

Empowering Action for School Improvement (EASI)

Fundamentals of Literacy Instruction Training

EASI Route: Offered Services



COLORADO
Department of Education

INTRODUCTION

The Fundamentals of Literacy Instruction is ideal for districts or cohorts of schools within a district who are focusing on improving reading instruction across the K-3 grade range. This offering provides districts with the opportunity to build coaching and leadership capacity as well as enhance and build teacher knowledge in the science of reading instruction. Accommodations can be made to include other grades within the school.

Our literacy team will offer:

- A learning opportunity for school leaders to be able to support the course content at their site.
- Virtual coaching for school or district level coaches focused on implementation of the course information as well as key “look-fors” in each class.
- Direct teacher training that offers theory and research to understand the reading process and progression of skills needed to ensure that all students are on track to be healthy readers as well as immediate strategies to implement in the classroom to support students. School and district level coaches as well as school leaders should plan on attending the classes as well.

The Fundamentals of Literacy course is comprised of seven classes:

Class 1: Phoneme Articulation and the Text-Dependent Questions

Class 2: The Outcome-Driven Model and Data Analysis

Class 3: Phoneme-Grapheme Mapping, Vocabulary and Read-Alouds

Class 4: Syllable Types and Text-Dependent Questions

Class 5: Irregular Words, Syllable Division and Morphology

Class 6: Reading Fluency and Writing

Class 7: Integration and Putting it All Together

Each class is approximately 3.5 hours of content. Districts should consider after school hours, professional development release days or delivery during the school day with substitutes. The best implementation is one class every two to three weeks with implementation walk-throughs and coaching support offered between each class.

School leaders should plan to attend all of the classes. However, because of time limitations if they cannot attend the classes, we do require a commitment of three hours for the leadership strand to build their knowledge of the content teachers are learning. The school coaches will be required to attend all of the classes with the teachers, as well as engage in virtual connect sessions with the trainer for support to implement strategies learned in the course.

Large to medium districts should consider a cohort of schools, minimum of three school and a maximum of five, when requesting this support. Smaller districts are encouraged to participate -- we will work together to determine the best composition for participation.

Who Can I Contact For More Information?

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ELIGIBILITY AND PRIORITIZATION

Eligibility: All districts will be eligible to apply for this opportunity. To receive funding, participating schools must be identified through ESSA (i.e., Comprehensive, Targeted, Additional Targeted) or through the state accountability system (i.e., Priority Improvement, Turnaround).

Prioritization: If we are unable to cover all requests due to staff time/location limitations, then a prioritization process will be used. In addition to the prioritization list included in the application, the following considerations will also be given to:

- Significant Reading Deficiency data for the last two years (higher rates will be ranked as priority districts)
- Geographic location to field staff delivering the course

ALLOWABLE USE OF FUNDS

Funding for this opportunity may be used in the following ways:

- Payment of substitute for teacher release time
- Stipends for teachers to attend sessions after school hours

EVALUATION AND REPORTING?

Each LEA that receives an EASI grant is required to report, at a minimum, is expected to:

- Update the UIP during the standard window to reflect the Fundamentals of Literacy Instruction Training.
- Submit the Annual Financial Report (AFR) to CDE.

PROGRAM ASSURANCES

- District is applying for a cohort of schools within the district.
- Districts will ensure teachers complete the pre knowledge and post knowledge survey.
- Districts will ensure that K-3 teachers attend all sessions. There will not be make-up classes
- District will ensure that sufficient time is scheduled for each class, 3.5 hours per class for 7 total classes
- School and District Leadership will attend all sessions with teachers.
- Schools will build in additional time for building level coaches to connect between classes for about 1.5 hours with the Office of Literacy consultant to continue building literacy knowledge and to support coaching teachers in implementing strategies from each class.
- All participants will complete an evaluation survey at the end of the course.
- All results will be shared with the district and the Literacy Team.

Where can I learn more?

- READ Act Professional Development - <http://www.cde.state.co.us/coloradoliteracy/professionaldevelopmentopportunities>