

A Professional Learning Proposal Submitted by Scholastic Education
to Newport Independent Schools
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2018-2019 School Year Professional Learning

What We Heard

Newport Independent Schools is seeking to improve the literacy achievement of all students, kindergarten through grade 12. The district understands that all students need to be able to process increasingly difficult text in order to read on grade level and students need to become more strategic readers. In addition, at the middle and high school, students need to build stamina when reading independently.

The district is requesting a professional learning pathway with a two-pronged approach.

- For kindergarten through 6th grade, Newport Independent Schools believe that learning will improve for elementary students through a plan that supports all teachers with Guided Reading instruction and by helping teachers strengthen the literacy work students can do independently.
- For grades 7 through 12, the district believes that student achievement goals will be reached when teachers give students more opportunities to read independently in an environment that expects students to apply strategies they are learning in whole group lessons.

Students, teachers, and leaders will embark on a Balanced Literacy initiative around raising literacy instruction through a focus on Guided Reading and independent reading practices--a framework designed to facilitate tangible, noticeable literacy improvement and results.

Proposed Partnership Solution

Newport Independent Schools and Scholastic will form a partnership to support the use of Guided Reading Instruction as a cornerstone of K-6 ELA instruction and independent reading as an instructional foundation in grades 7-12 ELA. In the partnership, Scholastic will assist all teachers and principals in building common language for each instructional approach. In addition, Scholastic will support teachers' implementation of new knowledge and skills around the instructional approaches and student growth. Lastly, Scholastic will help build the expertise and capacity of school sites by assisting school leaders to monitor and support implementation. In turn, Newport Independent School leaders will ensure time and resources for professional learning to support teacher learning and implementation.

PROFESSIONAL LEARNING DESIGNS

- **Professional Learning Workshops**
Through workshops for teachers and leaders, Scholastic will continue building common knowledge and leadership expectations that support a high-quality implementation of Guided Reading and accountable independent reading instruction.
- **Instructional Coaching**
Site-based job-embedded coaching support begins with lesson modeling and grade level meeting co-planning to further support understanding of instructional strategies. The coaching cycle, which includes classroom observations and reflective meetings, address problems of practice that teachers identify.
- **Instructional Walk-Throughs**
A Scholastic Leadership Specialist will accompany principals as they observe instruction and monitor implementation of teachers' use of new knowledge and skills.

Timeline and Scope of Work

	K-6 Focus on Guided Reading	7-12 Focus on Independent Reading
August (1 day; 2 consultants)	Seminar <ul style="list-style-type: none"> ◆ AM: <i>Getting Started with Guided Reading</i> ◆ PM: <i>Student Independence and Centers</i> 	Seminar <ul style="list-style-type: none"> ◆ AM: <i>Reading Mini-Lessons: Lesson Planning and Delivery</i> ◆ PM: <i>Building a Culture of Independent Reading</i>
September (1 day; 1 consultant)	Seminar <ul style="list-style-type: none"> ◆ AM: <i>Building a Culture of Independent Reading</i> 	Seminar <ul style="list-style-type: none"> ◆ PM: <i>How to Confer with Students About Reading</i>
September Visits	Lesson Modeling (3 days; 1 day per school)	
	Principal Instructional Walk-Through (1 day)	
October Visits	Teachers: Grade-level Meetings: Co-Planning (3 days; 1 day per school)	
	Teachers: Instructional Coaching (9 days)	
November Visits	Principal Instructional Walk-Through (1 day)	
	Teachers: Instructional Coaching (9 days)	
January Visits	Teachers: Instructional Coaching (8 days)	
February (1 day; 1 consultant)	Seminar AM: TBD	Seminar PM: TBD
February Visits	Teachers: Instructional Coaching (8 days)	

Pricing

Professional Learning Courses	Item	Unit	Cost	Total
One Day Seminar (August)				
<u>Grades K-6</u>				
<i>Getting Started with Guided Reading</i>	627012	1	\$1,749.50	
<i>Student Independence and Centers</i>	651242	1	\$1,749.50	\$6,998
<u>Grades 7-12</u>				
<i>Reading Mini-Lessons: Lesson Planning and Delivery</i>	674903	1	\$1,749.50	
<i>Building a Culture of Independent Reading</i>	651237	1	\$1,749.50	
One Day Seminar (September)				
<u>Grades K-6</u>				
AM: <i>Building a Culture of Independent Reading</i>	651237	1	\$1,749.50	\$3,499
<u>Grades 7-12</u>				
PM: <i>How to Confer with Students About Reading</i>	661384	1	\$1,749.50	
One Day Seminar (February)				
AM: <i>TBD</i>	274457	1	\$1,749.50	\$3,499
PM: <i>TBD</i>	274457	1		
Coaching: Lesson Modeling (One day per school)	650224	3	\$2,099	\$6,297
Coaching: Grade Level Meetings (One day per school)	650224	3	\$2,099	\$6,297
Coaching: Instructional Coaching Visits	650224	34	\$2,099	\$71,366
2 On-Site Literacy Walk-Throughs for Instructional Leaders	674894	2	\$2,099	\$4,198
Total				\$102,154.00

*Unless otherwise noted, all services must be delivered within 24 months of purchase. Customers must notify Scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of professional learning, in-classroom support, or other on-site services. If such notice is not received by Scholastic, customers will be charged (or forfeit prepayment) for canceled or missed days.

For Information Please Contact:
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Appendix



PROFESSIONAL LEARNING COURSES FOR TEACHERS

Professional Learning Seminars

Getting Started with Guided Reading

Common language, understanding, and expectations around a topic are often key to a successful implementation. This session is recommended for schools and district just starting out in Guided Reading or those that would like to ensure commonalities across classrooms. With that goal in mind, participants create foundational guidelines that outline what Guided Reading looks like, its purpose, and its place in balanced literacy instruction. They also examine the developmental levels of readers and the characteristics of leveled texts to use as a foundation for planning instruction.

Session Objectives

Participants will be able to:

- Identify characteristic of Guided Reading instruction.
- Explain the purpose of Guided Reading and why it should be used.
- Describe the before-, during-, and after- sections of a Guided Reading lesson.
- Identify Guided Reading's role in balanced literacy.
- Name characteristics of readers at various developmental stages.

Student Independence and Centers

Here we address one of the questions most often asked by teachers beginning to use small-group instruction: *What are the other students doing?* Participants go through a typical day in a comprehensive literacy classroom, complete with a mini-lesson, a read-aloud, and rotations. Teachers will be given opportunities to plan their own literacy centers, rotation charts, tools for classroom management, and lessons for the first 25 days.

Session Objectives

Participants will be able to:

- Name types of center activities that support literacy development.
- Evaluate centers based on an agreed upon set of criteria.
- Create a plan that identifies literacy-based centers to be used that includes materials needed, their purpose, and options for heightening accountability.

- Identify steps needed to manage the literacy center block.
- Create tools that support centers, including organizational and classroom management tools.
- Develop strategies to support students' abilities to work independently so the teacher can work with small groups.
- Prepare a beginning-of-the-year lesson that would support student independence during center time.

Reading Mini-Lessons: Planning and Delivery

Help students learn comprehension and analytical skills by letting them peek inside your mind as you make sense of what you've read. In this session, participants will explore common, yet complex, reading skills and will learn how to unpack the magic of those skills for students in a step-by-step mini-lesson. Participants will design and deliver mini-lessons that are targeted to their standards and students.

Session Objectives

Participants will be able to:

- Unpack the standards to identify key reading skills to teach.
- Build a scope and sequence of mini-lessons based on texts, standards, and student needs.
- Describe the components of an effective mini-lesson.
- Plan and deliver an effective mini-lesson.
- Design anchor charts that support mini-lessons.

Building a Culture of Independent Reading

Students need ample opportunities to independently read texts that they enjoy. They also need to apply strategies to make their independent reading time as effective as possible. In this course, teachers will learn how to build a culture that encourages independent reading and holds students accountable for learning.

Session Objectives

- Participants will be able to:
- Describe the importance of voluminous reading.
- Explain the characteristics of effective independent reading.
- Plan appropriate scaffolding for independent reading.
- Name systems of accountability for independent reading.
- Identify steps in organizing independent reading.

How to Confer with Students About Reading

Seize the opportunity. Conferring is an ideal way to learn more about the reader's strengths and areas for growth. In a focused meeting, a teacher can differentiate instruction and offer strategies to help readers meet their goals. This session gives participants tools and inspiration to strengthen their skills in facilitating goal-setting conferences.

Session Objectives

Participants will be able to:

- Identify the benefits of conferring.
- Name two components of an effective conference.
- Identify a reader's need during a reading conference.
- List strategies that meet students' reading needs.

- Review various types of documentation for conferring.
- Develop a practical plan for conferring.

INSTRUCTIONAL WALK-THROUGHS FOR PRINCIPALS

Job-embedded experiences are a hallmark of effective professional learning. Nothing fits this bill like walking through classrooms at our own schools or within our own districts with intentional foci to learn about implementation. During these school visits, the principal and a Scholastic leadership consultant choose a student- and/or teacher-centered focus concerning implementation of the literacy initiative to gather data on. Throughout the experience, the partners will debrief their findings with the goal of norming expectations. The day ends with the partners agreeing upon the trends they have noticed and next steps that might be taken.

Visit Objectives

Participants will be able to:

- Efficiently and effectively gather focused data during a walk-through.
- Evaluate the quality of implementation based on a student- and/or teacher centered focus question.
- Identify implementation trends based on the data collected.
- Evaluate the quality of the focus question used for the walkthroughs.
- Brainstorm possible next steps based on collected data.

INSTRUCTIONAL WALK-THROUGH SAMPLE SCHEDULE

Times May Be Adjusted to Fit School's Schedule

Principal and Scholastic Literacy Specialist Meeting (Overview and Professional Learning Focus)

8:30-8:55

Guided Reading Observations

9:00-9:20 Teacher #1

9:30-9:50 Teacher #2

10:00-10:20 Teacher #3

10:30-10:50 Teacher #4

11:00-11:20 Teacher #5

Lunch

11:20-12:20

Guided Reading Observations

12:30-12:50 Teacher #6

1:00-1:20 Teacher #7

1:30-1:50 Teacher #8

Principal and Scholastic Literacy Specialist Meeting (Debrief and Set Goals)

2:00-3:30

Lesson Modeling

Outcome: To ensure common language and expectations around instruction.

Description: After observing a lesson in their classroom with their students, each teacher will meet with Scholastic coach to debrief the lesson and create a document that describes each section of the ideal lesson.

LESSON MODELING SAMPLE SCHEDULE

Times Should Be Adjusted to Fit School's Schedule

Principal and Scholastic Literacy Specialist Meeting (Overview and Professional Learning Focus)

8:30-8:55

Lesson Modeling*

9:00-9:20 Lesson #1

9:30-9:50 Lesson #2

10:00-10:20 Lesson #3

10:30-10:50 Lesson #4

Lunch

11:00-12:00

Lesson Debrief Meetings with Teacher Teams*

12:00-12:45 Team #1

12:45-1:30 Team #2

1:30-2:15 Team #3

2:15-3:00 Team #4

Principal and Scholastic Literacy Specialist Meeting (Debrief and Set Goals)

3:05-3:15

* Teacher teams will need coverage so they can attend the lesson modeling and the debrief meeting.

Grade Level Meetings

Outcome: To strengthen lesson planning.

Description: The Scholastic literacy specialist will meet with grade level teams to plan instruction that can be used by teachers.

GRADE LEVEL MEETING SAMPLE SCHEDULE	
Times May Be Adjusted to Fit School's Schedule	
Principal and Scholastic Literacy Specialist Meeting (Overview and Professional Learning Focus)	
8:30-8:55	
9:00-9:40	Kindergarten Grade Level Meeting
9:50-10:30	First Grade level Meeting
10:40-11:20	Second Grade Level Meeting
Lunch	
11:20-12:20	
12:30-1:10	Third Grade Level Meeting
1:20-2:00	Fourth Grade Level Meeting
2:10-2:40	(Time to work in classrooms or bookroom)
Principal and Scholastic Literacy Specialist Meeting (Debrief and Set Goals)	
3:05-3:15	

Instructional Coaching

Outcome: To strengthen instruction. (Each teacher will have a self-identified goal to reach.)

Description: See *Scholastic Coaching Process*.

COACHING SAMPLE SCHEDULE

Times May Be Adjusted to Fit School's Schedule

Principal and Scholastic Literacy Specialist Meeting (Overview and Professional Learning Focus)

8:30-8:55

Guided Reading Observations

9:00-9:20 Teacher #1

9:30-9:50 Teacher #2

10:00-10:20 Teacher #3

10:30-10:50 Teacher #4

Debrief/Planning Meeting

11:00-12:15

Lunch

12:15-12:50

Reflective Meetings with Teachers *

12:50-1:20 Teacher #1

1:25-1:55 Teacher #2

2:00-2:30 Teacher #3

2:35-3:05 Teacher #4

Principal and Scholastic Literacy Specialist Meeting (Debrief and Set Goals)

3:05-3:15

*Teachers will need coverage for Reflective Meetings, unless meetings happen during planning time.

SCHOLASTIC COACHING PROCESS

COLLECTING EVIDENCE OF STUDENT WORK (Coach):

- Collects data as determined during planning or reflective conferences.
- Videotapes, when possible.
- Records observable evidence about student work and behaviors

COACH'S PLANNING TIME (Coach)

- Analyzes data collected during observation.
- Develops questions to use during reflective meeting.

REFLECTIVE MEETING (Teacher and Coach)

The coach will work with the teacher to:

- Identify his/her student's strengths & areas of growth.
- Set short term & long-term goals based on the professional learning initiative's continuum of expectations. Goals should focus on changeable behavior.
- Identify strengths and use them to reach goals.
- Identify strategies that develop continuum goals.
- Create plans that include goal dates, strategies, artifacts, and next steps.
- Reflect on the coaching process.

FOLLOW-UP OPTIONS (Teacher and Coach)

- Teacher and coach analyze classroom data and plan how to use the information to promote teacher's goals or increase student achievement.
- Coach shares professional readings that support strategies/plans for the teacher's goals and make connections to practice and goals.
- Coach suggests professional learning opportunities offered to promote professional growth and/or increase student achievement
- Model lesson or strategy connected to a continuum goal.
- Co-plan lessons connected to continuum goal.
- Continue the coaching process.

SCHOLASTIC COACHING BELIEFS

1. We believe that the coaching model is the surest way to guarantee on-going sustainable professional learning support and to reach district initiatives.
2. We believe that effective coaching is non-evaluative and driven by explicit goals and a common language.
3. We believe that coaching includes:
 - Pre-conference meetings to plan the coaching cycle.
 - Data gathering through lesson observations.
 - Reflective meetings where areas of strength, areas for growth, and next steps are identified *by the teacher*. Coach and teacher create plans to reach next step.
4. We believe that plans to reach next steps include many options such as teacher-identified change in practice, co-planning, lesson modeling, co-teaching, investigating more information, etc.
5. We believe that effective professional learning, including coaching, requires that the school principal play an integral role in supporting the process and the coaches.
6. We believe that coaches exhibit professionalism and build rapport through confidentiality, reliability, knowledge, flexibility, and empathy.
7. We believe that coaches understand the value of using reflective and guiding questions.
8. We believe that effective coaching requires repeated coaching sessions for teachers and planning time for coaches.
9. We believe, to build capacity, site-based instructional coaches need professional learning support.
10. We believe that in order for site-based coaches to improve they must have opportunities to accompany the consultant and have designated time to debrief with the consultant.