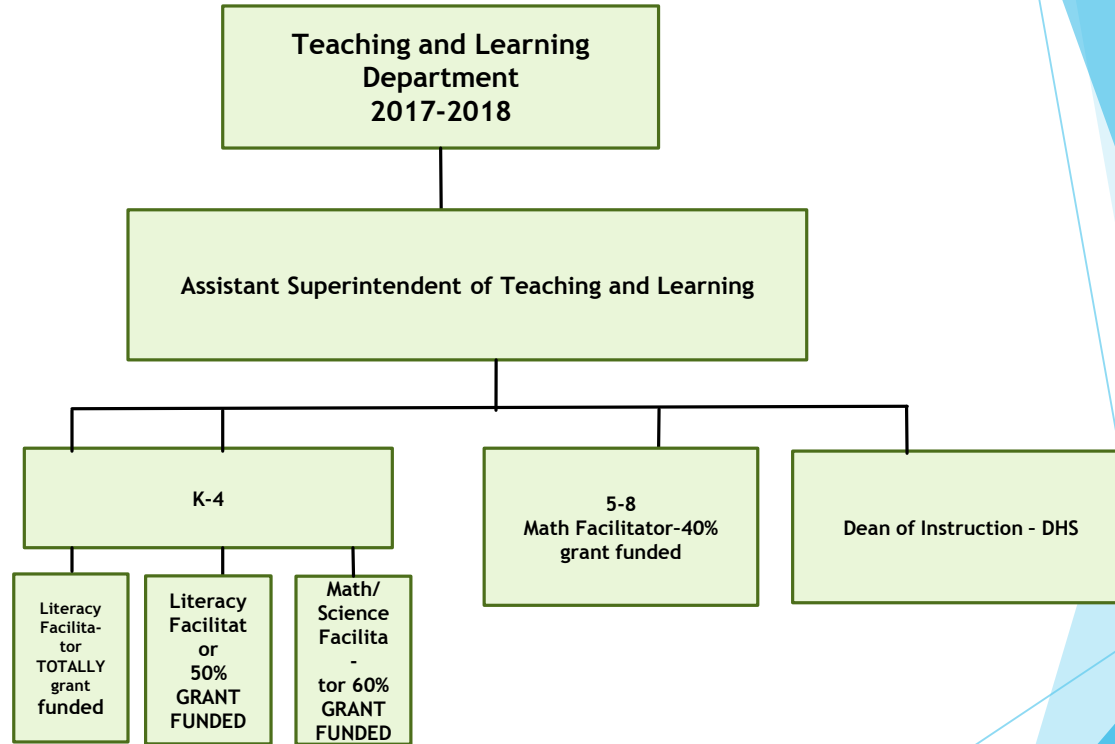


Department of Teaching and Learning

School Board Budget Presentation

January 13, 2020



**Teaching and Learning
Department
2019-2020**

**Assistant Superintendent of Teaching and
Learning**

Dean of Instruction - DHS

**Literacy
Instructional
Coach
50% GRANT
FUNDED**

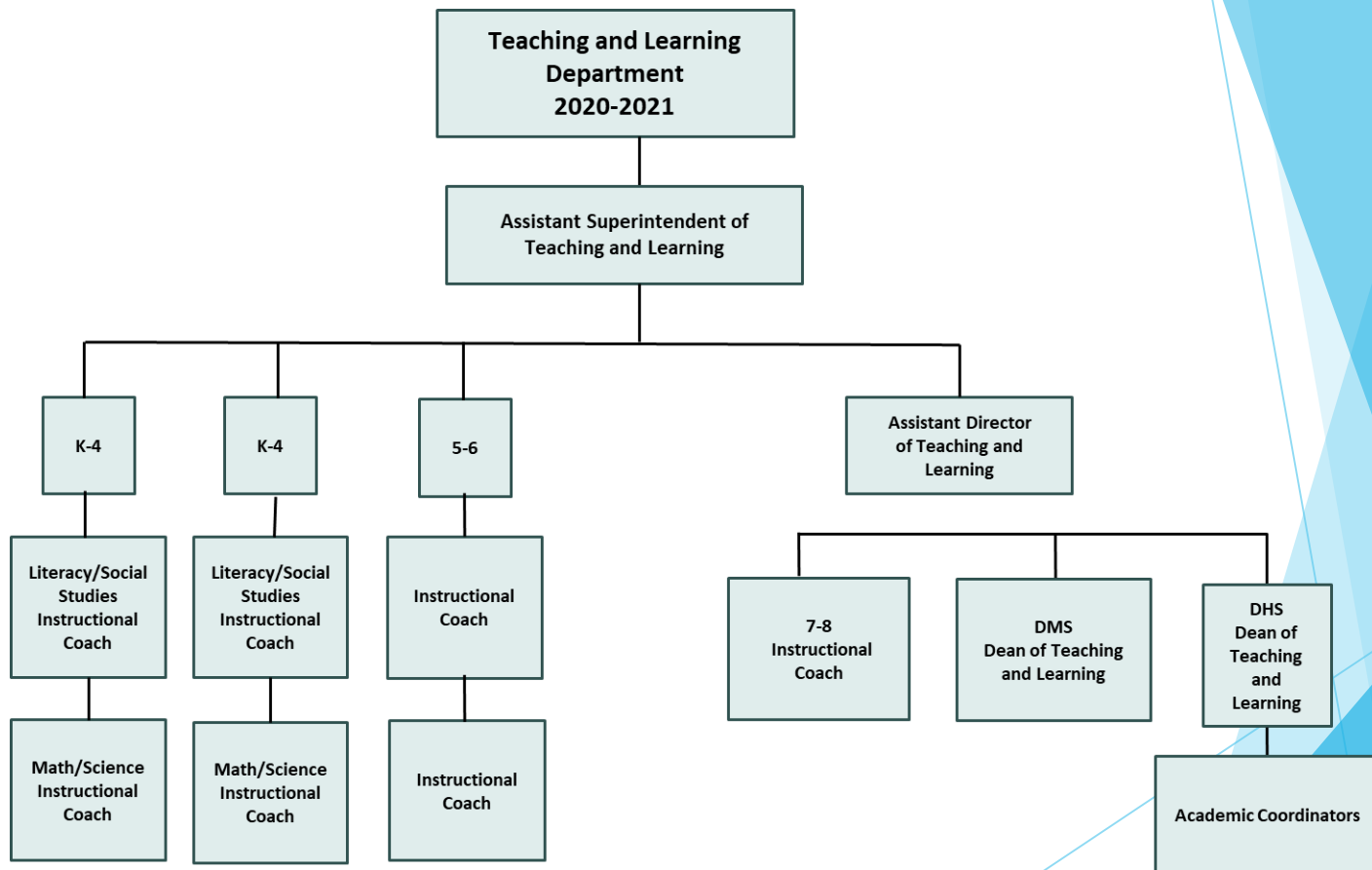
**Literacy
Instructional
Coach
50% GRANT
FUNDED**

**Math/Science
Instructional
Coach
58% GRANT
FUNDED**

**5-8
Instructional
Coach -**

**5-8
Instructional
Coach -**

Academic Coordinators



Teaching and Learning Budget Requests 2021

Board Priority	Leadership Team Proposal	Strategic Plan Goal	Teaching and Learning budget Implications
Maintain a primary focus on the full implementation and achievement of the literacy goal.	1 -To expand Foundations supported with professional development.	objective 2.2 - student achievement	Fundations purchase for grade 3
	1- to expand Fountas and Pinnell to grades 3 and 4 supported with professional development.		Fountas Pinnell Classroom Purchase grades 3 and 4
	4 - expand capacity of the Teaching and Learning Department		Elementary School Instructional Coach
			Middle School Instructional Coach
			Middle School Dean of Instruction
			Assistant Director of Teaching and Learning

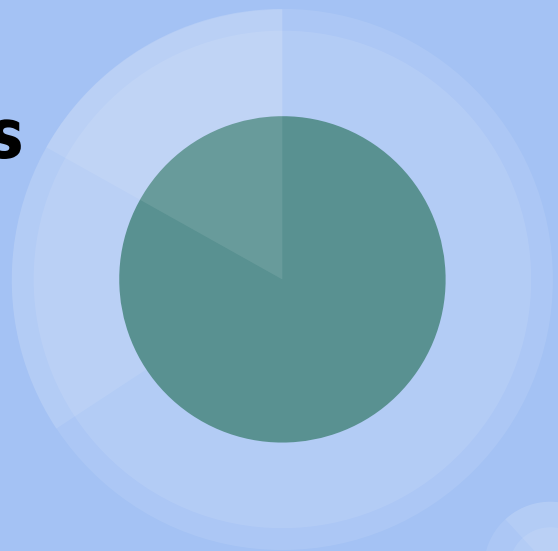
Elementary Literacy Materials and Program Adoption

2019-2020 School Year

Looking Ahead to 2020-2021

School Board Presentation

January 13, 2020





Materials Adoption 2019- 2020

Fundations K-2 (All grade K-2 classrooms and some Intervention)

- Word Study, Spelling, Handwriting, Grammar, Fluency and Comprehension

Fountas & Pinnell (All grade K-2 classrooms)

- Mini-lessons
- Interactive Read Alouds
- Guided Reading
- Updated Benchmark Assessment Kits (Third Edition)

What is Foundations?



The Foundations program provides K-3 students with the foundational skills for reading and spelling. As part of the core language arts instruction, it's delivered to all students in general education classrooms (Tier 1) for 30 minutes per day. Foundations provides a systematic program to comprehensively address: Foundational Word Study Skills, such as:

- **Print concepts:** a child's understanding of the nature and uses of print; the understanding that written language carries meaning.
- **Phonological and phonemic awareness:**
 - Phonological Awareness is the ability to identify and manipulate units of oral language, such as words and syllables.
 - Phonemic Awareness is the ability to focus on and manipulate individual sounds [phonemes] in spoken words.
- **Phonics and word study**, including high frequency sight words the ability to recognize the relationship between letters [graphemes], sounds [phonemes], and letter patterns.
- **Fluency (Reading and Writing):** the ability to read a text accurately, quickly, and with expression.
- **Spelling and Handwriting Skills**
- Additionally, Foundations significantly reinforces **Comprehension and Vocabulary** in an integrated approach.



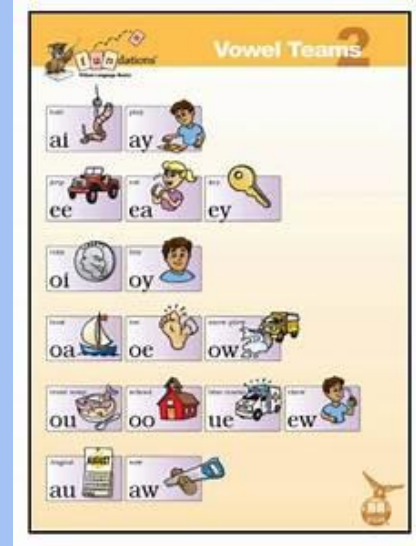
Example of Foundations Classroom Materials:



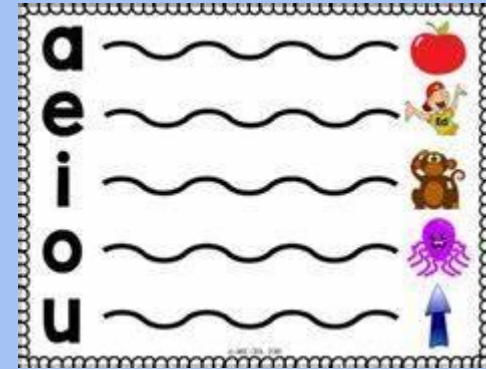
Standard Card Chart



Letter-Keyword-Sound



Vowel Teams



Vowel Intensive

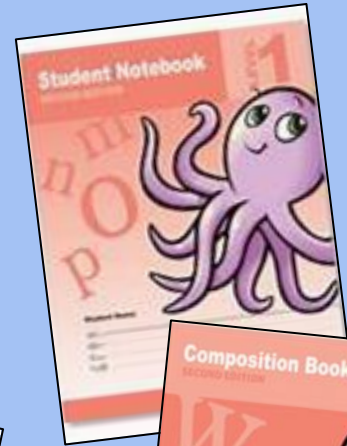
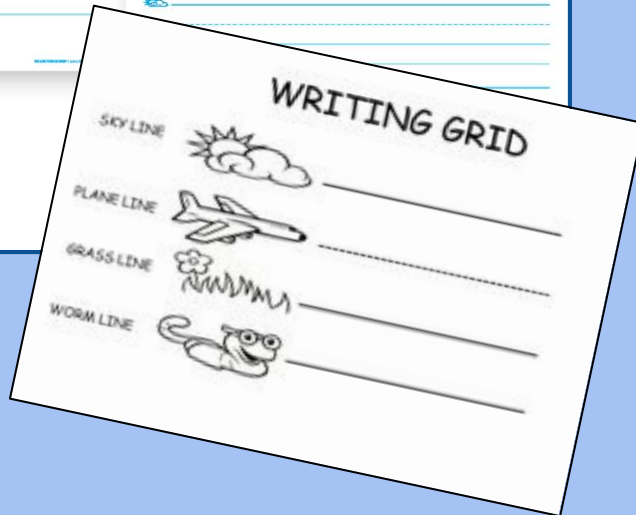
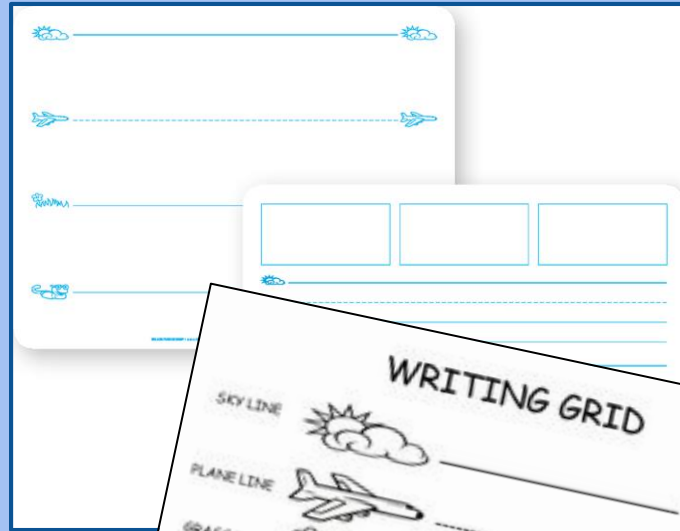
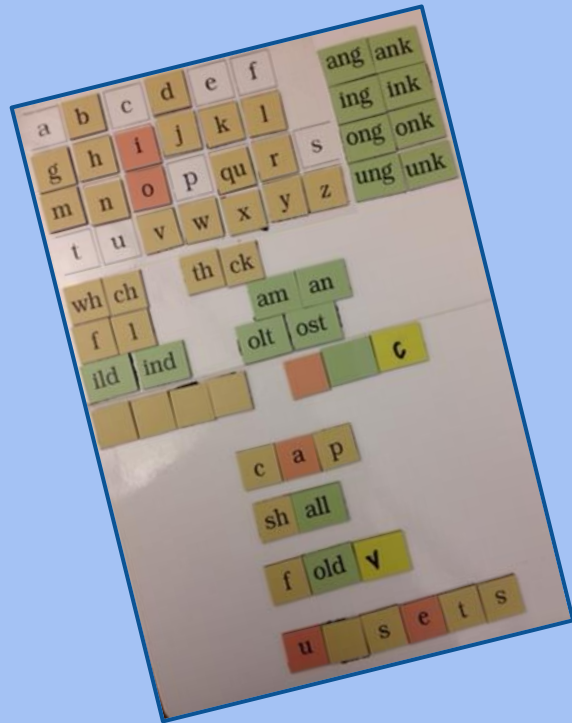


Standard Sound Cards:



New skills and spelling patterns taught as the program builds upon the learning each year.

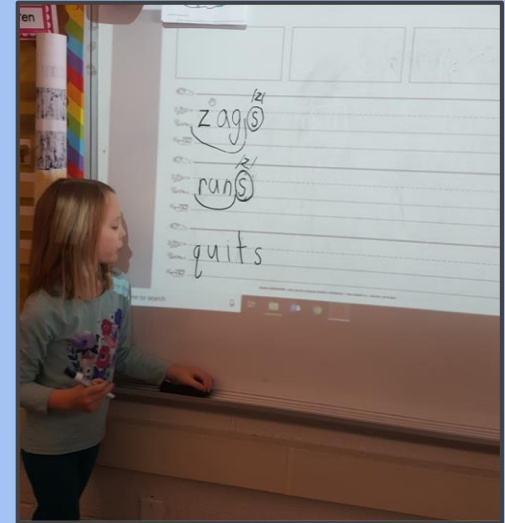
Fundations Student Materials

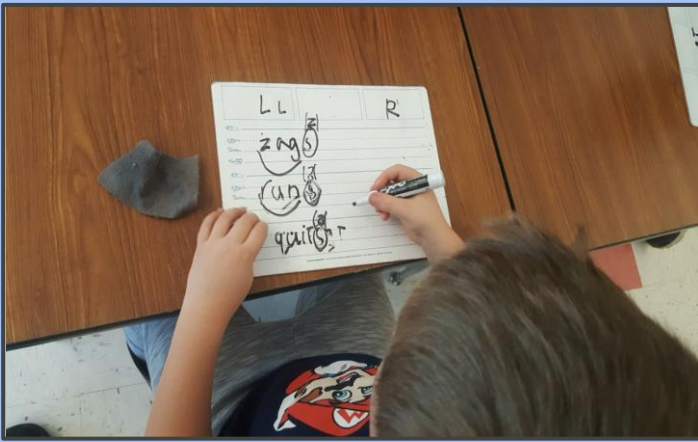


Fundations K-2

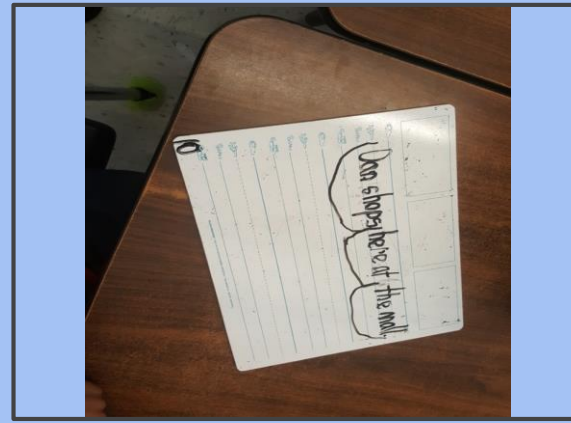
Word Study, Spelling, Handwriting, Grammar, Fluency and Comprehension

- This is an active program that engages *multiple* senses in learning
- Students become *learning leaders*





Word Study: Base words, suffixes and prefixes



Build Reading and Writing Fluency



Phonics, spelling, grammar and handwriting



Build automaticity.



Fundations Professional Development 2019-2020

Fundations (Wilson Language):

- Full day overview training: All grade K-2 Classroom Teachers, Reading Interventionists, Reading Specialists, Literacy Coaches, elementary Special Education Case Managers.
- All grades K-2 teachers have the opportunity to observe modeled lessons from the Fundations Wilson Trainer.
- All grade K-2 teachers have the opportunity to participate in grade level Study Groups led by the Fundations Wilson Trainer.
- 4 in-house Certified Fundations Trainers.



Proposed Foundations Adoption 2020- 2021

Materials:

- Add grade 3 (Tier I) and Intervention (Just Words:Grade 4+) Word Study, Spelling, Handwriting, Grammar, Fluency and Comprehension.

Professional Development:

- Full day overview training: All grade 3 (and 4) Classroom Teachers, Reading Interventionists, Reading Specialists, Literacy Coaches, elementary Special Education Case Managers.
- All grade 3 teachers have the opportunity to observe modeled lessons from the Foundations Wilson Trainer.
- All grade 3 teachers have the opportunity to participate in grade level Study Groups led by the Foundations Wilson Trainer.
- In-house Certified Foundations Trainers.

Fountas and Pinnell

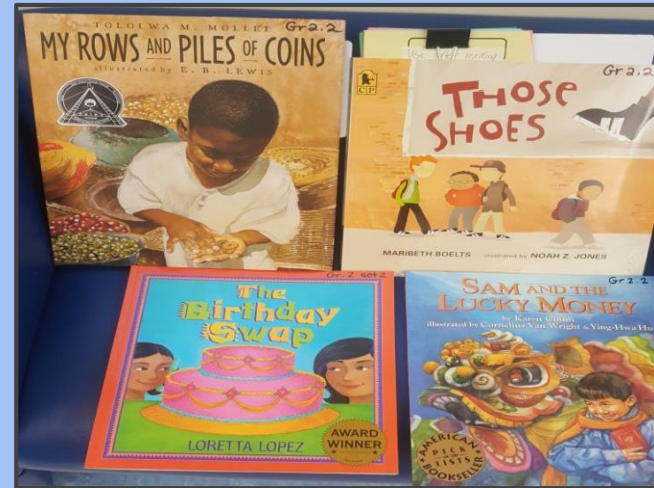
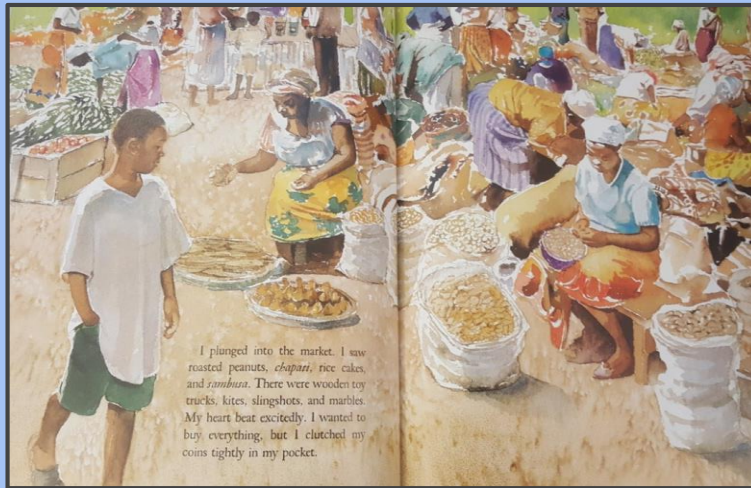
Interactive Read Aloud (IRA)



- This year we bought more books with diverse locations and characters to our curriculum. This supports the equity work our staff is involved in with Mo Nunez.
- IRA books extend the amount and level of vocabulary our students are exposed to.
- IRA books enhance critical and higher level thinking through rich class discussions.
- IRA extends the content knowledge and critical world-knowledge af students.

Fountas and Pinnell

Interactive Read Aloud (IRA)



- Diverse characters featuring worldly issues and a high level of vocabulary.
- Content reflects rich topics for in depth discussions.

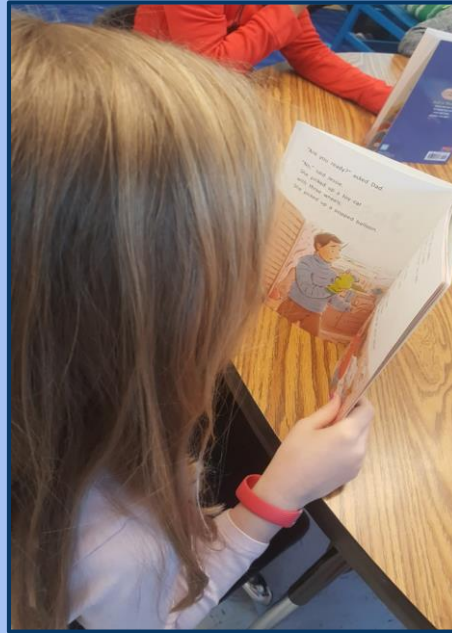
Fountas and Pinnell Guided Reading Collections



- Offers an extensive collection of book for students to read containing diverse characters, experiences and places.
- Our prior guided reading materials lacked a wide selection of non-fiction, which this collection DOES contain.
- This collection has *reformed* and *reinvigorated* our teaching of guided reading because of the fresh and exciting titles and themes.
- Adds more levels to our existing collection of guided reading - which accommodates a larger reading population - no more running to younger grade teachers to get books for struggling readers or borrowing from upper grade levels for the advanced readers.

“Just Right” Books for Guided Reading

- Motivation
- Engagement
- Persistence
- Enjoyment





Literacy Professional Development

Fundations (Wilson Language):

- Full day overview training: All grade K-2 Classroom Teachers, Reading Interventionists, Reading Specialists, Literacy Coaches, elementary Special Education Case Managers.
- All grades K-2 teachers have the opportunity to observe modeled lessons from the Foundations Wilson Trainer.
- All grade K-2 teachers have the opportunity to participate in grade level Study Groups led by the Foundations Wilson Trainer.

Fountas and Pinnell (Heinemann):

- 2 full day Teacher Workshop Professional Development days. Topics: Guided Reading, Benchmark Assessments, Minilessons, Interactive Read Alouds



Materials Adoption 2019- 2020

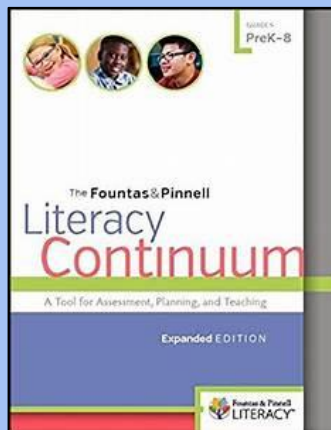
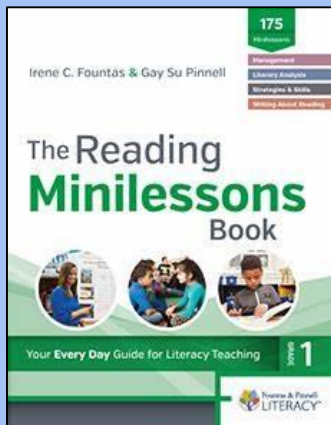
Why move these materials into Grades 3-4?

Fountas & Pinnell (Heinemann)

- Interactive Read Alouds 3 sets per grade level (6 per school)
- Guided Reading 2 per grade level (4 per school)
- Updated Benchmark Assessment Kits (Third Edition) Fiction Replacement Books (about 10 - 12 books per kit)

Future Requests: Shared Reading and Independent Reading

Fountas and Pinnell Materials purchased for Grades K-4:



Benchmark Assessments: new kits purchased for grades K-2 only. Grades 3 and 4 partial update. Need to complete updating for next year.

Budget Overview for Literacy

Foundations Materials Grade 3 \$25,000	Fountas Pinnell Materials Grades 3 and 4 \$160,000.00
Foundations PD Grade 3 \$10,000	F/P PD \$5000.00

Total

\$200,000.00

Instructional Coaching 2019-2020

Dover School District





When combined together, workshops AND coaching contribute to important outcomes in positive and **sustainable implementation.**

Joyce and Showers, 2002

In a review of reading program implementation, effective coaching was the most critical factor in student and teacher success.

Denton, Vaughn, & Fletcher, 2003

Spouse (2001) notes that “formal knowledge needs to be supplemented with craft knowledge so practitioners can apply instruction to real-life situations in classrooms.

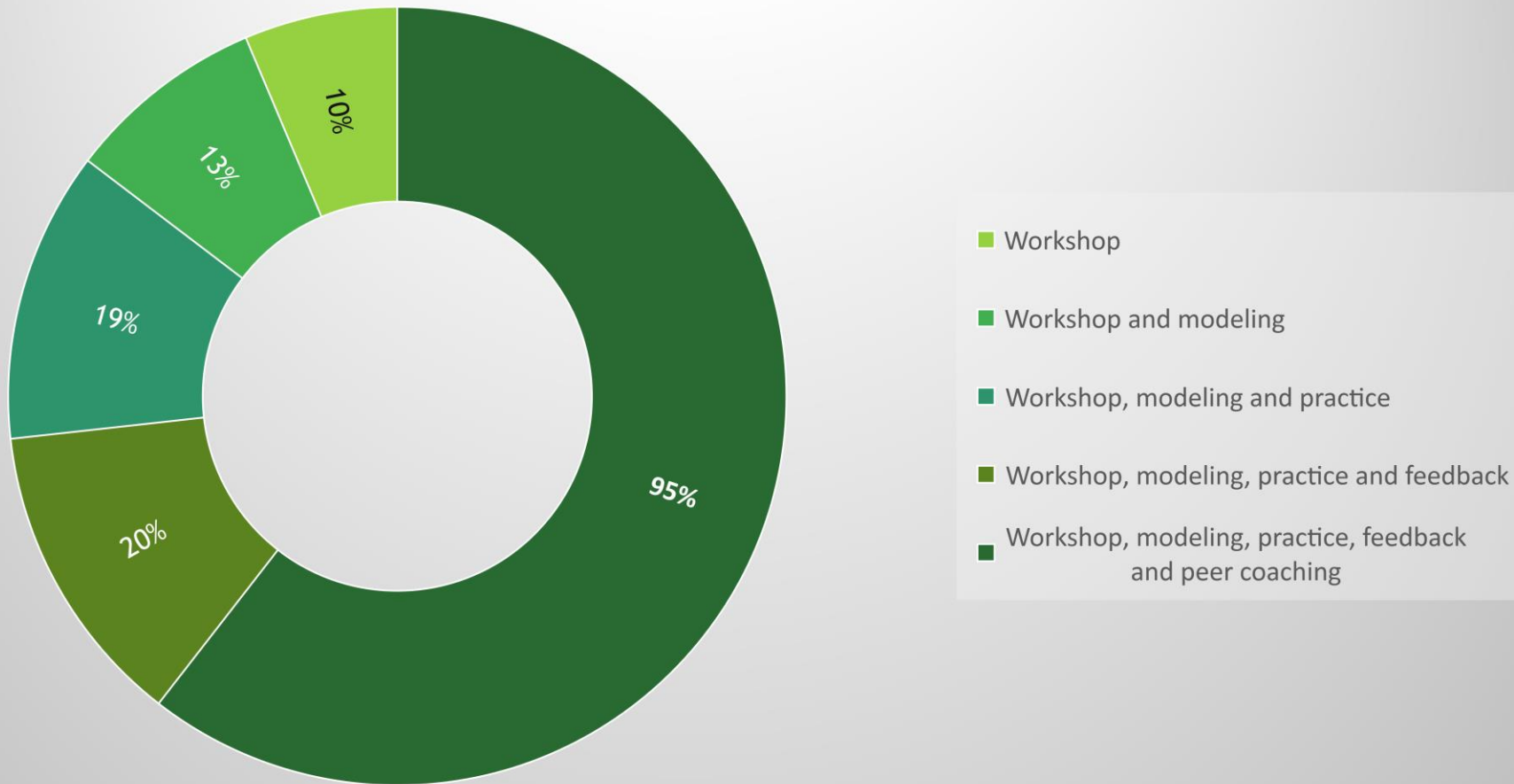
This functional and adaptable set of skills is developed in practice with the help of a coach who shares craft knowledge.

Smart et al., 1979

Coaching must be work-based, opportunistic, readily available, reflective.

Rate of Transfer into Classroom Practice

Source: Effective staff development by Robert N. Bush



What is Coaching?

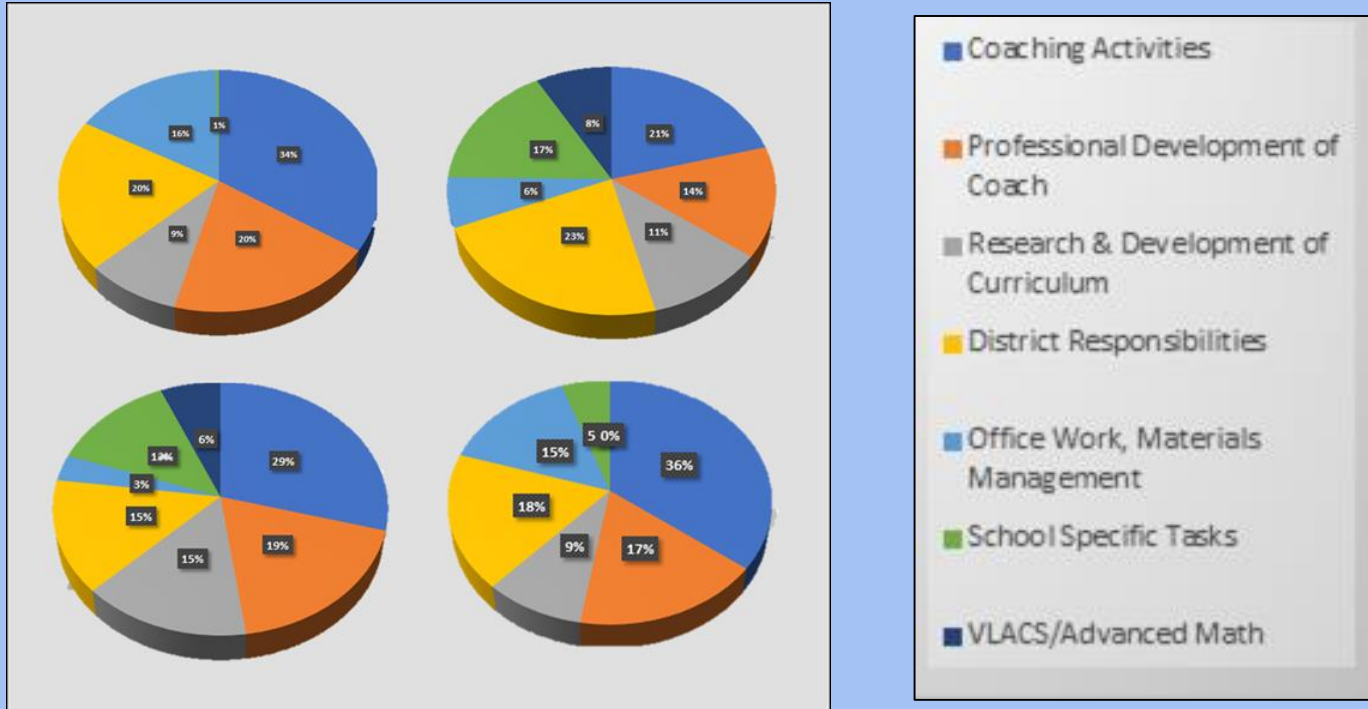




Instructional Priorities

- Student agency
- Student engagement
- Increased rigor (DOK)
- Technology integration
- Analyzing student data (student-centered coaching; PLC's)

Coaching Time (September-December)





Direct Coaching Activities

- Coaching individuals and grade level teams on how to implement new materials and instructional strategies (including preparing for these meetings)
- Consulting with teachers, PLC's and intervention teams regarding student achievement and roadblocks to achievement
- Modeling instruction and co-teaching in classrooms (including preparing for these lessons)
- Supporting new teachers in all areas of professional responsibilities
- Supporting teachers in reaching diverse students
- Building relationships and establishing consistency and a presence in each school
- Researching and then sharing resources or strategies for teachers to try
- Providing professional development
- Connecting teachers, teams and resources
- Helping provide consistency through curriculum, data collection, teaching practices and processes.



Professional Development of the Coach

- PLC Training with Jonathan Vander Els
- Instructional Coaching Training with Ellen Hume Howard
- Foundations Training with Jane O'Mahoney (4 people certified in Foundations)
- Fountas and Pinnell Professional Development (Guided Reading, Benchmark Assessments, Interactive Read Alouds)
- Quality Performance Assessment training
- NH State C3 Framework training
- Expeditionary Learning site visit, King Middle School
- Data analysis training focused on NH SAS
- Ongoing Assessment Project (OGAP) in math
- Student-Centered Coaching by Diane Sweeney book study
- Various webinars, books, articles, and discussions
- Play-based Learning (Kindergarten)



Research and Development of Curriculum

- Quality Performance Assessment (QPA) Training
- Center for Collaborative Education: Performance Assessment
- Revising math, ELA, and STEM curriculum maps and pacing guides grades K-5 with a focus on vertical alignment
- Creating, revising, and analyzing numeracy assessments 2nd-5th
- Facilitating creation of math high quality performance tasks grades K-5
- Facilitating multi-grade level review and revision of math performance tasks grades 2nd-5th
- Facilitating Kindergarten and 1st grade review and revision of math performance tasks in conjunction with UNH play-based coach
- On-going intense Foundations training and certification
- Formation of the District Reading Team



District Responsibilities

- Bringing district initiatives to teachers and supporting their implementation (Report Cards, Competencies, etc)
- Attending and actively participating in district committees: Data Committee, PD Committee, Teaching and Learning Committee, CPC Meetings, Induction Meetings
- Facilitating the implementation of collaborative teams as integral members of a PLC
- Organizing and managing the online access of digital literacy and program implementation: Wilson Language (Foundations), Fountas and Pinnell, Raz Plus, Bookshare, Reading Eggs
- Organizing and coordinating the professional development opportunities for elementary literacy
- Meeting as a district level coaching team on a weekly basis

Office Work and Materials Management

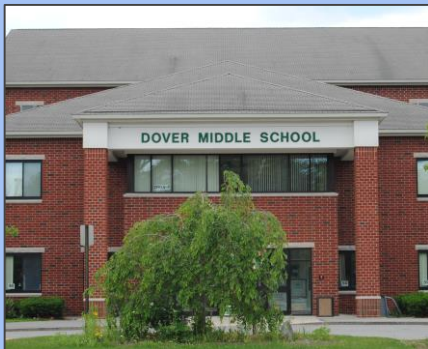
- Materials management (unpacking, sorting, distributing and setting up materials)
- Coordinating and organizing coaching sessions, professional development opportunities, etc.
- Responding to emails
- Researching student data
- Ordering materials

Guided Reading Materials K-2



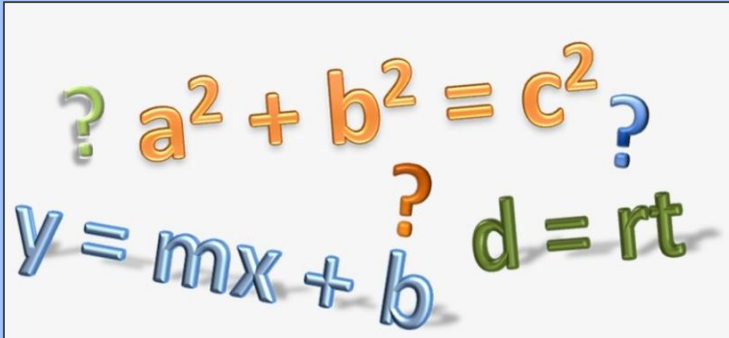
School-Specific Tasks

- Organizing, facilitating, and providing PD for district and state level assessments
- Consulting and assisting with intervention
- Assisting with the STAR and NHSAS
- Regular planning meetings with administration and consultants
- Infinite Campus coaching
- Attending IEP/504 meetings as appropriate

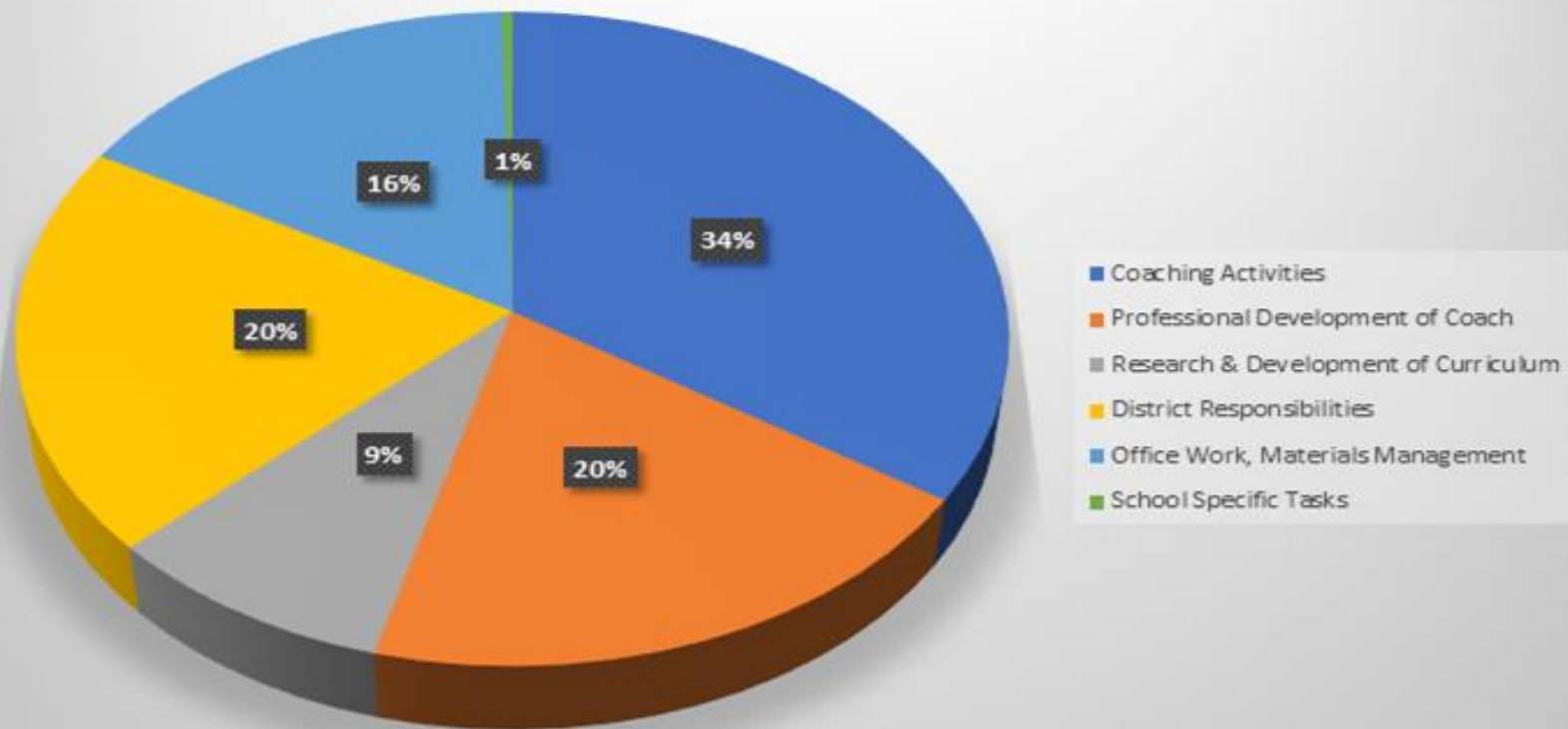


VLACS

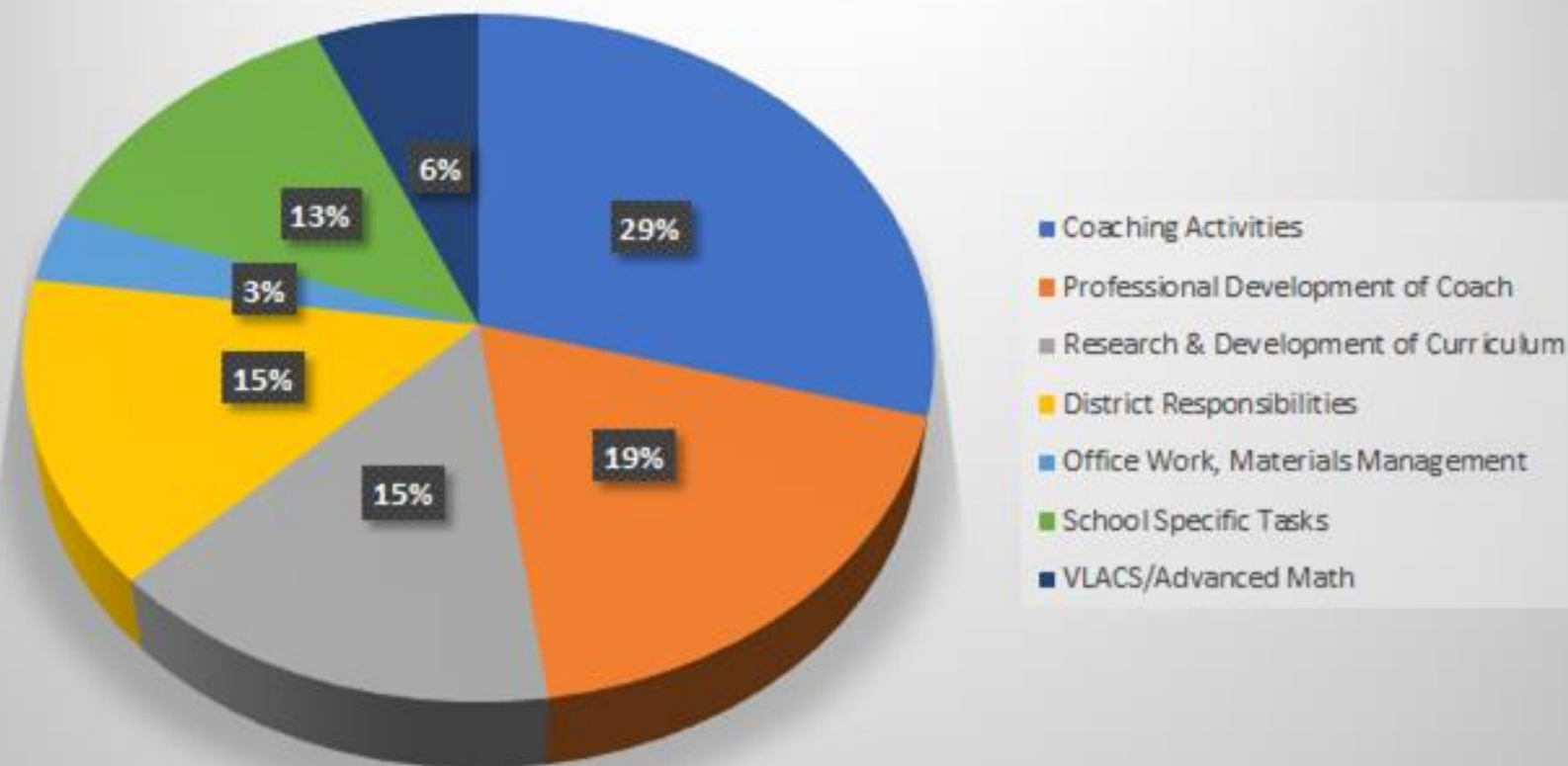
- Providing information and support regarding VLACS to families and staff
- Working with Dover High School to help clarify potential pathways in mathematics for families and staff, including an informational night
- Examining the use of VLACS for enrichment purposes



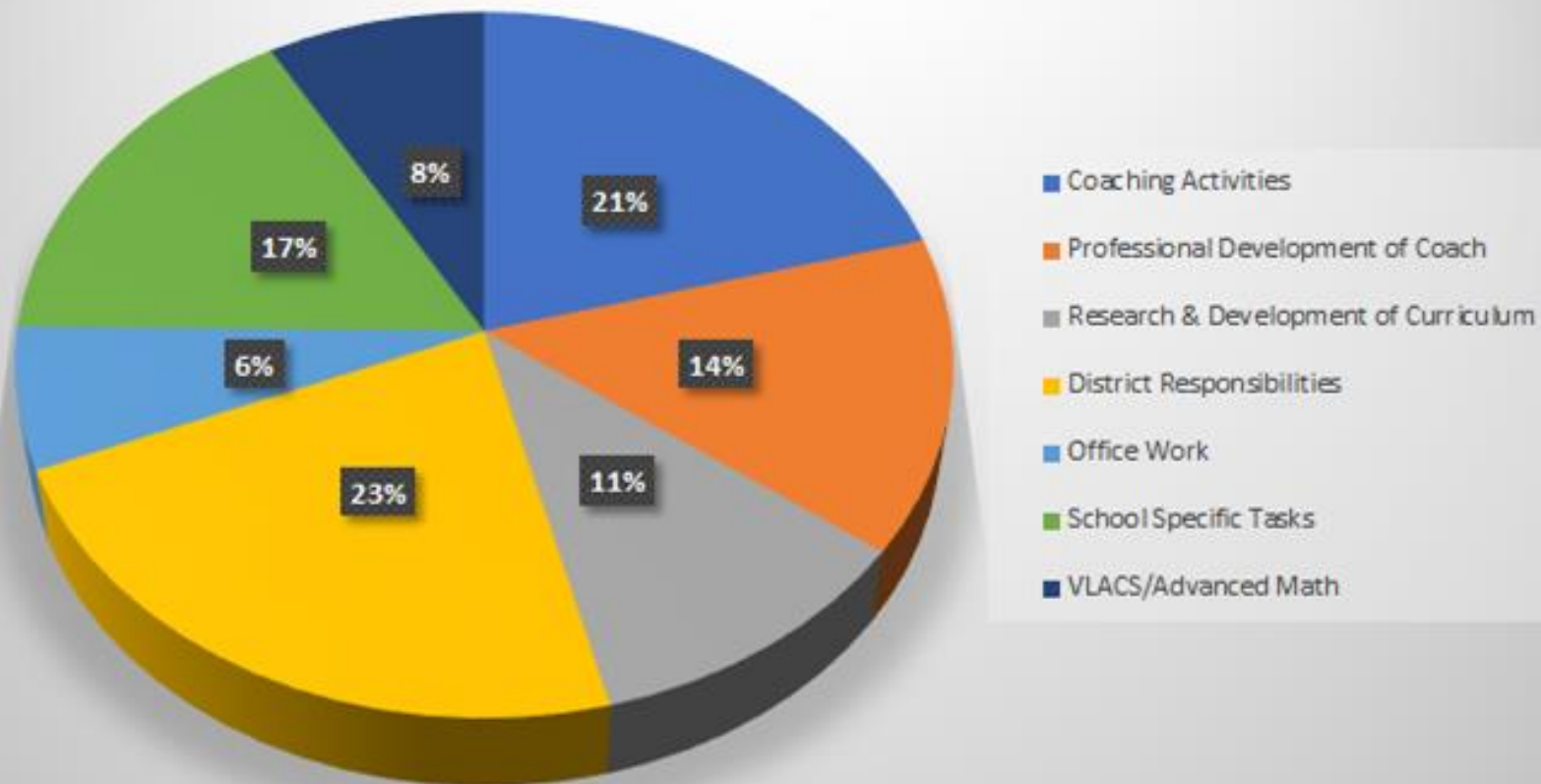
Coaching Time (September - December 2019) Hemphill



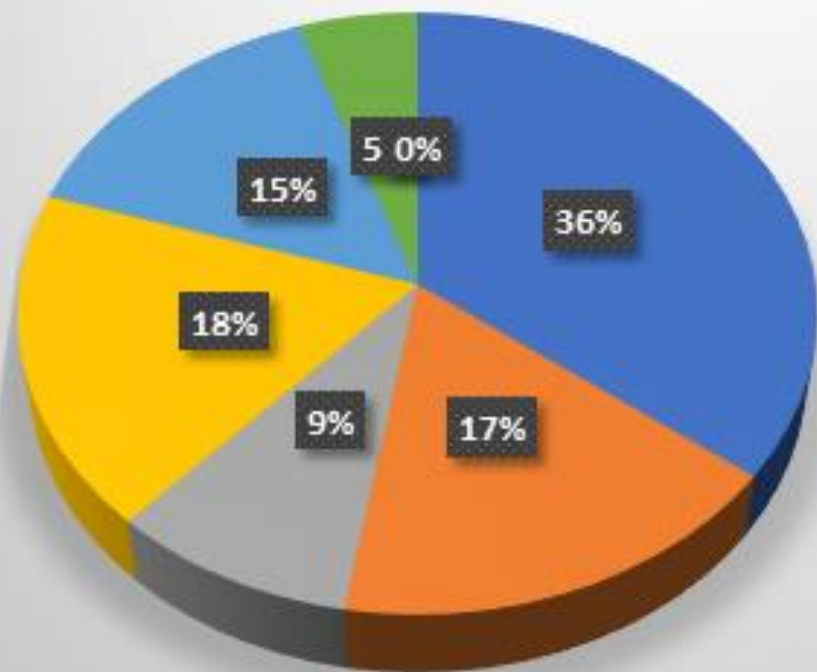
Coaching Team (September-December) Krans



Coaching Time (September - December 2019) Mehalek



Elementary Literacy Coaching Time (September - December 2019)



- Coaching Activities
- Professional Development of Coach
- Research & Development of Curriculum
- District Responsibilities
- Office Work, Materials Management
- School Specific Tasks
- VLACS/Advanced Math



Proposed Mid-Year Stakeholder Survey

Rating Scale 1-5:

- The coach is aware of my classroom realities and adapts accordingly.
- The coach acknowledges what I know while adding her own expertise to our discussions.
- The coach listens attentively to understand my needs and is responsive to my questions and concerns.
- The coach provides safe opportunities for me to reflect honestly on my practice.
- I feel that I can trust the coach to maintain confidentiality.
- I feel that the coach is my collegial ally.



Proposed Mid-Year Stakeholder Survey

(cont.)

- The coach provides me with a balance of positive and constructive feedback.
- The coach keeps professional conversations with me and other staff focused on the achievement of agreed upon outcomes.
- The coaching has helped me and/or my grade-level team/department focus its work more effectively.
- The coach has helped me develop my lessons to better meet the individual needs of my students.
- The coaching has made me more reflective about my practice.

Assistant Superintendent of Teaching and Learning

JOB DESCRIPTION:

PERFORMANCE RESPONSIBILITIES:

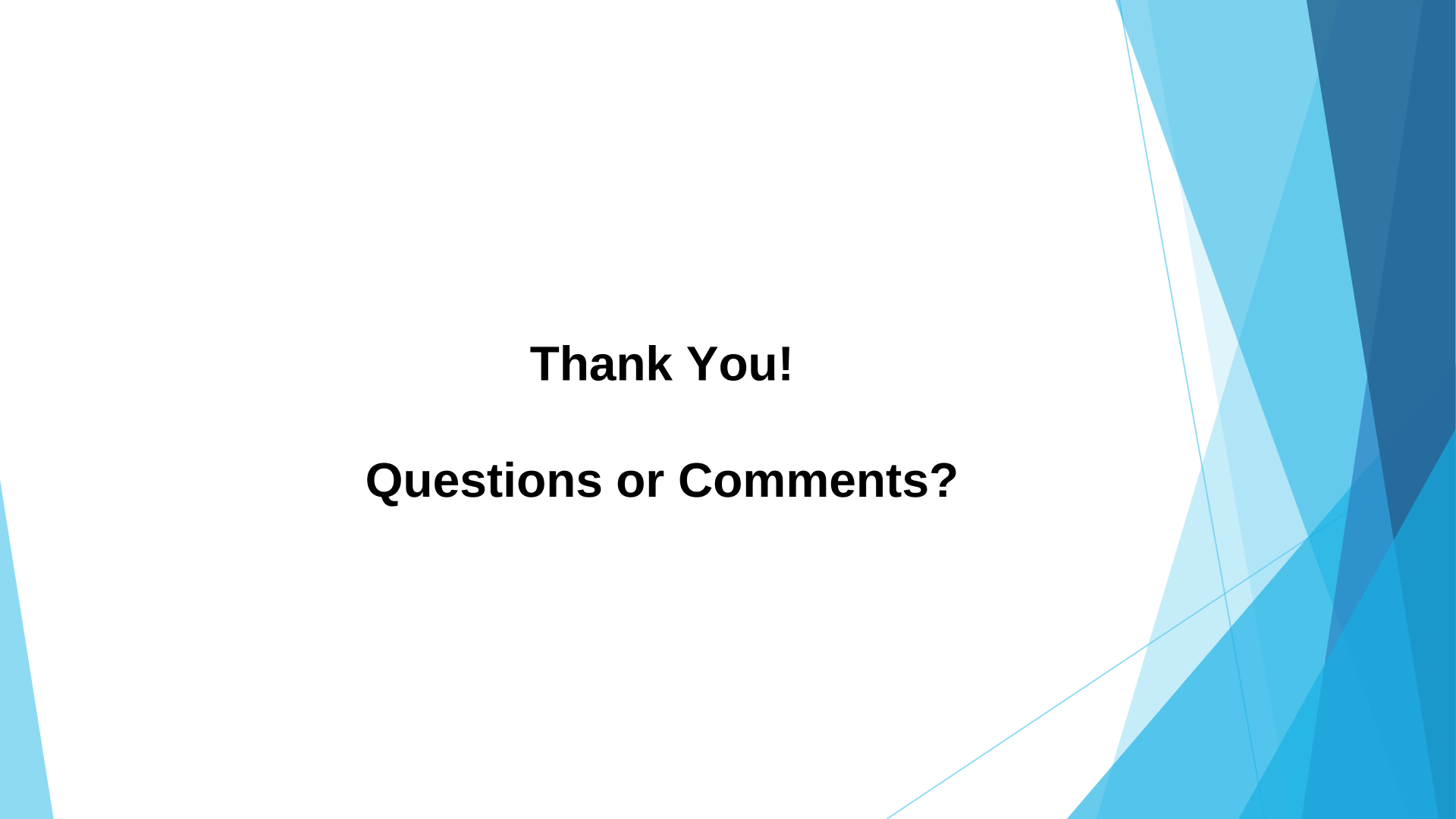
- Initiates and oversees curricular and instructional programs designed to improve instruction and student achievement, preschool through high school. Coordinates and integrates the K-12 curriculum and instruction programs.
- Oversee creation of the Teacher Evaluation System in developing the process and creating the pertaining rubrics. Liaison between the admin team and T-eval software company
- Oversee the alignment of curriculum to Common Core State Standards and other national standards.
- Conduct meetings and curriculum study groups with curriculum advisors, principals, and academic advisors to develop, implement, and evaluate system-wide curriculum.
- Include integration of technology into curriculum.
- Oversee the instructional coaches to ensure that teachers in the schools are cognizant of the required curriculum and resources associated with their assignments and are aware of program changes.

- Coordinates the District's involvement in local, state, and national assessment programs. STAR, SAS, SATS, Numeracy Assessments, Access for ESOL, PALS, Benchmarks
- Data collection, management and analysis. Establish and monitor the district's accountability program through development of curriculum, means of assessment, and interpretation of test results and data reports for recommendations in the decision-making process.
- Prepares recommendations for authorization or deletion of learning materials for all school programs.
- Initiates, monitors, and evaluates pilot programs for new and revised curriculum.
- Overseeing Competency Based Education and necessary revisions to report cards.
- Work with principals and academic coordinators to ensure horizontal and vertical continuity of curriculum coordination throughout the district.
- Prepares reports for the Board, Superintendent, state, and local requirements as required on matters pertaining to the assigned areas of responsibility.
- Organizes and conducts the New Teacher Induction and Mentoring Programs

- Keep informed on current trends in educational programs, methods, and materials; maintain files of professional and instructional materials for teacher reference; issue memos and bulletins calling attention to promising programs, materials, equipment, publications, and developments within the local system and elsewhere.
- As a member of the administrative team, screens applications, organizes selection committees and interviews, checks references and makes recommendations to the building principal for all teaching applicants at the direction of the building principal
- Attend meetings of School Board when requested by Superintendent.
- Perform any additional duties assigned by the School Board and/or Superintendent.
- Align curriculum objectives between elementary and secondary schools.
- Chair of the following committees:
 - ☐ CPC
 - ☐ Teaching and Learning Committee
 - ☐ Data

- Assisting with mini-observations connected to professional development and coordination of peer observation and support of the process
- Responsible for all areas of instructional and program support service delivery in the schools, including staff development, in-service, and monitoring library programs.
- Meet with teachers and administrative staff to design professional development programs.
- Data collection, management and analysis.
- Fosters a positive attitude among school staff and parents towards the system, acknowledging problems, but emphasizing resolution and past accomplishments of the school system.
- Work with parents, students and teachers to resolve issues related to instructional complaints and questions.

- Write all grants and provide oversight of the following federal programs: Title I part A (at risk and socioeconomically disadvantaged students)), Title I part D (Dover Children's Home) Title II (professional development), Title III (ESOL) Title IV (student support and academic enrichment)
Responsibilities include:
 - Writing all grants and the corresponding paperwork that goes with it
 - Budget management
 - Oversight of ESOL and Title I intervention programs in the schools
 - Supervision of 20 staff members in Title I part A and Title III
 - Managing grant activities of St. Mary's, PCA and St. Thomas.
 - Attendance at many state meetings.
- Work with Director of Special Education and principals in coordinating instructional programs.
- Assist in the development and monitoring of budgets pertaining to curriculum, instruction, and assessment and all federal grants

The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the slide, creating a modern, dynamic feel.

Thank You!

Questions or Comments?