New Mexico District Partnerships to Improve Achievement for All Students

Presented by Consortium on Reaching Excellence in Education, Inc.

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New Mexico District Partnerships to Improve Literacy Achievement for All Students

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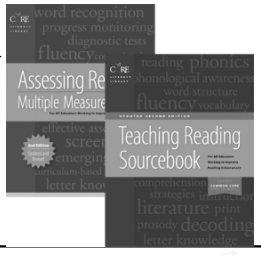
What We Will Cover

1. What CORE does
2. Overview of Reading Academy
3. Albuquerque Public Schools Professional Learning
4. Los Lunas Schools Professional Learning
5. Wrap-up
6. Q & A

About CORE

- CORE provides professional learning (face to face training, online training, and site implementation support) to improve literacy and math instruction, Pre-K-12.
- Founded by former CA State Sup't, Bill Honig and Linda Diamond in 1995.
- Nationally recognized for the *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures*.



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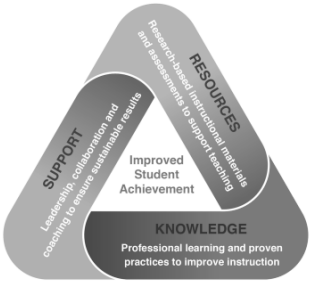
What We Believe



- **Foundational knowledge (Rdg./ Math Academies)**
- **Research based instructional tools: (assessments & materials)**
- **Job-embedded support**

Overview of CORE's Reading Academy

- 5-6 day (Reading Academy) or 3 day option (Reading Fundamentals)
- Covers the essential components of Reading Instruction
  - Print awareness
  - Letter knowledge
  - Phonological awareness
  - Phonics
  - Irregular word reading
  - Multisyllabic word reading
  - Fluency
  - Vocabulary
  - Comprehension

Overview of CORE's Reading Academy

The CORE Elementary Reading Academy offers educators fundamental knowledge in effective standards-aligned and research-based reading practices for all learners. ***The Academy also applies these practices to research-based textbook series****. By taking all five topical sessions, participants gain a comprehensive understanding of the critical components for effective reading instruction.*

Partnerships with APS and Los Lunas

Introducing

Erica Hidalgo
Director of Elementary Programs
Los Lunas Schools
&
Jami Jacobson
Senior Director of Elementary Learning
Albuquerque Public Schools

Los Lunas Schools CORE Journey

LOS LUNAS SCHOOLS
Every Student Matters. Every Moment Counts.

CORE Reading Journey Year 1

- New Reading Adoption
- Literacy Leaders
- Summer CORE Training

CORE Reading Journey Year 2

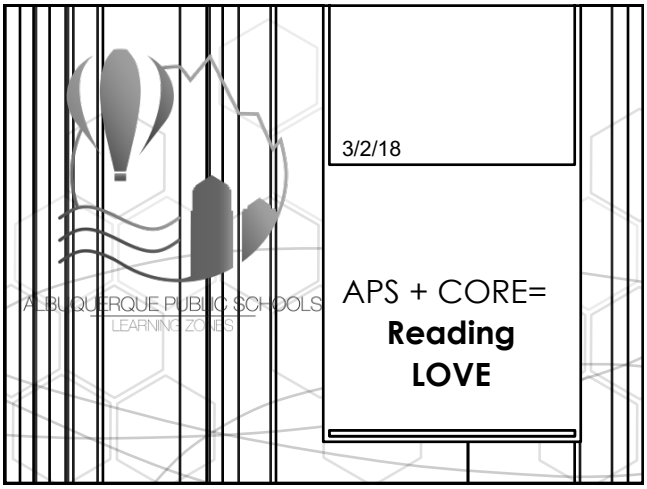
- Reading specialists
- Focused approach to teacher professional development.
- Marrying CORE and adopted literacy program
- Identification of need to strongly support Six Step Phonics Sequence

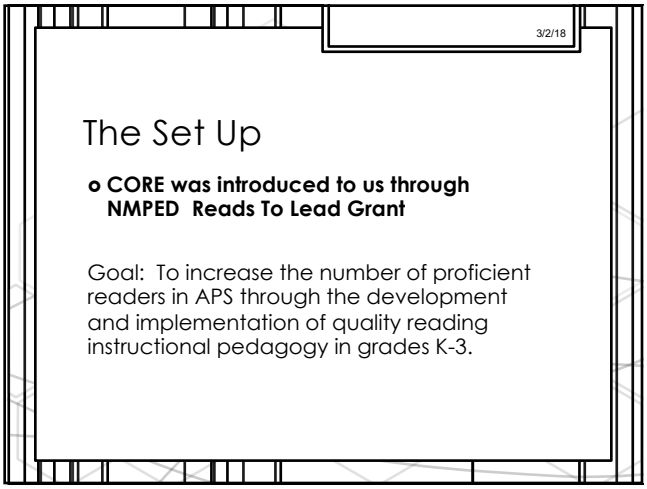
CORE Reading Year 2

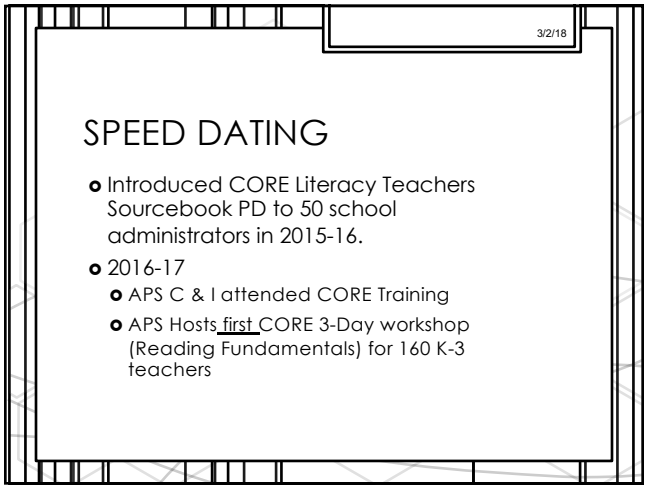
- Training Topics for 2017-2018 include:
  - Planning within the 90 Minute Block
  - Phonics- Understanding the Six-Step Sequence
  - Connecting Decoding and Encoding- Going Beyond the Spelling List
  - Teaching Mul•ti•syl•la•bic Words
  - Responding to Open Response Questions
  - Guided Reading- It's More than Just Small Groups
  - Engaged Learning- Reading Beyond the Worksheet
  - Focus Folders – Using Data to Plan for Differentiation

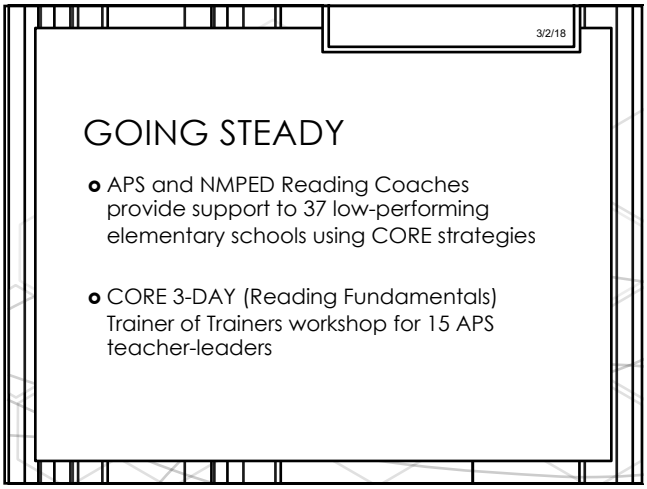
Plan for moving forward

- Systematic training, especially for beginning and new-to-district teachers
- Continued work with site administrators
- Limit new initiatives


ALBUQUERQUE PUBLIC SCHOOLS
LEARNING ZONES
3/2/18
APS + CORE=
Reading
LOVE


3/2/18
The Set Up
CORE was introduced to us through NMPED Reads To Lead Grant
Goal: To increase the number of proficient readers in APS through the development and implementation of quality reading instructional pedagogy in grades K-3.


3/2/18
SPEED DATING
Introduced CORE Literacy Teachers Sourcebook PD to 50 school administrators in 2015-16.
2016-17
APS C & I attended CORE Training
APS Hosts first CORE 3-Day workshop (Reading Fundamentals) for 160 K-3 teachers

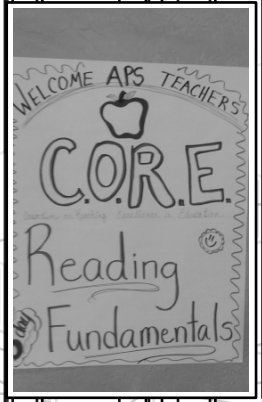

3/2/18
GOING STEADY
APS and NMPED Reading Coaches provide support to 37 low-performing elementary schools using CORE strategies
CORE 3-DAY (Reading Fundamentals) Trainer of Trainers workshop for 15 APS teacher-leaders

3/2/18

The Big Break Up Of 2017

- APS loses Reads To Lead grant funding
- NMPED eliminates Reading Coach Positions
- APS issues budget cuts to operational funds
- APS C & I loses department resource teachers (all CORE trainers)
- District divides into Learning Zones

3/2/18



Finally, we make a commitment…….

- Operational funding improvements and Title 2 grant awards
- CORE 3-Day with former TOT team begins January 20 for 104 attendees!
- NMPED commits to additional CORE Training
- APS C&I Summer Institute 2018 planned for 100 teachers

3/2/18

What does the data say?

- 88 Elementary Schools
- 4 K-8 Schools
- @4000 Elementary Teachers
- 460 CORE-Trained Teachers By June 2018
- 8 out of 37 Reads To Lead Schools In 2016-17 become CORE Advocates

3/2/18

- What does our data say?
- How has it affected our ELs?
- Will this change our ELA/SLA Adoption?
- How will we raise the children?
  - Expect a lot
  - Link standards and pedagogy to program
  - Look at student work and data for planning

APS and CORE= Readers Forever!

3/2/18

The Bad News….

- 2016 PARCC: 18.9% of English Learners were proficient in reading
- 2017 PARCC: 15% of English Learners were proficient in reading.
- Only 36.6% of all students were proficient in reading in 2016
- This dropped to 34% in 2017

3/2/18

What's going on?

- From 2016 to 2017:

  8 out of 37 schools offered CORE *sent most of their primary grade teachers to CORE Training, some sent upper grade teachers as well.* Only sporadic attendance came from the RTL schools, as well as other sites.

3/2/18

- Alamosa 14.9% to 15.0% CORE
- East San Jose 18.2%to 23.0% CORE
- EG Ross 15.2% to 23.0% CORE
- E. Gonzales 9.8% to 11.0%
- Lew Wallace 23.1% to 28.0%
- Lowell 20.2% to 27% CORE
- Mark Twain 26.6% to 36% CORE
- Helen Cordero 50.4% to 52% CORE

Only 2 CORE Advocate Schools lost points.
All other APS Elementary schools lost points in reading proficiency for EL students.

3/2/18

APS CORE 2018

3 days, 24 Schools, 104 Teachers, 9 Presenters

ALL APS ELEMENTARY AND K-8 SCHOOLS INVITED TO ATTEND….

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Informative and Instructional

As a third grade teacher, most of my students come to me already knowing how to read. However, given my (prior) lack of knowledge in reading instruction I offer little service to my students requiring interventions. This PD has better equipped me to implement effective reading strategies/instruction for ALL my students. I'm looking forward to the next two sessions!

Monica Velasquez -- Chamiza ES

Great Refresher in Linguistics

It was great to remember some of the things I learned in linguistics that I had forgotten. It will help me be a better teacher. It was reassuring to hear that teaching my ELL, and all students, correct mouth/tongue placement is recommended. I am going to incorporate the continuous and spelling-focused blending instruction in class.

Kindergarten Teacher

"My daughter came over after CORE training tonight and was so energized; She said that the CORE training "will change the way I teach reading from now on." I don't know what you all did, but please, keep doing it."

Donna Key, former APS Principal and Emily Key, 2nd grade teacher at Governor Bent ES

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I started using the blending strategies that we learned in the first training, especially the sound by sound blending (p. 181). I do it in the mornings before breakfast and before we start our literacy block in my kindergarten class to really focus on sounds and putting them together. I have found that it is really helping me see what certain students are struggling with and it is helping some of my higher students to slow down and really make sure they are blending words correctly. This has been really helpful for me as a teacher to work on that phonemic awareness with my kids throughout the entire day.

-Bonnie Dickson
Kindergarten Teacher
Governor Bent Elementary

The first day of the core literacy training was so informative. I have already learned many new tools and strategies that I can use in my kindergarten classroom. It was a good reminder to myself to really emphasize the position of the mouth/tongue during Fundations when we are blending/segmenting. Today during my small group guided reading time, I used the Odd One Out initial sounds game. My students really enjoyed it, and it was a fun, hands on way to promote beginning sounds with my struggling cuties. I have attached a picture of one of my students hard at work!
Kristen Jarrett
Kindergarten Teacher
Chamiza Elementary

3/2/18

As a first year teacher in first grade I really need as many options as I can get to help my students.

I like the detailed breakdown of a skill I thought only had one avenue. I really appreciated the examples and demonstrations of different ways to scaffold sounding words out. If tapping doesn't work now I have a better idea of how to work with that student to sound out words. I've already tried the different ways to blend sounds and sounding out words. I'm looking forward to the next training!

Jim Butterbaugh
Chamiza Elementary

3/2/18

VISIT OUR PADLET:

https://padlet.com/jacobson_j/CORELITERACY

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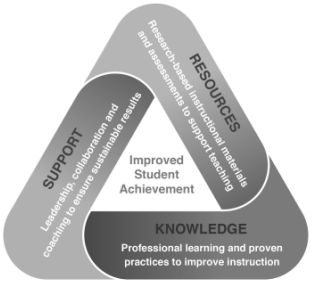

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Questions?

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