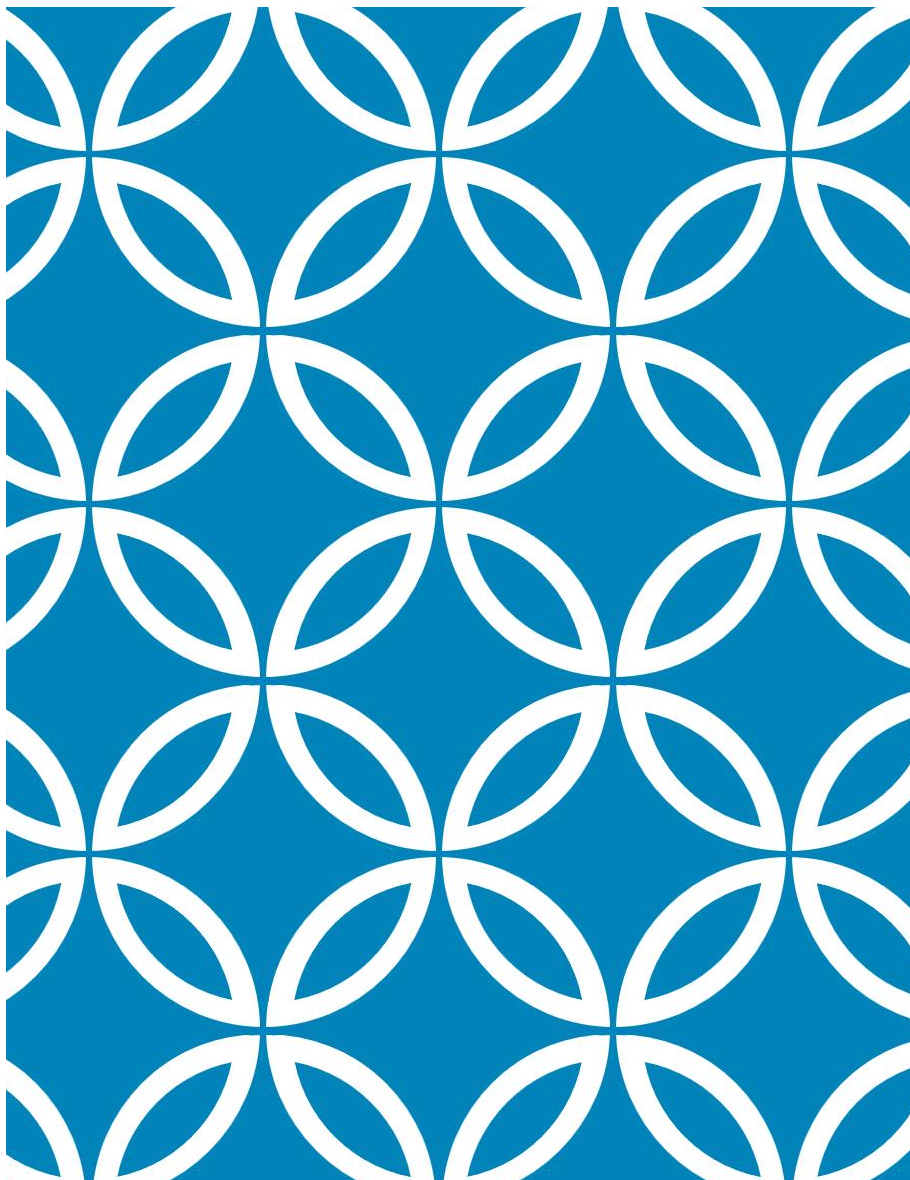




LEADERSHIP MATTERS IN DEVELOPING, IMPLEMENTING, AND SUSTAINING A HIGH QUALITY COMPETENCY-BASED EDUCATION PROGRAM

Teaching and Learning Department Proposed Structure

Why is our district transitioning to Competency-Based Education?

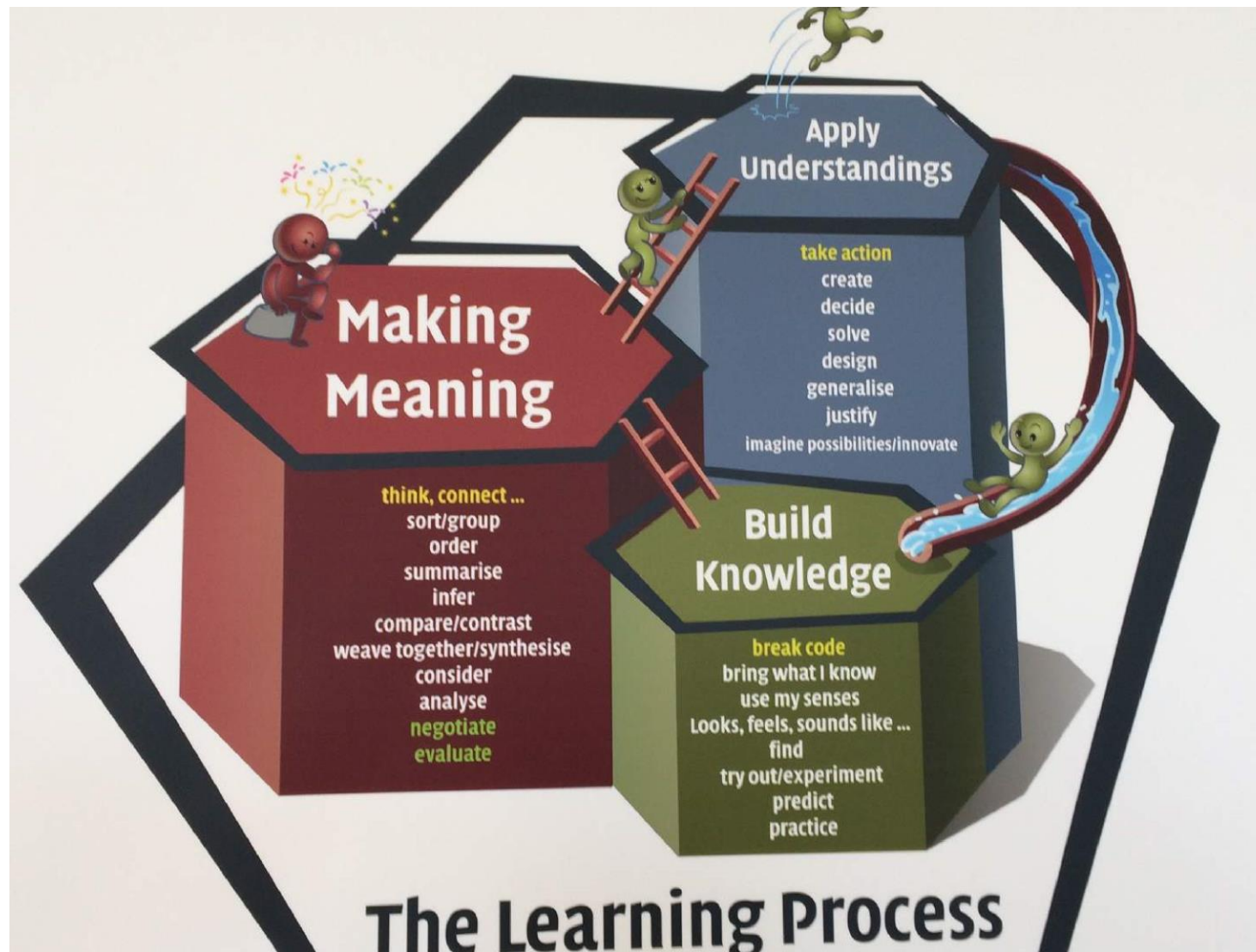
The Dover School District is transitioning to Competency-Based Education (CBE) to allow educators to honor every child's unique learning process, thus empowering all learners to succeed in an evolving workplace and world.

Competency-Based Education is a system that addresses the diverse needs of all students. CBE ensures all students reach mastery of content and skills at their own pace. In a CBE system, there is no penalty for relearning. Making mistakes is regarded as an opportunity for growth.

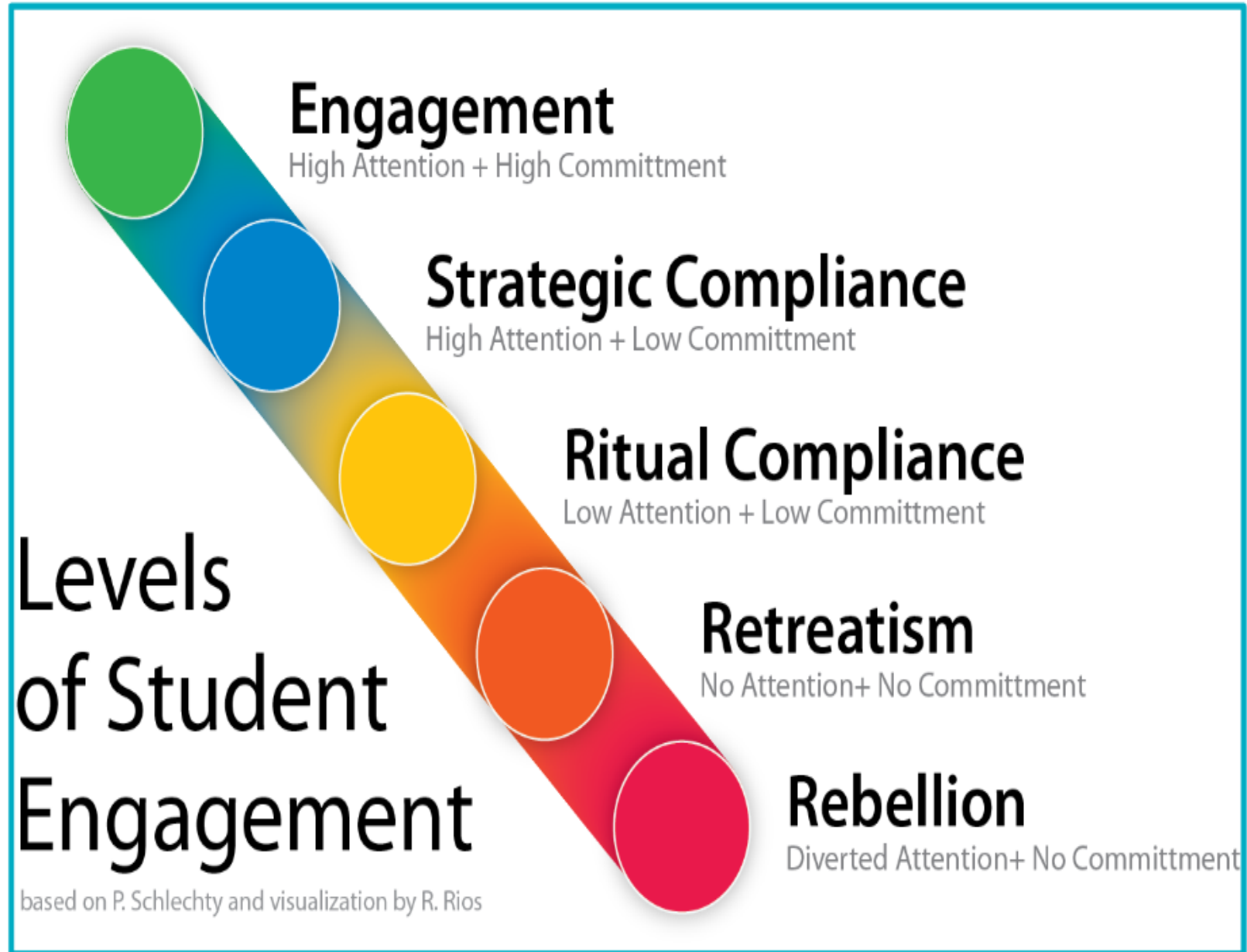
Competency-Based Education allows students voice and choice in creating their own pathways for learning. The system enables students to achieve greater understanding through relevant application and assessment of learning.

In a Competency-Based Education system, students strengthen skills highly valued by the workplace such as creativity, collaboration, communication and critical thinking. Students develop ownership of their learning which in turn fosters investment in school and deeper understanding, encourages perseverance, risk taking, and learning from mistakes.

Competency-Based Education supports the Dover School District's mission of working collaboratively to empower all learners to become dynamic global citizens.



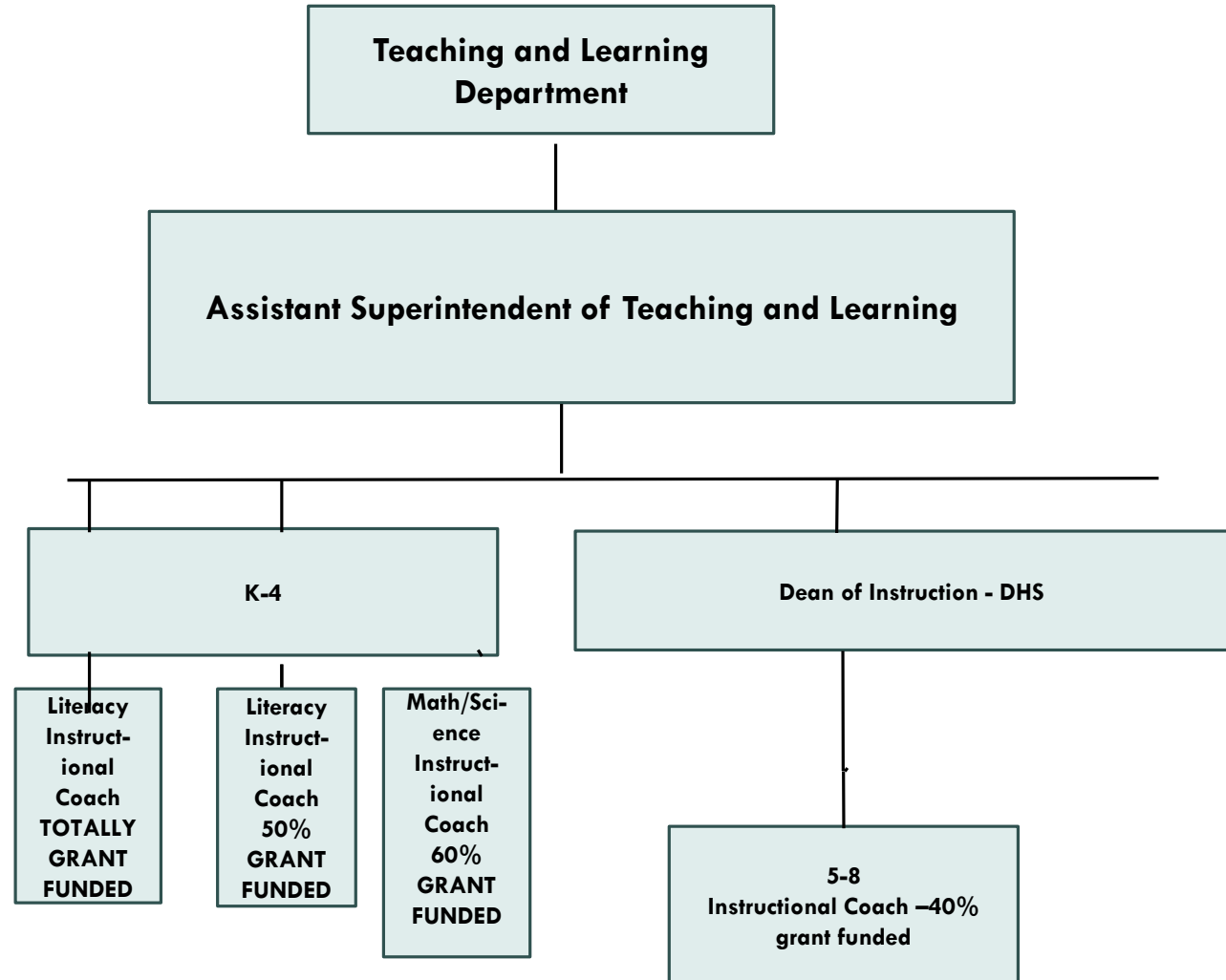
**Competency Based
Education
leads to increased
student engagement!**

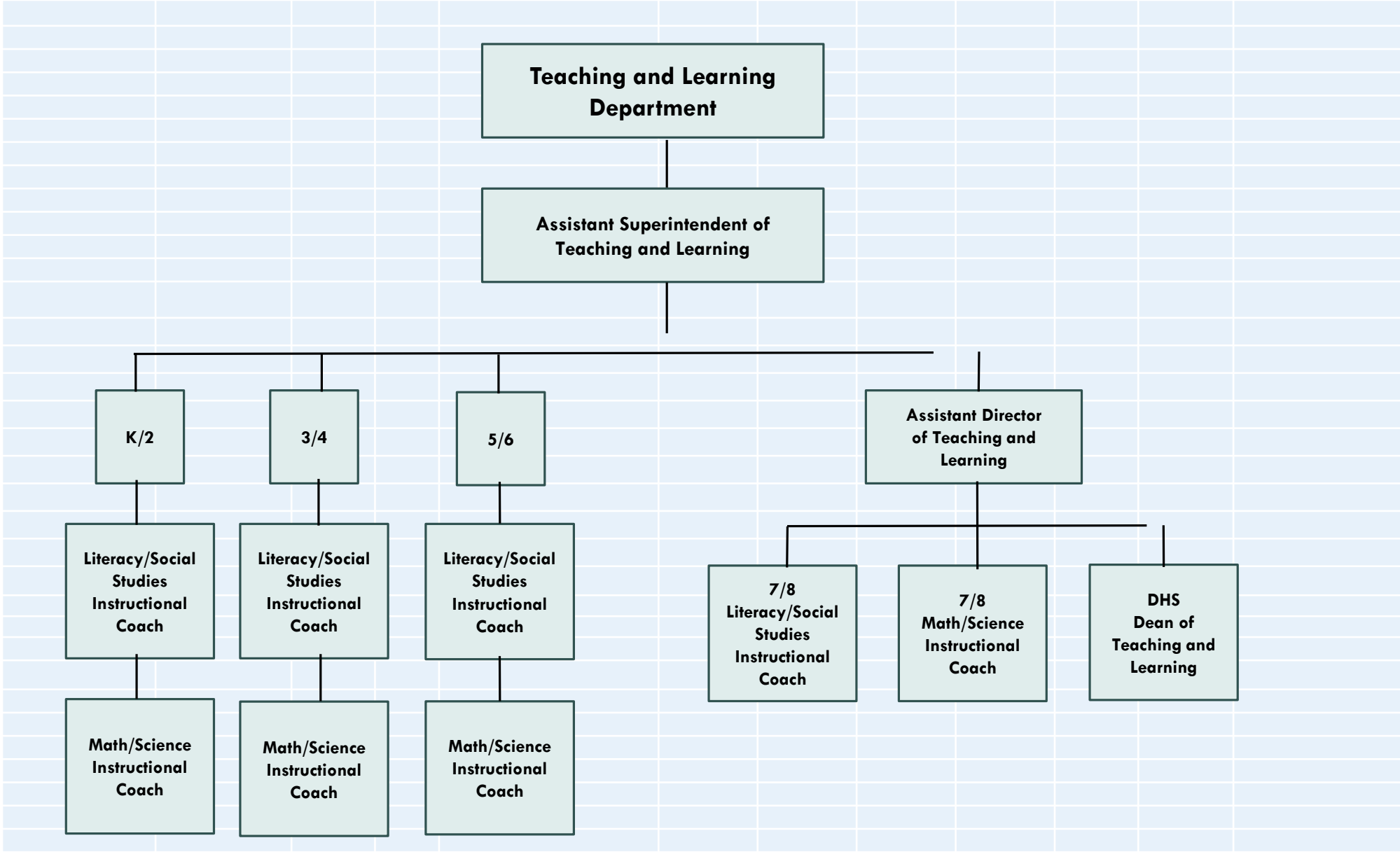


Responsibilities of Assistant Superintendent of Teaching and Learning

- Curriculum and instruction for all k-12 content areas
- Standards Alignment K-12
- Material purchase K-12
- Teacher evaluation K-12
- Assessment K-12
- Chair of TLC, CPC, DATA AND WELLNESS
- Grant writing and fiscal management for Title 1A, Title I D, Title II, Title III, Title IV, Immigration grant
- Personnel and program management for Title I and ESOL
- Literacy and Math Facilitator personnel management
- Data Collection, Management and Analysis K-12
- Report Card System K-12
- 300 classroom teachers that need curriculum and instructional support







Waiting for Superman doesn't work



“ Schools built around a single extraordinary leader never sustain their success. **When Superman or Superwoman leaves, it all falls apart.**

- John Davis, the DC chief of schools

”

FIVE PRINCIPLES OF SUCCESSFUL DISTRIBUTED LEADERSHIP



1

Make a bet on a leadership model

Design a model that defines leadership roles, how they will work together and the systems needed to support them.



2

Create and strengthen leadership capacity

Boost the amount and quality of potential leaders, such as increasing the number of assistant principals or empowering teacher leaders.



3

Focus leaders on improving teaching and learning

Have leaders focus on providing hands-on, day-to-day coaching and support that will help teachers develop their skills.



4

Create teams with a shared mission

Establish an environment where team members can share knowledge, dissect problems together and work toward common goals.

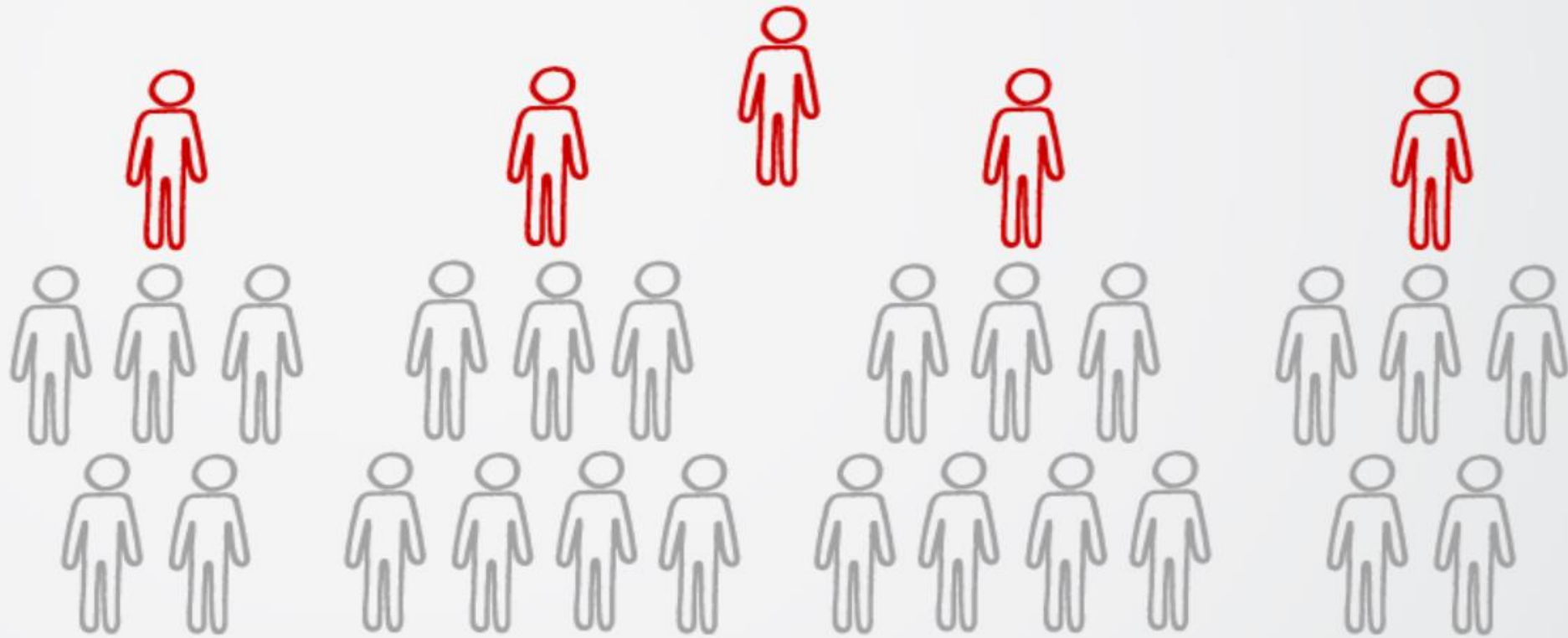


5

Empower leaders with time and authority to lead

Allow leaders more time for working with teachers and the authority and responsibility they need to be successful.

DISTRIBUTED LEADERSHIP OFFERS A BETTER SOLUTION



Create a cadre of talented leaders with responsibility for the development of the teachers on their teams



KEEP CALM
AND
FOCUS ON
TEACHING AND
LEARNING

Assistant Director of Teaching and Learning

Assist the Superintendent of Teaching and Learning in development of the following:

- A competency-based education system.
- Implementation and evaluation of curriculum to support a competency-based education system.
- A reporting system to support a competency-based education system.
- Professional development to support a competency-based education system.

TEACH
encourage
instruct
MENTOR
PRAISE
influence
GUIDE
INSPIRE

Instructional Coaches play an essential role in the development, implementation, and sustainment of a CBE program:

Elements of Coaching:

- **A trusting teacher-coach relationship**
- **A focus on deepening content and pedagogical knowledge and understanding**
- **Effective listening skills**
- **Strategic questions that promote thinking**
- **Data collection and thoughtful feedback related to teacher and student behaviors**



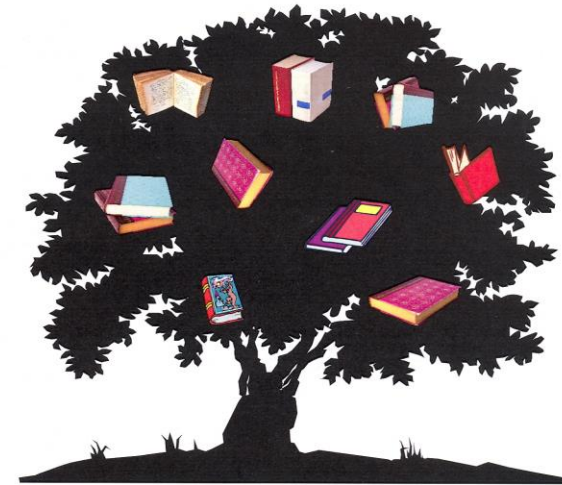
DISTRIBUTED LEADERSHIP

There is no substitute for a well-designed school leadership model—one that distributes end-to-end responsibility for improving teaching and learning. Distributive leadership provides the hands-on, day-to-day coaching and support that helps teachers make a real difference in their students' lives.

HISTORY OF DOVER'S GROWING READERS AND WRITERS

- Created based on the work of Fountas and Pinnell by classroom teachers after a thorough review of literacy programs on the market.
- No particular basal program met our needs, but unanimously felt that the Fountas and Pinnell framework would meet our needs.
- DGR and DGW written by classroom teachers with the district providing us time and PD money to get it done.
- DGR first piloted in 2008.
- First full year of Implementation in 2009.
- DGW fully implemented in 2010.

DOVER'S GROWING READERS PROGRAM



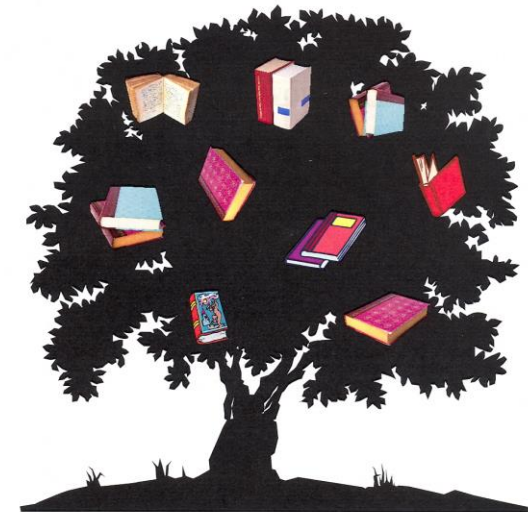
**CULTIVATING
LITERACY AND LEARNING**

A Comprehensive Language and Literacy Framework					
All Students TIER I					
Grades K - 2		Grades 3 - 6		Grades 7 - 8	
Language/Word Study WHOLE CLASS		Language/Word Study WHOLE CLASS		Language/Word Study WHOLE CLASS	
30 - 45 minutes	Select from:	30 - 45 minutes	Select from:	50 minutes plus additional 50 minutes 1 x wk.	Select from:
	* Interactive Read- Aloud		* Interactive Read- Aloud		* Interactive Read- Aloud
	* Model/Shared Reading		* Model/Shared Reading		* Poetry Sharing/ Response
	* Phonics/Word Study/ Handwriting Lesson		* Poetry Sharing/ Response		* Interactive Vocabulary
60 - 90 minutes	Reading Workshop SMALL GROUP		* Readers Theater/ Process Drama		* Interactive Edit
	* Guided Reading				* Test Reading & Writing
	* Independent Work - Reading		Choral Reading		* Word Study Lesson/ Application/Share
	- Writing		* Interactive Vocabulary		Reading Workshop SMALL GROUP
	- Word Study		* Interactive Edit		
	- Sharing		* Handwriting		* Independent Reading
30 - 45 minutes	Writing Workshop WHOLE CLASS		* Current Events		* Guided Reading
	* Mini lesson		* Test Reading & Writing		* Literature Study
	* Interactive/Guided or Independent		* Word Study Lesson/ Application/Share		Writing Workshop WHOLE CLASS
	Writing and Confering		Reading Workshop SMALL GROUP		
	* Sharing		Select from:		* Independent Writing
		60 minutes	* Independent Reading		* Guided Writing
			* Guided Reading		* Investigations
			* Literature Study		
		Writing Workshop WHOLE CLASS		Intervention for Struggling Readers Tier II (additional 30 minutes) & Tier III (60 minutes) Students	
			Select from:		
		60 minutes	* Independent Writing		
			* Guided Writing		
			* Investigations		

2017-2018 REVIEW OF DOVER'S GROWING READERS AND WRITERS

Determine the extent that DGR and DGW is meeting the needs of students.	
Determine how well DGR and DGW reflects the CCSS.	Document review
Determine whether or not the reader's and writer's workshop model is being used by teachers.	Teacher conversation and Literacy Facilitator observation
Determine if the DGR and DGW curriculum is being used to guide instructional decisions.	Teacher conversation and Literacy Facilitator observation
Determine what components of DGR and DGW are working.	Teacher conversation and Literacy Facilitator observation, document analysis (test scores)
Determine what areas in DGR and DGW need improvement.	Teacher conversation and Literacy Facilitator observation, document analysis (test scores)

DOVER'S GROWING READERS PROGRAM



**CULTIVATING
LITERACY AND LEARNING**

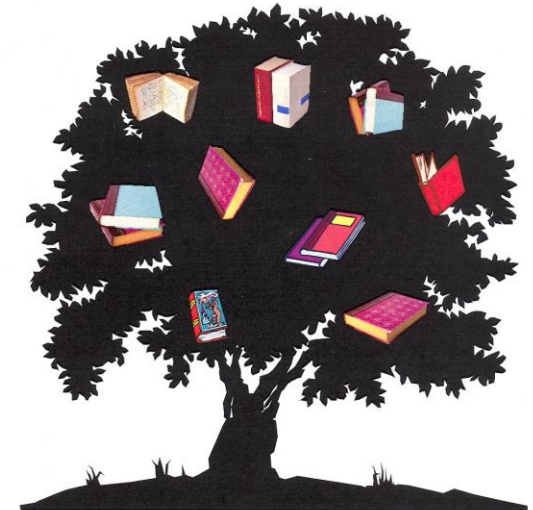
AS A RESULT OF THE REVIEW:

Formation of the District Elementary Literacy Team (DELT)

DELT is charged with:

- Reviewing and addressing the issues that were brought to light last year through the review of DGR and DGW
- Determine “next steps” in moving DGR and DGW forward including but not limited to:
 - Strengthening word study across the district
 - Selecting more/different options for materials
 - Integrating technology into literacy

DOVER'S GROWING READERS PROGRAM



CULTIVATING
LITERACY AND LEARNING

Dover Growing Readers - 2009

Reading Curriculum:

- DGR Reading Binder
- Benchmark Kit by Fountas & Pinnell (Grs. K-2 Levels A-N & Grs 3&4 Levels J-Z)
- Continuum of Literacy Learning by Fountas & Pinnell
- Small Group Leveled Reading/
Literacy by Design (Complete classroom
Pkg. of small books)
- Elements of Reading Vocabulary (When available)
- Zoo Phonics
- Grow Into Reading

Professional Resources:

- Guided Reading by Fountas & Pinnell
- Prompting Guide 1 by Fountas & Pinnell
- Sing a Song of Poetry by Fountas & Pinnell
- Sounds Abounds (Lingui Systems)
Writing
- DGW Curriculum Binder
- Units of Study for Primary Writing -
by Lucy Calkins
- Handwriting (1 Teacher/1 Student edition)– Zaner
Bloser
Word Study
- Words Their Way (Professional Resource)
- Magnetic letters, storage boxes, boards
- Phonics Lessons for teaching Word Study by Fountas & Pinnell (Binder, CD , Book)
- Word Matters by Fountas & Pinnell

Fountas & Pinnell Classroom 2019

Reading Curriculum:

GUIDED READING

- 100 original titles: levels A–G (6 copies each)
- 100 Lesson Folders
- 100 original titles: levels A–H (6 copies each)
- 100 Lesson Folders
- Context Collection Guide

Interactive Read – Aloud

- 120 trade titles
- 120 Lesson Folders
- 25 Inquiry Overview Cards
- Context Collection Guide

Reading Mini-lessons

- The Reading Minilessons Book

Shared Reading

65 original titles (Big books with 6-copy small book sets)
65 Lesson Folders

Context Collection Guide

Words That Sing Poetry Charts, Kindergarten

Word Study, Phonics and Spelling

- Fountas & Pinnell Phonics, Spelling, and Word Study System
- Foundations K-2
- Lucy Calkins Units of Study in Phonics

Independent Reading

- 150 trade titles
- 150 Conferring Cards
- Context Collection Guide

Professional Resources:

- The Literacy Continuum
- Guided Reading, 2nd Ed.
- Prompting Guides 1 & 2
- Reader's Notebooks
- Benchmark Assessment System, 3rd Ed.
- FDC System Guide

Rationale for Fountas & Pinnell Classroom 2019

- Our work on creating DGR and DGW was primarily based on the work of Fountas and Pinnell.
- Fountas and Pinnell are professors out of Lesley University and the Ohio State University respectively, whose research led them to create a highly regarded literacy framework for classroom instruction.
- At the time, Fountas & Pinnell did not have a cohesive classroom component that included all the necessary parts of a literacy program.
- We adopted the framework, but had to supply the lessons and materials to support the framework. This involved hours and hours of writing lessons for the DGR and DGW frameworks.
- The power in writing the lessons and selecting the materials was that all classroom teachers at the time participated in the work which meant they were truly invested in understanding the program, and implemented it with fidelity.
- A great situation at the time has become problematic as the years have gone by because less than 40% of the original writers and implementers remain.
- In addition we have not been able to keep up with revising the program along the way as planned, neither the PD demands required nor sufficiently replenish materials. Our materials are now 10 years old and wearing out after being held by many little hands. Also many of the professional tools associated with the program have been updated.
- Fountas and Pinnell have now created their own high quality materials to support their literacy framework.
- This is an opportunity for us to continue working within our research based literacy framework, but add consistent updated lesson plans, updated materials and professional development that support our philosophy of literacy.