



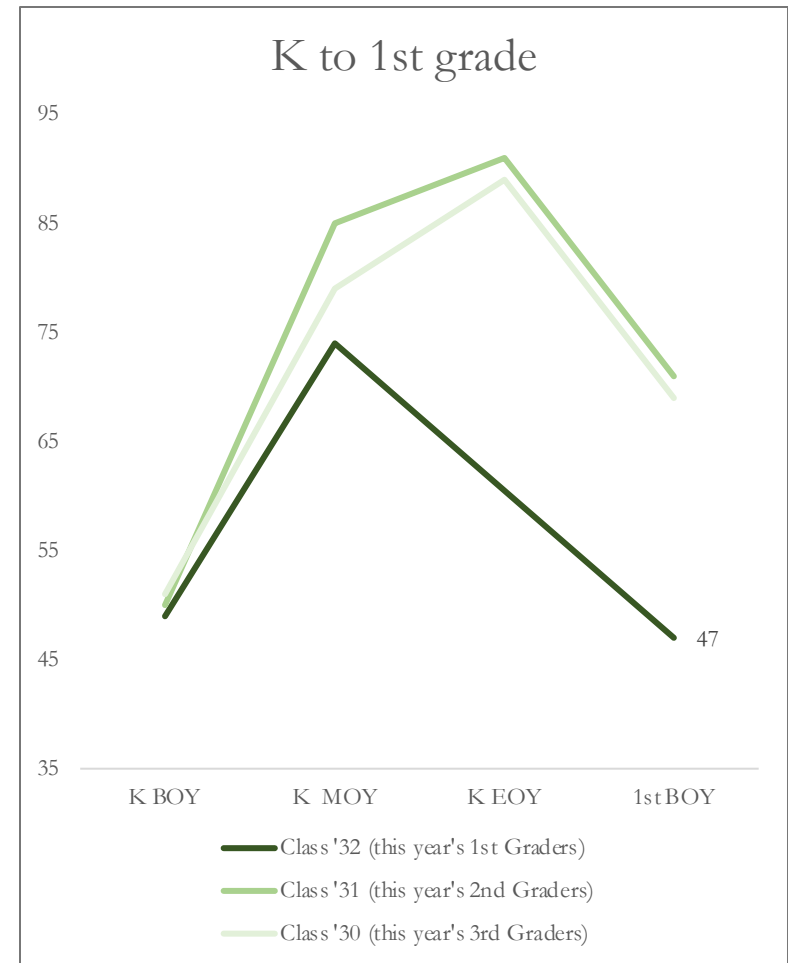
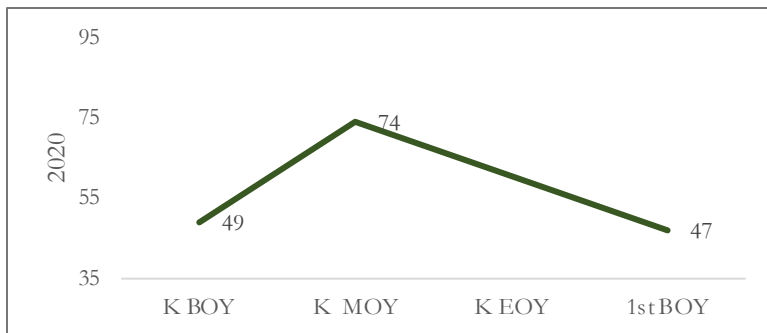
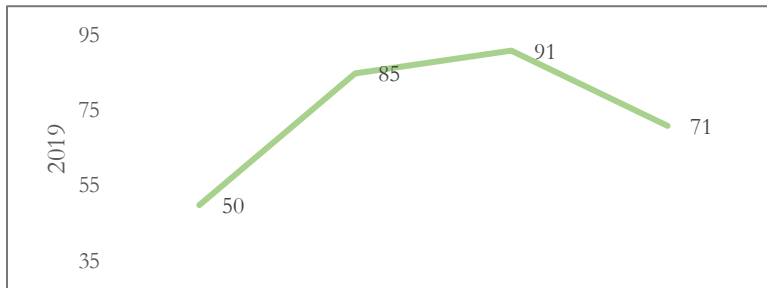
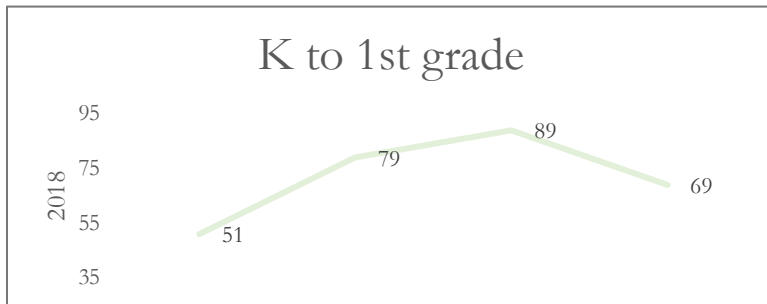
Primary Literacy Update

Stacey Franklin

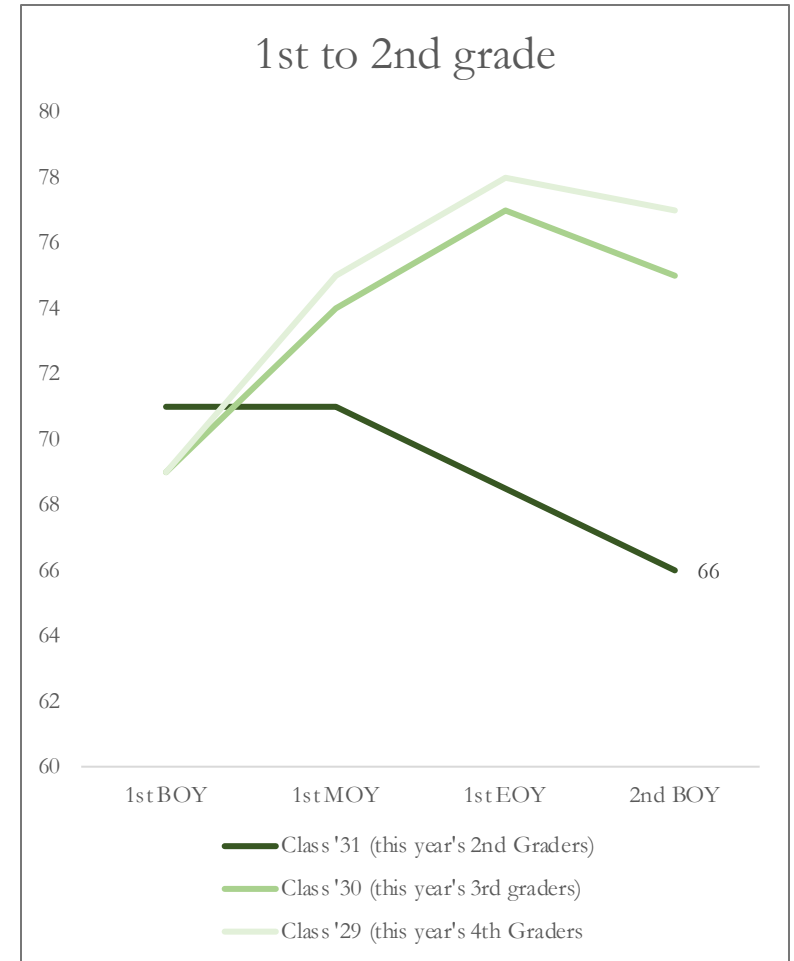
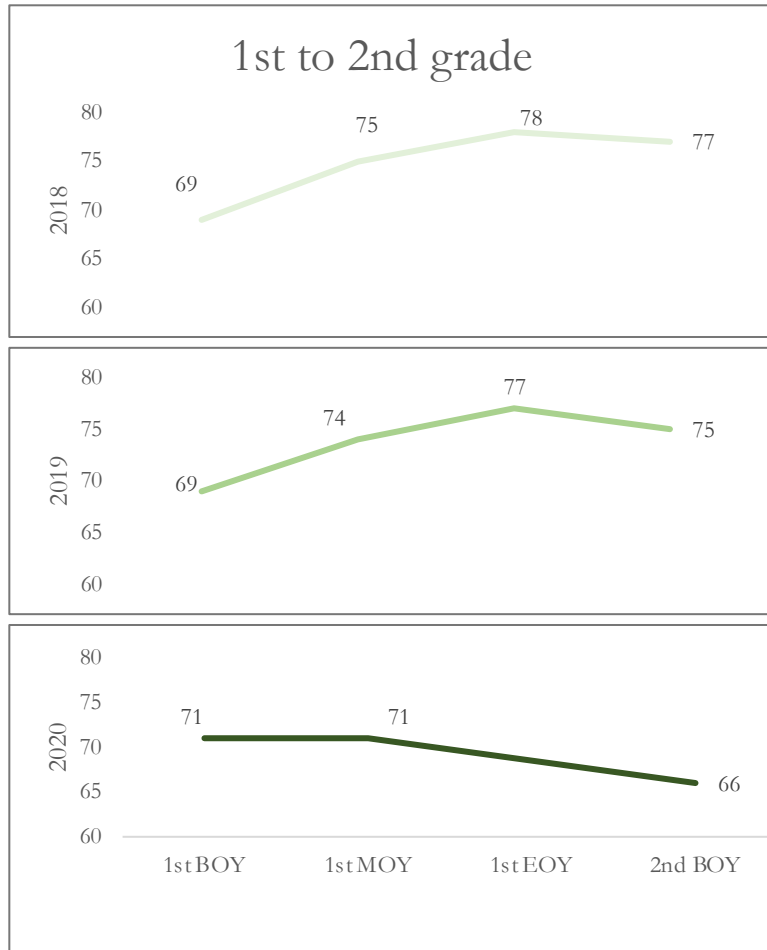
Coordinator of Literacy Performance

October 21, 2020

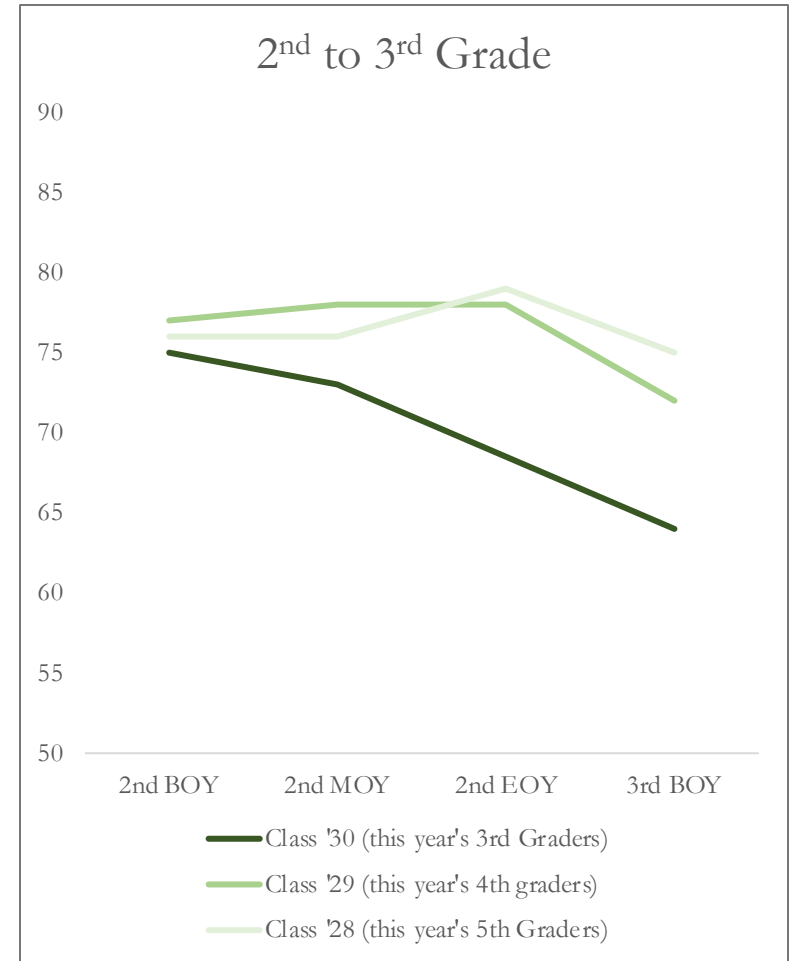
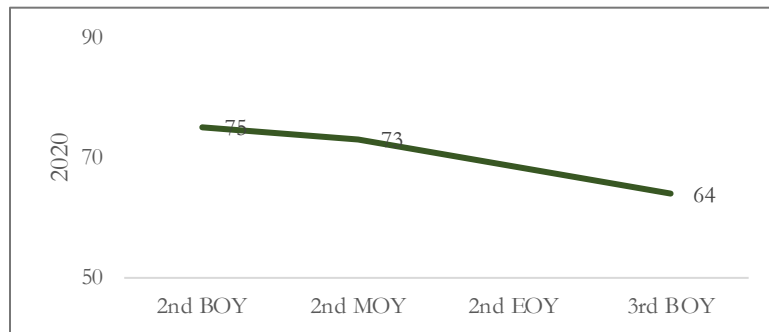
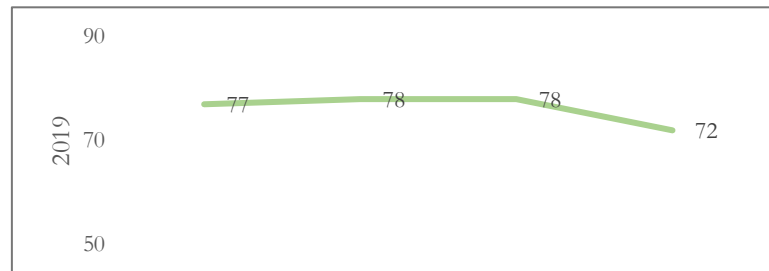
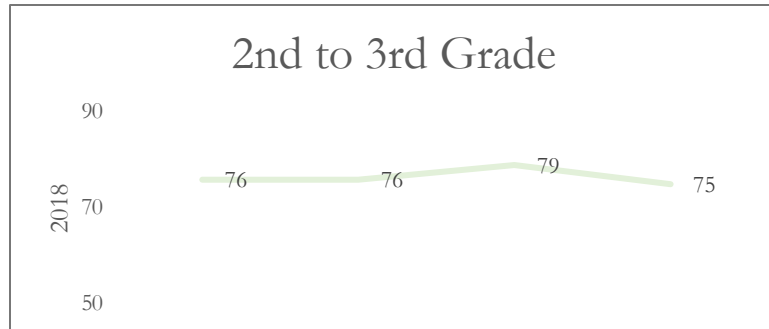
K to 1st Grade



1st to 2nd Grade



2nd to 3rd Grade



BOY Primary Literacy Meetings

Timberline



D49 Primary Literacy Initiative - Providing a Variety of Interventions to Meet The Needs of Every Student

- What's going well?
- What are you learning?
- How can we support each other?

...and*

- | |
|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Teachers and students learn by tracking the effectiveness of particular interventions in response to identified challenges.<input type="checkbox"/> Teachers pursue professional learning to implement interventions with fidelity. |
| <ul style="list-style-type: none"><input type="checkbox"/> Educators monitor the impact of individual interventions by tracking frequency, duration, intensity and fidelity.<input type="checkbox"/> Educators constantly monitor students below benchmark. |
| <ul style="list-style-type: none"><input type="checkbox"/> School leaders ensure that teachers lead a process to personalize effective interventions.<input type="checkbox"/> Specific teachers are recognized as internal experts on specific intervention techniques.<input type="checkbox"/> All educators share responsibility for the achievement of all students. |

BOY Primary Literacy Meetings

D49 Primary Literacy Initiative – Engaging in Professional Development and Staffing in Support of Primary Literacy

- Which option are teachers choosing to pursue to meet the READ Act Evidence-Based Professional Development Requirement?

Timberline

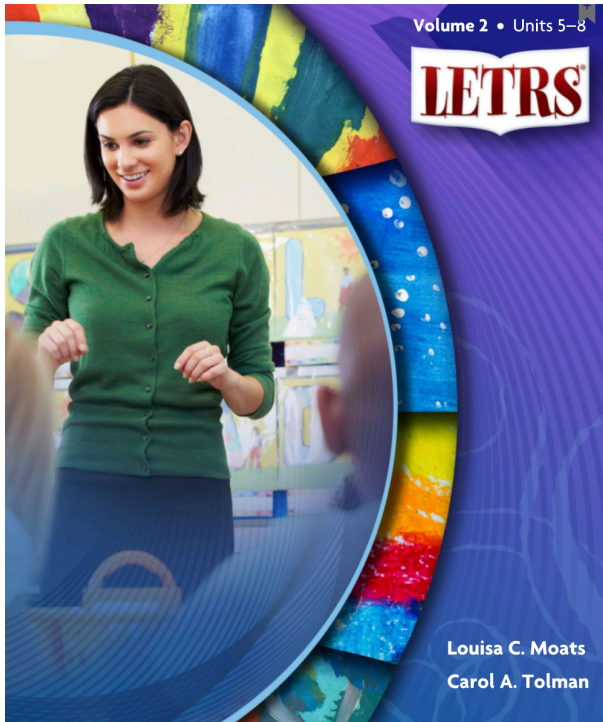


...and*

- ☐ All educators engage in reciprocal professional learning informed by their expertise and grounded in student and teacher performance.
 - ☐ Primary literacy performance is the key consideration for educator hiring, placement, evaluation, and retention.
-
- ☐ School leaders and other educators execute a systematic program of professional learning that addresses needs identified through analysis of teacher literacy performance.
 - ☐ All professional learning leads to purposeful adjustments in instructional practice.
-
- ☐ School leaders ensure that every educator has the capacity and capability to support all aspects of primary literacy.
 - ☐ All educators advocate to enhance professional literacy learning.



Training Requirement Options



Option 1: Reading Specialist or Reading Teacher Endorsement

Option 2: State Board Approved Assessment of Knowledge of Teaching Reading

Option 3: Appropriate Undergraduate or Graduate University Course in Teaching Reading

Option 4: A Course Appropriate for License Renewal

Option 5: CDE-Provided Training

Option 6: District or BOCES-provided training (CDE Approved)

Option 7: Training Program from the CDE Advisory List of Professional Development

READ Act Evidence-Based K-3 Professional Development Requirement



- ❑ Colorado school districts are required to ensure all kindergarten through third-grade teachers (as well as other teachers of reading) complete evidence-based training in teaching reading by the 2021-22 school year
- ❑ In subsequent years, districts are required to ensure that teachers new to teaching in grades K – 3rd grade also meet this requirement
- ❑ To meet this training requirement, State Board of Education rules require that the evidence-based training in teaching reading must:
 - Consist of a minimum of 45 hours;
 - Address the content of the educator preparation literacy standards referenced in the state board’s Rules for the Administration of Educator License Endorsements
 - Include an end of course assessment that teachers can provide evidence of passing at a minimum of 80%

BOY Primary Literacy Meetings

Timberline



D49 Primary Literacy Initiative – Engaging Parents and the Community in Literacy Improvement Efforts

- What is going well?
- What are you learning and considering about how to engage parents during this unique time?
- How can we support?

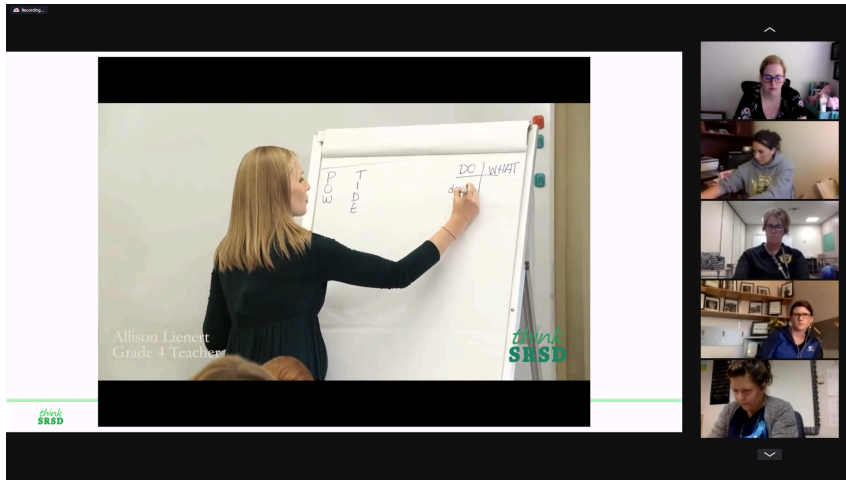
...and*

- ☐ Educators systematically gather parent and community input through multiple methods and contacts.
- ☐ School leaders commit to learn the needs and expectations of parents and the community.

- ☐ Educators conduct systematic, purposeful dialogues to engage parents in literacy efforts.
- ☐ School leaders invite parents and the community to participate in structured activities that support school literacy initiatives.

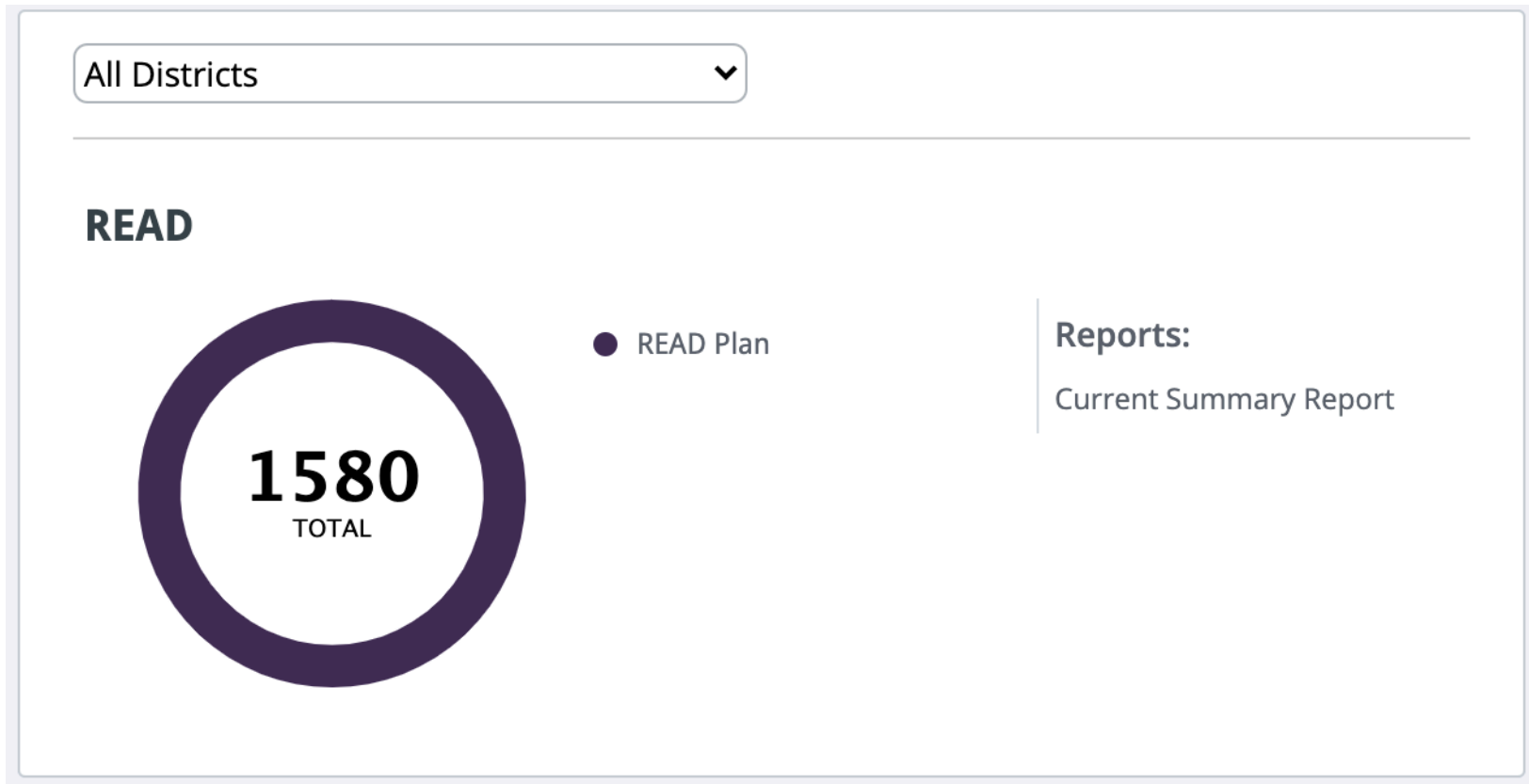
- ☐ School leaders and teachers promote literacy through a prominent presence at school and community events.
- ☐ Educators involve parents in planning interventions for students below benchmark.
- ☐ The principal personally contacts parents of all students well below benchmark

Leslie Laud: Cohort II Evidence-Based Writing



- “Having new learning modeled for us.”
- “Being able to plan a well thought out writing lesson. I felt good about teaching writing before this training. After today, I have such a greater understanding of how to provide a well-planned lesson.”
- “I loved the “backwards design” for students to begin to “see” the writing process and to realize that they, too, can tackle it themselves. Very empowering and supportive.”
- “The most helpful part for me was to actually practice teaching to others. I learn by doing. Great introduction to the 8 routines and ability to use breakout rooms. The pace was perfect. I was able to keep up and fully understand the concepts.”

A New Platform - READ Plans in Enrich



The Best Choice to Learn, Work and Lead

What questions can I answer for you?



The Best Choice to Learn, Work and Lead