

ELEMENTARY LITERACY COLLABORATION UPDATE



5 Components

Phonological Awareness

Awareness of sound in speech and the ability to identify and manipulate sounds in words.

Phonics

The ability to understand relationship between sounds and letters that are used to represent them in print (word study).

Vocabulary

Knowing and using developmentally appropriate words.

Fluency

The ability to read orally with appropriate speed, accuracy and prosody (expression, phrasing and intonation).

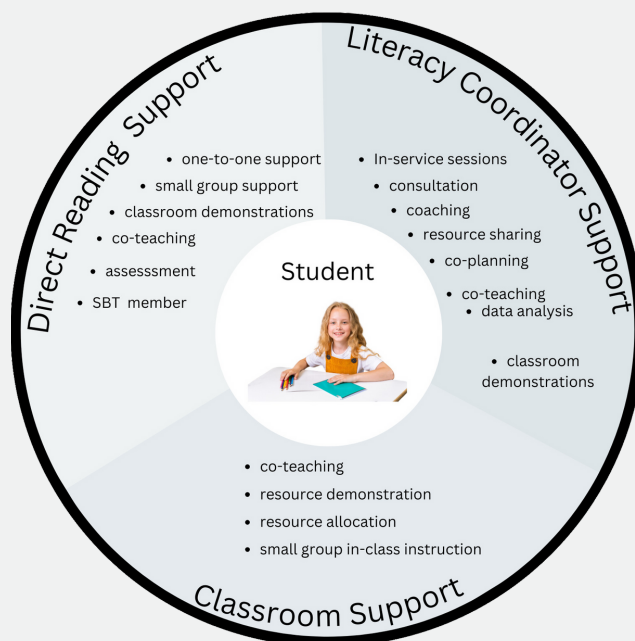
Comprehension

Ability to make meaning from text using a variety of skills.

Data from ELC (Early Indicators)

- 79 Classrooms received direct support
- 406 student have received intervention
- 308 Teachers have received in-service
- On average, students reading levels progressed 3.7 in one term (typical class without ELC support progress 1.6)
- In process with collating additional student achievement data (word inventory, decoding inventory)

Levels of Support Through ELC



Tell me and I forget, teach me and I remember, involve me and I learn
 --Benjamin Franklin

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In-Service Feedback from Classroom Teachers

- *I really enjoyed observing the Making Books lesson. Watching Karen conduct the lesson with one of our classes was incredibly effective and beneficial. K/1 Teacher*
- *Thanks for always making the sessions useful and applicable in the classroom. I wish we had more meetings together because I always came away with something I could use in the classroom. Grade 3 Teacher*
- *I always appreciate being given time to collaborate, brainstorm and learn from colleagues. K Teacher*
- *This was an awesome way to start our year, teachers had lots of amazing reminders or suggestions that helped to support their students. Principal*

ELC Feedback from Classroom Teachers

- *Anytime I can improve my confidence and practice, it impacts my students. I was able to get feedback, valuable insights and resources and broaden my understanding of a well-rounded literacy program. Grade 2/3 Teacher*
- *Students were able to improve their reading skills at a faster pace with all the small group work. Grade 2/3 Teacher*
- *I was given a lot of practical ideas that can be applied to any grade. I also enjoyed observing a lesson by Hollie. We don't get enough opportunities to see our colleagues teach and learn from them. Grade 4 Teacher*
- *I needed to go more in depth with my assessment for students struggling. I needed some fresh ideas. Grade 2/3 Teacher*

Questions or Further Analysis

- Ensuring we are integrating all 5 components of literacy
- Tracking students who have 'graduated' out of ELC support
- Further analysis of students who did not show progress
- Ensuring we are supporting teacher professional growth through situated learning opportunities
- Tracking student and teacher self efficacy
- Bridging pre-service teacher to classroom teacher knowledge regarding reading instruction

Next Steps

1. Continue the ELC initiative
 - a. Direct student support
 - b. In-service and classroom demonstrations
2. Continue to develop supporting documents and resources (i.e. phonics learning progressions)
3. LAT/ELL in-services
4. ELC Teachers presenting at Pro D Day
5. Expanded problem-solving team to include our Education Psychologists
6. Enter into partnership with UFV

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