

Elementary Balanced Literacy Reset

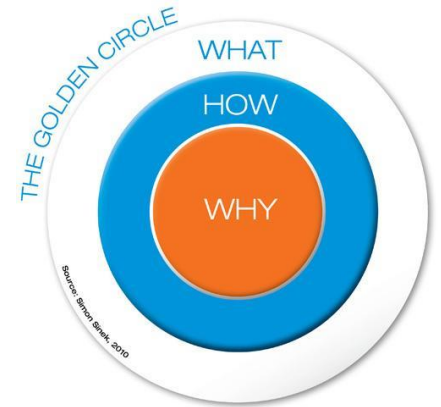
Association of Metropolitan School Districts
Policy Conference
November 11, 2016



Our Journey



THE COMPELLING WHY





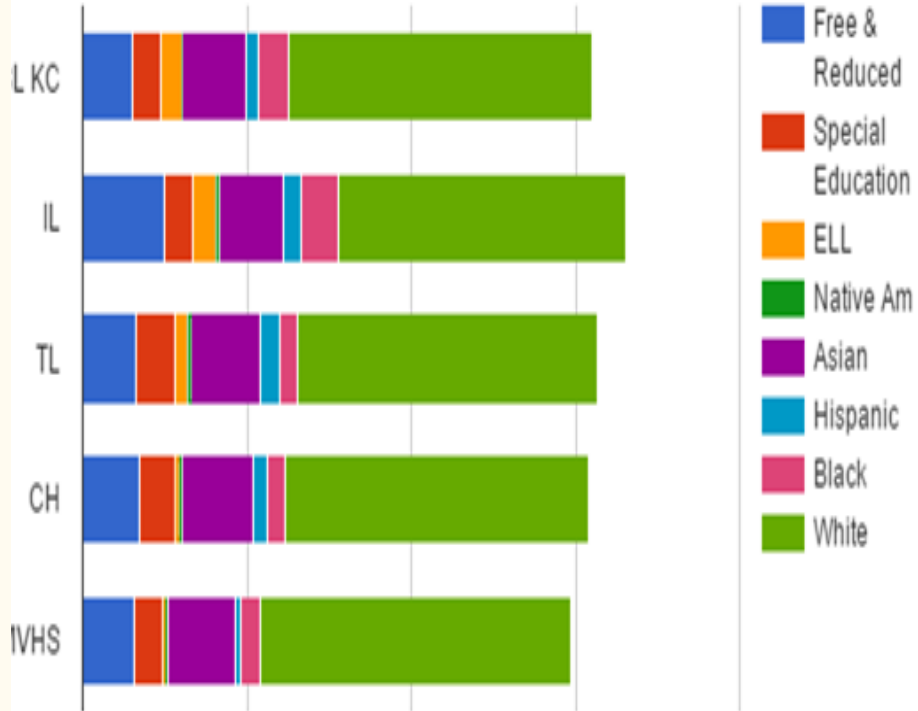
Mounds View's Equity Promise

Programs and services will be in place at all schools to ensure that race, class and disability will not predict students' success in Mounds View Public Schools.

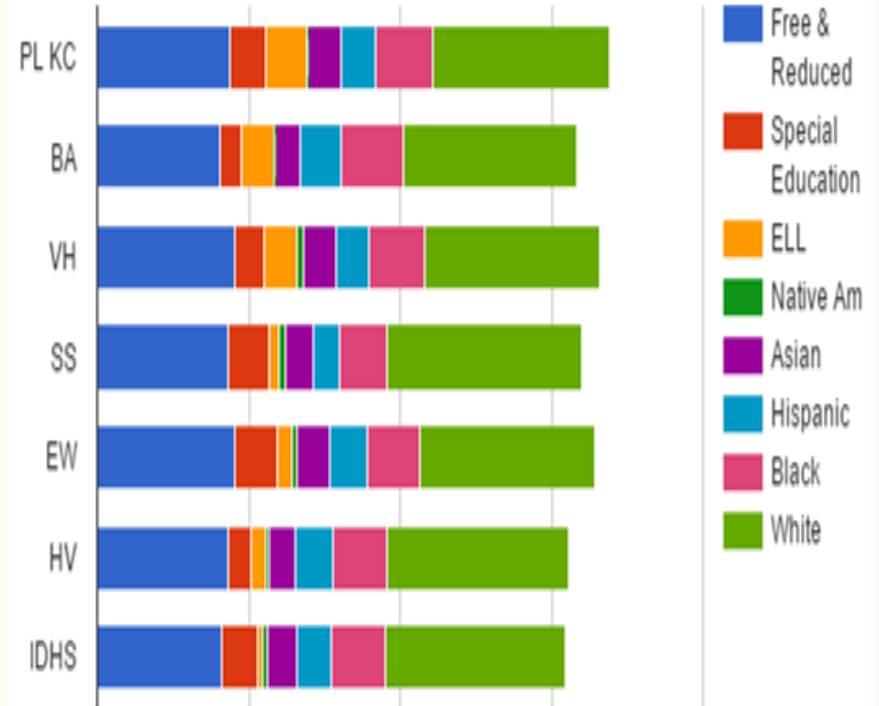
Student academic performance will not fall into patterns identifiable by factors such as race, ethnicity, English language proficiency, socioeconomic status and disability.

The school that a student attends will not be the predictor of his/her school success.

East Side Demographics



West Side Demographics



Our Elementary Educators - Years in Mounds View

870 Total Educators

Elementary School Total: 374

0-3 years: 118

4-9 years: 93

10-15 years: 60

16-20 years: 55

21 and up years: 48



Our Journey

Where have we been?

2006 - Literacy
Framework - was
resource driven

Balanced Literacy
training for teachers in
the system

2013 - Common Core
State Standards for
English, Language Arts
-Literacy Coach

Where have we been?

2013- 2015

Identification of priority standards/benchmarks

- Revision of District common assessments
- 90 minute expectation for literacy
- Realization that our framework and resource were not matching the needs of the students nor the rigor of the common core.
- Capacity of our teachers didn't meet the needs of our changing population
- Balanced Literacy was drifting

Why District Management Council?

DMC helped us
successfully re-set middle
school math

New Central office support

Provided us with leverage



Context

❖ New teachers appraisal system - Focus Professional Learning Communities

- Redefined the work of the grade-level teams
- Plan - Do - Study - Act

❖ Started our reset with a Literacy Alignment team

- Create a narrative
- Fixed-flexed framework



Mounds View
PUBLIC SCHOOLS
Curriculum and Instruction

The Process

1 -Determine staff to be included in the study

The following staff roles were included in the survey:

- ☐ General Education Teachers
- ☐ English Language Teachers
- ☐ Instructional Strategies Facilitators
- ☐ Interventionists
- ☐ Special Education Teachers

2 - Interview district staff to understand roles and responsibilities

The Process

3. Collect weekly schedules from staff members using online tool to share specific information:

- literacy blocks
- instructional focus
- materials used
- instructional groups

The Process

4. Analyze the data to help answer questions such as:

- Is classroom practice aligned with literacy best practices? Are practices aligned among classrooms? Schools?
- What is working well and what needs to be refined?
- Do teachers have the support and training they need to execute effectively?

5. Identify potential opportunities and financial impact

Commendations

1. Mounds View Public Schools has **clear rigorous grade-level expectations** as the district has shifted to **standards-based instruction**.
1. Mounds View Public Schools **teachers hold themselves accountable for student growth**, and self-assess their own practice based on the outcomes of their students.
1. The district practices **early identification of struggling readers** and frequent measurement of achievement.

Commendations

4. Special education teachers are **dual-certified** in many cases and **spend the majority of their time working directly with students.**

5. The district's current **literacy coach is valued** by teachers across the district.

Opportunities

1. Incorporate literacy coaches to expand coaching to support teachers in implementing standards-based instruction.
1. Ensure that all K-2 students receive a minimum of 100 minutes of explicit instruction on phonics per week until they reach a district-established level of proficiency.
1. Enlist the help of the district's highly effective teachers to develop a model literacy program for teachers who want more guidance.
1. Align entrance and exit criteria for interventions across the district.

Our response to the opportunities

- Vertical alignment document
- Balanced literacy defined - Narrative
- Core resources
- District Common Assessments
 - Read Well
 - Benchmarks
- Means for cross-district sharing of materials, ideas, resources
- August Literacy Institute

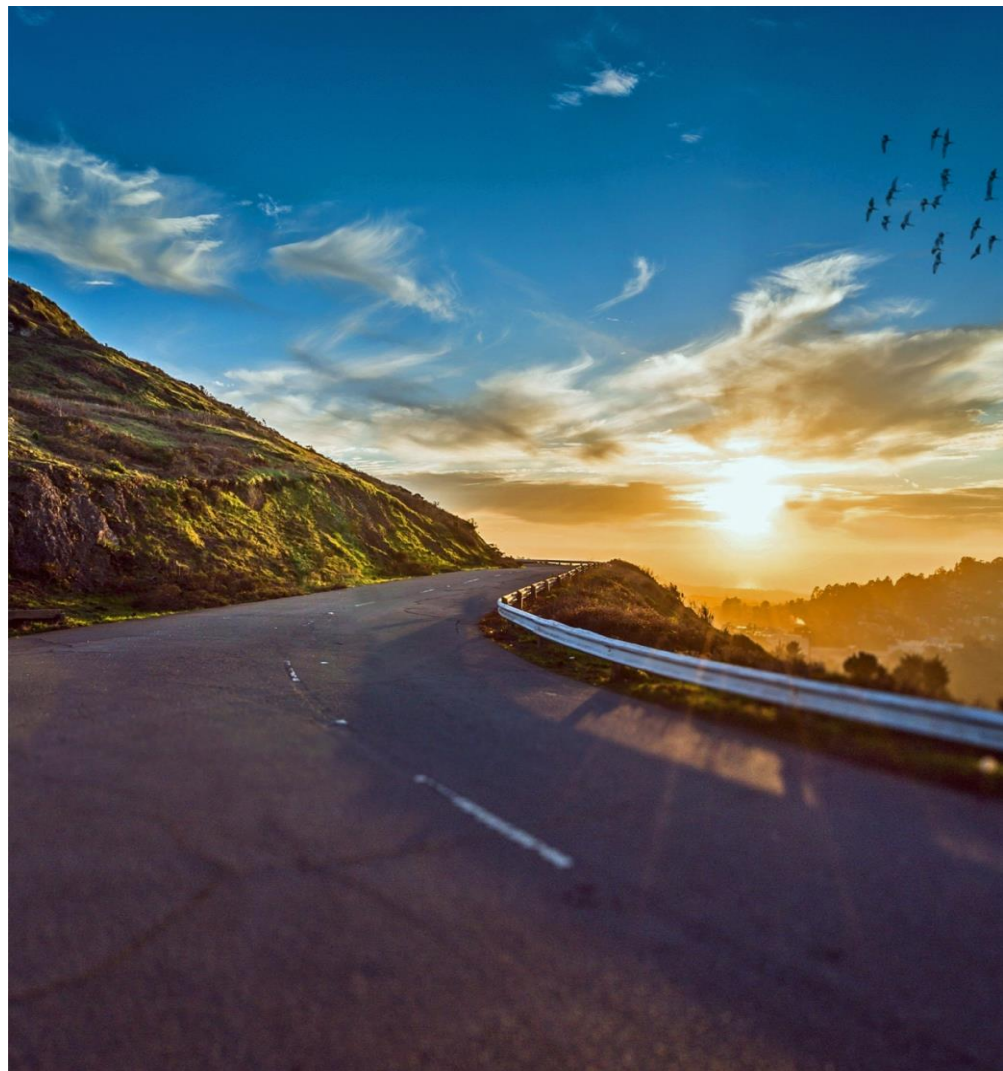
[Website](#) - Our communication tool

What has DMC helped us to better understand?

- ❖ Our focused work on Common Core standards was impactful
- ❖ Variation on our system
- ❖ Balanced literacy reset would require focus and professional development
- ❖ Importance of focus for the coaches
- ❖ Importance of implementation guide

Where are we now?

- ❖ Survey Data
- ❖ Teacher Testimonials
- ❖ Student Reflections



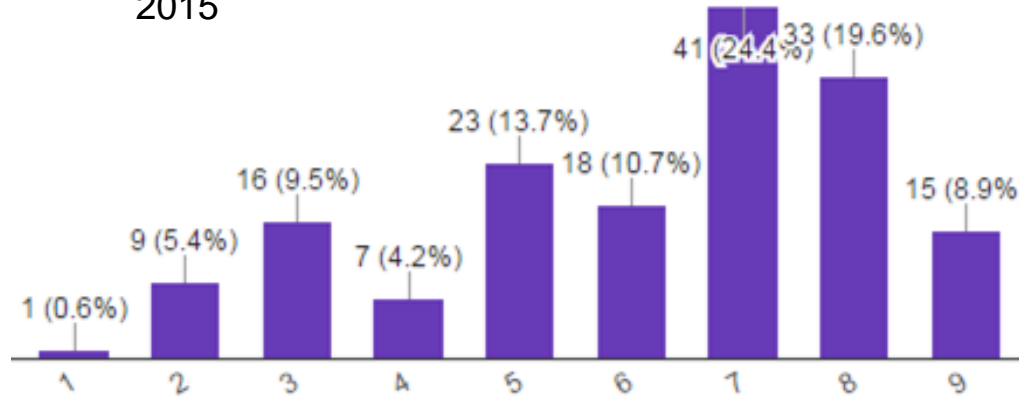


Successes

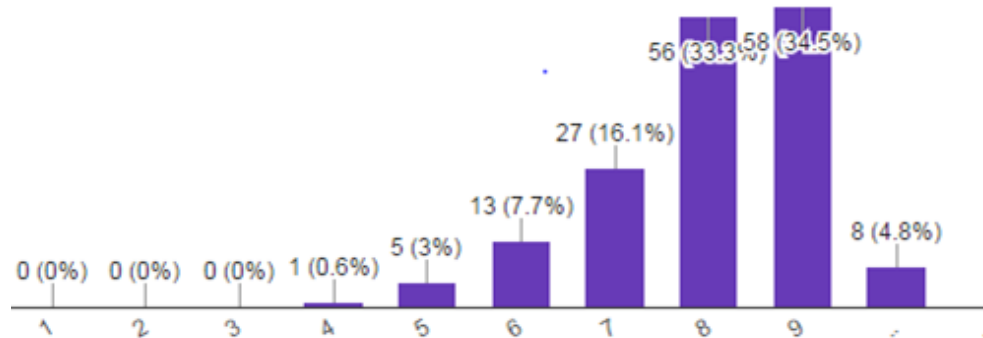
Has this work made a difference?

How do we know?

2015



2016



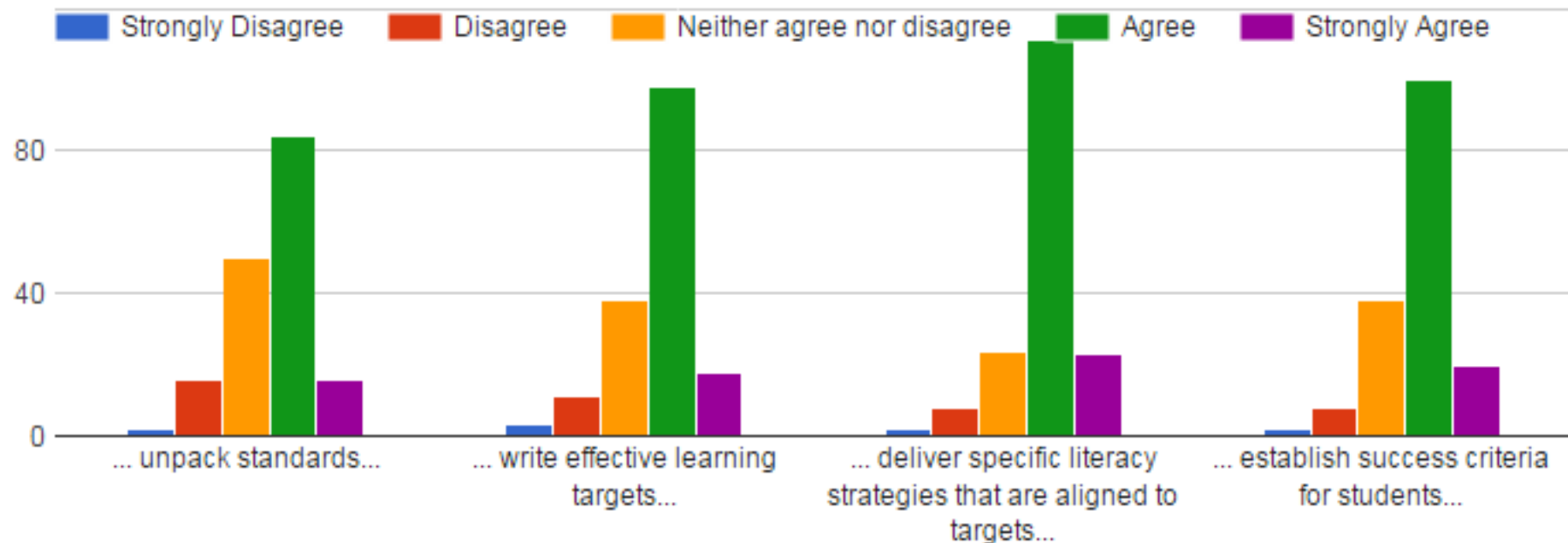
Question:
*Rate your level of
understanding of
balanced literacy
2015 to 2016*

4. Compared to past practice, which of these have you incorporated into your literacy instruction this year? (check all that apply)

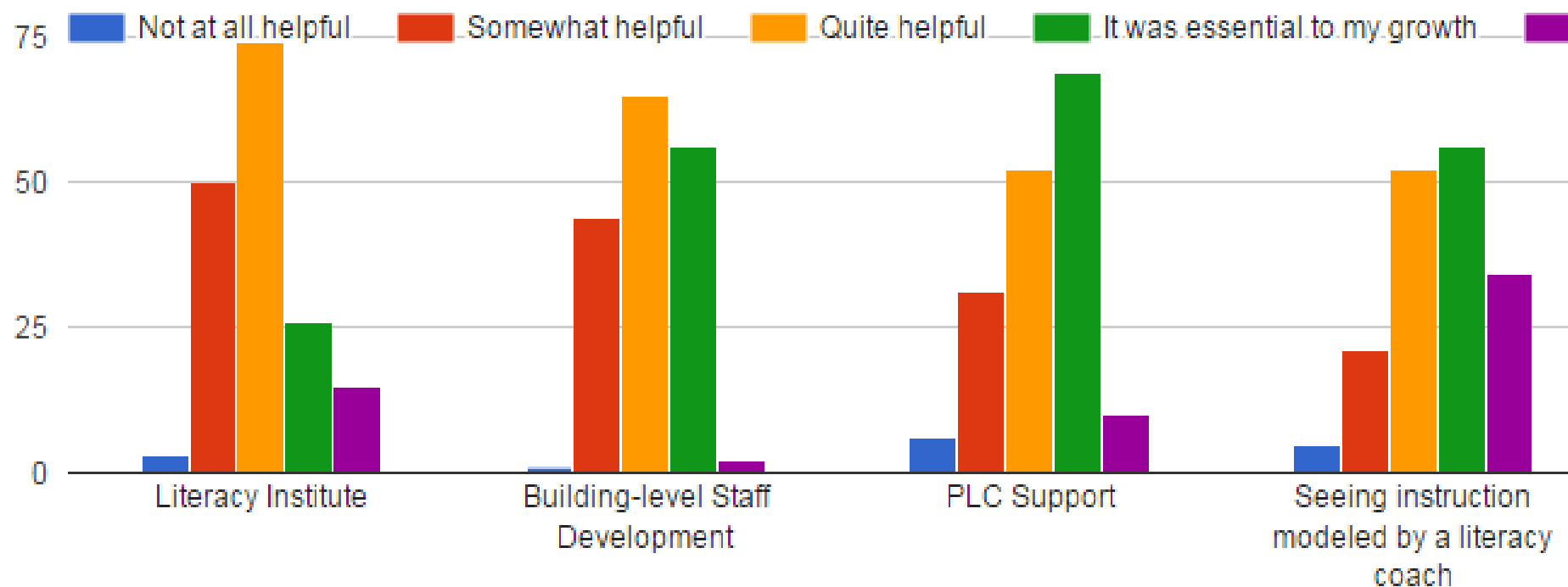
(168 responses)



5. My ability to (...see options below...) has increased as a result of balanced literacy training this year:



6. How would you rate the following literacy professional development opportunities this year?



Testimonials

Our students

[Mariah](#)

[Peyton](#)

[Book Club](#) - Grade 2

“The biggest change in my practice is that I have switched roles from being the teacher to being the coach of readers. Truly each day the students are doing the bulk of the work and authentically engaging in the process. As a result the students have ownership over their learning and growth as life-long readers. I also can't say enough about the amount of time allocated for building reading habits/a reading life and the positive impact it's having on reading engagement in my classroom.”

~B. Peterson

Kids are getting more feedback and individual attention from me and are receiving some great tier 2 and 3 interventions as needed. Kids know their reading levels and are motivated to move up and be able to read more challenging books. Overall, the classroom environment is supportive, engaging and is building well rounded readers.

The Balanced literacy reset was really worth the time and energy. It has been a lot of work, but I feel I have grown as a teacher and my classroom is different. My kids know that reading can be fun now and have a love for reading.--S. Brown

I used to do whole group instruction for the high readers in fifth grade. I didn't really know their individual reading levels or have much of an opportunity to listen to them read. {Now}I teach a high, rigorous mini-lesson that gives everyone the opportunity to see and hear high level thinking. ~L. Samelian

My daily reading routine has morphed into a flexible, student driven block of time where I am much more in tune with each reader as an individual and they are learning to recognize reading for the authentic experience that it is.

My time with groups changes based on close monitoring of how they are functioning within the standard we are working on as well as their foundational needs as readers.

As far as whole group time, that is probably where I have made the largest shift. My mini lessons are now so concise and focused on one bit sized part of a larger skill that I am trying to get them to master.

Students have opportunities for a variety of literacy work every day- reading, writing, listening, speaking

- Students have received specific, rigorous learning opportunities via a variety of instructional groups- individual, small group, large group - that teachers have been heavily trained in ~C. Koch - G1 Teacher

Where are we headed?

Alignment - vertical and horizontal

Year of two of three year implementation

Focus on intervention

Resources



Questions