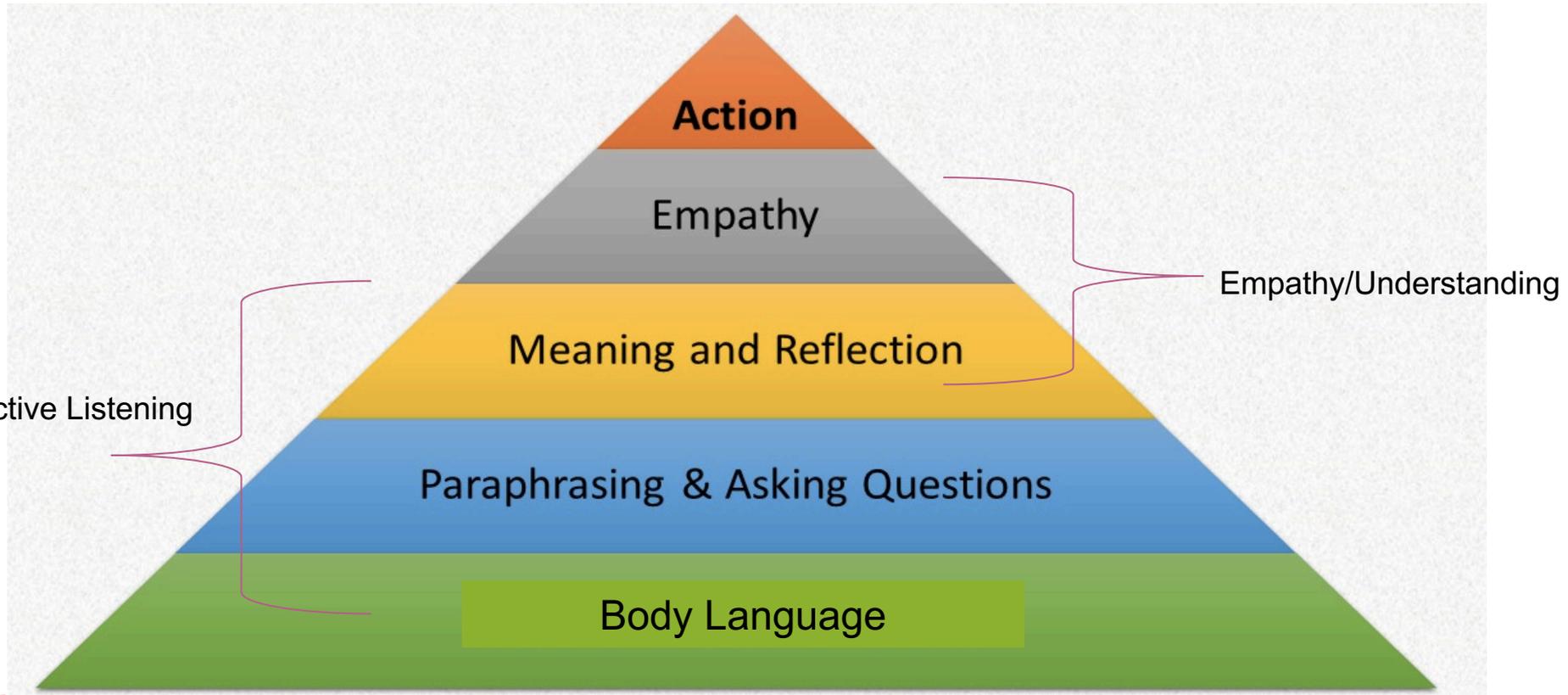
WHAT IS ACTIVE LISTENING?

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.

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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.

Hearing is passive

Listening is active and requires skill

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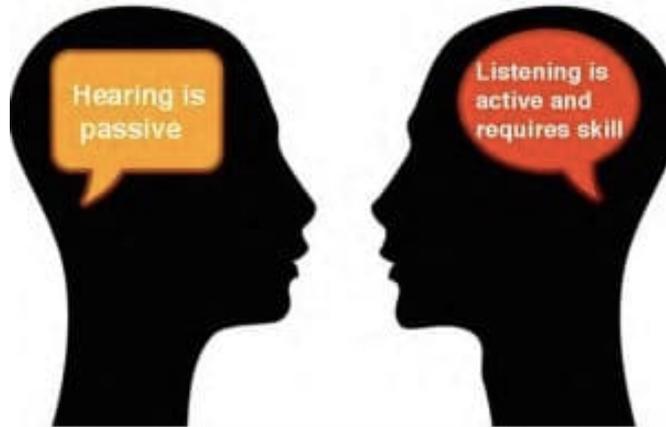
Office of Elementary Education and Reading

Active Listening: Body Language

Proportion of meaning inferred from non-verbal & verbal components.
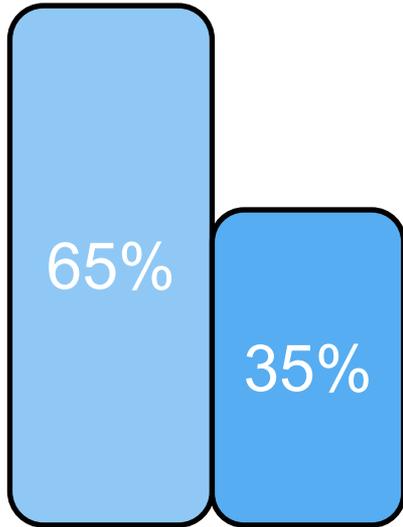
65%

35%

65% Non-Verbal	**35% Verbal**
Posture	Pitch
Gesture	Volume
Proximity	Inflection
Muscle tension	Pace
Facial Expression	Words

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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?

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WHAT IS EMPATHY/ UNDERSTANDING?
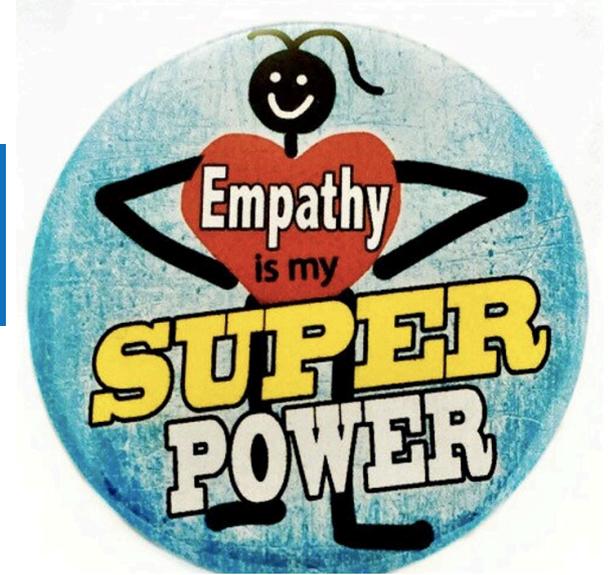
Empathy/Understanding

- 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

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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*

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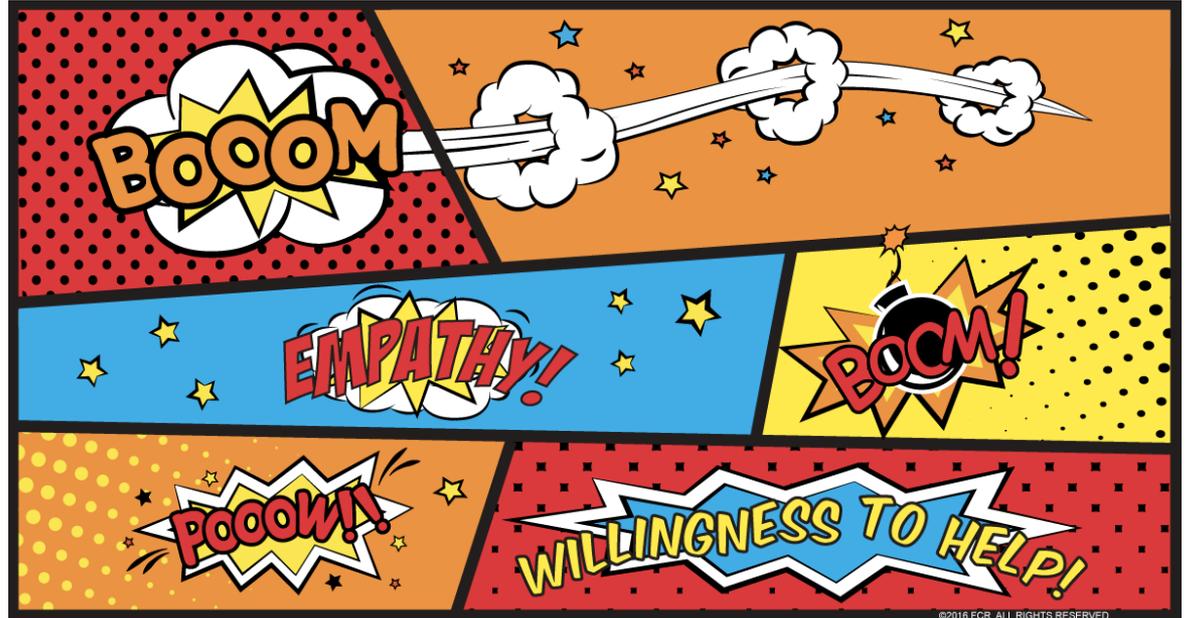
Empathy/Understanding

NEVER LOOK DOWN ON ANYONE UNLESS YOU'RE HELPING THEM UP

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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

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Response/Action- Questioning: Activity

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.

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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?"

Response/Action- Questioning

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?"

Response/Action- Questioning

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?

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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.

Documenting Services

GAP ANALYSIS

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.

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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

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Documenting Services

GAP ANALYSIS EXAMPLE

Current State: Seeking to Improve	Future State: Target Condition	Gap Description Contributing Factors	Next Steps/ Remedies
30% proficiency in ELA based on MAAP 3rd Grade data	70% proficiency in ELA based on MAAP 3rd Grade Data	Teacher turnover, lack of explicit phonics instruction, lacking text dependent questions based on MS CCRS, no small group instruction	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

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PDs/PLCs:

Setting Norms & Standards
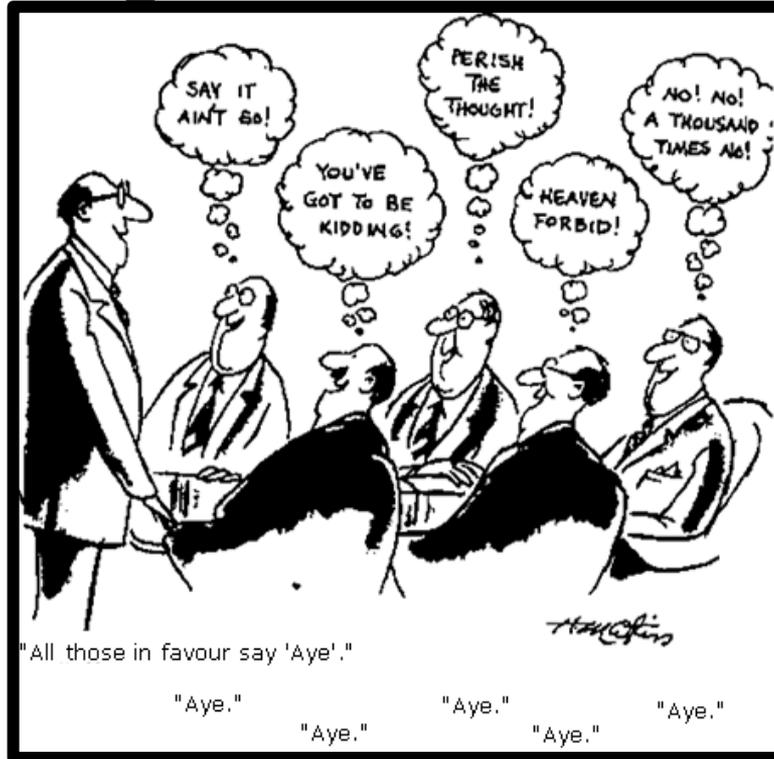
The Literacy Coaching

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

http://www.ascd.org/publications/books/107053/chapters/The-Context-for-a-Literacy-Coaching-Continuum.aspx

Literacy Coaching Continuum: Activity

Learning Format	Description	Potential Roles of the Literacy Coach
Collaborative Resource Management	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.	Resource person, collaborator, encourager
Literacy Content Presentations	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.	Facilitator, expert, resource person

Literacy Coaching Continuum: Activity

Learning Format	Description	Potential Roles of the Literacy Coach
Focused Classroom Visits	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.	Facilitator, resource person
Co-planning	Teachers work together to review current data and plan instruction. This might include discussion on grouping options, assessment results, and specific lesson planning.	Resource person, collaborator, encourager
Study Groups	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.	Facilitator, mediator, resource person

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Literacy Coaching Continuum: Activity

Learning Format	Description	Potential Roles of the Literacy Coach
Demonstration Lessons	The literacy coach demonstrates particular teaching methods to teachers who are less familiar with these methods or less confident about using them.	Expert, consultant, presenter
Co-teaching	The classroom teacher and the literacy coach plan a lesson together and share responsibility for the lesson's implementation and follow-up.	Collaborator, encourager, voice

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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.

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Literacy Coach:	Date:
School:	Principal or Designee:

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)?

    o 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?

    o 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

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Literacy Coach and Teacher Partnership Agreement

Teacher:_____ School:_____ Grade:_____

Literacy Coach's Roles/Responsibilities	Teacher's Desired Outcomes
My role as Coach: To improve instructional decision-making and increase reflectivity in practice Methods: • Co-planning • Co-teaching • Observation	What do you hope to gain from coaching/co-teaching/modeling done in your classroom?
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	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 classroom? List our priorities (i.e., managing small-group activities, checking for comprehension, questioning techniques, etc.) • • •
Overall Focus: Participate as equals in planning, reflecting, and problem solving.	What additional resources will you need?

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Needs Assessment

- Assists coach and teacher with identifying areas for instructional support

- Utilized at beginning of year and mid-year

Needs Assessment 2015-2016 Name: _____ Date: _____	**K**new before August 2015	**W**ant to Know More about	**L**earned Since August 2015	**Notes**
Classroom Management Tips				
Classroom Policy & Procedure Strategies				
Integration of All Subjects into ELA				
Writing Strategies				
5 Components: • Phonemic Awareness				
• Phonics				
• Vocabulary				
• Fluency				
• Comprehension				
Centers Aligned to CCSS				
Center Accountability				
Data Driven Instruction				
Instructional Resources				
Technology Resources				
Differentiated Instruction In Centers				
Differentiated Instruction Teacher Center				
Direct Instruction				

Have you done a "Peer Observation?"
If so, list a few things that you would like to implement in your own classroom.

Greatest Concern(s):

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Observation Tool

Coaching Guide
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**
 Grammar **Writing**

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

Revised 9.18.2014

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Literacy Learning Walk Protocol

Kindergarten through Third Grade
Learning Walk Protocol

Observer_____Teacher_____Date_____ Grade _____

	Strong Evidence	Observed	Needs Attention
Preparation/Planning			
Center Rotation Chart or Process evident			
Standards/"I can" statements posted and aligned with instruction			
Focus: **Phonemic Awareness** **Phonics** **Fluency** **Vocabulary** **Comprehension** **Writing** 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:			

	Strong Evidence	Observed	Needs Attention
ROUTINES/ENVIRONMENTS			
Whole Group instruction is occurring/evident.			
Centers begin promptly.			
Students exhibit understanding of routines.			
Students follow center directions without assistance.			
Classroom is organized and free of clutter.			
Centers are organized and contain all needed material.			
Early completion activities are provided.			
Assessments/Accountability • Center Recording Sheets, etc. _____ • Exit Slips _____ • Common weekly assessment _____ • Mid-term assessment _____ • District created assessment _____ • Other_____			
Comments:			

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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

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REVISED Literacy Support School Non-Negotiables

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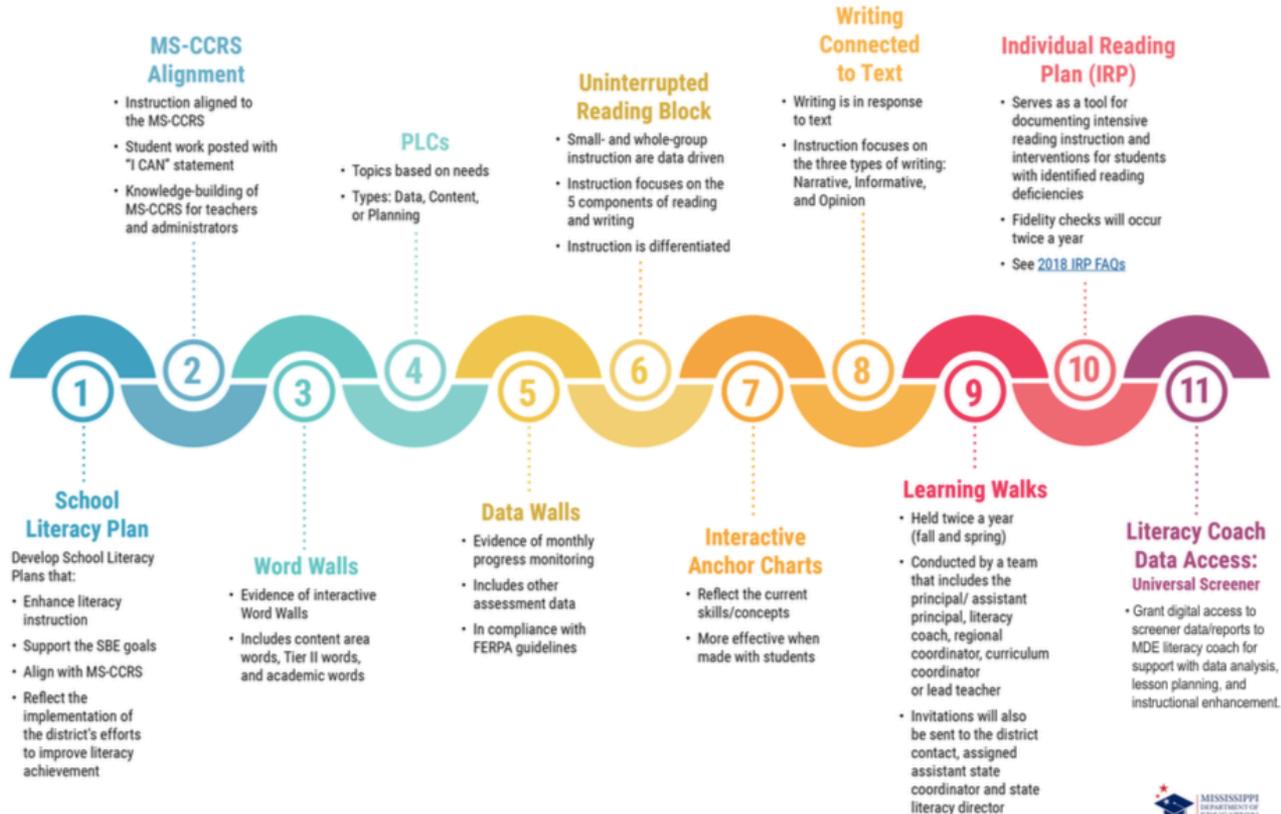
Unleashing Your
Coaching Powers

Session Goals

- Literacy Based Promotion Act (LBPA)

- Evidence-based Research for Reading Instruction

- Individual Reading Plans (IRPs)

- Catch-Up Growth

- MDE Instructional Resources

Zones of Comfort and Danger ACTIVITY

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.

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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?

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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.

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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).**

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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.

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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)

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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.

FAQs

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.*

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Evidence-based Research

for Reading Instruction

What's the fuss about K-3 reading?

Literacy-Based Promotion Act (2013)

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

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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

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Phonological Awareness Progression CCRS

For further study on phonological awareness see LETRS Module 2 pages 20-22.

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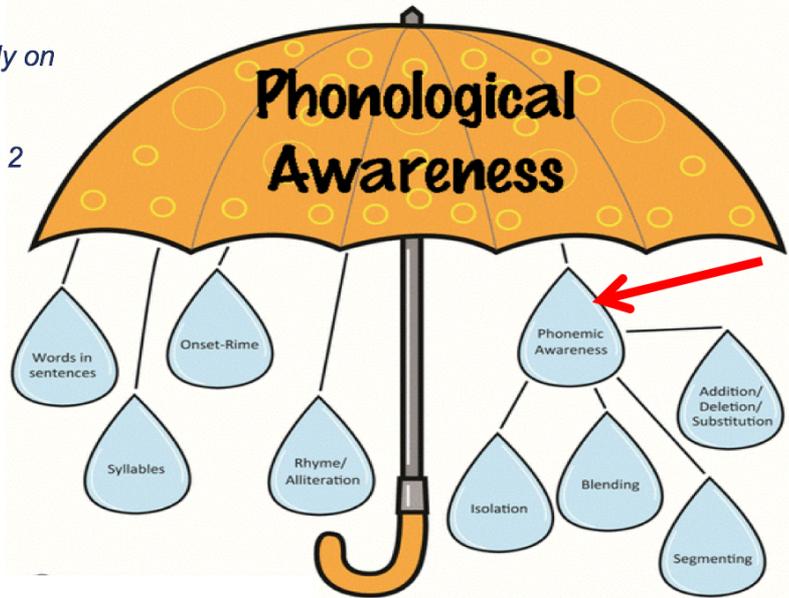
Phonemic awareness is a subset of phonological awareness (Reutzel & Cooter, 2005).

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

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Simple View of Reading Formula

Decoding (D) x Language Comprehension (LC) =

Reading Comprehension (RC)
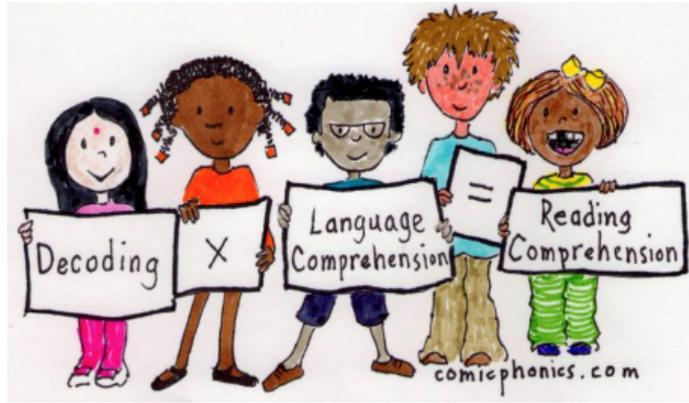
(Hoover & Gough,1990)

Simple View of Reading Variables

Reading comprehension (the ability to read <u>printed</u> text, process it, and understand its meaning) is the product of **decoding** (efficient word recognition) and **language comprehension** (understanding text that is read <u>aloud</u>).
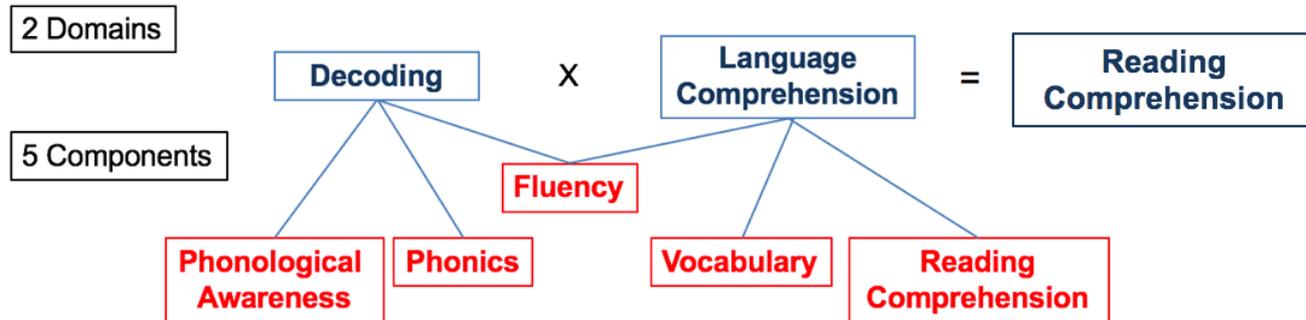
Simple View of Reading

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/

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Simple View of Reading (cont.)

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/

The Reading Universe™

Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for a Structured Approach to Early Literacy Instruction

> > > >   ON-GOING ASSESSMENT: Universal Screening, Benchmark, Diagnostic, Progress Monitoring, Formative and Summati[ve]   > > > >

Simple View of Reading*	DECODING			LANGUAGE		READING COMPREHENSION
CONCEPTS of PRINT	**PHONOLOGICAL AWARENESS**	**PHONICS**	**FLUENCY**	**ORAL LANGUAGE**	**VOCABULARY**	**COMPREHENSION**
Understanding that written language represents meaningful oral language and that books and print have structure.	Having the ability to recognize and manipulate the units of sound in language (without print).	Understanding the systematic, predictable relationship between written letters and spoken sounds.	Reading with accuracy, reasonable rate, and appropriate expression.	The ability to produce words, sentences, and meaningful discussion.	The ability to recognize and understand the meaning of oral and written words.	The active and purposeful pursuit of understanding a written text.
Basic Book Parts front and back cover, title, author, illustrator, spine, title page	**Syllables** blend, segment, isolate, manipulate (delete, add, substitute)	**Alphabetic Principle** letter name/letter sound association	**Accuracy** words read correctly	**Receptive Language** understand verbal, nonverbal, and written communication		**Levels of Understanding** literal, inferential, propositional
Directionality read top to bottom and left-to-right, identify the first/last word, tracking, return sweep	**Onset and Rime** identify, blend, segment, recognize and produce rhyming words	**Regularly Spelled High Frequency Words** Regularly spelled high frequency words are taught in the phonics scope and sequence.	**Rate** pace of words read	**Expressive Language** produce meaning through verbal, nonverbal and written communication		**Strategies of Critical Thinking** cognitive processes used to derive multiple dimensions of meaning from text
Print Structure identify letter, word, and sentence, spaces between words, capitalization and punctuation	**Articulation** accurate oral production of sounds including continuants, stops, affricatives, fricatives, nasals, liquids, and glides	**Beginning Phonics** vc and cvc words, consonant digraphs and trigraphs, double consonant endings, blends, 1-1-1 doubling rule, inflectional suffixes, change y to i, 2-syllable words with short vowels	**Expression** phrasing, intonation, acknowledgment of punctuation, and appropriate emphasis	**Knowledge of Words** access prior knowledge, develop word consciousness, and explicitly teach new words		**Products of Comprehended Text** ability to determine main idea and text's theme, sequence critical events, identify cause and effect, determine similarities and differences, etc. of comprehended text
Text Features page numbers, table of contents, illustrations/photos, chapter titles, headings, captions, labels, and diagrams	**Phonemic Awareness** isolate, identify, categorize, blend, segment, manipulate (delete, add, substitute)	**Advanced Phonics** schwa, long vowel spelling patterns, vowel-r, diphthongs, hard and soft c and g, consonant-le (C-le), silent consonant letters, dropping e to add vowel suffix, affixes, derivational endings	**Irregularly Spelled High Frequency Words** Irregularly spelled high frequency words are taught in a usage sequence. Both regularly and irregularly spelled words should become automatic to word recognition skills.	**Morphology** meanings and origins of base words, roots, and affixes		
				Syntax system of rules governing word order in sentences		
				Pragmatics use of language in social context		

EARLY WRITING / ENCODING

STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery, and Cumulative

BARKSDALE READING INSTITUTE

Reading Universe™

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4 Step PLC Activity: Create an Anchor Chart

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**

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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.

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"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!

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Coaching and the IRP: Timeline & Logistics

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)

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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:

Student Name :	Teacher/School:	Date:

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:

	(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

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).

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Section A

- Record basic MSIS information

- For "Course Performance," record current school year grades

Section A: Determining Reading Deficiencies

Student Name/Grade:				
MSIS Number/ID:	School/Site:		District:	
Date of Birth:	Teacher:		Gender:	Race:
Parent/Guardian Name:	Phone:		Email:	
Street Address:				

K-Readiness Assessment

	Recommended Scale Score	Student Scale Score
	Fall / 530	
	Spring / 681	

Indicate reading deficiencies as determined by the assessment:
1.
2.
3.

Universal Screener/ Diagnostic Assessment Scale Score

	Fall	Winter	Spring
Reading *			
Math *			
Behavior *			

Indicate reading deficiencies as determined by the assessment:
1.
2.
3.

*List screener and date administered

Attendance

School Year	Days Present / Absent
_____	_____ / _____
_____	_____ / _____
_____	_____ / _____

Note: Attach MSIS suspension data, if applicable.

List last 2 schools attended and dates.
1. _____ _____
2. _____ _____

Retention

Instructions: If applicable, indicate grade(s) and school year(s) below.

Grade	School Year
_____	_____
_____	_____
_____	_____

Special Population

Instructions: Check if applicable to student.

☐ Special Education / IEP
   Initial Eligibility Date: _____
   Eligibility Category: _____
☐ 504
☐ ELL (Appendix B)
☐ Dyslexia
☐ Other _____

3rd Grade Summative Assessment

Attempts	Date	Score
Initial Test		
1st Retest		
2nd Retest		

Course Performance

Subject	T1	T2	T3	T4	Final
Reading					
Mathematics					
Science					
Social Studies					
Language Arts					

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Progress Monitoring

- Weekly progress monitoring of the intervention

- Target progress of specific deficiency

INTENSIVE INTERVENTION

Name of Probe/Trial _____

Baseline | Aug | AUG | AUG | AUG | Sept | SEPT | SEPT | SEPT | Oct | OCT | OCT | OCT | Nov | NOV | NOV | NOV | Dec | DEC | DEC | DEC | Jan | JAN | JAN | JAN | Feb | FEB | FEB | FEB | Mar | MAR | MAR | MAR | Apr | APR | APR | APR | May | MAY | MAY | MAY
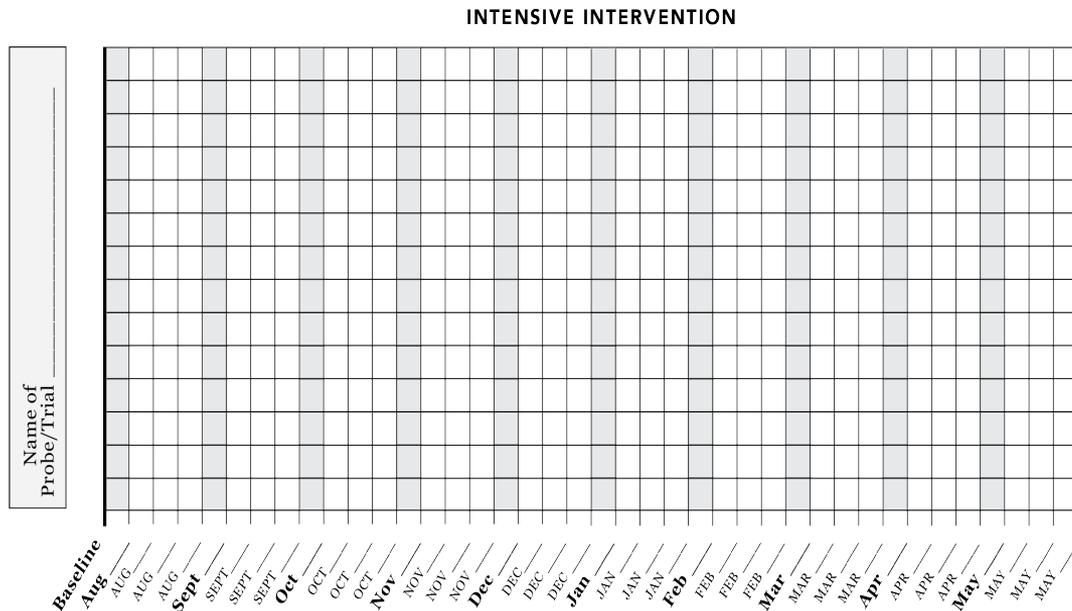
Progress Monitoring – Example

Baseline: _____

Progress Monitoring

Section C: Progress Monitoring
Intervention Start Date: _____

How will progress be monitored and evaluated?

1st Documented Review Date: _____ (to be completed no later than 8 weeks after starting intervention)	Sufficient Progress Made? (circle one): **Yes / No** (if no, an additional intervention form should be completed)
Cumulative Documented Review Date: _____ (to be completed no later than 16 weeks after starting intervention)	Sufficient Progress Made? (circle one): **Yes / No** (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 <u>not</u> 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*	☐ Adequate progress was <u>not</u> made; intervention was not successful in meeting student's needs. Referral to child study on (date):	☐ Student currently has an IEP. Complete the information in the box below. **Enter Eligibility Category** _____

Student Name: _____   Individual Reading Plan   4

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Sections D & E: Listing Interventions and Programs

Section D: List <u>specific</u> interventions to address the <u>specific</u> 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.

Section D: Additional Instructional Services and Interventions

Instructions: TST members, classroom teachers, and interventionists should work together to complete this form for each student identified as needing an *Individual Reading Plan* based on reading deficiencies.

Target deficit area(s):

List <u>additional</u> instructional services and <u>specific</u> interventions that will be provided to address reading deficiencies:

Section E: Reading Instructional Program

What research-based program will be used to deliver explicit, systematic core reading instruction during the required 90-minute reading block?

Indicate the areas addressed by the core reading program:

- [ ] Phonemic Awareness
- [ ] Phonics
- [ ] Fluency
- [ ] Vocabulary
- [ ] Comprehension

Additional supplemental materials (if applicable):

Student Name: _____   Individual Reading Plan

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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.

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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

Sections F & G

Section F: Strategies for Parents/Guardians to use at home & signature

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

Section F: Parental Support
Parent Read-at-Home Plan

Target deficit area(s):

The following strategies are recommended for parents/families to use in assisting the student to achieve reading competency:

Written Parental Notification Received:

Parent Initial: _____   Date: _____

Parent Read-at-Home Plan Received

Parent Initial: _____   Date: _____

Section G: Additional Services

Indicate any additional services the teacher deems available and appropriate to accelerate the student's reading skill development, if applicable:

Student Name: _____   Individual Reading Plan   6

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.

- **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 **<u>not</u>** a part of the Individualized Education Program (IEP).

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FAQs *continued*

- **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.

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Identifying Appropriate Interventions

Group Activity – Scenarios

Scenario 1

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.

Scenario 2

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.

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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.

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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!

Scenario 4

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?

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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.*

Scenario 5

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?

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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

APPENDIX E | Individual Reading Plan

READING INSTRUCTION PROGRAM

What evidence-based program will be used to deliver explicit, systematic core reading instruction during the required 90-minute reading block?

Indicate the areas addressed by the core reading program:
- ☐ Phonemic Awareness
- ☐ Phonics
- ☐ Fluency
- ☐ Vocabulary
- ☐ Comprehension

Additional supplemental materials (if applicable):

PARENTAL SUPPORT *(Parent Read-at-Home Plan)*

Target deficit area(s):

The following strategies are recommended for parents/families to use in assisting the student to achieve reading competency:

☐ Written Parental Notification Received
PARENT INITIALS: DATE:

☐ Parent Read-at-Home Plan Received
PARENT INITIALS: DATE:

ADDITIONAL SERVICES

Indicate any additional services the teacher deems available and appropriate to accelerate the student's reading skill development, if applicable:

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"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.

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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

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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.

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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?

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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

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Closing the Gap Formula (continued)

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 = approx. 3 years

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Closing the Gap

	4th grade Year 1	5th grade Year 2	6th grade Year 3
Annual Growth	40 minutes	40 minutes	40 minutes
Catch Up Growth	+40 minutes	+40 minutes (2)	+40 minutes (3)
Total Minutes	= 80 minutes	= 80 minutes	= 80 minutes
	Annual + 1 year	Annual + 1 year	Annual + 1 year
	Now 2 years behind	Now 1 year behind	Now **on grade level**

Catch-Up Growth Truths

- Students who are behind do not learn faster than those who are ahead. Catch-up growth is driven primarily be 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*

MDE Instructional Resources

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Parents' Read-At-Home Plan *for* **Student Success**

Kindergarten – 4th

Parents' Read-At-Home Plan for
Student Success

What is an "Individual Reading Plan"?

In 2016, 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 grader 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 are 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 asked 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. 8 weeks after they begin interventions, a team meeting will take place to discuss your child's progress. You are a part of this 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 their test scores. Ask 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!

Resources – **NEW!** Parent Read-at-Home Plan

Parents' Read-At-Home Plan for Student Success
Literacy Based Promotion Process Flow Chart

Pathways to Promotion

Your 3rd grade student takes the MAP-ELA test in the Spring.

FAIL → Ask your child's teacher if they qualify for a **Good Cause Exemption.**

PASS! → Your child will be **promoted** to 4th grade.

YES! → Your child will be **promoted** to 4th grade.

NO → Your child should start receiving documented interventions. They will take the 1st MAAP retest at the end of the year.

PASS! → Your child will be **promoted** to 4th grade.

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

PASS! → Your child will be **promoted** to 4th grade.

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

FAIL → Your child will be **retained** in 3rd grade.

Parent Read-At-Home Plan

Student: _____ Grade: _____ Teacher: _____

Teacher: _____ Completed by: _____

Current Intervention: _____

Assessment(s)	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
☐ FAST (K-12) ○ Adaptive Reading ○ CBM Reading ○ earlyReading English			
☐ i-Ready (K-12)			
☐ IStation Indicators of Progress (ISIP) ☐ (K-5)			
☐ mCLASS Reading 3D (K-3)			
☐ NWEA Measures of Academic Progress ○ MAP Growth (K-2) ○ MAP (2-10)			
☐ STAR ○ Early Literacy (K-3) ○ Reading (1-12)			
☐ Other: _____			

Identified Deficiencies (check all areas that apply)
☐ Phonological awareness
☐ Phonics
☐ Fluency
☐ Vocabulary
☐ Comprehension

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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 *ta/ble* and *ap/ple* 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 stickies 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.

6 Syllable Types:

Closed (VC, CVC)
Vowel-Consonant-e (VCe)
Open (V, CV)
Vowel Team
Vowel-r
Consonant-le (C-le)

Most Common *English* Syllables:

ing, er, ter, al, ed, es, tion, re, oth, ry, ex, en, di, bout, com, ple, con, per, un, der, ty, num, peo, ble, af, ers, mer, wa, ment, pro, ri, sen, ture, few, dif, pa, tions, ther, fore, est, ei, si, ent, ven, ev, ac, ca, fol, ful, na, col, par, dis, ern, ny, cit, po, cal, mu, moth, coun, mon, pe, lar, por, fi, bers, sec, ap, stud, gan, bod, tence, ward, nit, nev, ure, mem, ters, cov, de, ver, tle, ber, ar, ma, fa, la, tain, ning, pic, im, ad, tween, ger, hap, e, i, y, o,

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.

What is *non-fiction?* Writing that is based on facts, real events, and real people, such as biography or history

What is *fiction?* stories that describe imaginary events and people

What are *text-features?* Text features are all of the parts of a story or article that are not the main text. They include the table of contents, index, glossary, headings, bold words, sidebars, pictures, captions, and labeled diagrams.

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Resources – NEW! Parent Read-at-Home Plan

Parents' Read-At-Home Plan for
Student Success

Resources for Parents

Mississippi Department of Education
www.mdek12.org

The Mississippi Department of Education's website provides information to parents on current news and events related to education. Each department has their 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, screeners 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://fcrr.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.centeroninstruction.org/files/PutReadingFirst_ParentGuide.pdf

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

Parents' Read-At-Home Plan for
Student Success

Family Guides for Student Success

KINDERGARTEN

1st Grade

2nd Grade

3rd Grade

4th Grade

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Resources

- **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**

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Family Guide for Student Success

https://www.mdek12.org/OAE/OEER/FamilyGuidesEnglish

Additional Resources

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

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

English Learner Videos and Resources

http://readinguniverse.org

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

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

Roadmap: Implementing Evidence-Based Reading Practices

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

REL SOUTHEAST
Regional Educational Laboratory
At Florida State University

https://ies.ed.gov/ncee/edlabs/regions/southeast/index.asp

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Strong Readers = Strong Leaders

- 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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