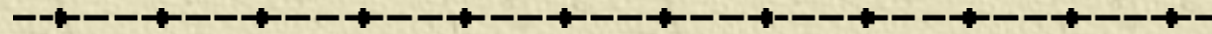




EI, EI, EI... Oh NO!

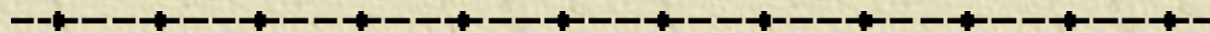


The Zellwood Elementary Method





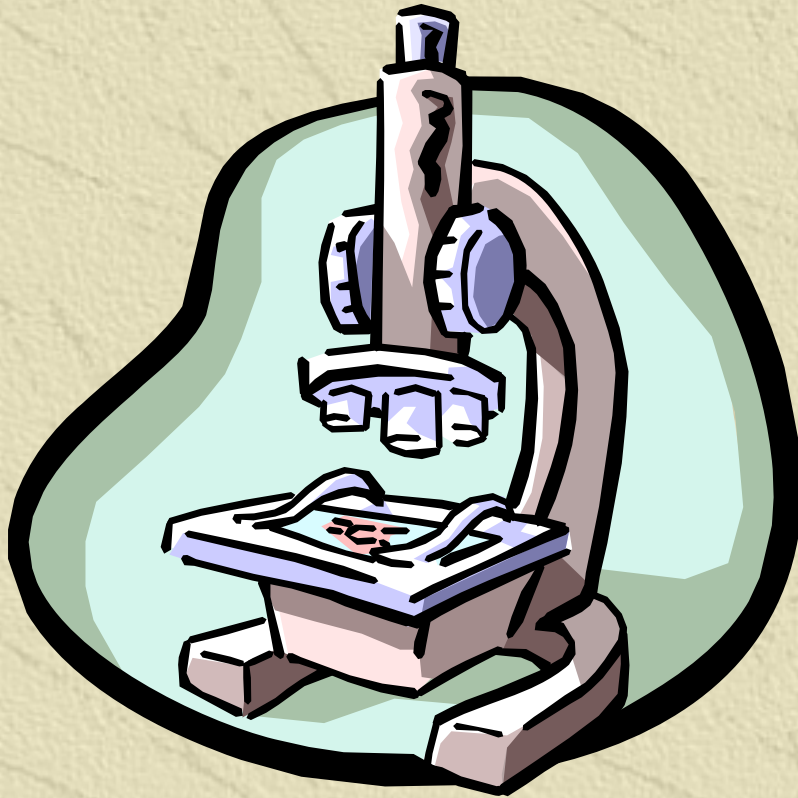
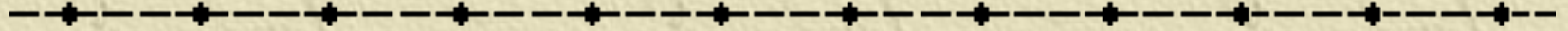
60 Minutes – Teacher's Style



The Zellwood Elementary Solution
For Multiple Requirements



Teachers: Under the Microscope



“Not another meeting!”

Kid Talk (Child Study)

Negatives:

- ✦ During specials
- ✦ Grade level teams
- ✦ One-on-one pairings

One teacher sits with one other resource teacher...

DIBELS – What can it do for you?

✦ Lowest 30% in K-1



For example: Kindergarten

✦ 105 children enrolled

✦ Lowest thirty percent = 34 students

Interventions?

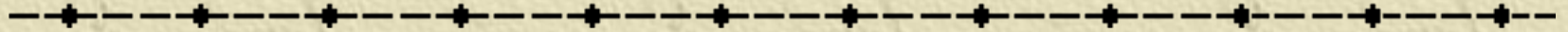
7 teachers – 5 children each?

DIBELS – What can it do for you?



- ✦ Look at the individual subtests for patterns...
- ✦ Visual learner vs auditory learner?

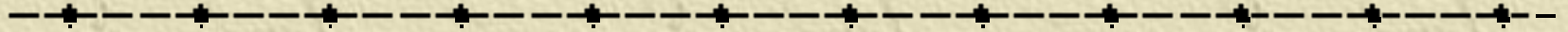
For example: Dante



Visual learner vs auditory learner?

- ✦ 0 LNF assessment one – HIGH risk
- ✦ 18 ISF assessment one – LOW risk

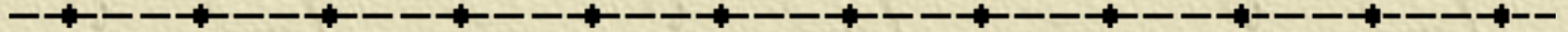
DIBELS – What can it do for you?



- ✦ Class data overall
- ✦ Pie chart
- ✦ School reports
- ✦ Box and whiskers



For Example: Mr. M. (First Grade)



✦ 100% of his 15 students were LR on DIBELS Assessment 1

Actual data from 2006-2007

DIBELS – What can it do for you?



- ✦ Help you assess impact Pre-k or VPK had on incoming students

For Example: Last year's Pre-K

✦ 80% returned

✦ 40% were LR on DIBELS Assessment 1 in
Kindergarten

✦ 40% were MR

✦ 20% were HR

DIBELS – What can it do for you?

-
- ✦ Give insight on progress of retained students



For Example: Ladarren

-
- ✦ **Retained** in Kindergarten
 - ✦ Still HR on DIBELS assessment one
 - ✦ Still struggles to write his name

IDEL - Pre-LAS – What can they do for you?

- ✦ See if a child has similar deficits in their native language



For Example: Javier



✦ Bilingual data in many cases supported the evidence from DIBELS

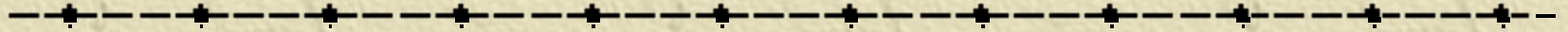
0 HR..... 0 HR

H.M. Leveled Passages – What can they do for you?

- ✦ Determine an independent – instructional reading level



OOPS..



✦ Houghton Mifflin Leveled Passages

ORF vs Comprehension

Kids were confused about “DIBELS” reading!

H.M. Leveled Passages – What can they do for you?

- ✦ Assist the teacher in forming reading groups



For Example: One Second Grade class

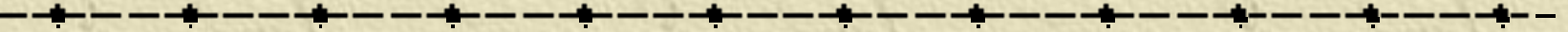
✦ 9 children on HI level

✦ 1 child at QRS

✦ 1 ESE mainstreamed child at -AB

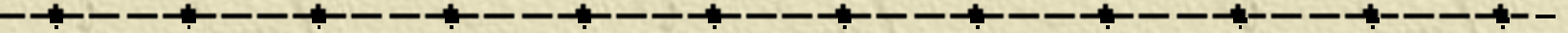
✦ The other 5 spread out AB - QRS

Birth of the NEW format



- ✦ Administrative Team Meeting
- ✦ Brainstorming
- ✦ Use of Reading First subs

We layered:



- ✦ DIBELS data review
- ✦ Kid Talk
- ✦ Resource teacher collaboration on intervention groups
- ✦ EI/ECI (Reading First)
- ✦ Administrative “power”

Preparation

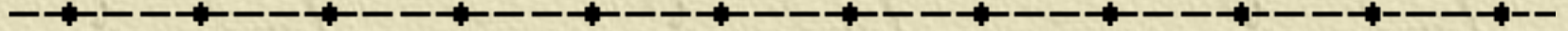
Schedule

- ✦ EZE Calendar
- ✦ Sub rotation
- ✦ Lunches, specials
- ✦ Intervention teachers' groups all in one day
- ✦ Cancel intervention classes one day/teacher

Paperwork

- ✦ EI/ECI records last year for returning teachers
- ✦ IDEL/Pre-LAS
- ✦ PMRN reports
- ✦ Benchmark data (3'rd only)

Scan in copy of schedule



DIBELS data - PMRN

-
- ✦ Hand wrote in IDEL scores; Pre-LAS; HM levels
 - ✦ “R” = retained
 - ✦ “ESE”
 - ✦ Pre-K or VPK

3 reading resource teachers

✦ Bilingual (1-5) – Also the half-time Bilingual coach – full day

✦ English (1-5)

- ◆ One 3-5 only – half day for the schedule
- ◆ One 1-4 – full day

Grade Level Administrators

✦ K, 2 - Reading Coach

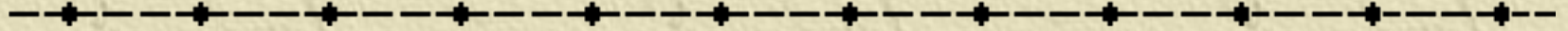
✦ 1 – CCT

✦ 3 – Assistant Principal

What a session “looked” like:

-
- ✦ Teachers signed in
 - ✦ Had an A G E N D A available: 3 parts
 - Reading Coach
 - Intervention Teacher
 - Classroom Teacher

Scan in copy of agenda



What a session “looked” like:

-
- ✦ Classical music playing in the background
 - ✦ Paperwork for other teachers off to the side
 - ✦ Resources were at hand: past ERDAs, RF Literacy Center binders, computer

What a session “looked” like:

-
- ✦ Strictly kept the conversation on the task at hand
 - ✦ Time was honored
 - ✦ Speech referral forms were available – all others would come from the Staffing Specialist so she could track them

EI/ECI form

✦ If the teacher had been at Zellwood the previous spring we reviewed their EI/ECI form after assessment 3 in April...

looking for patterns

looking for where they were most successful

reviewing target kids

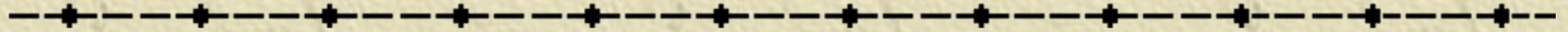
EI/ECI form

- ✦ Teachers were oriented to form
- ✦ ECI = good teaching, 90 minutes of uninterrupted reading instruction, the Houghton Mifflin core program
- ✦ EI = intervention teacher and the classroom teacher (para for K/1), SM, Earobics, Early Success, Soar to Success...

EI/ECI form 2007-2008

- ✦ Completed as we talked
- ✦ Target Kids – even w/in the LR group
- ✦ Added a box for tasks the Intervention Teacher would be responsible for
- ✦ Highlighted tasks to ensure nothing critical would be overlooked

Scan in copy of completed form



Intervention Teacher

-
- ✦ Shared assessment data if applicable
 - ✦ Gave the teacher feedback on behaviors, skills, comprehension strategies the kids use effectively, etc.
 - ✦ Negotiated possible changes in the group

The Teacher

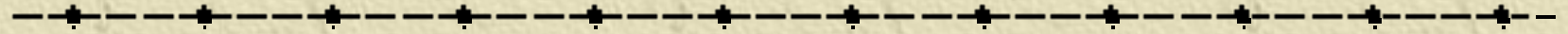
-
- ✦ Brought work samples
 - ✦ Data collection tables
 - ✦ Informed us about recent parent contact (or attempts)
 - ✦ Family information
 - ✦ Attendance concerns

Immediately after the session...

Reading Coach:

- ✦ Sent a barrage of e-mails to key personnel
- ✦ Copies of all paperwork was made for:
teacher, grade level administrator,
intervention teacher
- ✦ Letters written on behalf of the teachers as
needed

Results...



✦ Teachers came prepared, on time

Professionalism!

Results...

✦ Teachers found that when it was all about them, there was no pressure, no comparisons...

Relief! Validation!

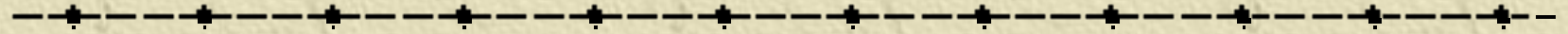
(by reviewing EI/ECI forms done last year...in many cases same student names came up again.)

Results...

-
- ✦ Teachers overwhelmingly expressed a preference for this new format over the traditional Kid talk

EXCITEMENT!

Results...



- ✦ The substitute teacher was the same all four days.

Efficiency!

Results...

-
- ✦ Having one consistent person (Reading Coach) sitting in on all sessions provided continuity
 - ✦ Connections were made/confirmed as previous teachers were asked about former students.

No stone was left unturned!

Next steps included

- ✦ Clinic – vision and hearing screenings
- ✦ CCT – reviewed placement in bilingual – found no mismatches; planned two home visits
- ✦ Staffing Specialist – had a new focus when reviewing cum folders and IEPs; new names for potential counseling
- ✦ Social Worker - sent out to two homes
- ✦ Primary ESE teacher – deeper collaboration

Next steps included

- ✦ Principal – copies of all data collection papers grouped by intervention teacher
- ✦ Speech clinician – 8 new referrals written most for articulation, some language
- ✦ Mentors – assigned to neediest kids
- ✦ RF budget – aligned to meet grade level needs

Next steps included

- ✦ Teachers – had a plan (rehearsal) of issues to address during upcoming Report Card conferences; Coach offered to sit in on the conference if the subject was “tricky”
- ✦ Behavior plans – planned for two troubled children
- ✦ Intervention teachers – will assist in ESE referrals for 6 children

Next steps included

- ✦ Coaches (one English speaking and ½ time Bilingual) – completed the EI/ECI data form and started a new binder for the '07-'08 year
- ✦ Literacy Center Binders – hot topic! New center activities were found and implemented
- ✦ Teacher Success plans – ongoing and new

Teacher Success Plan

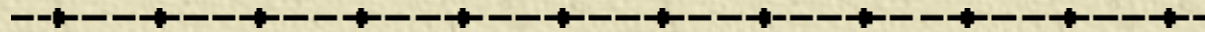
Event	Coverage?	Follow Up	Next Step
Ms. M. Observe Guided Reading Mrs. S.	Para 10:30 Thursday 12/14/07	Debrief during specials	Mrs. S. to Help Ms. M. plan a lesson

Recommendations:

- ✦ Don't schedule the meetings back-to-back
Better: Tuesday/Thursday two weeks if necessary
- ✦ Allow for time for sub to walk to next class and get instructions from next teacher
- ✦ Notify everyone several days out
- ✦ Post it on the school calendar
- ✦ Use NCR paper

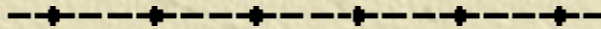


Let's revisit DATA....



DIBELS

HM Leveled Passages



Remember Dante?

Visual learner vs auditory learner?

✦ 0 LNF assessment one – HIGH risk

✦ 18 ISF assessment one – LOW risk

iii lessons modified to meet his needs!

Remember Ladarren?

-
- ✦ **Retained** in Kindergarten
 - ✦ Still HR on DIBELS assessment one
 - ✦ Still struggles to write his name

ESE REFERRAL STARTED

Remember Mr. M. (First Grade)?

✦ 100% of his 15 students were LR on
DIBELS Assessment 1

80% of the children remained LR all year!

Remember the Second Grade class?

-
- ✦ 9 children on HI level
 - ✦ 1 child at QRS
 - ✦ 1 ESE mainstreamed child at –AB
 - ✦ The other 5 spread out AB – QRS

*TENTATIVE READING GROUPS
WERE FORMED COLLABORATIVELY*