Elementary Literacy Professional Development Plan

May 14, 2013
Imagine the Possibilities

Our vision for Palm Beach County

Creating a community where everyone from the superintendent to the student is a learner and a leader.
Imagine the Possibilities

- Every child sees themselves as a reader and a writer
- Every child reads and writes independently on or above grade level
- Teachers across the district collaborate, plan and build strong learning communities to share best practices that increase student achievement
- Principals and assistant principals are instructional leaders that collaborate with students, teachers, and colleagues around best practices that create positive change in student proficiency and independence.
- District, Area, and School Leaders collaborate on district, cohort and school level implementation

Creating a community where everyone from the superintendent to the student is a learner and a leader.
WHERE ARE WE NOW?
## Data: Reading & Writing

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>FCAT Reading Level 3 and above</th>
<th>FCAT 2.0 Reading Level 3 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2009</td>
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<tr>
<td>3</td>
<td>71</td>
<td>69</td>
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<tr>
<td>4</td>
<td>69</td>
<td>74</td>
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<tr>
<td>5</td>
<td>67</td>
<td>72</td>
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<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>Writing Essay 3.5 and above</th>
<th>Writing Essay 4.0 and above</th>
<th>Writing Essay 3.0 and above</th>
<th>Writing Essay 3.5 and above</th>
<th>Writing Essay 4.0 and above</th>
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<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
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<td>4</td>
<td>85</td>
<td>89</td>
<td>70</td>
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<td>32</td>
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</table>
Multi-tiered Model of School Supports

Academic and Behavior Systems

Tier 3-Intensive, Individualized interventions

Tier 2-Targeted, Supplemental Interventions
Targeted instruction or interventions aligned with the core academic and behavior curriculum

Tier 1-Core, Universal Instruction and Supports
General academic and behavior supports offered to all students
Gradual Release of Responsibility

**STUDENT RESPONSIBILITY**

- Observe, listen and respond
- Join in, actively engage
- Attempt it with support
- Practice and problem solve on their own

**TEACHING PRACTICE**

- **Read Aloud/Modeled Writing**
  Models of new learning and types of texts are introduced
- **Shared Reading/Writing**
  Demonstrate how the strategies work in a shared setting
- **Guided Reading/Writing**
  Support students as they practice the strategies in small group settings
- **Independent Reading/Writing**
  Observe and confer with students as they practice independently
What structures do we need in place?
MICHAEL FULLAN ON CAPACITY BUILDING FROM THE SIX SECRETS OF CHANGE

“INDIVIDUALS AND GROUPS ARE IN HIGH CAPACITY IF THEY ATTRACT AND USE RESOURCES (TIME, IDEAS, EXPERTISE, MONEY) WISELY, AND IF THEY ARE COMMITTED TO PUTTING IN THE ENERGY TO GET IMPORTANT THINGS DONE COLLECTIVELY AND CONTINUOUSLY (EVER LEARNING).

THIS IS A TALL ORDER IN COMPLEX SYSTEMS, BUT IT IS EXACTLY THE ORDER REQUIRED.”
Professional Development Structures

- District Professional Development
  - Balanced Literacy Components (Principal survey results)
    - Small group work in Reading: Guided Reading & Strategy Groups
    - Minilesson and Conferring Reading
    - Small group work in Writing: Guided Writing & Strategy Groups
    - Word Study
  - Large venues
  - For new and novice teachers

- Administrative
  - Lead by the District Literacy Leadership Team
  - Hands on PD within their cohorts
  - Ongoing throughout the year
Cohort

- Small group of schools strategically grouped
- 2 district staff developers per cohort
  - K-2
  - 3-5
- Professional Development
  - Planning Cycle
  - Components of Balanced Literacy
  - SAI
  - Literacy Coach

“...there is considerable strength in flexibility, since it means that each coach can articulate his or her position in addressing the gaps that occur between other professional development initiatives in a school or district. . . Coaches understand the culture and history of the school and the district, and their involvement in the school or district can be seen as much more long term than that of a consultant. . .coaches have a stake in children’s performance on standardized tests and therefore honing instruction to meet student needs.”

Emily and Adrian Rodgers,
The Effective Literacy Coach
## School-Based Support

### Sample of time with Staff Developer: Labsites and Meetings

<table>
<thead>
<tr>
<th>Time</th>
<th>7:30am-8:00am</th>
<th>8:00am-9:30am</th>
<th>9:30am-11:00am</th>
<th>11:00am-11:45am</th>
<th>11:45am-1:15pm</th>
<th>1:15pm-3:00pm</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization and Purpose</strong></td>
<td>Meeting with Principal, coach and AP to touch base about what has been happening since the last session and set expectations about the day begins</td>
<td>45 min Labsite in the classroom for modeling and coaching (dsd and teachers play both roles)</td>
<td>45 min Labsite in the classroom for coaching and modeling</td>
<td>Lunch 45 min meeting to debrief and plan next steps</td>
<td>45 min Labsite in the classroom for coaching and modeling</td>
<td>45 min meeting to debrief and plan next steps</td>
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<tr>
<td><strong>Labsites and Meetings—practicing hands on in the classroom with students and discussion after</strong></td>
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<tr>
<td>The groups in these sessions could be:</td>
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<td>a. by grade level (K, 1, 2, etc.)</td>
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<td>b. by teacher experience level (new, novice, expert, etc.)</td>
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<td>by specific topic (Read Aloud, conferring, mini-lessons)</td>
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<tr>
<td><strong>Possible Topics</strong></td>
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<tr>
<td>a. Any Balanced Literacy Component (Read Aloud, Shared Reading, Guided Reading, etc.)</td>
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<td>b. Unit of study—any lessons</td>
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<td>c. Assessment</td>
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Cohort Professional Development

- Define Cohort PD
- Planning Cycle
  - Meet monthly to plan upcoming Reading and Writing Unit of Studies using student data
  - A consistent lead teacher from each grade K-5 and up to 1 additional person from each school (literacy coach, learning team facilitators, additional teacher, and/or administrator)

- Primary and Intermediate Offerings (representatives from K-2 and 3-5)
  (Attendance can be different people across the year who have the ability and expertise to share the information with their colleagues)

- Topics based on principals’ survey:
  - Small group work in Reading: Guided Reading & Strategy Groups
  - Minilesson and Conferring Reading
  - Small group work in Writing: Guided Writing & Strategy Groups
  - Word Study
  - LLI
  - Reading Running Records
PLANNING CYCLE

- Assessment
- Standards
- Goals
- Teaching Points
- Balanced Literacy Components
- Celebration
- Reflection
Launching Your Reading
Life
Grade 4
Reading Unit of Study
Fall, 2013

Department of Elementary Curriculum

THE SCHOOL DISTRICT OF PALM BEACH COUNTY
DRAFT May 2013
### Schools Without LTFs

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<tbody>
<tr>
<td></td>
<td>.5 PDD</td>
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<td>.5 PDD</td>
<td>Provide Subs for 2 days a month</td>
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**Possible Schedule for Days With Subs**

<table>
<thead>
<tr>
<th>Month/Time</th>
<th>November</th>
<th>December</th>
<th>February</th>
<th>April</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Grade K</td>
<td>Grade K</td>
<td>Grade K</td>
<td>Grade K</td>
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<td>Day 2</td>
<td>Grade 3</td>
<td>Grade 3</td>
<td>Grade 3</td>
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<tr>
<td>Day 1</td>
<td>Grade K</td>
<td>Grade K</td>
<td>Grade K</td>
<td>Grade K</td>
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<tr>
<td>Day 2</td>
<td>Grade 3</td>
<td>Grade 3</td>
<td>Grade 3</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Day 1</td>
<td>Grade K</td>
<td>Grade K</td>
<td>Grade K</td>
<td>Grade K</td>
</tr>
<tr>
<td>Day 2</td>
<td>Grade 3</td>
<td>Grade 3</td>
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*Time is comprised of the Fine Arts period plus an hour of Sub coverage.*

### Schools With LTFs

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<tbody>
<tr>
<td></td>
<td>.5 PDD</td>
<td>.5 PDD</td>
<td>.5 PDD</td>
<td>Provide Subs for 2 days a month</td>
<td>Provide Subs for 2 days a month</td>
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<td>Provide Subs for 2 days a month</td>
<td>.5 PDD</td>
<td>Provide Subs for 2 days a month</td>
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</table>

**LTMs every 5-8 days**

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<tbody>
<tr>
<td>LTM</td>
<td>LTMs every 5-8 days</td>
<td>LTMs every 5-8 days</td>
<td>LTMs every 5-8 days</td>
<td>LTMs every 5-8 days</td>
<td>LTMs every 5-8 days</td>
<td>LTMs every 5-8 days</td>
<td>LTMs every 5-8 days</td>
</tr>
</tbody>
</table>

*Each grade level has an opportunity to meet in LTMs 2 or 3 times a month depending on the number of days in a month!*
“...UNLESS ADULTS TALK WITH ONE ANOTHER, OBSERVE ONE ANOTHER, AND HELP ONE ANOTHER, VERY LITTLE WILL CHANGE. THERE CAN BE NO COMMUNITY OF LEARNERS WHEN THERE IS NO COMMUNITY AND WHEN THERE ARE NO LEARNERS.”

ROLAND BARTH
## Professional Development Days During Academic Calendar

<table>
<thead>
<tr>
<th>Audience</th>
<th># of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>5-8 PD</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>5-8 PD</td>
</tr>
<tr>
<td>Literacy Coach/LTF</td>
<td>8-16 (Coach/LTF PD) 9 (Planning Cycle)</td>
</tr>
<tr>
<td>Lead Teachers (each grade level K-5)</td>
<td>9 (Planning Cycle)</td>
</tr>
<tr>
<td>K-2 Teacher Rep (different people)</td>
<td>8 (Cohort PD)</td>
</tr>
<tr>
<td>3-5 Teacher Rep (different people)</td>
<td>8 (Cohort PD)</td>
</tr>
<tr>
<td>New/Novice Teachers</td>
<td>9 (District PD)</td>
</tr>
</tbody>
</table>
WHERE DO WE BEGIN?
“OVERLOAD AND FRAGMENTATION ARE THE ENEMIES OF SUCCESS”

ROBERT GARMSTROM AND BRUCE WELLMAN
THE ADAPTIVE SCHOOL
Timeline for Literacy Roll-Out

- May 2 ~ Elementary Division: Overview of Balanced Literacy
- May 14 ~ CAO Meeting ~ Literacy Roll-Out
- May 15 - Preschool ~ Full day of Reading PD for every teacher
- May 15 - Preschool ~ Full day of Writing PD for every teacher
- June 10-12 ~ Leadership Summit ~ Elementary Literacy Session
- June 18-21 ~ Homegrown Institute for Workshop Schools
- June 17 ~ Writing Units of Study Kick-Off
- September 26 & 27 ~ Literacy Leadership Team with Fountas & Pinnell
- TBD (October) ~ Literacy Leadership Team with Lucy Calkins
WHAT IS NEEDED FROM ALL STAKEHOLDERS?

From the superintendent to the students, we are ALL working towards the same vision and sharing the same goals:

Creating a community where everyone from the superintendent to the student is a learner and a leader.
LITERACY ACTION STEP #1

Reading and Writing Units of Study Planning Cycles for whole group, small group, and one-on-one teaching

- Assessment
- Standards – NGSSS/CCSS
- Lesson planning
- Differentiation
- Materials & resources
- Data analysis
- Marzano
Literacy Action Step #2

Deepening Pedagogical Practices - Balanced Literacy Components aligned with Marzano

- Read aloud and modeled writing
- Shared reading and shared writing
- Interactive writing
- Minilesson
- Independent reading and independent writing
- Conferring
- Guided reading and guided writing
- Strategy lessons in reading and writing
- Word study/vocabulary
- Assessments – RRR, standards, progress within the components listed above
A system is an arrangement of things so intimately connected that they form a unified whole.

A system is greater than the sum of its parts.

The components of a system work together in synergy, producing an effect greater than they each could accomplish alone.”

Carol Lyons and Gay Su Pinnell
Systems for Change in Literacy Education