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| Name of Entity: Transformative Reading Teacher Group |
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| **Summary of Services provided:**  ***The Transformative Reading Teacher Group*** believes reading can literally transform a child’s life. In fact, we believe schools with knowledgeable teachers using research-based practices will take information to transformation for every child, every time, and reach 95% achievement. We also believe teachers, not products or programs, teach children to read, write and spell. Because of this, we choose to empower and transform teachers through building teacher knowledge and inspiring change through a collaborative inspired mentoring process that every teacher and leader needs and deserves during the change process.  We have a team of wise, fun, inspired and passionate mentors / consultants. Members of this team have successfully partnered with ELG schools since the beginning of the READ Act. In fact, all ELG schools partnered with have exceeded goal expectations and obtain additional fourth year grant funding in both Cohorts 1 and 2. They have also supported countless schools across the nation in various grant projects. In fact, several team members are part of the group that trained teachers statewide and made massive infrastructure changes in Mississippi (from 2013-2017) which accounted for the second largest gains in NAEP scores in 2017. We have done this through providing the following services tailored to each school’s needs at all levels – community, school, administrative, teacher, and student.     * We share information on research-based reading practices and foster teacher transformation through mentorship, modeling, and collaborative coaching that inspires all teachers to their greatest levels of self-efficacy and to their highest personal standards and values. * We build teacher knowledge in all aspects of reading – oral language, phonemic awareness, decoding and spelling (phonics), syntax, vocabulary, comprehension and the links to writing. * We question, clarify, reflect and share effective teacher practices rooted in the latest research-based knowledge and data-driven instructional practices. We do this because teachers deserve to evolve with the science of reading instruction over time with quality feedback and supports in their learning zones in order to fine tune their performance zone practices. * We do comprehensive professional development providing teachers and administrators with the tools they need for implementation of new literacy practices. This includes instruction in how to teach reading as well as instruction in the frameworks that support positive change such as MTSS, the continuous improvement cycle, and actionable steps needed to reach goals through *mentoring*, *modeling* and *coaching*. * We are a team that understands and recognizes the impacts of word reading difficulties and dyslexia. We know how to teach structured explicit literacy instruction and how to build and sustain instructional practices that address all student’s needs. Most mentors have full structured literacy training (e.g. Orton Gillingham based instruction). * We conduct school-based research in best teaching practices helping all stakeholders know impact and gains over time. * We support general and special education teachers in the assessment of reading skills through instruction and supports in universal screening, progress monitoring and comprehensive reading evaluations. We help provide information and resources for parents and the school community as needed. We also help translate data and the positive impacts of change over time for all stakeholders.   We look forward to hearing from you and beginning this exciting transformative process of change!!  **The Transformative Reading Teacher Group**  Danielle Thompson, Mary Dahlgren, Linda Farrell, Deborah Glaser, Michael Hunter, Susan Nettie, Kimberly Penn, and Craig Buscher  *Taking information to transformation for every child every time!* |