



# Title 1

## *Research Based Support Model*

Dracut Public Schools

2016-2017

May 9, 2016



# Overarching Approach

## *Research Supports New Model*

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- New model is the district's effort to leverage Title 1 dollars in most effective manner to support our literacy program (designed to maximize the time students are engaged with our highly qualified, comprehensively trained teaching faculty), provide dynamic professional development for teachers, and provide value-added for student achievement
- Research has shifted focus of reading instruction on to the classroom teacher.
- Readers Workshop model requires highly trained teachers, who assess their individual students, teach “focus lessons”, encourage and guide students to select “just right” books from classroom-based libraries, follow-up individually with students based on the lessons taught while taking into account their knowledge of a student's reading capacity, and closing lessons by calling class back together. Finally, as a feedback loop, they reflect, then adjust pacing and future lessons.
- “Authentic Differentiation” capacity to meet the needs of all students.
- Professional coaching is the most powerful lever for continuous growth/highly trained classroom teacher, resulting in high quality instruction
- This is a complex and dynamic environment and requires sustained training and support. That support will be provided by literacy specialists / coaches.

# Definitions

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- **Literacy/Math Coach**: Master teacher/specialist who is focused on bringing evidence-based practices into the classroom and providing professional development for teachers by giving them the additional support needed to implement various instructional programs and practices.
- **Instructional Tutor**: An individual with a background in reading and classroom instruction who provides direct instruction to students and routinely review progress made under the direction of a teacher and/or administrator.

# National Reading Technical Assistance Center, 2010

## *A Study of the Effectiveness of K–3 Literacy Coaches*

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“The coach provides ongoing training at the school site; **integrates** that training into teacher's’ daily work; **promotes** the collective participation of teachers; **aligns** instructional goals, instructional practices and local standards; **provides** opportunities for active participation and learning; **and thereby improves reading instruction and student achievement.**”

# IMPACT - District Perspective

## *Connecting and Sustaining Initiatives*

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- Establishing Readers and Writers Workshop - Grades K-8
- Ongoing ELA and Math curriculum development
- Designing and delivering “Building Based” Professional Development
- Standards-Based Reporting System / K-5
- Ongoing focus on tiered systems of support
- Cloud-Based student data analytics tool

# International Literacy Association, 2015

## *The Multiple Roles of School-Based Specialized Literacy Professionals*

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“The major role of the literacy coach is to **work with** teachers and **facilitate efforts** to improve school literacy programs. These professionals may work with individual or groups of teachers to **support** them in their efforts to improve classroom instruction. At the same time, they may hold responsibilities that influence literacy programs schoolwide, including developing curriculum and selecting instructional materials.”

# IMPACT - School Perspective

## *Instruction, Assessment and Professional Development*

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- Support Readers and Writers Workshop model / Grades K-8 / coaching, modeling and informal observation
- Collaborate with teachers and part time Instructional Tutors to support literacy instruction through analysis of data for the purposes of targeted interventions
- Continue the preliminary work on developing a critical understanding of assessment driven instruction and building common formative assessments to support the integration of a Standards-Based Report Card
- Determine and design building based Professional Development focused on Mathematics & Balanced Literacy, formative assessment and data driven decision making

***“Next to the principal, coaches are the most crucial change agents in the school.”*** - Michael Fullan and Jim Knight

**International Reading Association, 2004** by Janice A. Dole  
*The Changing Role of the Reading Specialist in School Reform*

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“Joyce and Showers (1995) found that when feedback and in-class coaching were added to theory, demonstration, and practice, significant increases were found in teacher knowledge and skills. Further, the most significant increases occurred in the transfer of training to teachers’ daily instructional practice. In other words, it was when feedback and in-class coaching were included that researchers saw actual transfer of the newly learned activities and skills directly into teachers’ classrooms.”