

Growing & Sustaining Change:
*Improving Literacy Outcomes
for Children*



High Plains Regional
Education Cooperative
Raton, New Mexico

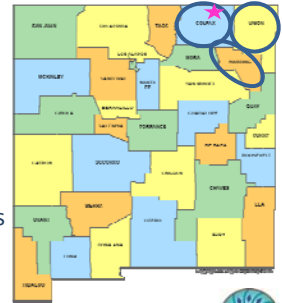
Statement of Purpose

- ✓ Our purpose over the next hour is twofold:
 - First, to provide you with an overview of the reading initiative, more specifically what intervention we implemented, and how we designed a system to scaffold school districts in the process of change, and
 - Secondly, share with you tools that we used and celebrate our success by sharing the data we have collected so far.



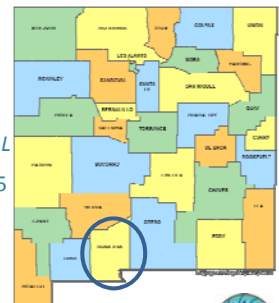
High Plains Regional Education Cooperative

- ✓ HPREC is located in northeastern New Mexico.
- ✓ HPREC is one of *nine* regional education cooperatives in New Mexico responsible for regional education services to eight school districts in Colfax, Union, and Harding Counties.



Hatch ... Chile Capital of the World

- ✓ Hatch Valley is located in southwest, New Mexico. and is 414.82 miles from Raton.
 - High School, grades 9-12
431 total students, 39% ELL
 - Rio Grande, grades 3-5 235 total students, 60% ELL
 - Garfield, grades K-5 173 total students, 67% ELL



REFOCUSING ON THE NEEDS OF OUR OLDER STRUGGLING READERS



Our Current Reality

- ✓ The majority of federal and state policy initiatives and resources have been directed at younger children based on the assumption that with intervention at a young age, many of the manifestations of learning problems later on will be avoided or minimized (Deshler, 2002).
- ✓ For many adolescent students, ongoing difficulties with reading and writing figure prominently in the decision to drop out of school (Ehren, B., Lenz, K., and Deshler, D. 2004).

Ehren, B., K. Lenz, and D. Deshler, Enhancing literacy proficiency with adolescents and young adult, in Handbook of language and literacy, C. Stone, et al., Editors. 2004, Guilford Press: New York



Who Did We Leave Behind?

- ✓ “How could we help address middle and high school classroom teacher’s, administrator’s, and parent’s immediate need for basic information regarding how to build adolescents’ reading and writing skills?”



SYSTEMS, STRUCTURES, CULTURE, AND THE WILLINGNESS TO CHANGE



Systems Thinking

- ✓ Peter Senge (1990) believes that everything in a system is connected to everything else and that a change in any part affects all the other parts and the whole.
- ✓ When teachers, administrators, and community members come together, the interconnectedness of the system exerts a powerful influence that affects both the quality of professional learning and student achievement.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday Currency



Change

- ✓ In building this initiative, we knew that we were asking teacher to not only change their practice, but also challenge their beliefs.
- ✓ It was critical that we approached this initiative building on the idea of meaningful change, and designing a system that scaffolded everyone's learning.

Fullan, M., and Hargreaves, A. (1998) *What's Worth Fighting for in Education*. London: Routledge, Falmer Taylor & Francis Group.



Three Phases of Reform - Our Model

- ✓ *Initiation*: The process that results in the decision to move forward with a literacy intervention initiative.
- ✓ *Implementation*: The process of putting literacy intervention into practice, which can span one to three years.
- ✓ *Continuance*: The processes that result in the institutionalization of literacy intervention that can withstand changes in funding, configuration, and personnel change.



Phase I ... Can You Help?

- ✓ Clear research that supports this reform effort illustrated by real and practical classroom application examples,
- ✓ Long term training for themselves and their staff,
- ✓ Coaching on how to present this to their staff and ongoing support for their staff,
- ✓ Assistance with scheduling, and
- ✓ Assistance with finding resources to support the project -- time, money and people.



Training

- ✓ Within the initiative there was a large amount of training that needed to occur, in order for teachers to successfully implement the program and to build their background knowledge, as many of our teachers in the upper grades did not have a working knowledge of the 5 Big Ideas of Reading.



Training

- ✓ Teachers were asked to attend 5 full days of training that required them to be out of the classroom. This was alleviated in year two of implementation when the trainings were held during the summer.
- ✓ Job embedded professional development was both formal and informal and included, but was not limited to, discussion with others, peer coaching, mentoring, learning communities, and action research.



Learning Communities

- ✓ Learning communities created a broad structural framework for individual student achievement and overall school improvement.
- ✓ The initiative required them to have a shared vision of teaching older struggling readers, where teachers would work in collaborative teams to implement a new program under the guise of action orientations, using data to guide their decision making.



Culture

- ✓ Principals must embrace a new role as facilitator of change, just as teachers embrace new teaching roles in implementing improved instructional delivery.
- ✓ Our plan focused on the school culture and systems, this was the key to implementation of a change process and incorporated the role of the principal as instructional leader.



Coaching

- ✓ On-site collaborative coaching was an essential element that needed to be in place to support this initiative.
- ✓ Our role as collaborative classroom coaches was to build relationships on confidentiality and trust in a non threatening, secure environment in which we all learn and grow together.



Resources ... Time, People, and Money

- ✓ If resources are not available for the school improvement effort, leaders must realize that in order to acquire resources, other groups or persons may have to be persuaded, converted to supporters, or even bypassed (Miles & Louis, 1990).
- ✓ Allowing the time needed for new programs to demonstrate results is often overlooked as a bridge to school improvement.



Miles, M.B. & Louis, K.S. (1990). *Mustering the will and skill for change*. Educational Leadership, 47(8), pp. 57-61.

Finding the Right Tool

Ensuring adequate ongoing literacy development for all students in the middle and high school years is a more challenging task than ensuring excellent reading education in the primary grades, for two reasons:

- ✓ Secondary school literacy skills are more complex, more embedded in subject matters, and more multiply determined, and
- ✓ Adolescents are not as universally motivated to read better or as interested in school-based reading as kindergartners (Snow, C., 2004).



Snow, C. E., (2004) in *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York* (2004.) Carnegie Corporation, New York, NY

PHASE II: IMPLEMENTATION
PHONICS BLITZ, PHONICS BOOST,
TARGETED READING – THE PHONICS
SUITE FAMILY



The Phonics Suite Family

- ✓ Phonics Blitz and Phonics Boost are part of the Phonics Suite, a growing family of lessons that improve students' decoding skills and accuracy.
- ✓ Students are matched to lessons based on the level of their decoding weaknesses, as determined by a diagnostic assessment.

Really Great Reading Company, LLC (2006) www.rgrco.com



What is Phonics Blitz?

- ✓ Phonics Blitz is 40 lessons that teach phonics concepts in a fast-paced, multi-sensory, systematic, and explicit manner.
- ✓ The lessons improve reading skills of students in grades 4 to 12.
- ✓ Phonics Blitz lessons are not appropriate for most younger students because of the advanced vocabulary found in the individual lessons.

Really Great Reading Company, LLC (2006) www.rgrco.com



What is Phonics Blitz?

- ✓ Each Phonics Blitz lesson lasts approximately one hour.
- ✓ Lesson times vary based on the time it takes students to master the concepts taught and the size of the group.
- ✓ Completing all 40 lessons usually takes 8 to 10 weeks.

Really Great Reading Company, LLC (2006) www.rgco.com



Screen and Diagnose

- ✓ To be eligible to participate in Phonics Blitz, Boost, or Targeted Reading Lessons, students in grades 2 – 12 are screened with a grade level, one-minute oral reading fluency (ORF).
- ✓ Students who are not reading at the grade level benchmark for words correct per minute (WCPM) and do not read with at least 97% accuracy are then diagnosed with the Diagnostic Decoding Survey, created by Really Great Reading Company (RGRC).

Really Great Reading Company, LLC (2006) www.rgco.com



Screen and Diagnose

- ✓ The Diagnostic Decoding Survey's purpose is to quickly identify a student's decoding weaknesses in basic phonics and word attack skills.
- ✓ The survey takes about 7 minutes per student to administer and score.



Decoding Survey

The image displays two screenshots of the RGR Decoding Survey software. The left screenshot is titled 'BEGINNING' and the right is titled 'ADVANCED'. Both screenshots show data entry tables for student scores on various decoding tasks. The 'BEGINNING' table has columns for 'Student', 'Date', 'Accuracy', 'Fluency', and 'Blitz'. The 'ADVANCED' table has columns for 'Student', 'Date', 'Accuracy', 'Fluency', 'Blitz', and 'Targeted Reading'. Both tables have multiple rows for data entry.

Really Great Reading Company, LLC (2006) www.rgrco.com

Screen and Diagnose

- ✓ Student's scores from both the ORF screening and the RGR Diagnostic Decoding Surveys are entered into a grouping matrix designed by RGR.
- ✓ The grouping matrix groups students based on their decoding abilities, fluency, and accuracy.
- ✓ It will also provide an instructional recommendation for each student (i.e., Blitz, Boost, or Targeted Reading).

Really Great Reading Company, LLC (2006) www.rgrco.com



Setting the Stage

- ✓ To ensure that everyone was hearing the same message, and for some the opportunity to hear this multiple times, HPREC provided three initiative overviews to our districts.
 1. Board of Directors Overview
 2. Administrative Overview
 3. Teacher Overview



Developing Structures for Success

- ✓ From our collective work in Phase I: Initiation, three implementation tools were developed:
 1. Roles and Responsibilities
 2. Timeline of implementation, and
 3. Commitments and Agreements.



HOW DO WE KNOW WHAT WE ARE DOING ACTUALLY MAKES A DIFFERENCE?



Evaluating Professional Development

- ✓ Guskey argues that the most critical evaluation questions that need to be addressed in determining a professional development program's effectiveness should be asked in the planning stage.
- ✓ Planning more carefully and intentionally not only makes evaluation easier, it also leads to much more effective professional development.



Evaluating Professional Development

- ✓ Level 1: Participant Reaction
 - Was your time well spent? Was the presenter knowledgeable?
- ✓ Level 2: Participant Learning
 - Did participants learn what was intended?
- ✓ Level 3: Organizational Support and Learning
 - Were problems addressed quickly and efficiently?
 - Were sufficient resources made available, including time for reflection?

Guskey, Thomas R. "Does it Make a Difference? Evaluating Professional Development." Educational Leadership v. 59 no. 6 (Mar. 2002) p. 45-51. Guskey, Thomas R. "Apply Time With Wisdom." Journal of Staff Development v. 20 no. 2 (Spring 1999) p. 10-15.



Evaluating Professional Development

- ✓ Level 4: Participant Use of New Knowledge and Skills
 - Are participants implementing their skills and to what degree?
- ✓ Level 5: Student Learning Outcomes
 - Did students show improvement in academic, behavior or other areas?

Guskey, Thomas R. "Does it Make a Difference? Evaluating Professional Development." Educational Leadership v. 59 no. 6 (Mar. 2002) p. 45-51. Guskey, Thomas R. "Apply Time With Wisdom." Journal of Staff Development v. 20 no. 2 (Spring 1999) p. 10-15.



Adolescent Literacy Initiative: Implementation Timeline SY 2007/2008



High Plains Regional Education Cooperative
Dedicated to educational excellence

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Implementation Time Line for Adolescent Literacy Initiative 2007/2008 School Year

Month	Task	Action	Responsibilities	Date of Completion
September	Administrative overview of Phonics Blitz	Presentation to HPREC Board of Directors from Really Great Reading Company (RGRC) and HPREC Director of Programs.	RGRC, HPREC	September 17, 2007
September	Teacher overview of Phonics Blitz	Presentation to HPREC participating school districts, administration and teachers from Really Great Reading Company.	RGRC, HPREC	September 25, 2007
September	Collect commitment and agreements from participating districts	Send to each participating school district the Commitments and Agreement package. This must be signed and completed and returned to HPREC by October 04, 2008.	HPREC	September 26, - Oct. 4, 2007
September	Travel to districts for student screenings	Students in targeted grades as indicated by districts will be screened with the Decoding Survey and One Minute Oral Reading Fluency.	RGRC, HPREC	September 26, - Oct. 15, 2007
September	Phonics Blitz Survey Assessment Training for Participating Districts	All participating Phonics Blitz Teachers are to receive intensive training on administration of beginning and advanced decoding surveys (one day training).	RGRC, HPREC	September 28, 2007
October	Initial Data Gathering	HPREC will travel to and test students using the Decoding survey and enter data into the RGRC matrix for analysis as identified by the administration.	HPREC, School Administration	October 1 - 19, 2007
October	Communicate Successes/Challenges	Develop a support network of Phonics Blitz Teachers within the HPREC region. Participating school districts will utilize email, video conferencing, phone calls, and bog to share success, celebrations and brainstorm challenges.	HPREC, Phonics Blitz Administration and Teachers	October 2007 - March 2008
October	Teacher Training in Phonics Blitz	Participating Phonics Blitz teachers are to attend three days of intensive training in the Big 5 Ideas of Reading and Phonics Blitz that will prepare them to effectively teach the curriculum.	RGRC, HPREC	October 11- 13, 2007



Adolescent Literacy Initiative: Implementation Timeline SY 2007/2008

October	Data Analysis	HPREC will send data to RGRC for analysis using the Grouping Matrix.	HPREC, RGRC	October 15 - 19, 2007
October	Group Students for Instruction/Materials Ordering	Review the grouping recommendations provided by RGRC with teachers and administration to assist in scheduling.	RGRC, HPREC, Phonics Blitz Schools Administration and Teachers	October 20 – 25, 2007
October	Implementation Plan for Individual Schools	HPREC will communicate with individual schools about groupings based on RGRC data. HPREC will meet with individual schools regarding implementation of Phonics Blitz programs. At this meeting we will review the implementation and complete the implementation plan, roles and responsibilities, along with the signed commitments and agreements.	HPREC, Phonics Blitz Schools Administration and Teachers	October 17 - 24, 2007
October	Materials delivered to HPREC by October 31, 2007	Materials are to be checked in at HPREC against the PO, and then delivered to schools.	HPREC	October 31, 2007
November	Participating districts will begin implementing Phonics Blitz with fidelity in classrooms	Teachers will begin Phonics Blitz Programs: Targeted, Phonics Boost, or Blitz with Lesson 1-10 with the expectation of completing 4 lessons weekly.	Phonics Blitz Teachers and Administration	November 5 - 30, 2007
November - May	Collaborative Classroom Coaching, Modeling, and Support	Phonics Blitz Teachers will receive coaching, mentoring, and support from HPREC Phonics Blitz Coaches on a weekly basis through onsite coaching and modeling, utilizing the 2+2 Collaborative Coaching Feedback form, rubric, as well as email, blog, and phone conference.	HPREC Phonics Blitz Coaches.	November 01 – May 30, 2008
November	One-day follow-up training with RGRC	All participating Phonics Blitz Teachers are to attend the one day follow up training provided by RGRC	RGRC, HPREC	November 15, 2007
November	Collaborative Coaching and onsite visits by RGRC	RGRC and HPREC will visit all Phonics Blitz groups to provide modeling, coaching, and feedback.	RGRC, HPREC	TBA
December	Implementation of Program with fidelity in Phonics Blitz Schools	Teachers will begin Phonics Blitz Programs i.e. Targeted, Phonics Boost, or Blitz with Lesson 11-20 with the expectation of completing 4 lessons weekly.	Phonics Blitz Teachers and Administration	December 3 - 21, 2007
January	Implementation of Program with fidelity in Phonics Blitz Schools	Teachers will begin Phonics Blitz Programs i.e. Targeted, Phonics Boost, or Blitz with Lesson 21-29 with the expectation of completing 4 lessons weekly.	Phonics Blitz Teachers and Administration	February 1, 2008
January	Gather mid-point data	HPREC will collect from participating school Oral Reading Fluency data.	HPREC, RGRC, Phonics Blitz Teachers	January 8 - 24, 2008



Adolescent Literacy Initiative: Implementation Timeline SY 2007/2008

January	Share mid-point data	HPREC will create tables/charts to document evidence of growth and effectiveness of implementation to be shared with administration and teachers of participating Phonics Blitz Schools.	HPREC	January 24 - 31, 2008
February	Implementation of Program with fidelity in Phonics Blitz Schools	Teachers will begin Phonics Blitz Programs i.e. Targeted, Phonics Boost, or Blitz with Lesson 30-40 with the expectation of completing 4 lessons weekly.	Phonics Blitz Teachers and Administration	March 3, 2008
April	Gather end of year data	HPREC will collect from participating school Oral Reading Fluency data.	HPREC, RGRC, Phonics Blitz Teachers	April 30, 2008
April	Travel to districts for student screenings	Students in targeted grades as indicated by districts for participation in RGRC programs will be screened with the Decoding Survey and One Minute Oral Reading Fluency.	RGRC, HPREC, Phonics Blitz Teachers	April 20 – 30, 2008
May	Data Analysis	HPREC will send data to RGRC for analysis using the Grouping Matrix.	HPREC/RGRC	May 01, 2008
May	Data Gathering	Phonics Blitz teachers are to complete and submit electronically to HPREC the data gathering matrix recording the following data: i. Pre and post Decoding Survey: all students participating in Phonics Blitz and Phonics Boost will complete the Really Great Reading Company (RGRC) Decoding Survey, pre and post implementation of the program. ii. Oral Reading Fluency: All students participating in Phonics Blitz and Phonics Boost will complete an Oral Reading Fluency (ORF) measure Fall, Winter, and Spring to include; number of words attempted, number of errors, and number of words read correct. iii. NWEA Reading RIT Scores Fall, Winter, and Spring (or comparable assessment if NWEA is not utilized). iv. Number of lessons completed. v. Number of students in each group	Phonics Blitz Teachers	May 15, 2008
May	Group Students for Instruction/Materials Ordering	Review the grouping recommendations provided by RGRC with teachers and administration to assist in scheduling.	RGRC, HPREC, Phonics Blitz Schools Administration and Teachers	May 15, 2008
May	Share end of year data	HPREC will create tables/charts to document evidence of growth and effectiveness of implementation to be shared with administration and teachers of participating Phonics	HPREC	May 15, 2008



Adolescent Literacy Initiative: Implementation Timeline SY 2007/2008

<p>May</p>	<p>Scheduling for next year</p>	<p>Blitz Schools. HPREC will meet with the administration from each participating Phonics Blitz School to review their schedule and plans for next year. Due to the late start Phonics Blitz teachers will need to complete their lessons (40 for Phonics Blitz, 80 for Phonics Boost) in the 2008/2009 school year.</p>	<p>HPREC, Phonics Blitz Administrators, and Teachers</p>	<p>May 15 – 30, 2008</p>
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Commitment and Agreements for Adolescent Literacy Project SY 2007/2008



HPREC Phonics Blitz Project Strand I
Commitments and Agreements by Participating School Districts

District:

Date:

As a participating district of the HPREC Phonics Blitz Project Strand I, I agree to the following:

1. An administrator from each school, or a representative administrative team from each district, has attended the overview of the Project on either September 17, 2007 (Administrator Overview) or September 18, 2007 (HPREC Board meeting).
2. School-Based or District-Based Administrators will:
 - a. Identify grade-level/s for implementation and select the teacher/s that have previous knowledge and experience in teaching reading and/or who are willing commit time to take the time to learn about the Big 5 Ideas of Reading and the essential components of Phonics Blitz to teach the lessons effectively.
 - b. Schedule time within the existing school schedule or reorganize the school schedule so teachers have adequate time and space (approximately 1 hour a day) to teach the lessons.
 - c. Provide release time for HPREC trainings:
 - i. September 28, 2008: Decoding Survey Training
 - ii. October 11 - 13: The Big Five Ideas of Reading and Phonics Blitz 101
 - iii. Training of Trainers, if selected.
 - d. Insure fidelity of implementation of lessons in classrooms by observing and supporting teachers (a minimum of 6 times per semester).
 - e. Allow time for screening students for placement in Phonics Blitz (with HPREC assistance, if requested).
 - f. Support teachers by observing Phonics Blitz/Boost lessons and providing feedback (a minimum of once per semester). For those schools that have a literacy coach, this is to be done in conjunction with the coach.
 - g. Provide time and resources screening student's pre and post utilizing the RGRC Decoding Survey and Oral Reading Fluency Measures Fall, Winter, and Spring.
 - h. Provide time and resources for post-lessons assessments to determine whether lessons were effective.
 - i. Oral reading fluency scores
 - ii. Comprehension assessment such as the GORT, MAPS, etc.
 - a. Provide funding for Phonics Blitz lessons and Materials.
3. Phonics Blitz Teachers will:
 - a. Attend and actively participate in all Phonics Blitz Trainings.
 - b. Commit to implementing all Phonics Blitz, Boost, and Targeted Reading Lessons with fidelity.
 - c. Maintain a high level of literacy competency by understanding and implementing effective instructional practices based on scientifically based reading research.
 - d. Take and pass the screening assessment.
 - e. Each Phonics Blitz and Phonics Boost teacher will complete and submit electronically the data gathering form three times a year to include the following data:

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Commitment and Agreements for Adolescent Literacy Project SY 2007/2008

- i. Pre and post Decoding Survey: all students participating in Phonics Blitz and Phonics Boost will complete the Really Great Reading Company (RGRC) Decoding Survey, pre and post implementation of the program.
 - ii. Oral Reading Fluency: All students participating in Phonics Blitz and Phonics Boost will complete an Oral Reading Fluency (ORF) measure Fall, Winter, and Spring to include; number of words attempted, number of errors, and number of words read correct.
 - iii. NWEA Reading RIT Scores Fall, Winter, and Spring (or comparable assessment if NWEA is not utilized).
 - iv. Number of lessons completed.
 - v. Number of students in each group.
4. HPREC will provide the following:
- a. Project oversight
 - b. The costs for all the above trainings and training materials.
 - c. Copies and technical assistance on the administration of Oral Reading Fluency measures and the Diagnostic Decoding Survey.
 - d. Technical assistance on data input and utilization of the grouping matrix.
 - e. Onsite mentoring and coaching. *Each school will receive continued support from a Phonics Blitz Coach from HPREC. This Phonics Blitz Coach will visit with Phonics Blitz classroom teachers to support them in their instruction, model lessons, provide feedback, and collaboratively problem solve.*
 - f. Work with Phonics Blitz (*Really Great Reading Company*) to develop a Training of Trainers model.
 - g. Provide training of trainers to selected teachers from your district.
 - h. Work with Phonics Blitz (*Really Great Reading Company*) to develop teacher lessons for the interactive white boards (price of these materials TBA).

Please complete:

- I have read and agree to the above in supporting the implementation of the Phonics Blitz Project Phase II in my school and district to improve literacy outcomes.
- The following schools/grades would like to participate in Phase II if the Phonics Blitz Project. The following teachers will attend the December and January Phonics Blitz trainings:

School	Grade(s)	Teacher	Estimated Number of Students

- My school would like HPREC's assistance in the initial assessment using the Decoding Survey.



Commitment and Agreements for Adolescent Literacy Project SY 2007/2008

- Currently, we collect oral reading fluency data using DIBELS or AIMSweb. We will have the ORF and accuracy prior to the screening/assessment dates.
- We do not currently collect oral reading fluency data using DIBELS or AIMSweb. We will have a list of all students in the grades listed above ready prior to the screening/assessment dates.

- My school currently collect the following data which can be used as pre- and post-assessment data:
 - MAPS
 - GORT
 - Other: _____

By signing below, I agree to the commitments and agreements as a part of my schools participation in the HPREC Phonics Blitz Project.

Superintendent Date

Principal Date

Phonics Blitz Teacher Date

Phonics Blitz Teacher Date

Phonics Blitz Teacher Date

Phonics Blitz Teacher Date

Phonics Blitz Teacher Date

Phonics Blitz Teacher Date



Commitment and Agreements for Adolescent Literacy Project SY 2007/2008

Phonics Blitz Teacher

Date

Phonics Blitz Teacher

Date

Phonics Blitz Teacher

Date

Phonics Blitz Teacher

Date

Please return this signed form by October 04, 2007 to:

Dana Stoltz Gray

High Plains Regional Education Cooperative

101 North Second Street

Raton, NM 87740

Fax: 505.445.7663

A copy of this document will be sent back to the administrator of the schools site. A copy will also be placed in individual teacher coaching files, as well as in the Adolescent Literacy Initiative file for each school kept here at HPREC.



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Roles and Responsibilities for Adolescent Literacy Initiative

District Leadership	Building Site Principals	Phonics Blitz Teacher	HPREC Phonics Blitz Coach
<p>Role(s)</p> <ul style="list-style-type: none"> Provide instructional leadership and support to the principal, and Phonics Blitz teachers. Ensure teachers are implementing Phonics Blitz with fidelity and supporting content area instruction by utilizing research-based content area strategies to improve student outcomes by: <ul style="list-style-type: none"> Tying Phonics Blitz and research-based content area literacy strategies to the district Educational Plan for Student Success (EPSS), Observing in classrooms and providing oral and written feedback when appropriate. Participating in critical conversations with staff around their teaching practices when appropriate, Reviewing and analyzing student data with principals and the district literacy coach (DLC) monthly. 	<p>Role(s)</p> <ul style="list-style-type: none"> Provide instructional leadership and support to the Phonics Blitz Teachers Ensure teachers are implementing Phonics Blitz with fidelity and supporting content area instruction by utilizing Research-Based content area strategies to improve student outcomes by: <ul style="list-style-type: none"> Tying Phonics Blitz and Research-Based Content Area Literacy Strategies to staff members PDPs, Observing in classrooms and providing oral and written feedback. Utilizing the text and study guides to have critical conversations with staff around their teaching practices, and Participating in the gathering and analyzing of student data at grade level meetings and PLC's. 	<p>Role(s)</p> <ul style="list-style-type: none"> Provide instructional leadership and support to colleagues. Ensure teachers are implementing Phonics Blitz with fidelity and supporting content area instruction by utilizing Research-Based content area strategies Utilizing research articles and study guides to have critical conversations with staff around their teaching practices, during grade level meetings and PLCs. Gathering and analyzing student data and work with grade level teams to analyze and interpret student data to improve classroom instruction. 	<p>Role(s)</p> <ul style="list-style-type: none"> Provide instructional leadership and support to the principal and Phonics Blitz Teachers. Provide training, support, and facilitation to Phonics Blitz schools to assist in implementation. Provide coaching, mentoring, and support on a weekly basis through onsite coaching and modeling, utilizing the 2+2 Collaborative Coaching Feedback form, rubric, as well as email, blog, and phone conference. Assist with data gathering, analyzing, and interpretation.



District Leadership	Building Site Principals	Phonics Blitz Teacher	HPREC Phonics Blitz Coach
<p>Responsibilities Discuss implementation of Phonics Blitz, Boost, or Targeted Reading Lesson with fidelity at principal meetings.</p> <p>Interface regularly with the Building site principal to provide support and guidance.</p> <p>Participate in onsite coaching and PLCs as schedule allows.</p> <p>Support administrators and teachers in the implementation of Phonics Blitz and Research-based Content Area Reading by providing training and time for teachers to discuss their teaching practices in grade level meeting and Professional Learning Communities (PLCs).</p> <p>Assist in creating a culture of continuous learning.</p>	<p>Responsibilities Ensure teachers are implementing Phonics Blitz, Boost, or Targeted Reading Lesson with fidelity at learning communities.</p> <p>Interface regularly with Phonics Blitz teachers and the HPREC Phonics Blitz coach to provide support.</p> <p>Participate in onsite coaching a minimum of three - five times a semester.</p> <p>Observe/assist with the facilitation of PLCs as schedule allows.</p> <p>Support staff members in the implementation of Phonics Blitz and research-based content area reading by providing training and time for teachers to discuss their teaching practices in grade level meeting and PLCs.</p> <p>Develop a plan and timeline with teachers to collect and analyze student data on a frequent basis to guide instruction.</p> <p>Assist in creating a culture of continuous learning.</p>	<p>Responsibilities Implement Phonics Blitz, Boost, or Targeted Reading Lesson with fidelity.</p> <p>Communicate with the principal as to how the study groups are going, what needs you have.</p> <p>Embed research-based content area literacy strategies into daily classroom practice through onsite collaborative coaching.</p> <p>Assist with the development of a plan and timeline with colleagues to collect and analyze student data on a frequent basis to guide instruction.</p> <p>Commit to staying current with reading research by reading one research article a month to discuss at the learning community.</p> <p>Complete monthly logs to be submitted to the building site principal</p> <p>Assist in creating a culture of continuous learning.</p>	<p>Responsibilities Plan study initial study group questions and assist in developing a framework.</p> <p>Collaboratively coach and mentor the Phonics Blitz teachers in implementing the program with fidelity.</p> <p>Observe in classrooms and provide feedback (both oral and written) utilizing the 2+2 Collaborative Coaching Feedback form, rubric, as well as email, blog, and phone conference.</p> <p>Assist administration in the initial development of classroom observation/peer coaching schedules in classrooms.</p> <p>Assist in creating a culture of continuous learning.</p>



Adolescent Literacy Initiative: Implementation Timeline SY 2007/2008

Superintendent	Date
Principal	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
Phonics Blitz Teacher	Date
HPREC Phonics Blitz Coach	Date



Celebrations

I asked the students after the class, what do think? Has this program helped you? Do you like learning this way?

"Oh, si miss, it helps you read those big words and it has really helped my Spelling!"

*Linda Hale, Curriculum & Instruction Director,
Hatch High School Students,
Hatch, NM*



Celebrations

I asked the students after the class, what do think? Has this program helped you? Do you like learning this way?

"Oh, si miss, it helps you read those big words and it has really helped my Spelling!"

*Linda Hale, Curriculum & Instruction Director,
Hatch High School Students,
Hatch, NM*



Phonics Blitz

Phase 1:
Ave. # of lessons completed
27 out of 40 lessons
of students included 90
Cimarron, Clayton, Hatch,
and Roy

Phase 2:
Ave. # of lessons completed
24 out of 40 lessons
of students included 247
Cimarron, Maxwell,
Springer, and Raton

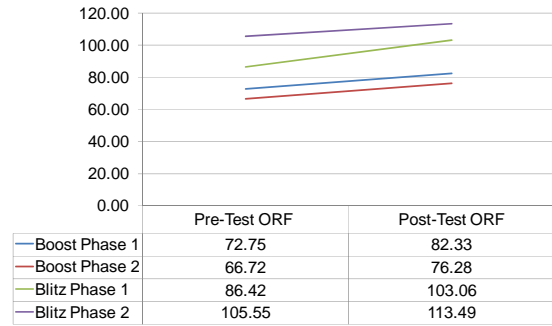
Phonics Boost

Phase 1:
Ave. # of lessons completed
21 out of 80 lessons
of students included 10
Cimarron and Clayton

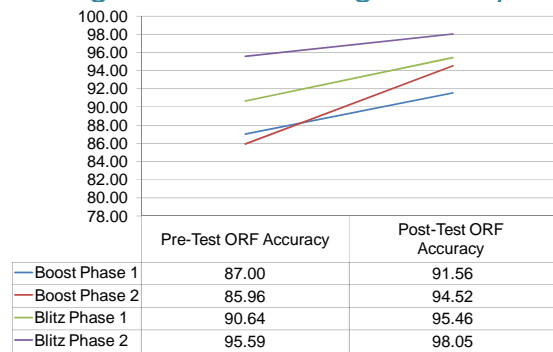
Phase 2:
Ave. # of lessons completed
16 out of 80 lessons
of students included 30
Cimarron and Raton



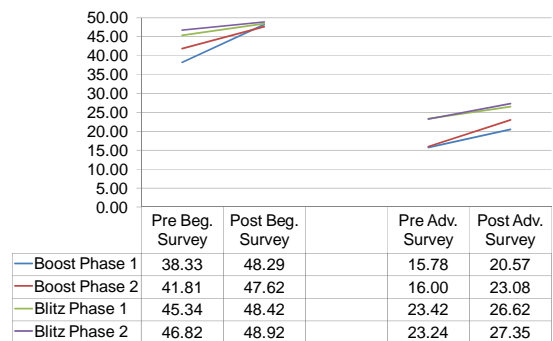
Regional Oral Reading Fluency



Regional Oral Reading Accuracy



Regional Decoding Survey



WHAT WE HAVE LEARNED ... WHAT WE KNOW NOW



Celebrations

- ✓ "The atmosphere was so safe. Students had difficulty reading and the other students were very encouraging and patient. Of course, that is a credit to the teacher, Lorynn Guerrero, but still - the students must be seeing success to work so hard at something. These are some pretty tough, normally "unsuccessful" students and you would think they were being paid to behave so well. They were fighting over being the reader, everyone participating and engaged in the lesson, taking notes - high school kids".

*Linda Hale, Curriculum & Instruction Director,
Hatch, NM*



The Role of the Administrator

- ✓ Provide time for teachers to meet in teams on a regular basis during the school day, ensuring meaningful collaboration and a sense of community.
 - ✓ If no time can be found, do not go forward.
 - ✓ Provide resources and training for teams as identified by the team.
-



The Role of the Administrator

- ✓ Support and plan team-based professional development that assures that individual needs are being met and that implementation of team goals will be a priority.
- ✓ Provide protection to the school community from competing improvement initiatives.
- ✓ Plan for short-term wins and celebration of successes. It is just as important for teachers to celebrate as it is for students.



The Role of the Teacher

- ✓ Move from teacher tell/student listen to teacher coach/student practice.
- ✓ Coach and gently guide students with clear directions and expectations, working with small obtainable steps, providing opportunities for repeated practice, giving immediate feedback.



The Role of the Teacher

- ✓ Transition from teaching to a learning focus, keeping in mind these four essential guiding questions:
 - What is it we expect children to learn?
 - How will we know when they have learned it?
 - How will we respond when they don't, and what do we do if they already know it?



... And Things That Go Bump in the Night

- ✓ The Adolescent Reading Initiative is not a silver bullet. With careful thought and planning, the ability to move through cultural shifts and small incremental improvements over time were developed by all stakeholders.
- ✓ Each of these movements or shifts must be celebrated.



... And Things That Go Bump in the Night

- ✓ The leaders of the community must promote, protect, and defend the vision and values of the school and must be able to confront behavior that is incongruent with the school's vision and values.
- ✓ The school community must be committed to staying the course in the attainment of the new vision. New initiatives are only implemented if it is determined that the change will help the school achieve its vision of the future.



The processes involved in school improvement are analogous to farming. We must plant seeds of school improvement, cultivate, nurture, and care for them.

We must practice patience and celebrate the unfolding of each blossom. We must believe the quality of the lives of our families, friends, and neighbors depends of the success of each harvest – because it does!

We must realize one profitable crop will not be grounds for retirement. We must continually plan, monitor, and model the best behavior and practices known. This will only happen if the process is cyclical, if it becomes internalized, if it is how we do business every day.



**High Plains Regional Education Cooperative ...
Dedicated to educational excellence**

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