

APPENDIX V – 243

**Reading Recovery/Descubriendo la Lectura Proposed Professional Development Plan
2015-2016**

Purpose: Professional development plan for training 12 teachers for Reading Recovery (RR) and Descubriendo la Lectura (DLL) beginning in August of 2015. The goal is to serve the literacy needs of the lowest-achieving and most struggling literacy learners who are African American, Latino and an English Language Learner (ELL) in the first grade at targeted sites. Sites will be determined based on individual need at individual schools. Reading Recovery is a proven research-based early intervention program, with a foundation in best practices, which accelerates the literacy development of students identified at-risk. Reading Recovery is economical where early intervention, full implementation with full coverage and sufficient staffing of African American and Latino personnel are to be trained to provide services that ensure successful academic African American, Latino and English Language Learner (ELL) student outcomes.

The first year is designed to train highly qualified and successful African American and Latino teachers. The second phase of training will occur in the summer of 2016 with first year RR graduates, with a bilingual education endorsement, completing a "Bridging" requirement for certification in Descubriendo la Lectura. In this way, efforts for capacity building to meet the needs of first grade African American, Latino and ELL literacy learners, identified as at-risk, can be addressed by a qualified core group of RR and DLL trained teachers. Students whose first language is Spanish and participating in TUSD's Two-Way Dual Language program, who are eligible for DLL services, will have access to early intervention with a RR/DLL trained teacher at sites where available. The RR/DLL proposed plan will essentially address African American, Latino and English Language Learners.

Reading Recovery and Descubriendo la Lectura implementation will promote strong student-teacher, teacher-teacher professional learning experiences and teacher-parent interactions with focused literacy communication on student progress as cited in the Unitary Status Plan (USP). The professional development plan for providing student individualized literacy supports concentrates on the following areas in accordance with the USP:

E. Student Engagement and Support

Academic and Behavioral Supports Assessment and Plan

III. Developing and implementing strategies to identify African American and Latino students, including ELL students, most at risk of being retained in grade and providing identified students with extra time and resources to accelerate their learning (e.g., additional time for instruction in and after school, summer programs and individualized support, including participation and literacy programs).

VII. Special efforts to involve at-risk students and their families in school programs and to improve academic skills;

7. Services to Support African American Student Achievement:

b. The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (e.g., students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).

c. The District shall establish academic intervention teams to provide targeted support to African American students. The academic intervention teams shall consist of academic specialists (e.g., pullout reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Student Achievement.

f. All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans. All African American student support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of African American students.

8. Services to Support Latino Student Achievement

b. The District shall develop and implement a process for providing a series of academic interventions and supports for Latino students who are struggling and/or otherwise disengaged from school (e.g., students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).

c. The District shall establish academic intervention teams to provide targeted support to Latino students. The academic intervention teams shall consist of academic specialists (e.g., pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for Latino Student Achievement.

Reading Recovery/Descubriendo la Lectura Affiliated Sites:

St. Mary’s College-Northern California Regional Training Center, Moraga, California/Dr. Adria Klein, RR/DLL Trainer and Program Director
Texas Women’s University, Denton, Texas/Dr. Allison Briceno, RR/DLL Trainer

Site Coordinators: Dr. Adrian Vega, Deputy Superintendent Teaching & Learning
Steve Holmes, Assistant Superintendent Curriculum Instruction
Ignacio Ruiz, Language Acquisition Department Director

<u>Reading Recovery Reactivation</u> <u>April 2015-2016</u>	<u>Reading Recovery Facility</u> <u>May 2015</u>	<u>Reading Recovery Training Class</u> <u>August 2015-May 2016</u>
<p>1. <u>Reactivation Plan for Reading Recovery/Descubriendo la Lectura Teacher Leader:</u></p> <ul style="list-style-type: none"> Establish affiliation with a university training center. Upon acceptance, complete the following requirements: Develop written reactivation plan in collaboration with St. Mary’s College (Moraga, California) and Texas Women’s University (Denton, Texas) Attend 6 Teacher Leader trainings at St. Mary’s College in addition to RR/DLL site visits <p><u>Proposed dates:</u> April 14th - April 16th/May 12th - May 14th</p> <ul style="list-style-type: none"> Attend RR/DLL Teacher Leader Annual Conference June 22nd-June 26th/ Kansas City, Mo. Administer Observation Survey from April-May for field experience 	<p>2. Establish a training facility</p> <ul style="list-style-type: none"> Location to be determined as a potential training site with consideration to geographic location and space availability Furnished office space with supplies to include technology (computers, proxima projector) and suitable storage area (2 desks, 2 chairs, 3 table rounds, 6 shelves, 4 file cabinets) Plan for full time clerical support Room with one-way glass & high quality sound system Tutoring room for behind the glass(see attached specifics for required equipment): child size narrow rectangular table, 12 stools, PZM table mount microphone, 15-35 watt public address amplifier with volume control, 2-4 small wall speakers Stipend for authorized adult to transport 2 students accompanied by parent from school to RR training facility to home Training room for class: 4 rectangular tables, 22 stackable chairs, mounted dry erase chalkboard/length of wall 	<p>3. Establish a one full year of training for a class of 12 teachers</p> <ul style="list-style-type: none"> Arrange for teacher trainees to earn graduate academic credit through an accredited college or university, with the teacher leader serving as instructor Provide Reading Recovery teacher training as 8 units of graduate coursework at an accredited college or university Collaborate with designated affiliated training site Interview and identify applicants for the training class Secure the ordering of start-up training materials and any additional supplies for program implementation Develop training sessions that ensure all teachers teach behind-the-glass a minimum of three times during the training year Design training sessions where 80% of class time incorporates two behind-the-glass lessons with embedded opportunities to reflect and collaborate among peers to enhance a professional learning community

2015-2016:

- Teach a minimum of 2 children daily throughout the year
- Teach a minimum of one child in English and one child in Spanish in order to maintain registration in both RR/DLL
- Collect entry, exit, discontinuing, and end-of-year data on RR/DLL students
- Prepare and submit an annual site report to the affiliated university training center
- Work with site coordinators and administrators to assure quality implementation at the site and school levels with the goal of full implementation/full coverage
- Participate in teacher leader professional development opportunities sponsored by the university training center
- Provide resources annually for teacher leader attendance at the Teacher Leader Institute and one Reading Recovery Council of North America (RRCNA) approved RR/DLL conference
- Receive a minimum of two site visits by a trainer from the university training center

Costs:

- **\$5,000.00-St. Mary's College flat rate fee to cover RR/DLL obligations which include:**
 - ✓ **Out of state training sessions**
 - ✓ **Out of state Site visits**
 - ✓ **Two trainer visits to TUSD**
- **\$7,140.00-Travel for April, May, & June to include airfare, hotel, rental car, per diem**
- **\$3,000.00-RR/DLL Teacher Leader Institute/June 2016 (Standard annual requirement for Teacher Leaders)**
- **\$3,000.00-RR/DLL Conference attendance**

Total cost= \$18, 140.00

Estimated cost:

- \$26,000.00 Behind-the-Glass construction (pending location, specifics of room and need for sound proof installation)
- \$13,500.00-Training Facility Equipment (Promethean board, computers, printers, furniture)
- \$45,000.00- 1 Classified Admin. Asst. FTE

Total Cost= \$84,500.00

- Conduct a minimum of 24 hours assessment training (includes administering assessments to children)
- Trainees will work with 4 students for half day with remainder of day working in first grade classroom to model and/or work whole group, small group or with individual students for literacy development services
- Visit teachers-in-training four to six times during the year
- Monitor the selection and progress of children
- Assist teachers with the preparation of an annual Reading Recovery report for district/site and RRCNA compliance requirements

Costs:

- \$720,000.00-12 FTEs
- \$28,800.00-University costs for trainees
- \$88,750.00-Textbooks & Start-up materials
- \$1,953.00-Data Collection-International Data Evaluation Center (IDEC) & Slosson Assessment
- \$9,000.00-RR/DLL Conference attendance for 3 teachers in training (Revise and include all 12 teachers + Teacher Leader per Leadership approval)

Total Cost= \$848,503.00

Grand Total= \$951,143.00

Proposed negotiable items:

- Remain with LAD to support English Language Learners at selected sites
- Extend contract to daily rate of pay versus summer hourly rate during months of June & July
- Determine training days/dates/times with an option for early release Wednesdays
- Recruitment efforts to select successful ethnically and racially diverse teachers with priority to African American and Latino bilingual education endorsed candidates to fill trainee positions
- Full time clerical support
- Robust support from leadership for a minimum of three-five year commitment
- Training facility with ample space to support all RR/DLL training activity