


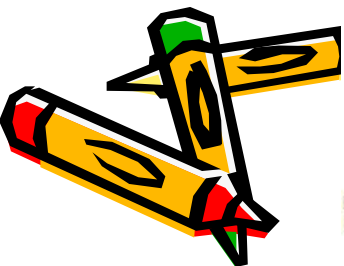
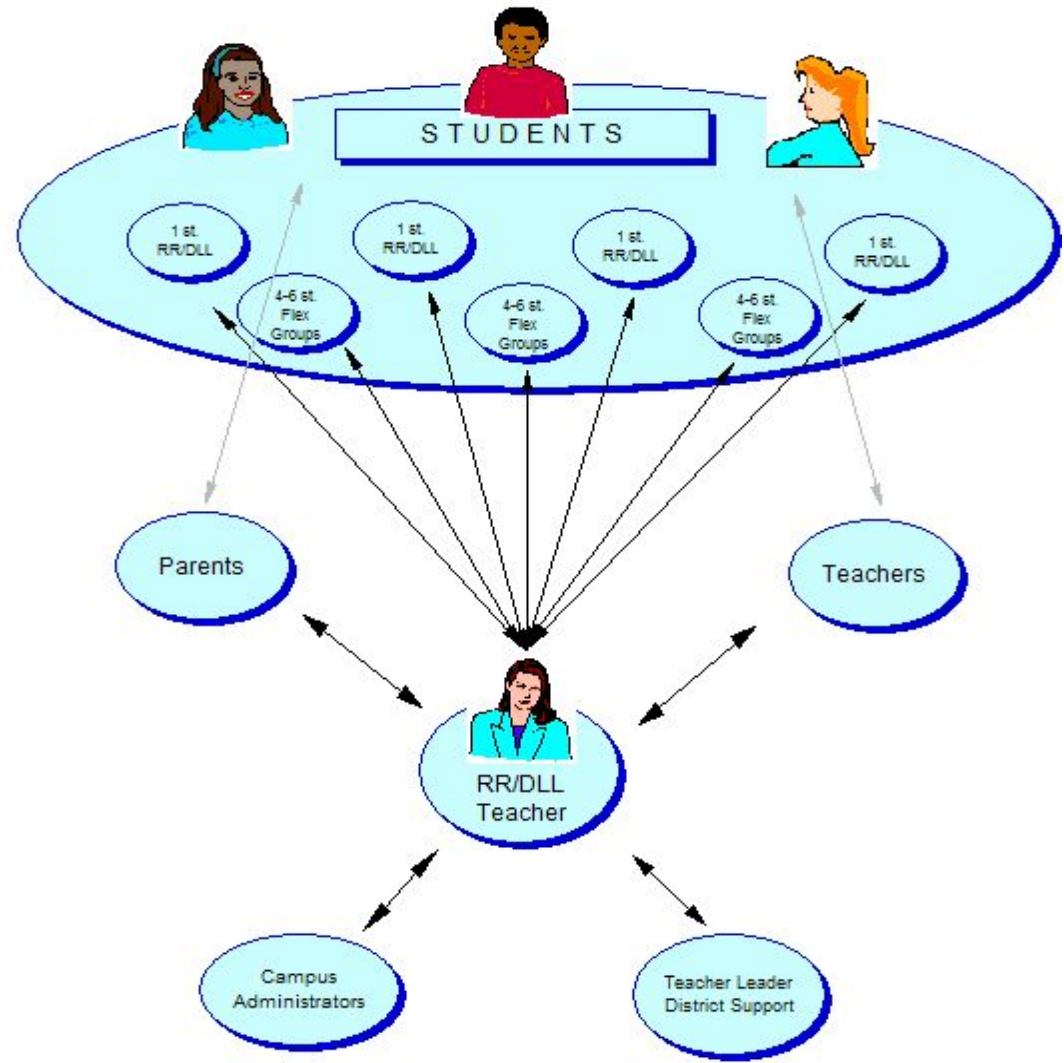
Just "4" Students?

Presented by;
Natalie Kagan Blasingame
Ana Vazao, Aurora Garcia, and Maria De Los Santos

A blue wavy line starts from the left side of the slide and ends at a yellow pencil with a blue eraser and a blue lead tip on the right side.

2006 National Reading Recovery
and K-6 Classroom Literacy
Conference

Reading Recovery / Descubriendo La Lectura School - Wide Impact



Overview

Structures for School- Wide Impact of Reading Recovery & Descubriendo la Lectura

Aligned Strategy Instruction: Getting the Word Out!



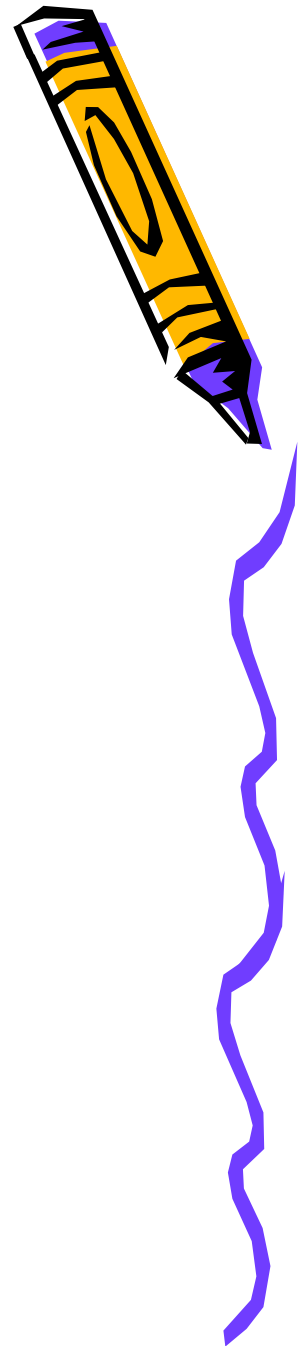
Structures for School-Wide Impact of Reading Recovery & Descubriendo la Lectura



- Staffing and Roles
- Shared Ownership and Accountability
- Communication and Involvement of key players



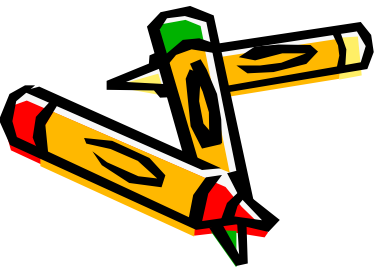
Structures for School- Wide Impact



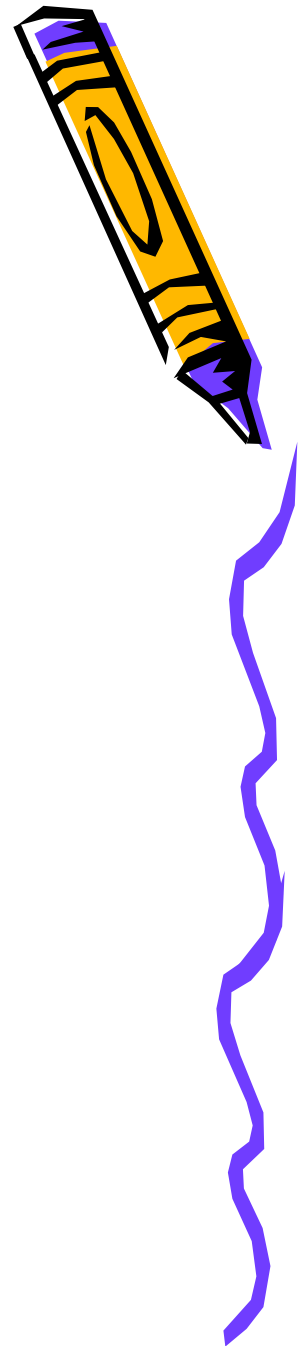
Staffing and Roles:

1. Sufficient RR/DLL Coverage

- "Full Coverage" = 1:2
- Our current Staffing- 1 RR, 3 DLL
- Other roles of DLL/RR teachers spreads knowledge base, expertise



Structures for School- Wide Impact



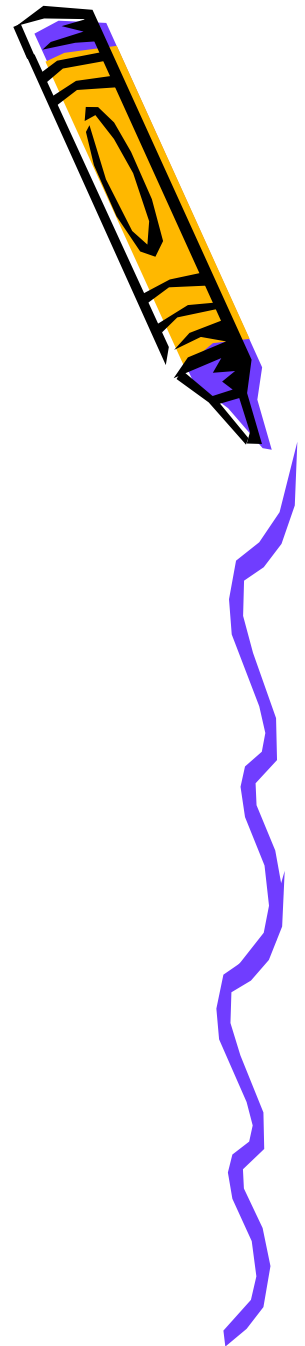
Staffing and Roles:

2. Intervention in all grades

- “Double-dipped” instruction to accelerate progress
- Co-ownership of students



Structures for School- Wide Impact



Staffing and Roles:

3. Campus Administrative Vision, Structures, and Expectations
 - Principal belief in the double dip
 - Sets budget and staffing with this belief as a priority

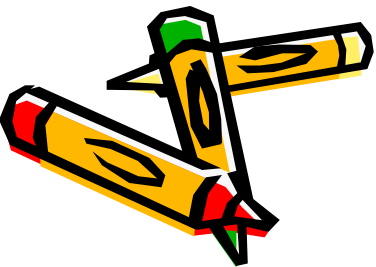


Structures for School- Wide Impact



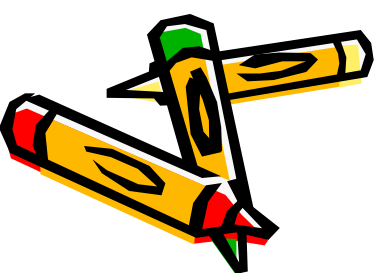
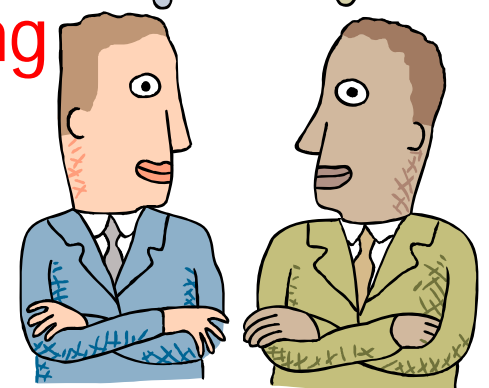
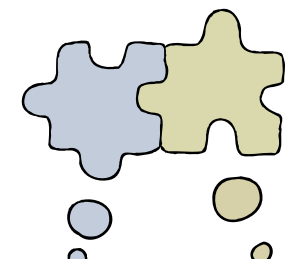
Staffing and Roles:

4. District Support for RR/DLL
 - Principal needs central office support for RR/DLL and balanced literacy

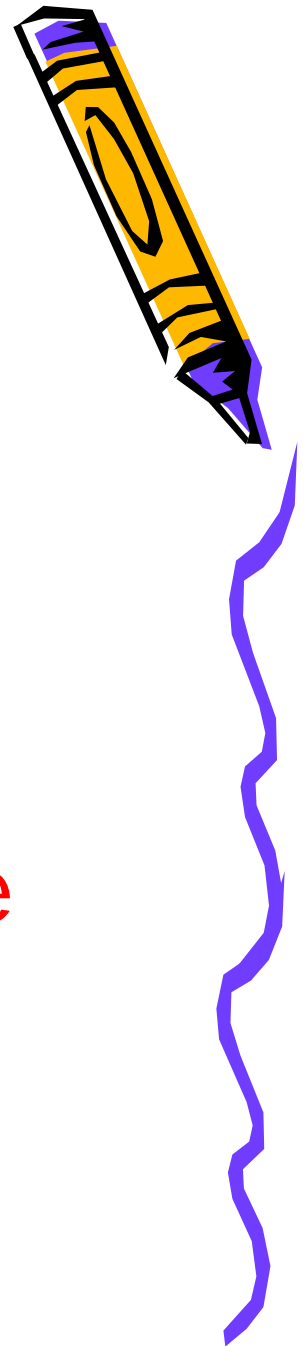


Reflection

- A. What staffing roles are currently working towards school-wide impact of RR / DLL on your campus/district?
- B. What are some roles or structures that could benefit your school/district in serving all students?



Shared Ownership & Accountability



- All staff members working together
- High Expectations
- School-wide practices promote success for all



I nstructional T eam

- I T Members:
 - 2 Administrators
 - 2 S.I.S. for LA (Primary and Intermediate)
 - 2 Intervention Specialists
 - RR / DLL teachers
- Data assessment & Collaboration



Theory Into Practice

- Focused Weekly Meetings
- Meetings facilitated by Literacy Coach (SIS) and administrators



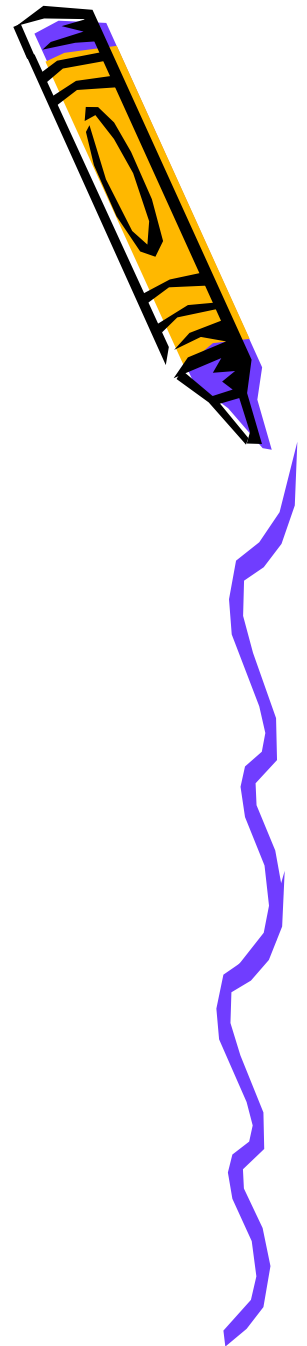
Student / Teacher Assistance Team

Members:

- STAT facilitator
- Administrator
- Classroom teacher
- Intervention Specialist
- Literacy Coach (SIS)
- Parent



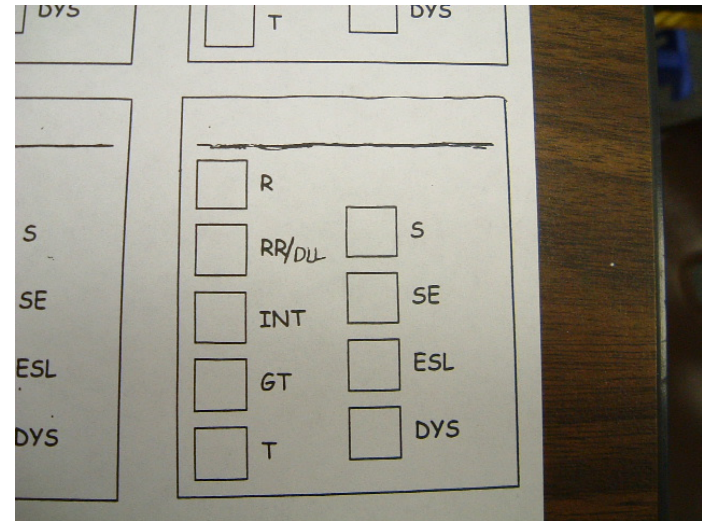
Status of the Class



- Active Participation in Meetings
 - Classroom Teacher
 - RR / DLL Teachers
 - Literacy Coach (SIS)
 - Math Intervention Specialist
 - STAT Facilitator
 - Diagnostician
 - Administrators
- Reading, Writing and Math Levels Discussed every grading period



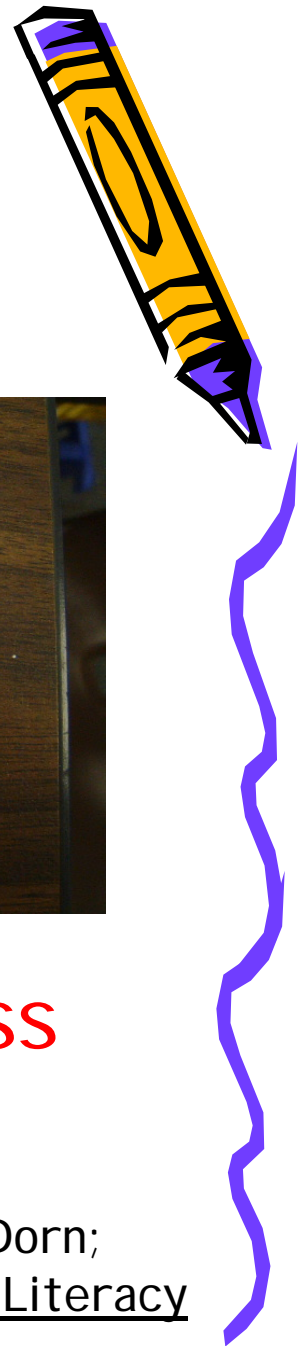
Assessment Wall



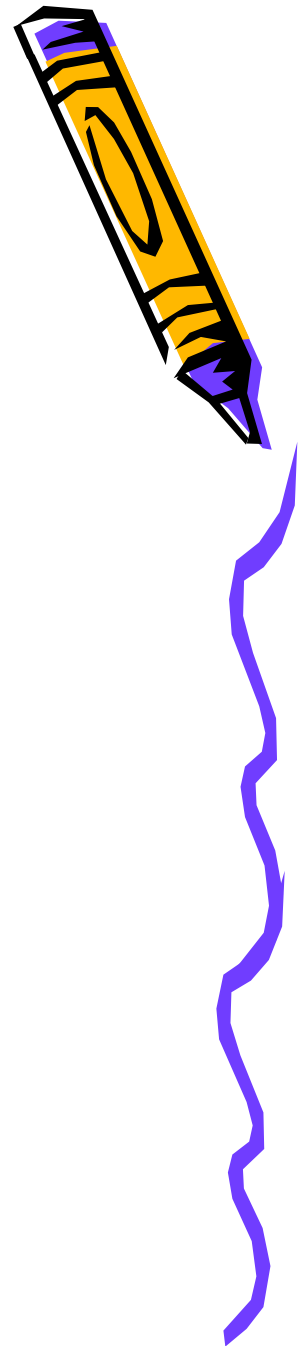
- Charting Students' Reading Progress



Adapted from L. Dorn;
Apprenticeship in Literacy



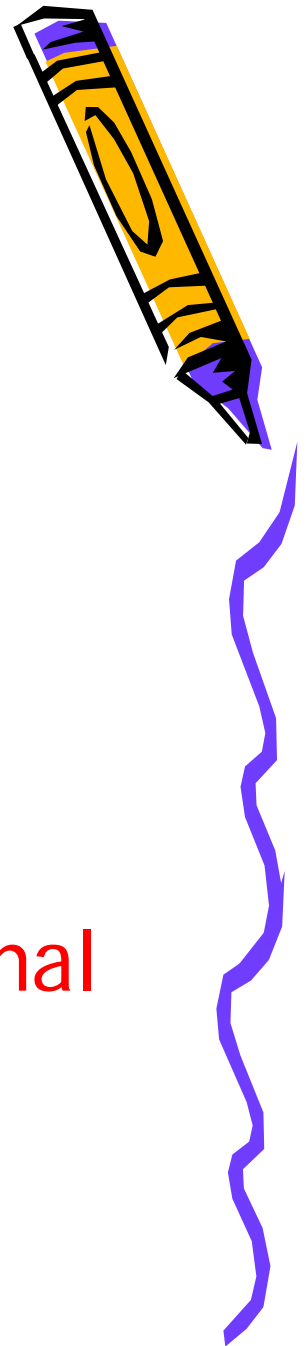
Team Planning Sessions



- Weekly, Mandatory Meetings
- Use of state TEKS and grade level roadmaps to plan for instruction
- Support for novice teachers
- Ownership of all students



Literacy Team and Cadre Meetings



- Literacy Coaches (Primary and Intermediate S I S's)
- Members from all grade levels
- Attend district level meetings
- Meet regularly to focus instructional needs and align all grade levels



Literacy Library

- Centrally located
- English / Spanish; fiction and non-fiction
- Leveled titles to integrate content areas with G.R.



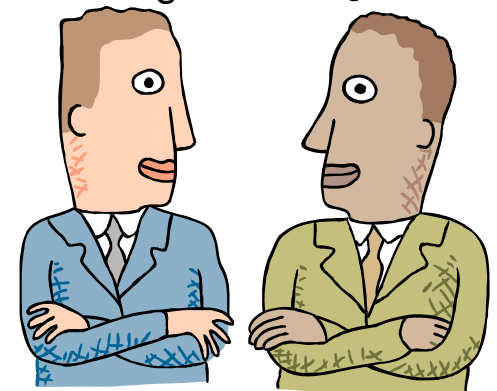
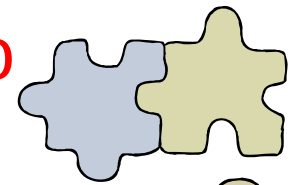
*Other Literacy resources to assist in teacher planning



Reflection

C. What do you do to collaborate on your campus?

D. What are some ideas you want to implement on your campus to strengthen collaboration?



Communication and Involvement of Key Players

- Role of Student
- Role of the Classroom Teacher
- Role of DLL / RR Teacher
- Role of Administrator
- Role of Parent

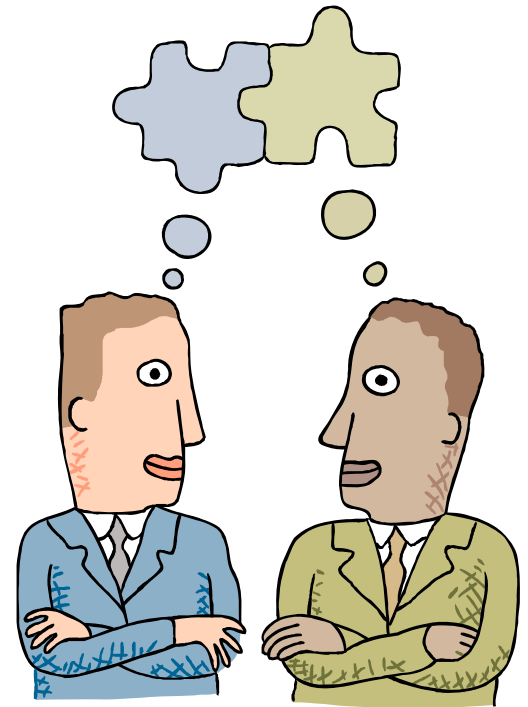


Reflection



E. What are some patterns you have seen on your campus that hinder your work with students?

F. What could you do on your campus to increase the communication and involvement among key players to better serve your students?



"Quick Think"

G. What are strategies?

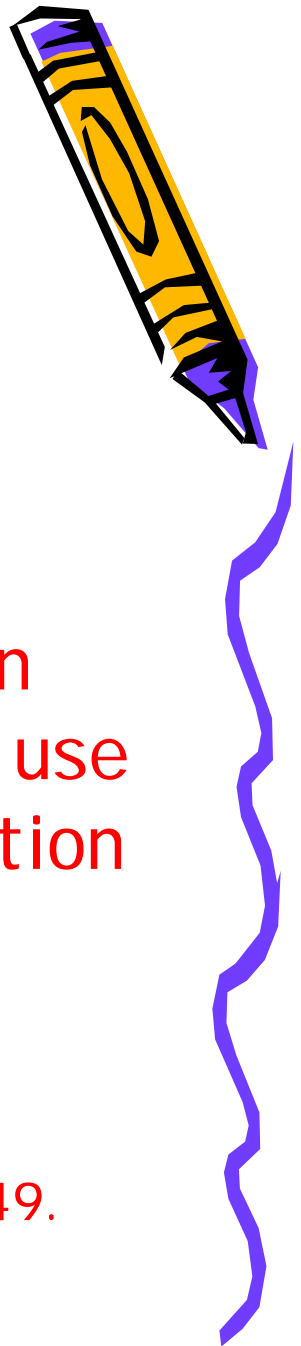


Strategies are...

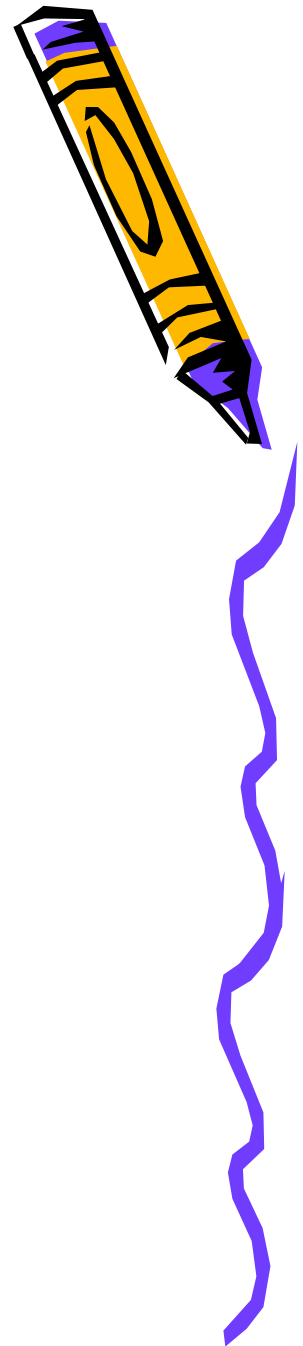
Marie Clay :

“Strategies are flexible unobservable ‘in the head’ processes a learner is able to use to gather different sources of information in order to gain inner control”

M. Clay; Guided Reading,
by Fountas and Pinnell, p. 149.



Aligned Strategy
Instruction:
"Getting the word out"



Staff Development Decisions

- Guided and supported by State and District
- Campus based decisions to focus on the specific needs for our teachers and students





Staff Development Implementation



- Balanced Literacy Implementation
- New Jersey Writing Project
- Individualized coaching

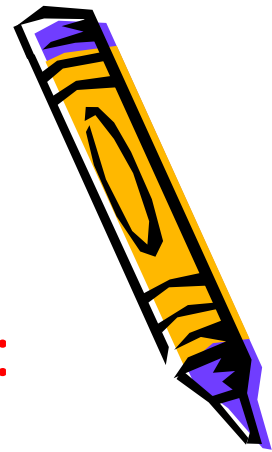


Peer Modeling & Conferencing

- Classroom teachers observe RR/ DLL
- RR / DLL observe classroom teachers
- Conferencing
- RR/DLL teachers observe and “listen-in” to each other



Push-In Practices



RR / DLL teacher goes in to the classroom:

- Works with small groups
- Provide a model for small group teaching
- Instant communication and feedback



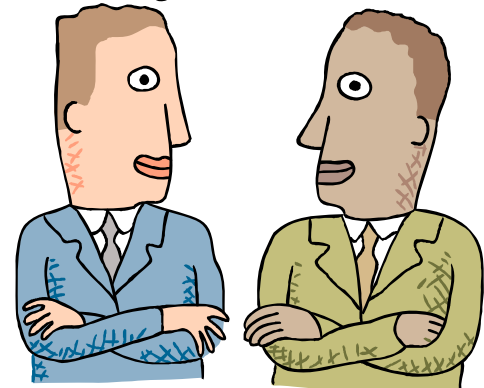
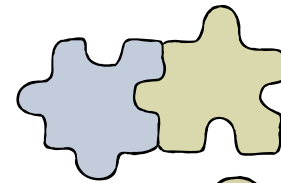
Reading & Comprehension Strategy Focus

- Same focus for K-5
- Reading for meaning is weaved throughout the curriculum
- Benchmarks assess the **balance** between fluency, comprehension, and accuracy

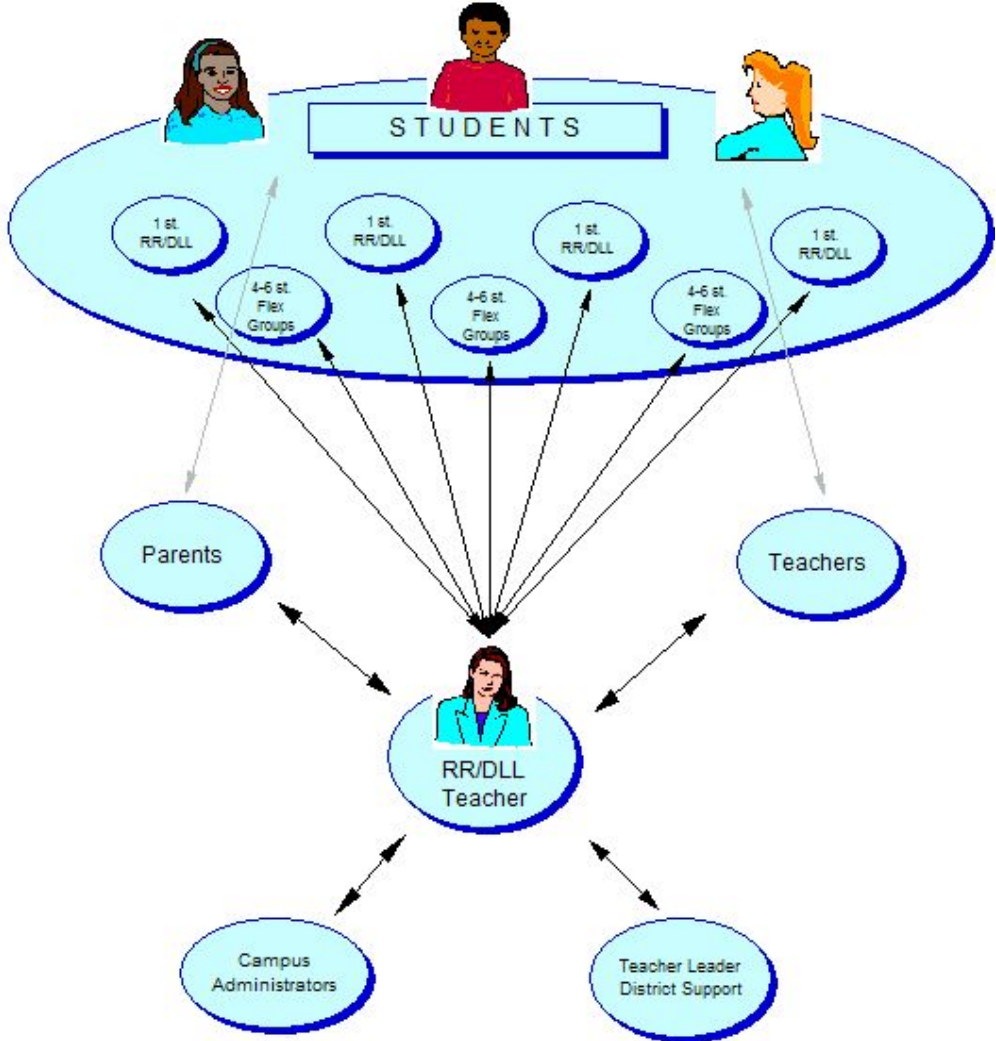




Reflection

H. What can you do on your campus to ensure that all teachers are enabling students to become strategic learners?



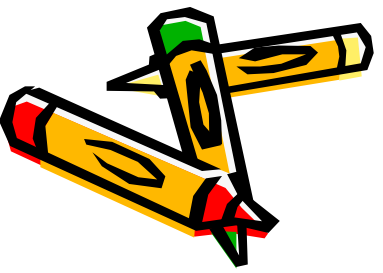
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Direct Impact 
Indirect Impact 



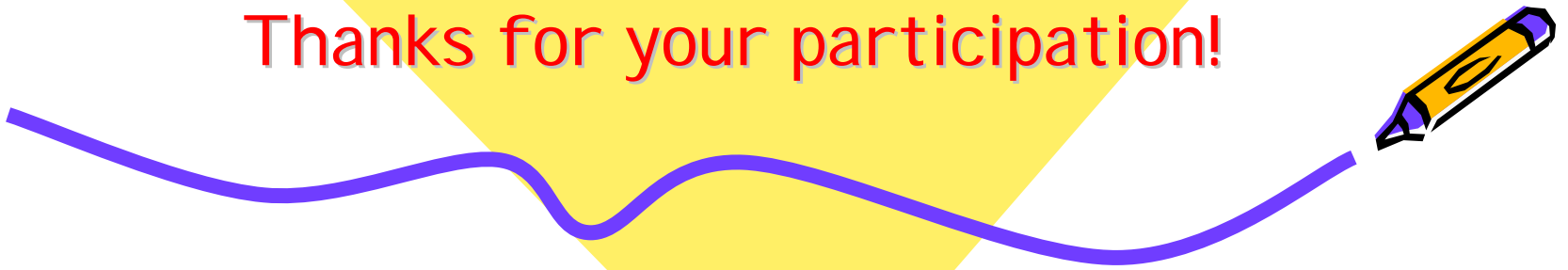
Questions





Please fill out the
session evaluation

Thanks for your participation!



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