Specialist Literacy Learning with CEL

“Open Reflection”

What superpower do you wish you had in your role?
What superpower do you have as a reading teacher?

Wherever we are as teachers/students find that place and stretch.

Celebrations:
◆ Students really like the phonics component of LLI
◆ The texts are engaging
◆ Kids get tied into the series and make connection to other titles

Struggles & Lingering Questions
◆ Time to plan
◆ How to individualize with LLI/IEP goals
◆ Where is the best level to start when there is a wide range of students?
◆ How can we create “extra dose” for students?
◆ Create Literacy goals (bank) so that instruction can match driven by standards and the literacy continuum
◆ How to support independent reading in the classroom (access to books, teacher support, etc)

What are the essential elements of an intervention program?
◆ Having specific targets for individual needs- Intentionality
◆ Assessment: knowing where students are at
◆ Group sizes: not overwhelming, more focused, not getting lost
◆ Within a specific range/grouping like levels
◆ Progress Monitoring- assessing growth and confidence in moving students forward
◆ Collaboration with classroom teacher, systems
◆ Shared ownership
◆ Support access to grade level curriculum
◆ Instructional level, scaffolding
◆ Allowing for academic struggle (choosing what you want them to struggle with)
◆ Not operating off pre conceived notions/quantitative assessment
◆ Relationships, trust, respect and energy
◆ Research based approach (consistent plans, clear, explicit)
◆ Collective Efficacy

What do you hope to get out of our work together this year?

**Guided Reading & LLI: Understanding the rationale and breaking down the structure**

What do you already know about LLI?

◆ Research based intervention curriculum
◆ Intended for small groups
◆ Comprehensive (comp, fluency, word work, phonics, etc)
◆ Systematic- same components in each lesson
◆ Progress monitoring component
◆ Books are intentionally designed for interest at each level
◆ Online component
◆ Take home reading, writing, etc.
◆ Kits overlap
◆ Close reading is embedded- multiple opportunities to re-read and think about and respond to specific questions
◆ Scripted
◆ Designed to parallel/supplement core instruction
◆ Supports common alignment and district literacy vision
◆ LLI and guided reading is individualized instruction

What do we believe about LLI?

◆ Belief that it will be effective and move students forward
◆ Creates shifts in the system-
◆ It takes relationships and trust
◆ Important not to supplant core instruction
◆ Students are interested and excited about texts

What are LLI and Guided Reading the same? Different?
◆ LLI is designed to boost learning vs. Guided reading is intended to keep the rate
◆ Small group instruction
◆ LLI is temporary, designed to accelerate learning and close the gap

What beliefs to you have about the LLI program?
◆ Students are interested and engaged with the material

Conversations and Constructs-
- Fitting our work with differentiation
- Common beliefs about reading instruction
- Intervention role vs. Teacher role
- Collective Efficacy - Shared ownership
- Understanding teacher stance & values
- What are our non-negotiables?
- Intervention team trust and support
- Our work is in service of the “ideal”
- Barriers- beliefs and assumptions
- Questioning behavior vs. academic support

Architecture for Guided Reading (chart)
color codes” or bands within the literacy continuum

**Selection**
- What do you still need to know?
- How to prep
- Format of the lesson (Watch it in action on video)

**Purpose**
- What is your stance on why this work is important to your students/school?
- Alignment, consistency
- Accelerating students toward standard (Closing the gap)
- Motivating students to read

**East**
- What excites you about this work?
- Cohesion of materials, belief systems, etc K-5
- Better understanding of LLI and how it is different and how its the same as guided reading
Being able to coach and support teachers in the value of LLI beyond the core supportive team

What worries you?

Changing what I'm familiar with

**Wonderings**

- How do we use the continuum to develop IEP goals?
- Are moving students forward from where they are (remediation vs. acceleration)

**Collective Efficacy** - We have to have the belief in students an in each other

- **WHO** is the collective? Teachers, administrators, etc. How do our leaders beliefs and systems support all students and access to intervention? A belief that intervention structures are important to close the gap?

- Collective pronoun “we” for ownership of ALL students

- Communication of what learning specialists are doing/learning with F&P LLI - “our”

- Planning our words and our systems to influence teachers, systems, beliefs, etc.

  - The student needs...
  - The student will be successful when...
  - So we need to...

- do this work with grace and urgency (patience and persistence)

**How can we influence and consider new ideas to master schedule, service models, etc to support students based on what we know about effective intervention (double dose) “Schoolwide”**

- Current construct vs. belief/research

**Learning Environment and culture** - Students feeling comfortable with working in small groups, perceptions, etc.

**Next Steps:**

- **Classified Training and Support** - What do they need?
  - implementation of phonics and matching text portions
  - Release time for co-leading lessons, planning and prep (monthly?)

- Partners, structures for co-group facilitation
Create a progression of reading skills (key essentials). Where and how to zoom in.

King questions (within, beyond, about) - connection to Benchmark Assessment

Open understanding of running records

December 12th

Deepen knowledge of the individual components of LLI and how they work together to create a comprehensive lesson.

Instructional decisions

What is successful with LLI

How all the components of the curriculum come together - balanced approach and experience

High engagement

Finding the Red thread between each of the components in the planning phase

Anchor charts - make ahead and reuse

Taking the time to premake and prepare the lesson. Improves lesson, pacing, student engagement, etc.

What are the “keys” to a successful LLI Lesson?
How will LLI play a role in closing reading gaps for the students you serve?

When previewing new text:
- What can we anticipate students will understand?
- What skills can we anticipate that students will use?
- What do we anticipate students might be confused about?
- What skills do we anticipate they may not use to be making?

Big Take Aways
- “To close the achievement gap we need to teach with urgency!”

➔ The LLI lesson outlines the text features and goals specific to the lesson text (What students will learn), but looking at reading behaviors specific to the students level is critical in how to lift them as a reader (how they access and understand)

Book Introduction- “Without the coat tree and the hooks the coats would be on the floor.”
- Think about the book introduction as a coat rack that holds up the text for the reader.
- You are providing HOOKS on the coat rack as you go through each phase of the introduction.
- As students read, they are placing their understanding of the text on the HOOK you provided.
- As they add to the HOOKS, they begin to make meaning of the text.

Looking at the lesson...
- What do you notice about the structure of the book introduction?
  - How does that structure serve as a coat tree for the text?
  - How does what is in the book intro match what we learned about the level?
- What are the HOOKS? Why are these hooks important in this text at this level?

A conference is nested within the guided reading. When students are reading the text to themselves, confer by researching the reader, giving them a compliment and one specific teaching point (reading behavior)
New Learning

- Planning as we go - digging into where they are at and where they need to go
- Less questioning, more telling and teaching
- Don’t nurture the gap

Next Steps

- Being more anticipatory
- Level comparison and breaking down within the categories
- Move groups forward levels and scaffold the lower readers up
- Prep scaffolding for students who are significantly below
- Have back pocket teaching points

Wonderings (Q’s or to study)

- How to use running records to guide instruction
Continued depth around the levels
Planning teaching points
Putting the pedagogy together; teaching with urgency
Practice: Plan, implement and debrief
   Phonics, book intro, reading conferring, closing with teaching point
2 Triad Teams: Co-plan together. Teacher small group studio.
   Teacher 1 phonics
   Teacher 2 book intro
   Teacher 3 reading conferring
   Teacher 1&2 Discussing and Revisiting
   Teacher 3 teaching point
Debrief
Then switch triad teams

Need two groups-- preferably the same level

Ideas..
- Review data from schoolwide Fall to spring
- Tracking behaviors at “benchmark” levels
- Using specific language during LLI lesson - this is where the lift is
- Data and questions

7th- “Wild Rose”

Target and Content-
- Moving Readers with Urgency-
- What will it take to move every child forward.. Slice and dicing like surgical work
as an individual or by content
Instructional decisions with LLI lessons based on content knowledge of the levels of the continuum with a specific focus on identifying teaching points at the end of the lesson

Use the structure of the LLI lesson to leverage the learning needed for students

- What do we know about the lesson?
- What do we know about the individual students?
- How do we select the right lesson and teaching point?

- Why are they getting stuck?
- What are we going to do about it?

What kind of flower are you?

K-

of LLI

Level of Texts and Impact on Readers

Make a plan for the remainder of the year to experiment with pushing aggressively-

- Get kids into appropriate levels of “boxes”
- Solve the materials sharing

- vs. differentiated instruction vs. intervention
Wonderings

What is impacting this growth? How can it be replicated?
How do we make sure we are making most of GR in the classroom as well as LLI
Highest growth group @ each level? 1 or 2
What is impact on growth of when classroom and intervention teacher are connected?
How can we collect/share and for data on students receiving data? How do we calibrate?
BAS calibration - who's administering? How to calibrate? Testing to the “hard”
Are students who are served in the classroom making more growth than those who are in pull out?

students getting stuck?

(Bue vs. Red) “Get em to P”

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communication with classroom teachers (template)

- Here’s what I’m doing
- Here’s what I am looking for
- Here’s what you can look for
- Here’s what you can do with it

- Every couple of weeks?
- We aren’t supporting them in the subtleties within a level- we are teaching them specifically.

get them from M to O - what 5 strategies could you use for all students at an M.

challenge

al... Just Right
on teaching in teams

- Selecting a teaching point that is transferable across texts
- Ending the lesson with a specific teaching point (have two or three in your back pocket)
- Not to try to correct every error

Key Ideas

➔ SPED 3:1 - Where are students? What do we do to support them? Updates on classroom/service push in pull out, What accommodations being made? What’s working? What needs to be justified? How to support teachers and students in the classroom?

➔ Teach toward what they are close to- not to the gap! Meet them where they are at and move them forward, rather than assuming they need more back teaching.

➔ If I need to get them from M to O - what 5 strategies could you use for all students at an M.

➔ Provide a transferable teaching point for every lesson (different but related to the goals of the lesson)

➔ Should not be taught in discreet progression- move throughout the kits responsively

➔ Follow Running record suggestions to move students through text

➔ Assessment/Running Records are not a time for instruction

➔ Awareness of whose interest is being served.. Always putting students first

Next Steps

➔ The next two weeks pick two teachers have a courageous conversation that puts the needs of students at the center (scheduling, planning, etc).

➔ Serravallo’s Understanding Text and Readers for specialists team(?)

➔ Next time you partner with each other, have the other adult talk to the adult, not the student

➔ Parapro Training- modeling and voice over (this is what I am thinking.. This is why I am doing this.. etc)

➔ The second week of school dedicate to training and modeling before groups officially start.

➔ Running Records and Assessment/ Calibrating how to score, when to move students to higher level level texts.
October 14th 2019-2020

**What is your most important tool as a superhero?**

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<thead>
<tr>
<th></th>
<th>Rayna</th>
<th>Tom</th>
<th>Patty</th>
<th>Carissa</th>
<th>Kiley</th>
<th>Teresa</th>
<th>Chelsea</th>
<th>Ashley</th>
<th>Cindy</th>
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<tbody>
<tr>
<td>Tool</td>
<td>Building trust among others in the system- buy in</td>
<td>Team work- Spider web pulling them in and building connections</td>
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“Teachers are superheroes in disguise!”

Understanding where people are coming from. What do we both believe about what is important and build from there.

“Core” reflection activity-

➔ What do you know about LLI that you didn’t know this time last year?
➔ What are the keys to success for your work with LLI students/so far this year?
➔ What are the struggles in your work with LLI students so far this year?
➔ At the core- what is your (shared) vision of intervention/LLI this year?

**Build student confidence and love of reading while closing the gap**

➔ Implement LLI components and utilize structures consistently
➔ Students can understand and articulate their goal to become independent readers

**Gradual Release of Responsibility Model for Adult Learning**

➔ Think Alouds
How are you making the decision about the teaching point

Language - what you are working on and why “This is what we are going to be working on ______, because ______.” Use curriculum specific language for calibration

Responding to student needs/behaviors - “This is what I observed, this is what I am going to do about it…” (Compliment, misconception, correction, etc)

What are you paying most attention to in the moment and why/what follow up questions. What the adult should be listening for.

**Levels of Support for the Teaching Point**

- Heavy Touch - Demonstrating Teaching (If the student needs this level of support, it will not likely happen within the LLI lesson)
- Medium Touch - Example and Explanation Teaching
- Light Touch - Coaching

**Planning a Lesson**

- Take time to consider what are they going to get vs. what might be a struggle when looking through the book
- the coat hook - what are we using to support the reader throughout the book
- the continuum, what specific behaviors/teaching points match goals and struggles of the text - which will you pay attention to. “What pops out neon to you?” Use the within, beyond, about

**Debrief from Partner Teaching**

- What did you figure out?
- Pre-planned teaching points
- What are we trying to accomplish with the book - teaching to the student not to the text
- What is still really hard?
- Pacing
- Introducing new language and prior skills (ex: whisper reading)

In guided reading you are scaffolding the learning in the text and then leverage individual teaching points to lift them forward. Instruction requires instruction and support.

Student: what do you know about the student? Text: What are they likely to understand or mis understand from the text? Level of the text?
Don't leave out entire components, just figure out the biggest bang for your buck within each component.

**Big Ideas**

- Find joy, remember your super power and the tools you use, wear your capes
- Partner Teaching vs. Tutoring
- More selective in what components we do in the introduction/preview of the text (quicken pacing) - Student/Level/Text
- Have a few teaching points ready
- How to scaffold questions without significantly reducing the cognitive demand
- Connecting the lesson to the continuum - what is new?
- Number of questions and cognitive demand
**Next steps**

- Partner teach (not student tutoring)
- Schedule round with Lindsay (using criterion document/considerations for differentiated settings)
- Planning with the triangle

**Steps Lindsay**

- Work with Carissa and Chelsea to discuss systems of strategic action and how the teaching points from the continuum and LLI lesson are specific but connection. All readers are executing the strategic actions, we are selecting one or two to teach to specific students.
- Compliment Conferences (½ day release? - Watch one or two others) - Benchmark Assessment Kit
- Follow up with Carissa and Patty - students should not be in paper/black and white
- Difference between a learning target vs. a teaching point
- Writing as a component
- How to use running records to plan for next steps (side by side modeling)
- Writing component - What is the goal of each day? What is transferrable? How is this connected to IEP goals?
January 22nd, 2020

- Using data to identify students not making expected progress and name why these students are struggling and how to push them forward.
- Planning the LLI lesson and TP to make in the moment decisions based on the continuum.
- **Implementation:** Implement lessons with in the moment decision making based on anticipated understanding and need.

### What is going really well?

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<td><strong>Specially the writing portion (every other day’ish)</strong></td>
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<td><strong>Progress (all student groups are in red); persevering and modifying the structures to fit the groups needs and behaviors</strong></td>
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<td><strong>Started kindergarten in LLI earlier this year than last year</strong></td>
<td><strong>“You are doing it!”</strong></td>
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### Pitfalls- what is really hard and what are some possibilities?

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<tr>
<td>Better teacher communication for levels- exit slip/sticky note to help teachers move/understand where students are at (classroom teachers have students in lower text). --- coach teachers how to move forward (share running records with teachers).</td>
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<td>At schoolwide meetings when students switch groups, take some time to review running records, etc. What are the current teaching points, etc.</td>
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### Why the conversation was around how well students are doing and how much growth they were making vs. how much different are the expectations and capabilities for struggling students are. How to support teachers in understanding needs and moving them forward for growth?

- Know if they are stuck?
  - Student hasn’t changed levels since fall (minimum of 2)
  - Running Records/Data
  - Specific Reading Behaviors
What are some possible teaching points?