

## Kindergarten

- **Introduced RAN (rapid automatic naming) object screening tool** to determine if students have a weakness in the area of quickly retrieving the name for common objects (chair, book, star, dog, hand). A child's ability to quickly retrieve known information is believed to be strongly correlated to later reading struggles and will help inform our targeted instruction both in the classroom and for intervention programming.
- **Professional Development**
  - **New resource for reading instruction:** Worked with teachers on the use of the new book sets for teaching kindergarten students early reading skills. Worked with teachers to help them understand the short mini lessons that were written by APS coaches to support the reading instruction with each leveled text.
  - **Using Data Bank data to implement targeted small group instruction:** Demonstrated the use of the APS data bank and how teachers can use it to quickly sort and color-code class level data for each literacy sub-skill (letter-sounds, phonemic awareness, high frequency words, and scaffolded writing). The resulting chart makes it easy to group students and select targeted activities to use during small group literacy time.
  - **Kindergarten TA Literacy Training:** Facilitated two workshops for the full day kindergarten TA's to help them understand how they can effectively support the acquisition of early literacy skills with the Tools of the Mind program.
- **Coaching:** Due to the increased capacity with four literacy coaches this year, I was able to spend 90 minutes a week in the classroom of each of the four new Kindergarten teachers during the school day, in addition to weekly planning sessions with three of the teachers for the entire year. I was also able to work with second year teachers and many veteran teachers for weekly, month-long coaching rounds, due to the increased availability of time.

## Grade 1

- **Introduced RAN (rapid automatic naming) letter screening tool** to determine if students have a weakness in the area of quickly retrieving the names of a small set of known letters. A child's ability to quickly retrieve known information is believed to be strongly correlated to later reading struggles and will help inform our targeted instruction both in the classroom and for intervention programming.
- **Professional Development:**
  - Teachers were presented with tips on how to plan a brief and focused mini lesson. They were also presented with information regarding the Shared Reading portion of the Reading Units of Study curriculum. Teachers were provided with an overview of Shared Reading and given resources to support the lessons for each unit. Professional Development will also focus on writing rubrics and revising the language of the rubrics for each genre of writing to better fit our expectations in Arlington.
  - Training in new timed phoneme segmentation and nonsense word reading assessments for 2019-2020 school year.
- **Coaching:**
  - Due to the increased capacity with four literacy coaches I was able to work with two new first grade teachers once a week during writing workshop. The work included planning, modeling mini lessons and conferring with individual students and small groups.
  - I was also able to plan and implement a few reading and writing labsites with building based teams. During the labsite teachers observed a small group lesson and then had

- the opportunity to teach the lesson to their own small group of students with coaching support. The labsites also provided teachers with a chance to meet together with their team to debrief the lesson/unit and talk about challenges that occur within their own classroom.
- Coaching support was also provided for supporting higher leveled readers within small group lessons. Grammar and conventions lessons were also modeled as a supplement to the Units of Study.

## **Grade 2:**

- **Professional Development:**

- Teachers were presented with tips on how to plan a brief and focused mini lesson. Professional Development also focused on conferring during writing workshop and teachers brainstormed “next steps” for a variety of different writing conferring scenarios. Teachers will also engage in a discussion regarding the writing rubrics and revising the language of the rubrics for each genre of writing to better fit our expectations in Arlington.
- Discussion on new timed nonsense word reading assessment for 2019-2020 school year.

- **Coaching:**

- Due to the increased capacity with four literacy coaches I was able to work with one veteran teacher for the whole year to support her reading workshop. Coaching included setting up her classroom library, modeling lessons two to three times a week, weekly planning, and conferring with individual students and small groups. Coaching support was also provided to teachers around looking at reading data and forming small groups based on the data to differentiate between guided reading and strategy groups.
- I was also able to plan and implement a few reading labsites with building based teams. During the labsite, teachers observed a small group lesson and then had the opportunity to teach the lesson to their own small group of students with coaching support. The labsites also provided teachers with a chance to meet together with their team to debrief the lesson/unit and talk about challenges that may occur within their own classroom.
- Grammar and conventions lessons were also modeled as a supplement to the Units of Study.

## **Grade 3**

- **Professional Development:**

- This was the first year using the Teachers College Reading Units of Study in Gr. 3. Teachers were introduced to the Reader’s Workshop model and how to effectively implement this model with the new reading units of study, including *Building a Reading Life*, and *Character Studies*. Conferring, an essential component of the Workshop model, also was another area of focus. Teachers learned about the essential components of an effective conference by examining model conferences and reviewing resources they could use to develop their own conferring binders.
- Professional development also centered around the implementation of the nonfiction pilot unit, *Reading to Learn*. The three schools that participated in the pilot participated in a half-day PD session where they had a chance to unpack the unit with their grade level teams, learn about the unit’s essential standards, and examine key resources they would need for successful implementation.

- **Coaching:**

- Due to the increased capacity with four literacy coaches, I was able to work with each school that was piloting the new nonfiction unit. Coaching included weekly meetings to do long-range planning, modeling mini-lessons two or three times a week and supporting teachers with reading conferences for individual students and small groups.
- Coaching support also was provided to a number of teachers in the district to help them implement writing and reading units. Depending on teacher need, coaching included modeling mini-lessons, co-planning, and developing helpful management routines.
- In two classrooms, entire reading units were planned and co-taught with the coach. Teacher and coach worked together 2-3 days a week, taking turns teaching mini-lessons, discussing student data, and making plans for conferring and differentiation.
- **Looking at Student Data:**
  - Teachers who were involved in coaching this year worked on using pre and post assessment data to make data driven decisions within their class. Teachers were able to look at reading data and make purposeful groups based on both formal and informal assessments.

#### **Grade 4**

- **Professional development centered around conferencing:** Teachers examined model conferences and looked at resources to support the conferencing work in their classrooms. Teachers discussed student data to drive the work in small group conferences. Teachers were able to plan with colleagues on how best to implement student centered conferences.
- **Identified a group of teachers to research books to support Historical Book Club Unit:** At a district PD, all Gr. 4 teachers were able to review book choices for the historical fiction unit and collaborate together to find books that are engaging, culturally diverse and represent a range of historical time periods. After this workshop, a small group of teachers volunteered to participate in a collaborative group with the coaches to research the best books to use in our historical fiction book clubs next year. This unit will be implemented in the spring of 2020.
- **Coaching:** Due to the increased capacity with four literacy coaches, we were able to support the new fourth grade teachers throughout the district. This support consisted of modeling lessons, planning and providing feedback to them.

#### **Grade 5**

- **Professional development centered around the implementation of the Interpretation Book Club unit:** Teachers will be receiving information around a new unit of study that will be implemented in the fall of 2019. Teachers will have the opportunity to unpack the unit with their colleagues, see a video of students in Arlington who piloted the unit this year and watch exemplar student book clubs discussing their books.
- **Looking at Student Data:** Teachers who were involved in coaching this year worked on making data driven decisions within their class. Teachers were able to use pre and post assessments to measure student growth. Teachers were able to make purposeful groupings based on the formal and informal collection of data.
- **Coaching:** Teachers who were in the pilot program received direct coaching this year. This coaching included planning lessons, modeling, reviewing and organizing student data to inform instruction. Teachers were able to reflect and meet together to discuss how the unit was going, plan next steps and share best practices with one another.

#### **K-5 Reading Intervention**

- **Professional Development:**

- Training in the administration of the RAN (Rapid Automatic Naming) assessments for Kindergarten and Grade 1. In addition, we reviewed the importance of this measure in terms of longer term reading outcomes for students and the need to closely monitor students with low rapid naming scores as the inability to quickly retrieve known information is a potential red flag in regards to successful reading processing. Reading teachers administered and scored the RAN assessments for K and 1 this year.
- Training in the new edition of the Wilson Reading System intensive intervention program (4th edition, 2018).
- Training in the use of the new APS Data Bank system which allows reading specialists to quickly create grade level or class level spreadsheets with all relevant reading data to inform instructional and intervention groupings and content.
- Developed and implemented a targeted intervention program for students during the second half of kindergarten to shore up important early literacy sub skills.
- Discussion and information about the state's new Act Relative to Students with Dyslexia legislation.
- Made progress on determining "cut scores" for different levels of proficiency with the literacy assessments we administer in Arlington in order to facilitate decision-making related to targeted instruction for Tier I classroom work, Tier II small group in-class or pull out, and Tier III intensive intervention - focus on K-2.
- Review and discussions about updates to our early literacy screening with a focus on Grade 1 for the 2019-2020 school year.