



2018 WEBINAR SERIES

**What's your Big-Picture Literacy Plan?
Ways to Impact Change in an At-Risk School**

 **VOYAGER SOPRIS**
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OUR PRESENTERS



Dr. Carol Tolman



Regina Teat



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WELCOME

Thank you for joining us!

We will discuss:

- Aspects of literacy planning most impactful to student achievement
- Critical content knowledge to address
- Expectations for student growth
- Transformation at Dorchester County Public Schools

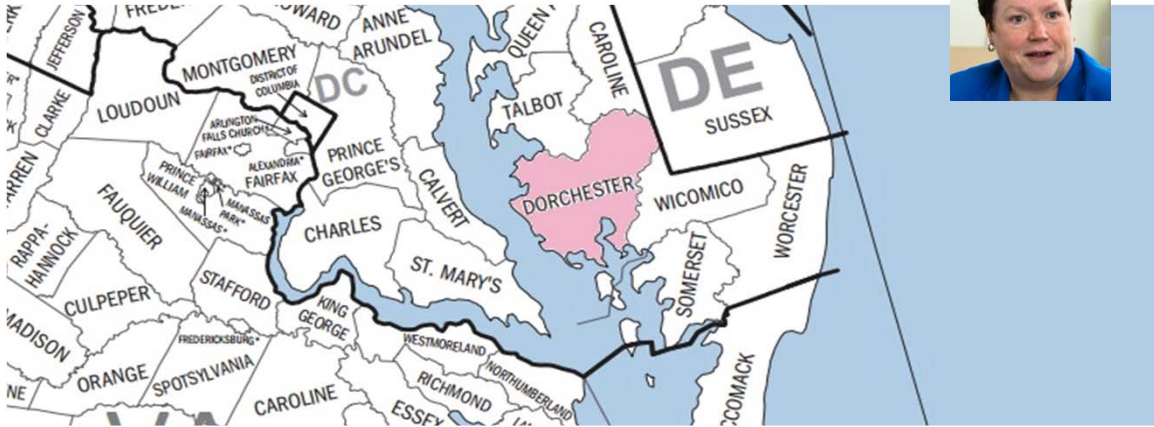


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Who and Where We Are

Dorchester County, Maryland



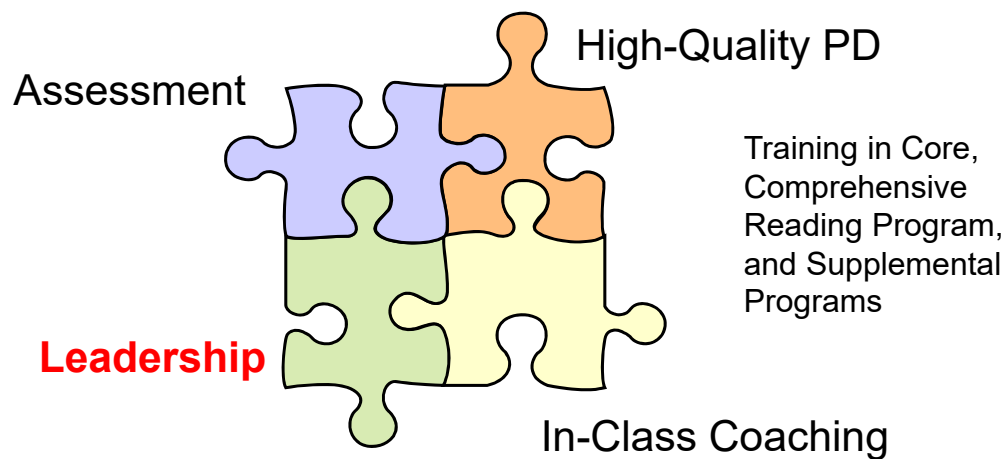
Who and Where We Are



Factors that Sustain High-Quality Implementations

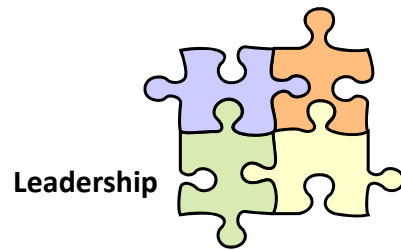
- Professional development, creating a sense of self-determination and professionalism
- Administrative support and leadership
- Strong school-based supports; teacher leaders
- Teacher ownership and responsibility
- Data collection, analysis, continual questioning, and tweaking

Multiple Components of a Literacy Initiative



Leadership in Dorchester

- Regina’s leadership in making this happen
- Helpful legislation
- How to impact Central Office, community, teacher stakeholders



The Simple View of Reading

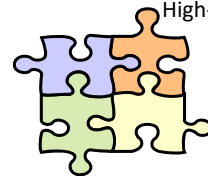


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Year 1 PD,
with a hint of Year 2

Year 2 PD,
with continual reviews

High-Quality PD



And, writing is woven throughout these sessions.

Sample PD Timeline

First summer

- Scientifically based reading research and instruction
- Understanding and implementing assessments
- Program-specific training, as needed

Ongoing training during the school year (year 1)

- General and program-specific assessment data use
- Problem solving (e.g., intervention strategies, teaching routines)
- Continued program-specific training and support

Second summer

- Problem solving using data and year one implementation experiences
- Deepen and extend scientifically based reading research and instruction
- Additional, more in-depth program-specific training, as needed

Ongoing training during the school year (year 2)

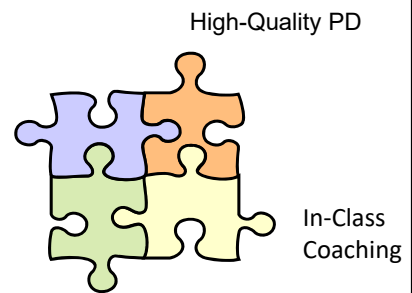
- Continued support in all areas
- Continued development of knowledge and skills introduced in year one



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Literacy PD Components

- Present information (knowledge)
- Provide demonstrations (research to practice)
- Assure practice of key skills (behavioral rehearsal)



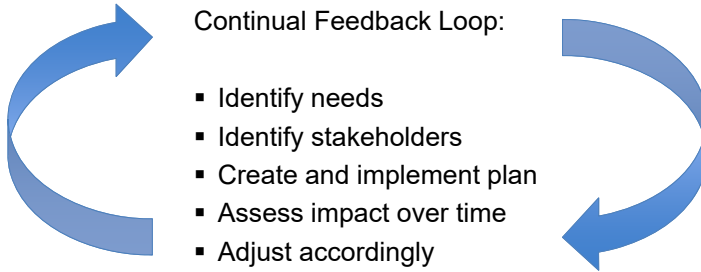
Center on Instruction (2006)



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Continual PD Feedback Loop

Allows for big-picture, long-term planning



“Teacher knowledge of the content they teach is a consistently strong predictor of student performance.”

—Center for Public Education



What Research Suggests

Professional development priorities:

- Based on teacher and student needs
- Progresses in a logical sequence
- Begins with an understanding of scientifically based reading research
- Continues with in-depth training and support

Center on Instruction. (2006)

The Journey Began Long Ago...

- **Reading First Grant**
- **Principal at Hurlock Elementary**

The “state” of Hurlock Elementary



Hurlock's Turnaround

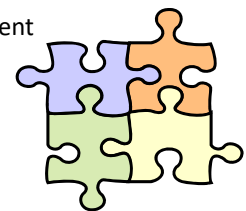
- *LETRS*® training
- Data meetings
- Instructional practices
- Observations
 - one-on-one feedback
- Collaborative team planning
- Administrative support and leadership
- Community connections

What is the Essence of Implementation Change?

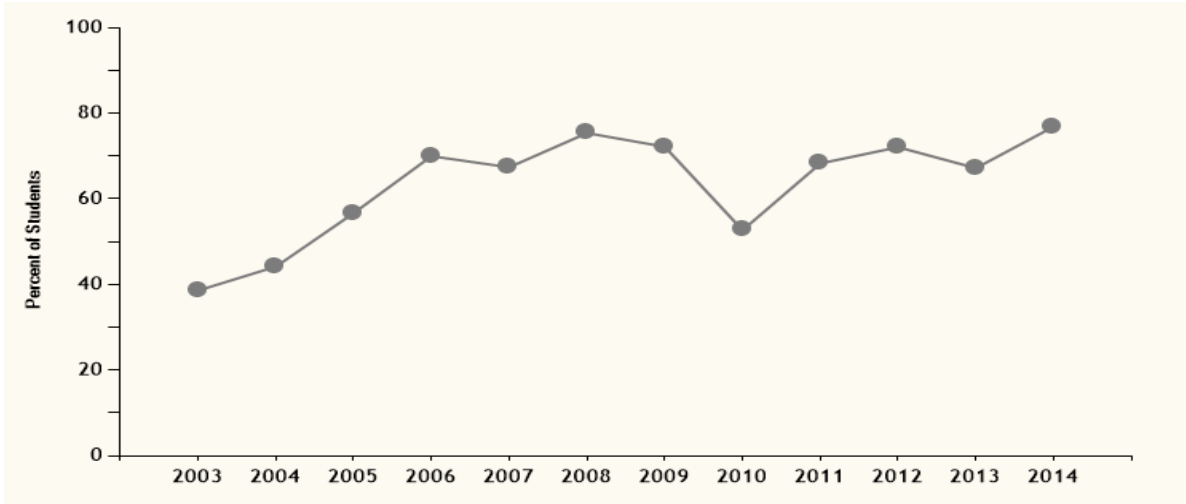
- **Behavioral changes in teachers**
- **Behavioral changes in students**

It all equals results!

Assessment

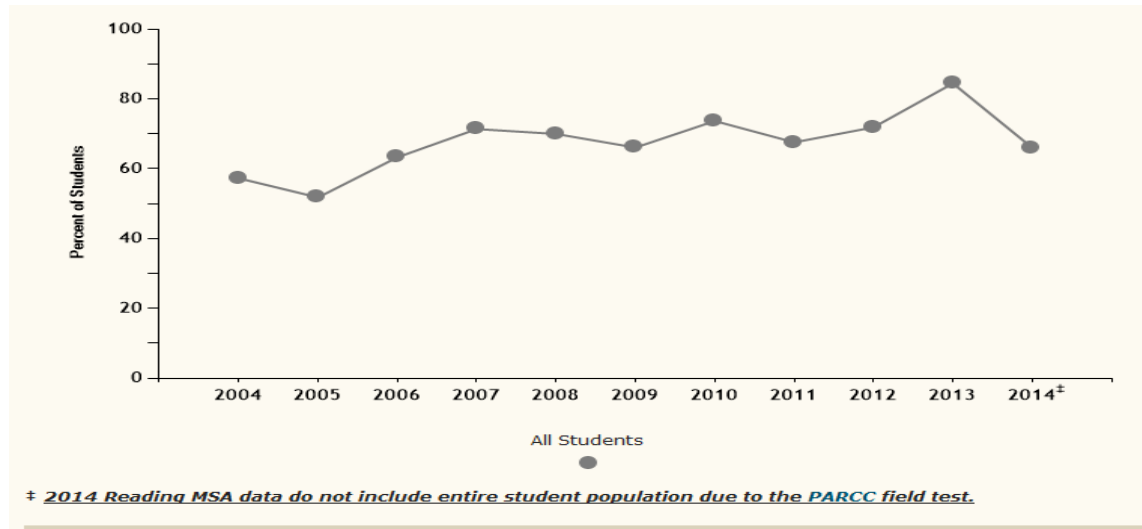


Hurlock Grade 3 Reading Data



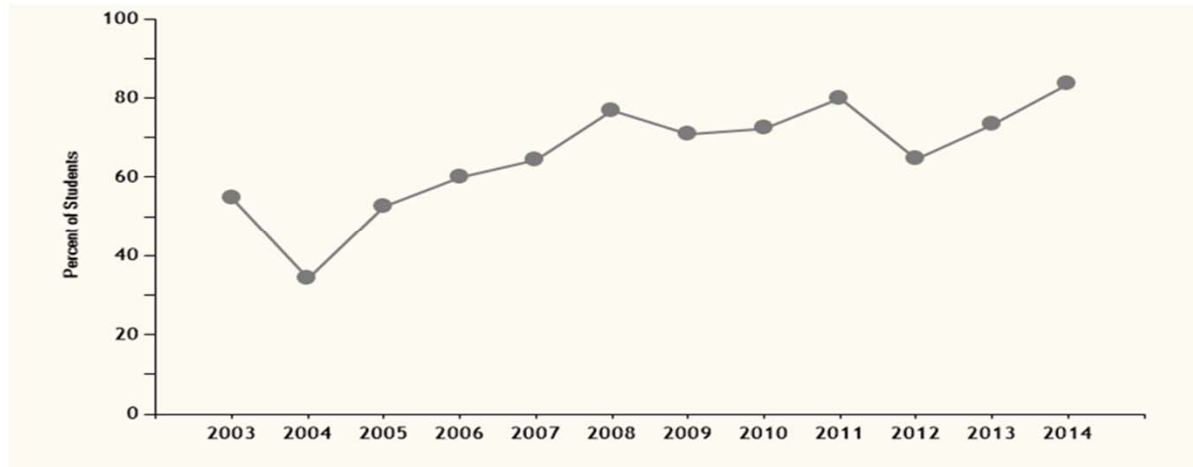
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Hurlock Grade 4 Reading Data



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Hurlock Grade 5 Reading Data



The Journey Continues

- **New role in Dorchester County Public Schools**
- **Systemic change**
 - Chat and Chew with Elementary Principals
 - Coaches' Meetings—twice monthly
- **DCPS Literacy plan**
 - Consistency of Implementation
 - Follow Through of Implementation

Supporting a “Focus” School

- **Choptank Elementary**
- **Replicate what happened at Hurlock, and more!**
- **LETRS training**
 - **Three-year plan**



Choptank Improves with Literacy Plan

- In 2014, the Maryland State Department of Education designated Choptank Elementary School a “Focus” School. This designation was the result of achievement gaps between NCLB subgroups.
- With additional Title I funds, Choptank leaders put in place a plan to build teacher capacity in literacy.
- The staff participated in *LETRS* training with Dr. Carol Tolman for three years.
- In 2016, Choptank Elementary was removed from the “Focus” school list, a result of improved student achievement across subgroups.



- The new *LETRS* is blended, online, or face to face, with flexible implementation options. Now with embedded video, online assignments, and more ways to apply content to the classroom.
- *LETRS* provides educators with an in-depth understanding of the science behind teaching literacy.
- Learn more at: voyagersopris.com/letrs-new

Q & A

We would love to hear from you



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**Thank you
for attending
today's webinar**

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