



Elementary Literacy Collaboration

Syós:ys lets'e th'ále, lets'emó:t

~One heart, one mind, working together for a common purpose~

High Quality Instruction

Data Driven Decisions



Targeted Interventions

Collective Responsibility



February 2022 Update

Early Success Expansion Project

The Early Success Expansion Project has two Early Literacy Collaboration Teachers (ELCT) who are assigned to a school for a term and work specifically with grade two and grade three teachers to strengthen comprehensive literacy approaches both in the classroom and in small group instruction. Additional small group intervention (tier 2) will be linked to strategies and skills that are introduced in the classroom. Connections will be made with the K/1 Intervention Teacher and Learning Assistance Teacher.

Coordination and collaboration is the key to success:

Early Literacy Collaboration Teacher

- Co-taught and modelled lessons for classroom teachers
- Co-taught for a portion of the day during core classroom literacy time
- Worked with small groups of students to provide tier 2 and tier 3 interventions (outside of core literacy time)
- Provided the pre and post PM benchmarks for individual students receiving tier 2 and 3 interventions

Classroom Teachers

- Reviewed classroom data and developed a class review with early collaboration teacher and LAT
- Determined goal/s for student learning
- Determined small/whole group instructional practices that will help students reach goals
- Collaborated/co-taught with Early Collaboration teacher

Learning Assistance Teacher

- Reviewed classroom data and developed a class review with Early Literacy Collaboration Teacher and classroom teacher
- Shared supports that are already in place for the at-risk grade 2 and 3 students
- Continued supports for tier 2 and tier 3 students after ELCT finished at the school

"Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement."

- John Hattie

"The Early Literacy Collaboration Teacher helped with building knowledge of younger readers."
- Classroom Teacher

"I learned more over the last term, in terms of literacy knowledge, (than I have) since I started teaching 4 years ago."
- Classroom Teacher

"Respecting teacher autonomy and continuous communication with teachers was effective in building strong relationships."
- Early Literacy Collaboration Teacher

"It was extremely valuable to have the ELCT push into our classrooms to model lessons."
- Classroom Teacher

Schools supported this year:

Term 1- Watson and Bernard

Term 2- Central and Vedder

Term 3- Leary and Little Mountain

- Selection was based on year end PM district data and schools that did not previously send students to the Early Success Program.

Term One Data

Number of grade 2/3 students that received small group interventions:

Watson-25

Bernard- 28

- Students moved up an average of 5 PM Benchmark levels

Coaching – What Does the Research Say?

A recent study published by the National Centre for Systemic Improvement states that, "education holds a clear affinity for coaching as a method for improving teacher practice and learner outcomes" (pg.1). This study indicates that, support for coaching can be found across research and literature from general education (Shanklin, 2006; Neumann & Wright, 2010; Biancarosa, Bryk, & Dexter, 2010) and special education (Kretlow & Bartholomew, 2010; Winton, Snyder, & Goffin, 2015) focused on infants, toddlers, young children (Snyder, Hemmeter, & Fox, 2015; Israel, Carnahan, Snyder, & Williamson, 2013) as well as learners in the K-12 school setting (Kretlow & Bartholomew, 2010; Horner, 2009).

Research promotes coaching as one of the most effective ways to assist practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills.

Early Literacy Collaboration 2022-2023

Current Structure

- All schools allocated a percentage of intervention support for K-1
- All schools allocated Learning Assistance support
- 5 schools provided with an Early Literacy Collaboration teacher to support K-3
- 2 District Literacy Coordinators to support all teachers

Results

- Increase in student achievement in schools with ELC



Results from Early Literacy Collaboration 2021-2023

- 10 Elementary schools received ELC
- Supported a total of 274 students with direct reading intervention over the last 5 terms
- Students moved up an average of 4 PM Benchmark levels



What teachers are saying about Early Literacy Collaboration

“ELC provided additional approaches to teaching literacy such as phonics activities, games and mini-lessons. It provided a different perspective and several more access points for learners due to the collaboration teacher’s wealth of knowledge.”

“This collaboration helped strengthen my knowledge of teaching systematic phonics skills.”

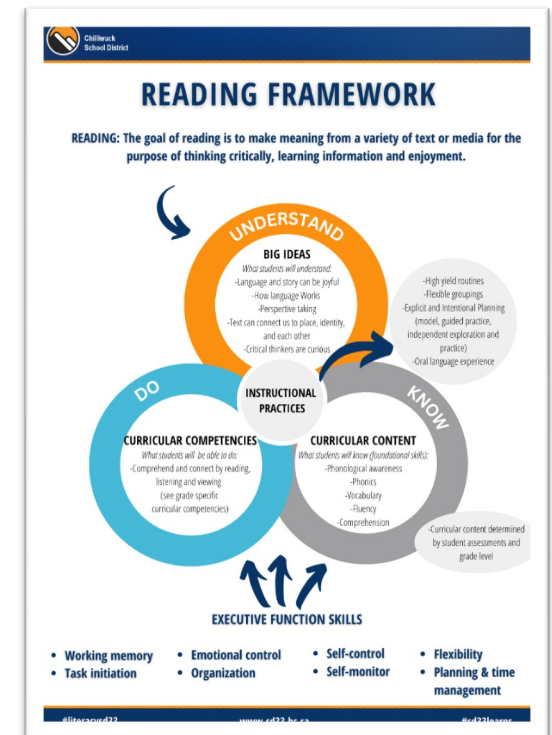
“This program positively impacted my students by giving them the opportunity to receive explicit literacy instruction in a small group, without distractions. Most of the support my students received was outside of the classroom, which for these kids, was the best thing for them as they have trouble focusing. All of the students that received this support made improvements with their reading and writing skills.”

“Reading levels and confidence increased across the board. The support for my own practice in the classroom was invaluable, very appreciated and had a direct positive and immediate impact on my students and their learning.”

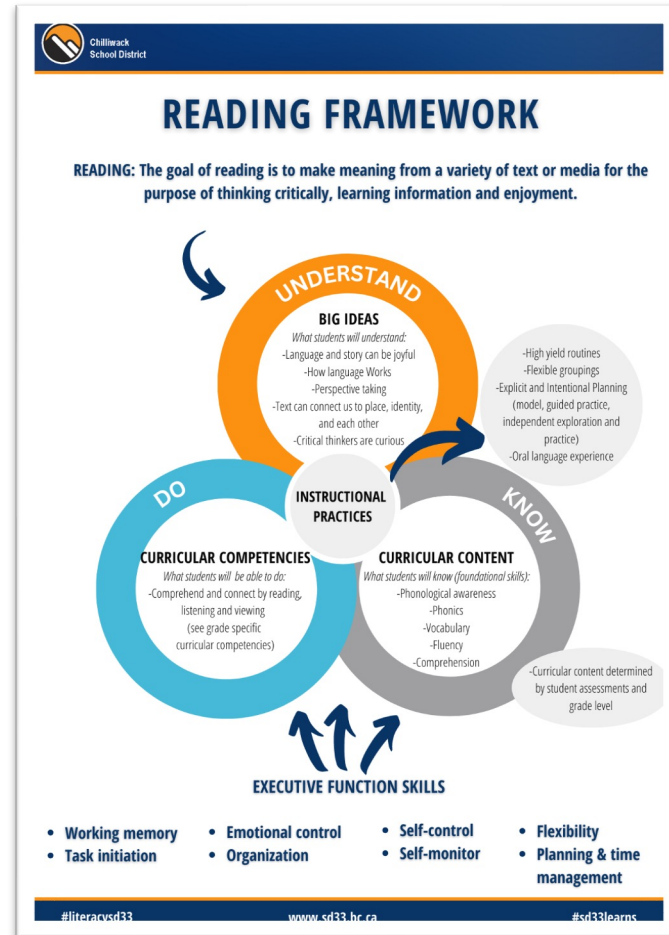
Every school, every year

Elementary Literacy Collaboration Expansion

- District and school team determine supports for students and staff
- Decisions based on district assessments
- Direct reading intervention for students
- Continuous monitoring of student progress
- Implement a comprehensive reading framework in ALL of our classrooms

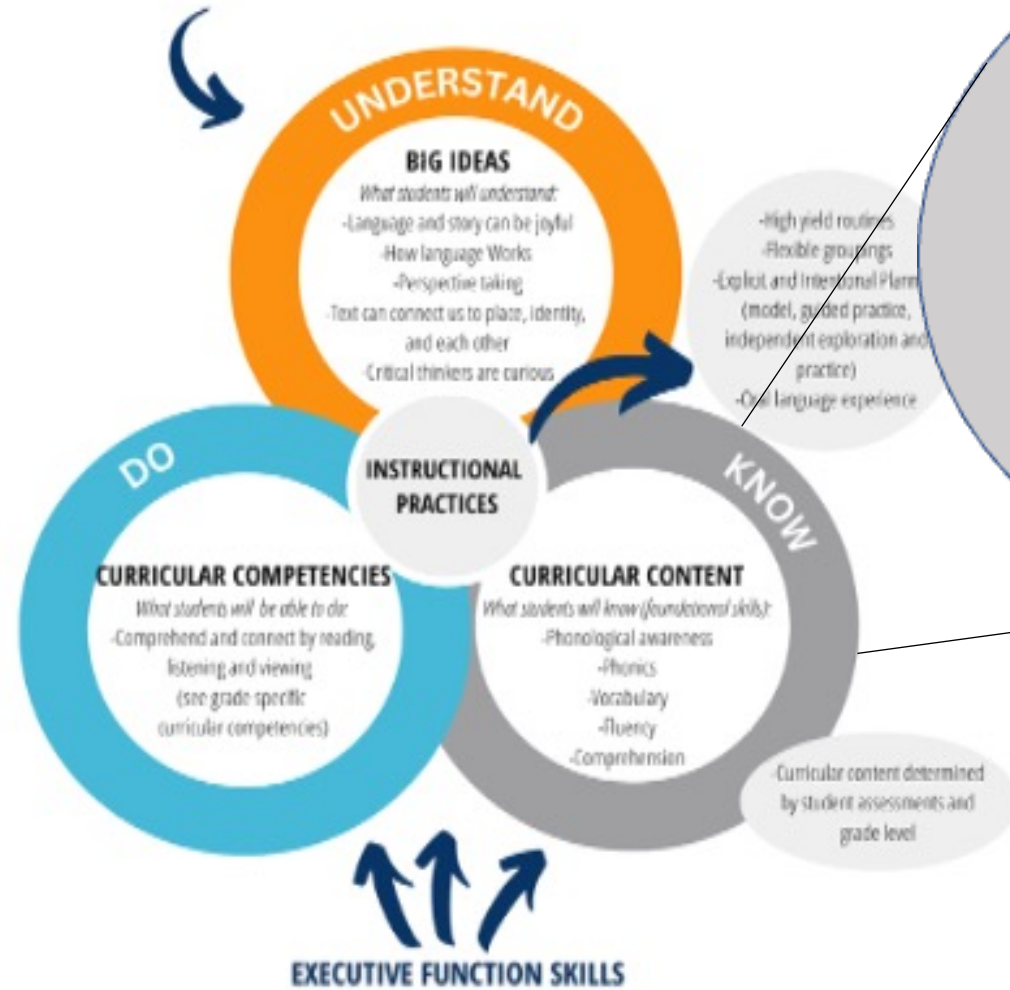


High Quality Instruction



READING FRAMEWORK

READING: The goal of reading is to make meaning from a variety of text or media for the purpose of thinking critically, learning information and enjoyment.



Curricular Content
 Phonological Awareness
 Phonics
 Vocabulary
 Fluency
 Comprehension

- Working memory
- Emotional control
- Self-control
- Flexibility
- Task initiation
- Organization
- Self-monitor
- Planning & time management

Collective Responsibility

Collaborative Structures:

Early Literacy Collaboration Teachers

District Literacy Coordinators

District Principal Support

Review Dates:

Review student achievement data every 6 weeks

Review at 90 Day Cycles

Resources:

Reallocation of existing staffing (school and district)

Instructional resources from Curriculum

Every school, every year

