



Attachment A:

Proposal For:

Reaching All Readers: A K-5 Series of Reading Modules

**UF Lastinger Center for Learning and Alachua County
Schools**

OVERVIEW AND OUTCOMES

The UF Lastinger Center for Learning literacy modules, *"Reaching All Readers: A K-5 Series of Reading Modules,"* are designed to offer elementary teachers, reading coaches, resource teachers, instructional leaders, and principals in Alachua County Public Schools a series of powerful, effective modules focused on instructional strategies and interventions to increase literacy skills. Developed to actualize the vision articulated in the Florida Student Success Act (SB 736), which calls for developing highly effective teachers who can raise student achievement, these literacy modules will assist teachers with making the transition to the new Florida Standards for Literacy. The teachers and support staff who emerge from this program can assist other instructors at their schools in creating a culture of learning and experimentation to energize teachers and promote collaborative work and discourse about engaging students in hands-on, authentic literacy learning.

The modules are designed to:

- Provide an engaging overview of the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Help teachers to identify reading difficulties in elementary children, K-5

- Support teachers in developing effective interventions
- Help teachers to identify appropriate and varied assessments
- Assist teachers in transitioning to the new Florida Standards for Literacy
- Allow teachers to inquire into their own practice and examine their own classroom practices in literacy development

Content:

- Teacher will be provided with an overview of literacy instruction, prior to the first session, by an expert in the field of literacy instruction and intervention for struggling students.
- Face to face meetings will take place (6 per module) throughout the semester. In these meetings, teachers will take what they learn and apply it to their own classroom setting.
- Online support will allow teachers to collaborate with each other and with the expert facilitators from the University of Florida.
- Each module will be delivered in six 90-minute sessions, with online support and follow-up between each session.
- After completing a reading module, teachers will have access to all the materials, to encourage sharing among colleagues at their schools.

Proposed Reading Module Topics for Fall 2014 include:

- Phonological Awareness/Decoding for K-1
- Word Study/Decoding for Grades 2-3
- Word Strategies/Word Structure for Grades 4-5

PROGRAM COMPONENTS

The UF Lastinger Center, in collaboration with Alachua County, will work to improve teacher effectiveness and student achievement in literacy by engaging a cadre of reading instructors, coaches, and instructional leaders in an intensive 6-session module which will provide effective reading strategies and interventions to use in the classroom, dialogue with colleagues and UF facilitators about the effectiveness, and collect information related to the effectiveness of the strategies. All strategies, materials, and interventions are research-based and have been proved successful in elementary classrooms, especially with students struggling in the area of literacy development.

Overview of Research-Based Reading Instruction: Before beginning each module, participants will participate in an overview of the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This overview will be conducted by an expert professor from UF.

Face-to-Face Sessions: Participants will attend six interactive, half-day sessions with their UF Lastinger literacy facilitators. In these sessions, teachers will utilize an inquiry approach as they learn strategies to apply the next day in their classrooms. The UF Lastinger literacy facilitators will provide support and constructive feedback to participants as they develop their skills in effective literacy instruction. A Community of Practice among participants from various schools will be created and collaboration around literacy dilemmas and successes will be encouraged throughout the six 90-minute sessions of the reading module.

Communities of Practice: Participants will establish online Communities of Practice on a customized UF state-of-the-art online platform. In these communities, they will work with colleagues across the district and the UF Lastinger literacy facilitators to analyze and review their evolving literacy skills.

Online Resource Center: Participants will utilize an online forum to upload documents for analysis and to download resources to use with colleagues. They will have access to a user-friendly, interactive, online platform that will enhance participant learning and support cohort development into a cohesive district team.

Learning Showcase: Participants will document their development in an electronic portfolio consisting of written reflections and dialogue with other colleagues and UF Lastinger literacy facilitators. A celebration Learning Showcase will be held at the conclusion of the modules so that teachers across the district can share effective literacy strategies

PRINCIPLES AND STRUCTURES

As participants will learn new literacy strategies, practice using them immediately in their classrooms, and collaborate online with colleagues and facilitators, this initiative embodies the following set of core characteristics closely aligned with adult learning principles:

- Building learning partnerships and Communities of Practice within and across schools throughout a district.
- Promoting collaborative learning and problem solving in Communities of Practice.
- Employing research-based literacy strategies and implementation practices.

- Designing job-embedded learning to improve individual and group practice.
- Cultivating an inquiry stance that energizes teachers and generates meaningful data to guide improvement.
- Using structured dialogue to analyze professional literature, design and plan events and solve complex practice problems around literacy development.
- Providing a vibrant online platform for community building, resource sharing and distance learning.
- Modeling public sharing of practice to inform and inspire colleagues.
- Deep content knowledge is fundamental to strong teaching. Participants should possess strong content knowledge in the area of literacy development.
- The modules are the starting points for continuous learning and skill refinement. Upon completing the initial modules, participants will continue to expand and refine their skills by developing other teachers at their schools.
- Continuous literacy development will be provided, as requested, to include additional modules during the Spring of 2015.

PROGRAM PARTICIPANTS

The district will invite classroom teachers, reading coaches, resource teachers, and instructional leaders from the elementary schools in Alachua County to participate. Each module will be capped at 20 participants and participants will be expected to share their learnings with their colleagues at their schools.

IMPACT: A COST-EFFECTIVE, CAPACITY-BUILDING SYSTEMS STRATEGY

The UF Lastinger Center for Learning *"Reaching All Readers: A K-5 Series of Reading Modules"* has been designed as an intentional and powerful strategy to build the capacity of school systems to continuously improve the quality of teaching and learning in the area of literacy development. Knowledgeable teachers and instructional leaders, as well as principals, are a foundational building block of a school system's strategy to implement quality literacy instruction and provide actionable feedback that improves teacher effectiveness. The UF Lastinger Center's goal is to work closely with the school system as a partner in the development of literacy instruction.

After the initial modules are implemented in the Fall of 2014, it is the desire of the Lastinger Center to continue our partnership in developing and supporting literacy teachers and leaders. Additional modules focusing on vocabulary development and comprehension are developed and could be delivered in the Spring of 2015, if the district so desires. In essence, this is a cost-

efficient gradual release model where UF works in tandem with the district to build a powerful approach to improve teacher practice and student learning that can be sustained and grown.

IMPLEMENTATION: Fall 2014 Semester

- **Overview of the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.** Date to be set by the district for mid-September, 2014.
- **Six 90-Minute Face-to-Face Sessions for each of the 3 modules: Phonological Awareness/Decoding for K-1, Word Study/Decoding for Grades 2-3, and Word Strategies/Word Structure for Grades 4-5.**
Sessions will be spread out during the Fall semester and will be held every 2-3 weeks, with completion by the end of the fall semester.
- **Online Support between the six sessions for each module.** Participants will have access to materials between sessions and will participate in online dialogue with colleagues and UF facilitators around strategy implementation.
- **Spring 2015 Semester needs to be determined.** Vocabulary and comprehension strategy modules will be available, if the district requests.

COSTS for Fall 2014 Reading Modules

Module	Cohorts	Participants per cohort	Total Participants	Cost per participant	Total Module Cost
K-1 Phonological Awareness/Decoding	1	20	20	\$300	\$6,000
Gr. 2-3 Word Study/Decoding	1	20	20	\$300	\$6,000
Gr. 4-5 Word Strategies/Word Structure	1	20	20	\$300	\$6,000
TOTAL	3	20	60	\$300	\$18,000