

Leveled Bookroom/Guided Reading Literacy Initiative
2017 - 2018

CONTRACT #17-13-21



**A Professional Learning Proposal Submitted by Scholastic Education
to Tucson Unified School District
March 8, 2017**

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Leveled Bookroom/Guided Reading Literacy Initiative

Tucson Unified School District

Tucson Unified School District (TUSD) requested Scholastic to evaluate the set up and use of the Leveled Bookrooms in 73 campuses, and recommend on-going professional learning and job-embedded coaching for instructional improvement and enhancement. The following proposal for Tucson Unified School District, developed by the Scholastic's team of literacy experts, provides the literacy leadership and professional learning that meets the needs of your learning community. This partnership plan will be delivered during the 2017-2018 school year.

TUSD has identified four initial goals:

- 1. Assess the Setup and Usage of the Leveled Bookrooms**
 - Scholastic will send in a team of consultants to walk through 73 schools and evaluate the levels of setup and usage of the schools' Leveled Bookrooms.
- 2. Make Professional Learning Recommendations Based on the Assessment of Leveled Bookrooms:**
 - Scholastic will create a professional learning plan for the district based on the Leveled Bookroom Assessment results and district goals.
- 3. Deliver High-Quality Guided Reading/Small-Group Instruction:**
 - Teachers will engage in ongoing professional learning and job-embedded coaching to provide high-quality Guided Reading/Small-Group instruction. Growth will be evidenced through lesson plans, observation, self-reflection, and student work samples.
- 4. Improve Student Reading Achievement:**
 - Teachers will impact student reading achievement by providing differentiated small-group instruction. Growth will be evidenced through increased number of students reading at grade level, students increasing instructional reading levels measured by running record data. Students will improve their comprehension by reading more text at their instructional level daily during guided reading small-group instruction.

TUSD has requested ongoing professional learning and job-embedded coaching, including the initial kick off training for administrators and lead teachers during the Summer of 2017, job-embedded coaching to take place October 2017-May 2018 and a teacher institute the Summer of 2018.

Scholastic Professional

Scholastic Professional provides a comprehensive, research-informed approach to professional development that expands understanding about language, literacy, and learning as it elevates instruction—preparing students for a lifetime of success. Scholastic, the most trusted name in learning, has been providing engaging resources and professional support to educators for 95 years. Scholastic Professional is guided by a clear understanding of how children learn—and how best to support their learning in the classroom. Everything we do is informed by decades of research in language, learning, and teaching. Scholastic has had success partnering with districts to improve student learning with balanced literacy.

The following proposal for Tucson USD, developed by the Scholastic’s team of literacy experts, provides the professional learning and literacy leadership that meets the needs of your learning community. This partnership plan will be delivered during the 2017-2018 school year.

Tucson USD Guided Reading/Small Group Literacy Initiative Scope of Work

Overview

At Scholastic, we believe a comprehensive professional learning plan that supports changes in instruction:

- connects to classroom practice
- focuses on student learning
- aligns to the goals and priorities of the schools
- includes a learning track for teachers, teacher leaders, and principals.

These aspects of effective professional learning are essential for a successful implementation and to reach the outcomes outlined in the plan.

K-8 Guided Reading/Small Group Instruction Professional Learning Outcomes

- **District and Building Administrators**

District and Building-level administrators will be able to lead the professional learning initiative, conduct learning walks, and support teachers and coaches with the resources and the time needed through their professional learning workshops. In addition, administrators will lead the monitoring of the initiative (see Appendix D).

- **Teachers/Instructional Coaches/Literacy Leads**

Teachers, Instructional Coaches and Literacy Leads will be able to use common language and expectations for the Guided Reading/Small Group Instruction literacy initiative through the initial implementation workshops. In addition, teachers will be able to support students as they meet the goals of the initiative, through participation in job-embedded coaching during the school year.

Professional Learning Plan

Scholastic and Tucson Unified School District will form a partnership to support the use of Guided Reading/Small Group Instruction as a cornerstone of K-12 ELA instruction. In the partnership, Scholastic will assist school leaders in creating plans that monitor teacher’s new knowledge and skills around Guided Reading/Small Group Instruction, teachers’ implementation of new knowledge and skills, and student growth. In addition, Scholastic will help build the expertise and capacity of TUSD by supporting teachers in creating common language and expectations around all aspects of the literacy initiative. In turn, TUSD school leaders will ensure time and resources for professional learning.

- **Professional Learning Workshops (Summer 2017-May 2018)**

Through half or full-day workshops for teachers, instructional coaches and administrators, Scholastic will build common knowledge and expectations that support high quality implementation of Guided Reading/Small Group instruction.

- **Administrators** will meet in the summer during the Institute to set forth a data-monitoring plan and to analyze and use collected data in morning sessions (see Appendix A for course description).
- **Instructional Coaches/Leveled Bookroom Literacy Contact/Lead Guided Reading Teachers** will meet July 2017 for the initial implementation overview (see Appendix B) to learn more about organizing and maintaining the Leveled Bookrooms and begin an overview of Guided Reading.
- **Teachers** will meet Summer of 2018 for the summer institute implementation kick off (see Appendix B for the full list of professional learning workshops).
- **Guided Reading/Small Group Instruction Job-Embedded Coaching (October 2017-May 2018)**
TUSD will identify 25 schools to become model sites and receive job-embedded coaching during the school year 2017-2018. Each school will receive 4 days of job-embedded coaching and support October 2017-May 2018 (see Appendix C). Through the job-embedded coaching, Scholastic will support TUSD to build district capacity and building-level expertise for Guided Reading/Small Group Instruction, where Scholastic Literacy Specialists will model and observe lessons, and coach and support teachers. The goal is for the district to build expertise in the model schools around the Literacy Initiative, who will become lab sites for hosting additional schools for observation and professional learning support.

PROFESSIONAL LEARNING EVENTS TIMELINE

July 2017 – August 2018

| Dates | Professional Learning Event | Unit Price | # Days/Months | Total |
|---|---|-------------|---------------|-------------|
| July 18 or 19, 2017 Administrator Literacy Leadership Institute | Lit Leadership Workshops for up to 225 principals and district administrators <ul style="list-style-type: none"> ● Leading and Supporting Change in Literacy Instruction (Elementary & Middle) | \$11,600.00 | X 1 | \$11,600.00 |
| July 24-July 31, 2017 Leveled Bookroom Implementation Kickoff | Initial Implementation Kickoff for Leveled Bookroom <ul style="list-style-type: none"> ● Leveled Bookroom Implementation Training ● ABCs of Guided Reading | \$15,200.00 | X 2 | \$30,400.00 |
| July 24-July 31, 2017 Guided Reading Implementation Overview | Initial Implementation Overview for Guided Reading <ul style="list-style-type: none"> ● ABCs of Guided Reading | \$19,000.00 | X 2 | \$38,000.00 |
| October 2017 | Coaching | | | |

| | | | | |
|--|---|--------------|--------------|------------------|
| Coaching | <ul style="list-style-type: none"> • 1 day per 25 schools | \$47,475.00 | | |
| December 2017 Coaching | Coaching <ul style="list-style-type: none"> • 1 day per 25 schools | X 4 | | |
| February 2018 Coaching | Coaching <ul style="list-style-type: none"> • 1 day per 25 schools | \$189,900.00 | | |
| April 2018 Coaching | Coaching <ul style="list-style-type: none"> • 1 day per 25 schools | | | |
| Summer 2018 Summer Institute K-8 (2 days) | Summer Institute for up to 300 K-8 Teachers (30 per breakout session) <ul style="list-style-type: none"> • ABCs of Guided Reading & GR Lesson Planning 101 • Student Independence and Centers | \$38,000.00 | X 2 | \$76,000.00 |
| | | | Total | \$345,900 |

*Unless otherwise noted, all services must be delivered within 24 months of purchase. Customers must notify Scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of professional learning, in-classroom support, or other on-site services. If such notice is not received by Scholastic, customers will be charged (or forfeit prepayment) for canceled or missed days.

APPENDIX A: PROFESSIONAL LEARNING WORKSHOP DESCRIPTION--ADMINISTRATORS

Leading and Supporting Change in Literacy Instruction

To support the Balanced Literacy work at Tucson USD, site-based principals and coaches will need to have common language and expectations around each of the three key instructional goals as well as learn how to drive, implement and monitor literacy instructional effectiveness. In each session, school leaders will be able to identify key components of the instructional models and leverage points they should support as instructional leaders. In the first part, leaders will create their own tool to define the changes in literacy instruction in various degrees. In the second part, leaders will create a plan to monitor the literacy implementation that is customized to their schools.

Learning Outcomes:

Participants will be able to:

- Identify key components of each instructional model in the Lighthouse Literacy Initiative.
- Use a Health Check tool to monitor the degree of the Literacy Initiative implementation.
- Collect implementation data on each aspect of the Literacy Initiative three times a year.

APPENDIX B: PROFESSIONAL LEARNING WORKSHOP DESCRIPTIONS—TEACHERS/LEADS

Initial Leveled Bookroom Implementation Kickoff and Guided Reading Overview

Leveled Bookroom Implementation (3-hour session)

The Scholastic Leveled Bookroom contains all of the resources a school needs to successfully implement Guided Reading. The *Leveled Bookroom Implementation* session helps participants get to know the instructional tools and online resources in this product and how to best organize them. As a foundational session, it presents an overview of Guided Reading and it gives educators opportunity to identify the areas of support they will need to become effective Guided Reading teachers.

Learning Outcomes

Participants will be able to:

- Explain what Guided Reading looks like.
- Identify important aspects of each component of the Leveled Bookroom.
- Name the purposes of the instructional tools in the Implementation Guide.
- Create a plan for setting up the Bookroom.
- Identify professional learning needs for Guided Reading.

ABCs of Guided Reading (3-hour session)

This interactive session builds common language, understanding, and expectations around Guided Reading. Learn about the various levels of text, experiment with this new mode of instruction and get ready to lead a Guided Reading lesson on your own.

Learning Outcomes

Participants will be able to:

- Define Guided Reading.
- Explain the purpose of Guided Reading and why it should be used.
- Identify where Guided Reading fits into balanced literacy.
- Understand leveled and appropriate text.
- Describe the before-, during-, and after- sections of a Guided Reading lesson.

Summer Institute Professional Learning Workshops

ABCs of Guided Reading (3-hour session)

This interactive session builds common language, understanding, and expectations around Guided Reading. Learn about the various levels of text, experiment with this new mode of instruction and get ready to lead a Guided Reading lesson on your own.

Learning Outcomes

Participants will be able to:

- Define Guided Reading.
- Explain the purpose of Guided Reading and why it should be used.
- Identify where Guided Reading fits into balanced literacy.
- Understand leveled and appropriate text.
- Describe the before-, during-, and after- sections of a Guided Reading lesson.

Guided Reading/Small Group: Lesson Planning 101 (3-hour session)

In *Guided Reading: Lesson Planning 101*, participants learn how to plan the before-, during-, and after- section of a Guided Reading lesson appropriate to the developmental stage of the students. In addition, teachers identify instructional foci from data collected daily in Guided Reading lessons.

Learning Outcomes

Participants will be able to:

- Use the Behaviors to Notice and Support charts to choose an instructional focus.
- Choose appropriate texts for a Guided Reading group.
- Plan a Guided Reading lesson that prepares students to read through front-loading, activating prior knowledge, and setting a purpose.
- Plan an after-reading discussion.
- Facilitate the before-, during-, and after- sections of a Guided Reading lesson.

Student Independence and Centers (6-hour session)

Here we address one of the questions most often asked by teachers beginning to use small group instruction: *What are the other students doing?* Participants go through a typical day in a comprehensive literacy classroom, complete with a mini-lesson, a read-aloud, and rotations. Teachers will be given opportunities to plan their own literacy centers, rotation charts, tools for classroom management, and lessons for the first 25 days.

Learning Outcomes

Participants will be able to:

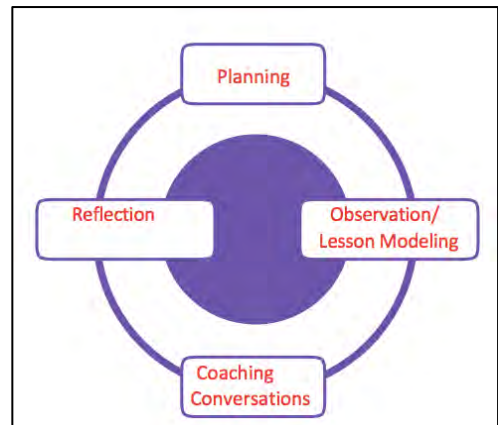
- Create a plan for literacy-based, differentiated centers.
- Identify steps needed to manage the literacy center block.
- Develop strategies to support students' abilities to work independently.
- Prepare a lesson from the first 5-week plan.

APPENDIX C: JOB-EMBEDDED COACHING OVERVIEW—TEACHERS

Scholastic Literacy Specialists work side-by-side with leaders and teachers to help them develop cognitive coaching skills and learn instructional strategies that will enhance their expertise to get results in the classroom. Consultants begin by building relationships with leaders and teachers, working with them to identify their needs through pre- and post-conferencing. Consultants then help to set specific, measurable instructional goals and make decisions on

data gathering during classroom observations. Coaches enable leaders and teachers to become more self-reflective and “data savvy.”

One of the coaching tools that Scholastic Education uses is the Collaborative Coaching Log, which is a graphic organizer that participants and coaches fill out together by commenting on content area/focus, standards addressed, what’s working, challenges, next steps for the teacher and for the coach, and instructional strategies covered. The log is reviewed prior to each coaching session and updated after each coaching session.



During the coaching process, the following goals are addressed:

- Support teachers in planning rigorous and relevant instruction and assessment to increase student achievement through activities such as:
 - Modeling instruction
 - Reflecting on classroom interactions
 - Observing classroom interactions of peers
 - Deepening content knowledge (with a content-area master teacher)
 - Planning with teams of teachers as a PLC
- Support teachers in developing strong relationships with students
- Ensure curriculum and instruction are standards-based

Scholastic Literacy Specialists are comprised of professionals with a variety of learning backgrounds to meet the needs of a wide assortment of grade levels and academic needs. Scholastic Literacy Specialists have extensive training in formal coaching models and mentoring programs. They work with four teachers or coaches per day.

Scholastic’s Coaching Beliefs

- We believe that the school principal plays an integral role in supporting effective professional learning, including coaching.
- We believe that the coaching model is the surest way to ensure on-going professional learning support.
- We believe that instructional coaching includes:
 - Data gathering through lesson observations.
 - Identification of areas of strength and areas for growth *by teacher* in teacher-coach meetings.
 - Identification of next step *by teacher* in teacher-coach meetings.
 - Coach and teacher-created plans to reach next-step
- We believe that plans to reach next steps might include teacher-directed change in pedagogy, co-planning, lesson modeling, co-teaching, investigating more information, etc.
- We believe that administrators and teachers benefit from repeated coaching sessions.
- We believe that teaching is strengthened through a gradual release model.
- We believe in building site capacity; site-based instructional leaders and coaches benefit from professional learning support, which might include side-by-side coaching from an external consultant.
- We believe that in order for administrators and coaches to be coached, they must have opportunity to accompany the consultant during observations and have designated time to debrief with the consultant.
- We believe that administrators and coaches are strengthened through a gradual release model.

APPENDIX D: PROFESSIONAL LEARNING CONTINUOUS IMPROVEMENT MODEL

In recent decades, as school districts across America have sought to improve student achievement and maximize instructional effectiveness, *Scholastic Professional* has responded by creating a customizable professional learning framework designed to deliver evidence based instructional strategies, school capacity building, leadership development and a comprehensive literacy design. Moreover, with a growing compendium of documented success, derived from partnerships with school districts across the nation, Scholastic has a solid history of delivering tailored and research proven instructional approaches and aligning the instructional content to the common core or locale specific knowledge and skills standards.

Scholastic has extensive knowledge of the various assessments and data points that districts and schools use to meet students' needs and leverage that data throughout our professional learning workshops and job-embedded coaching. To prepare for workshops, our Literacy Specialists talk to districts to learn more about the assessments that are used and customize the professional learning accordingly. In addition, in each workshop or coaching event, we allow for educators to utilize or share the data they use for case studies. We also work with school districts to utilize their assessment data in their professional learning plan. Scholastic's Professional Learning Plan is built upon a **continuous improvement model** and the cycle of professional learning includes the following components:

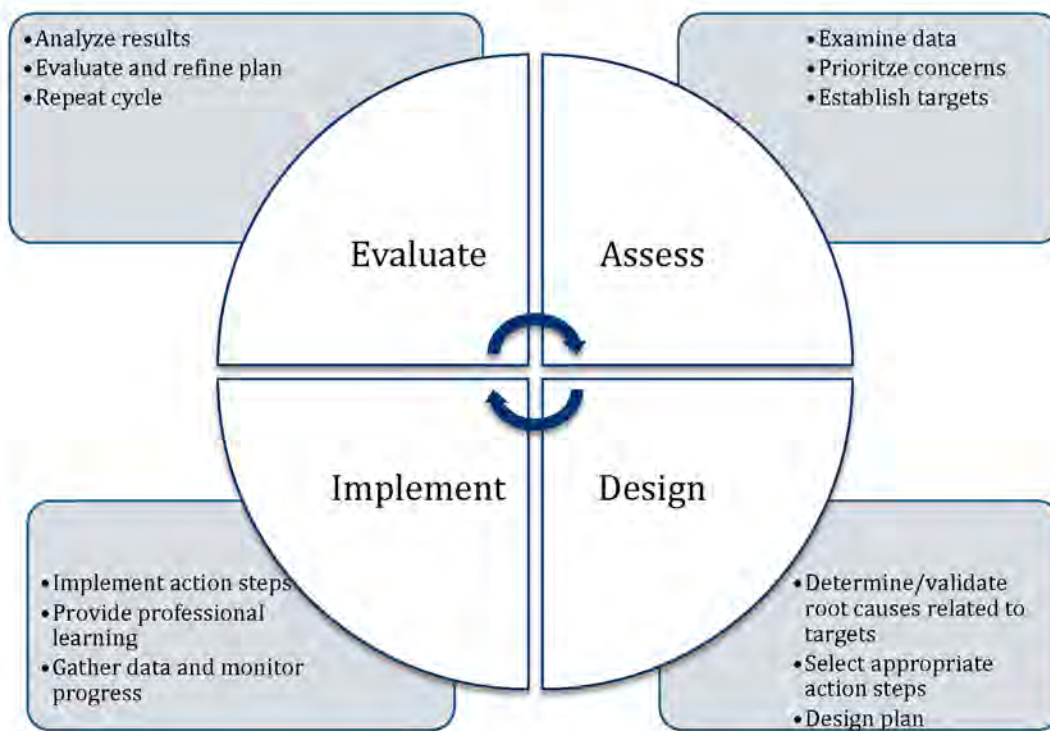


Figure 1—Professional Learning Plan Continuous Improvement Model

Scholastic will use professional learning outcomes, session evaluations, and coaching sessions to measure success of the professional learning, which also allows the Tucson USD to evaluate the growth in teachers' and District Instructional Literacy Coaches' knowledge and skills, as well as evaluate the effectiveness of the professional learning plan. Scholastic will also partner with TUSD to create an implementation and data plan that administrators can use quarterly to measure teachers' growth with key instructional practices, and evaluate the effectiveness of

the professional learning transferring to the classroom, as well as help inform the focus of the professional learning plan.

To support a district’s professional learning plan, Scholastic will work closely with district leadership to adjust the plan as needed, coordinate the Scholastic Literacy Specialists and content, as well as provide the district with weekly and quarterly reports. Scholastic utilizes the following professional learning evaluation plan to evaluate the effectiveness of the professional learning. Based on Tom Guskey’s research (2002), five levels of data must be collected to evaluate effectiveness.

| Evidence to be Collected | | Data Collected By | District Reports |
|--|--|---|--|
| Student Achievement | <ul style="list-style-type: none"> • Annual: State Assessment • Beginning-, Middle-, and End-of-Year: District Common Assessments • Monthly Monitoring: In-lesson Running Records/ Retell* | <ul style="list-style-type: none"> • Classroom Teachers • District Instructional Literacy Coaches | <ul style="list-style-type: none"> • District data management system |
| Evidence to be Collected | | Data Collected By | District Reports |
| Teachers’ Reactions | <ul style="list-style-type: none"> • Scholastic’s Professional Learning Survey | <ul style="list-style-type: none"> • Scholastic | <ul style="list-style-type: none"> • Evaluations sent at end of whole group professional learning event |
| Teachers’ Learning | <ul style="list-style-type: none"> • Learning Artifacts | <ul style="list-style-type: none"> • District Instructional Literacy Coaches/ Building Administrators | <ul style="list-style-type: none"> • Copies of Learning Artifacts |
| Teachers’ Use of New Knowledge and Skills | <ul style="list-style-type: none"> • <i>Guided Reading Health Check;</i> (at least 3 times per year) | <ul style="list-style-type: none"> • Principals | <ul style="list-style-type: none"> • <i>Guided Reading Health Check Summary Report</i> |
| Evidence to be Collected | | Data Collected By | District Reports |
| Principals’ Reactions | <ul style="list-style-type: none"> • Scholastic’s Professional Learning Survey | <ul style="list-style-type: none"> • Scholastic Literacy Specialists | <ul style="list-style-type: none"> • Evaluations sent at end of each meeting |
| Principals’ Learning | <ul style="list-style-type: none"> • Learning Artifacts | <ul style="list-style-type: none"> • Scholastic Literacy Specialists | <ul style="list-style-type: none"> • Copies of Learning Artifacts |

* Each month, grade-level groups will examine in-lesson running records for students or anecdotal data, including the *Behaviors to Notice and Support* data.

Scholastic will partner with TUSD to employ data to determine program effectiveness, including student and teacher attendance, as well as student test scores, teacher and student attitude surveys, parental involvement, and student discipline. We will provide attitude surveys three times a year (beginning, middle, and end) to measure student and teacher attitudes, and correlate to professional learning implementation metrics to provide anecdotal data mid-year. At the end of the school year, Scholastic will work with the district to tag the student achievement data for the schools/teachers implementing the professional learning to analyze trends.