Our Vision for English Language Arts

~Hillside Elementary School~

Presented by Amy Cazes, Principal
Great

Good

“If you always do what you’ve always done, you’ll always get what you’ve always got.”

- Henry Ford
**Where Are We Now?**

**Needs Assessment - March 2017**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for Growth</th>
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</thead>
<tbody>
<tr>
<td>Strong collegiality and background on multiple literacy programs; grade level teams work collaboratively</td>
<td>Consistency and cohesion across the grade levels – vertical alignment in a curriculum document for planning instruction</td>
</tr>
<tr>
<td>Willingness and openness to learn and approach literacy instruction in a consistent manner</td>
<td>Common structure and vocabulary – balance in curriculum and schedule</td>
</tr>
<tr>
<td>Whole class instructional components</td>
<td>Conferring with individual students</td>
</tr>
<tr>
<td>All grades use Fountas and Pinnell benchmark assessment</td>
<td>Using assessment data to inform instruction</td>
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</tbody>
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TEAMWORK
A BOAT DOESN’T GO FORWARD
IF EACH ONE IS ROWING THEIR OWN WAY
Where Do We Want to Be?

Hillside Voices ~ Teachers, Parents, Students

- Develop a common language, structure and vision for ELA instruction
- Build confidence and independence through vertically aligned skill development
- Create a flexible instructional environment that both supports and challenges each individual student
- Capture the joy and innocence of our children, providing them with hands-on, minds-on, authentic learning opportunities
- Provide more opportunities to read independently and write freely
- Make reading and writing FUN!
So How Do We Get There?
Step 1: Develop a Common Language, Structure and Vision for ELA Instruction

Balanced Literacy

Whole Language  Part To Whole
The Components of Balanced Literacy

- Interactive Read Aloud
- Shared Reading
- Shared Writing
- Word Study
- Reading Workshop
- Writing Workshop
Step 2: Build Confidence and Independence Through Vertically Aligned Skill Development
5-Year Action Plan: Cycles of Professional Learning

★ Learning About
★ Demonstration
★ Planning
★ Coaching
Purchasing a collection of materials such as a basal series does not impact student learning. Instead, ongoing, classroom-embedded, professional learning has the most successful outcomes and return on investment.

-Richard Allington, Professor and Researcher
Hastings Customized Plan: Year One

Reading Curriculum Focus

✓ Creating Reading units of study with ELA Committee (Summer 2017)

✓ Unit Roll-Out Days (5 units/grade level)

✓ Cycle 1: Designing a Reading Workshop: The What, Why and How to Align Our Teaching (Learning About, Demonstration, Planning, Coaching)

✓ Cycle 2: Conferring in the Reading Workshop: Using Individual Instruction to Meet the Needs of all Readers (Learning About, Demonstration, Planning, Coaching)
Hastings Customized Plan: Year Two
Reading Curriculum Focus

✓ Cycle 1: Small Group Instruction—Designing Strategy Groups to Guided Reading Groups (Learning About, Demonstration, Planning, Coaching)

✓ Cycle 2: Assessing Student Reading Levels and Using it for Instruction (Learning About, Demonstration, Planning, Coaching)

✓ Cycle 3: Interactive Read Aloud and Shared Reading to Support Readers (Learning About, Demonstration, Planning, Coaching)

✓ Unit Revision Sessions Across the Year
Hastings Customized Plan: Year Three
Writing Curriculum Focus

✓ Creating Writing units of study with ELA Committee (Summer 2017)

✓ Unit Roll-Out Days (5 units/grade level)

✓ Cycle 1: Designing a Writing Workshop: The What, Why and How to Align Our Teaching (Learning About, Demonstration, Planning, Coaching)

✓ Cycle 2: Conferring in the Writing Workshop: Using Individual Instruction to Meet the Needs of all Readers (Learning About, Demonstration, Planning, Coaching)
Hastings Customized Plan: Year Four
Writing Curriculum Focus

✓ Cycle 1: Small Group Instruction—Designing Strategy Groups in Writing (Learning About, Demonstration, Planning, Coaching)

✓ Cycle 2: Assessing Writing to Make Plans for Teaching (Learning About, Demonstration, Planning, Coaching)

✓ Cycle 3: Shared Writing and Shared Reading to Support Writers

✓ Unit Revision Sessions Across the Year
Hastings Customized Plan: Year Five
Integration of Literacy Learning

✓ Cycle 1: Word Study for Writers and Readers (Learning About, Demonstration, Planning, Coaching)

✓ Cycle 2: Vocabulary and Word Learning (Learning About, Demonstration, Planning, Coaching)

✓ Cycle 3: Grammar Studies (Learning About, Demonstration, Planning, Coaching)

✓ Unit Revision Sessions Across the Year
Literacy learning is multi-faceted, unlike many other content areas, and therefore requires a long-term plan over years. Research has shown that when all stakeholders are invested, change takes an average of 3-5 years; much longer without full investment.

http://www.pbs.org/makingschoolswork/dwr/ca/reform.html
**The Research: Professional Learning Strategies and their Level of Impact**

<table>
<thead>
<tr>
<th>Components of Training</th>
<th>Awareness Plus Concept Understanding</th>
<th>Skill Attainment</th>
<th>Application</th>
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</thead>
<tbody>
<tr>
<td>Presentation of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Modeling</td>
<td>85%</td>
<td>18%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice and Low-risk feedback</td>
<td>85%</td>
<td>80%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Coaching/study teams/peer visits</td>
<td>90%</td>
<td>90%</td>
<td>85-90%</td>
</tr>
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Student Achievement Through Staff Development, Joyce & Showers, ASCD, 2002
No matter how well trained people are, few can sustain their best performance on their own. That’s where coaching comes in. ~The New Yorker
The single most important factor for student learning is teacher efficacy. To build teacher efficacy, professional learning is essential.

-Dr. John Hattie, Professor and Researcher

"The secret of joy in work is contained in one word: excellence. To know how to do something well is to enjoy it." ~Pearl S. Buck
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“ALONE WE CAN DO SO LITTLE; TOGETHER WE CAN DO SO MUCH.”

- Helen Keller