

ASD-W Literacy Team Initiatives November 2017

The goal of the ASD-W Literacy team is to build educator capacity in the following areas:

- planning for instruction and formative assessment based curricular outcomes and achievement standards
- creating cultures of literacy learning in classrooms and schools
- encouraging leaders to be the lead readers and writers in their classrooms and work environments
- implementing authentic reading and writing workshops in classrooms
- creating print rich environments where students have access to a wide range of diverse text (both print and digital)
- gathering evidencing through a variety of formative assessment tools to plan purposeful and responsive instruction based on immediate student needs and develop assessment-capable learners

Leads - 2017-18 – 26 in total

EST-L (Priority Delivery Unit) - 9

EST-L (K – 2) - 7

EST-L Coaches (K-12) - 8

School-embedded Instructional Coaches 2 (Saint Mary's Academy and John Caldwell School)

The role of the K-2 EST-L leads is 60% coaching (co planning/co teaching), 25% tier 2 intervention, 15% professional learning and planning.

With the new emphasis on K to 2, EST-L are working primarily with a classroom coaching model that endeavors to help teachers refine their use and understanding of balanced literacy components with daily formative assessment evidence to improve student learning.

The role of the EST-L coaches is to provide job embedded professional learning, supporting professional inquiry/action research, and leading special projects related to literacy.

The role of school embedded instructional coaches is to provide job embedded professional learning, support and refine teacher understanding of balanced literacy components and collection of formative assessment evidence to improve learning.

Initiatives to Support Teacher Capacity

New Teacher or New to Grade Level Support in Literacy K-12

- support teachers' knowledge of grade level curriculum outcomes, standards, approaches and assessment

Formative Assessment Tools

- Assessing Readers Grades 6-12 Support Document
- Enhancing Our Ability to Assess & Evaluate Student Reading K-2 and 3-5(placemats)
- Balanced Literacy Needs Assessment (revised)

Book Talks

- modeling book talks for teachers and students grades K-12
- promoting reading engagement with high interest titles

Supporting Striving Readers

- professional learning session for Grades 6 and 7 teachers
- Dawn Reithaug resources provided to Grades 6 and 7 literacy teachers and EST-R
- *The Reading Strategies Book* by Jennifer Seravallo provided to schools and introduced in a PL session
- professional learning sessions on increasing the volume of reading in Grade 9
- professional learning session on conferring with readers in Grades 6-12
- professional learning session on targeted reading strategies in Grades 6-8

Implementing Reading and Writing Workshop Grades 3-12

- professional learning session on using choice to increase reading engagement in Grades 9-12
- professional learning sessions on using writer's notebooks to improve the quality, quantity and joy in writing grades 3-5
- professional learning sessions on constructed response as a genre study grades 4 and 6

Beyond the Five Paragraph Essay

- teacher-developed inquiry-based genre studies for writing workshop Grades 9-12

Making and Writing

- professional learning in partnership with Brilliant Labs about writing, making, and documenting learning processes Grades 9-12

Windows and Mirrors Book Club

- examining diversity and representation in YA literature Grades 9-12

Professional Inquiry

- Visible Learning- documenting student reflections on their learning Grades 9-12
- Purposeful Play – valuing and documenting learning through play (Kindergarten)
- Teaching Reading in Small Group – strengthening the skills of teachers to meet the diverse needs in their classrooms (Grade one)
- Release time for all K-2 teachers to explore job embedded inquiry
- Supporting the inclusion and literacy instruction of EAL students in partnership with Shawn Allen-Vandertoorn – 3 schools
- Writing Continuum – facilitating schools in the process of developing and using writing continuums
- Guided Reading Refresh – targeting lesson planning to maximize effectiveness (Grade one)

Book Studies for Administrators

- *No More Reading for Junk* by Barbara A. Marinak and Linda B. Gambrell
- *Visible Learning for Literacy* by Douglas Fisher, Nancy Frey and John Hattie
- Other topics and titles TBD based on need and interest

Book Studies for Teachers

- *The Reading Zone* by Nancie Atwell and Anne Atwell Merkel
- *The Reading Strategies Book* by Jennifer Serravallo
- *The Writing Strategies Book* by Jennifer Serravallo
- *DIY Literacy* by Kate Roberts and Maggie Beattie Roberts
- *I Am Reading* by Cathy Collins and Matt Glover
- *Purposeful Play* by Mraz, Porcelli, Tyler
- *Notebook Know-How* by Aimee Buckner
- *Multiple Paths to Literacy* by Miriam Trehearne
- *No More Phonics and Spelling Worksheets* by Marcia Invernizzi
- *No More Letter a Week* by Rebecca McKay and William Teale
- *Writing Thief* by Ruth Culham
- *Learning from Classmates* by Lisa Eickholdt
- *Making and Tinkering with STEM* by Cate Heroman
- *Talking, Drawing and Writing* by Martha Horn and Mary Ellen Giacobbe
- *No More Low Expectations for English Learners* by Julie Nora and Jana Echevarria
- *The Literacy Teacher's Playbook Grades 3-6* by Jennifer Serravallo
- *Notebook Connections: Strategies for the Reader's Notebook* by Aimee Buckner
- Other topics and titles TBD based on need and interest

Afterschool Professional Learning (delivered to rural schools upon request)

- Using Images to Develop Critical Literacy Grades 6-12
- Creating Book Buzz Grades 6-12
- Formative Assessment K-5
- Developing Writing Continuums K-5
- Assessment Capable Learners K-5
- Visible Learning Practices for Literacy K-12
- The Dialogic Classroom K-12
- Expanding our Definition of Text and Making Meaning K-12
- Peer and Self-Assessment K-5
- Word Study K-5
- Reading Engagement K-5

#ShelfieTalk Twitter Book Study Chats

- *Disrupting Thinking* by Kyleene Beers and Bob Probst
- *Teaching Talk* by Kara Prankoff
- *No More Independent Reading Without Support* by Debbie Miller and Barbara Moss
- Spring title TBD

Book Relay

- Introducing Grades K-12 teachers to current fiction

Padlets of resources for educators:

- Becoming a Connected Educator
- Digital Literacy Grades 6-12
- Poetry Month
- Beyond the Five Paragraph Essay
- Creating Book Buzz
- Visible Learning
- Growth Mindset/Peer and Self-Assessment Read Alouds

November 2017

Update for the DEC regarding ASD-W Numeracy Initiatives 2017-2-18

- Education Support Teachers-Numeracy (EST-N) work collaboratively with the Numeracy Subject Coordinators to provide coaching, co-teaching and mentorship support to teachers. As part of the co-teaching component, the teacher and Lead reflect on what has been accomplished during their block together – what gains were made? What could be changed? What was most helpful during the block?
- Professional learning sessions included the following: Components of a Balanced Math Lesson, Collection of data to inform instruction, Differentiating lesson plans to meet the needs in the classroom, Using rubrics and report card guidelines for reporting periods, Key Skills and Target questions as assessment tool, and Interpreting Data, Using manipulatives in the classroom, Long and Short-term planning, Supporting Teachers new to mathematics, grade levels and combined classrooms and Navigating the Math portal Book studies. Professional learning has occurred to support the implementation of report cards K-8, and ways to enhance assessment practices.
- Review of the School Improvement Plans and Numeracy Goals of schools, along with Teacher Professional Growth Plans.
- Materials developed to support classroom teaching and learning. Re-visit Portal which involved edits, re-tagging and removal of dated material.
- Grade 9 Math Screener (WEC and OEC), and discussion surrounding graduation requirements for mathematics.

Focus on Grades 3-12

- ASD-W has 9 Math Leads supporting Grades 3-8 teachers, and 2 Math Leads for Grades 9-12.
- EST-Numeracy Leads working with educators on lesson planning, identifying and applying effective teaching strategies, utilizing data and formative assessment practices.
- EST-Numeracy Leads collaborating with EST-Resource on interventions and supports to assist students.
- Subject Coordinators supporting schools and collaborating on actions to support Numeracy goals as identified in School Improvement Plans and Teacher Growth Goals Plan.
- Subject Coordinators working with principals examining student achievement data, hypothesizing about the reasons students may not be learning to their potential, and developing and implementing strategies to improve.
- Promote student engagement and stretch learning opportunities for students (Math Competitions – such as Canadian Math League, Caribou Math, UNB Math Competition, Math Fairs, STEAM, Chess...)
- Discussions with administrators on best practices for timetabling/scheduling mathematics.
- Work with educators on assessment practices, use of rubrics, formative assessment to guide instruction and interventions.
- ASD-W Portal Site - complement of resources and support materials for educators.
- Grade 6 Intervention pilot with use of Leaps & Bounds and Dreambox Learning as resources.

- View All Site Content
- Primary (K-2)**
 - Curriculum and Planning
 - Instruction and Assessment
 - Professional Learning
- Elementary (3-5)**
 - Curriculum and Planning
 - Instruction and Assessment
 - Professional Learning
- Middle School (6-8)**
 - Curriculum and Planning
 - Instruction and Assessment
 - Professional Learning
- High School (9-12)**
 - Grade 9
 - Grade 10
 - Grade 11
 - Grade 12
 - Professional Learning

Numeracy Portal site designed with three categories: Curriculum and Planning, Instruction and Assessment, and Professional Learning.

Resources can be sorted by grade levels.

Middle School - Curriculum and Planning

Numeracy Resources

Type	File	Name	Grade	Activity Type	Gr 6 Outcomes/Units	Gr 7 Outcomes/Units	Gr 8 Outcomes/Units
No	1N9 2N9 3N10 4N5 5N3 6N3	Operation Strategies	1; 2; 3; 4; 5; 6	Whole Class Instruction	6N3		
No	3N13 4N8 5N7 6N4	Using Number Sense to Compare Fractions	3; 4; 5; 6	Whole Class Instruction	6N4		
No	4N10 5N9 6N4 7N4	Identify Fractions and Decimals on a Number Line	4; 5; 6; 7	Whole Class Instruction	6N4	7N4	
No	4N5 4N8 4N9 5N3 5N7 5N8 6N1 6N4 6N5	Common Misunderstandings	4; 5; 6	Whole Class Instruction	6N1; 6N4; 6N5		
No	5N3 5N4 6N3	Multiplication Fact Fluency Using Doubles	5; 6	Whole Class Instruction	6N3		
No	6 Mental Math Strategies		6	Mental Math			
No	6N Achievement Indicators and Outcomes		6	Whole Class Instruction	6N1; 6N2; 6N3; 6N4; 6N5; 6N6; 6N7; 6N8; 6N9		
No	6N8 Division Strategies for Wall		6	Templates	6N8		
No	6PR Outcomes and Achievement Indicators		6	Whole Class Instruction	6PR1; 6PR2; 6PR3; 6PR4		

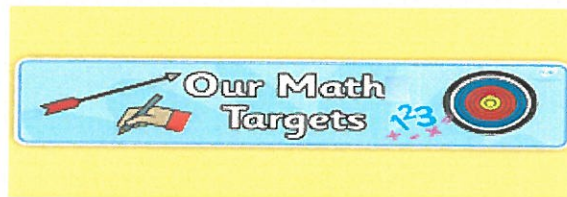
Highlights of the K-2 Math Improvement Plan:

- Most of the ASD-W K-2 teachers have been trained, and are using the Math Improvement resources to inform instruction and delivery.
- As this initiative grows, a cohort of grade 3 teachers have been trained to field test the Math Improvement materials for Grade 3.
- Math portal site available for K-2 teachers, trained grade 3 teachers, Administrators and Resource teachers that contain Yearly Curriculum Outcome Plan, Readiness, Grade Level and Stretch Tasks along with other resources
- Teaching and Co-teaching goal of 75% of time within classrooms

Benefits of K-2 Leads:

- Ongoing support
- Consistent resources being used
- Consistent use of math vocabulary
- Horizontal and vertical team discussions
- Use of formative assessment items to inform instruction
- Common goals
- Tasks available to assist in identifying individual needs
- Weekly conference calls with leads to discuss celebrations and concerns.
- Recommendation of resources to teachers
- Recording and tracking data in an excel spreadsheet
- Use of math models

Monthly Math Tip Sample



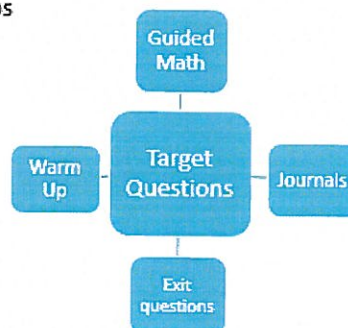
ASD-W has a bank of target questions available on the portal to be used for formative assessment. This is a valuable resource compiled *by* math teachers *for* math teachers.

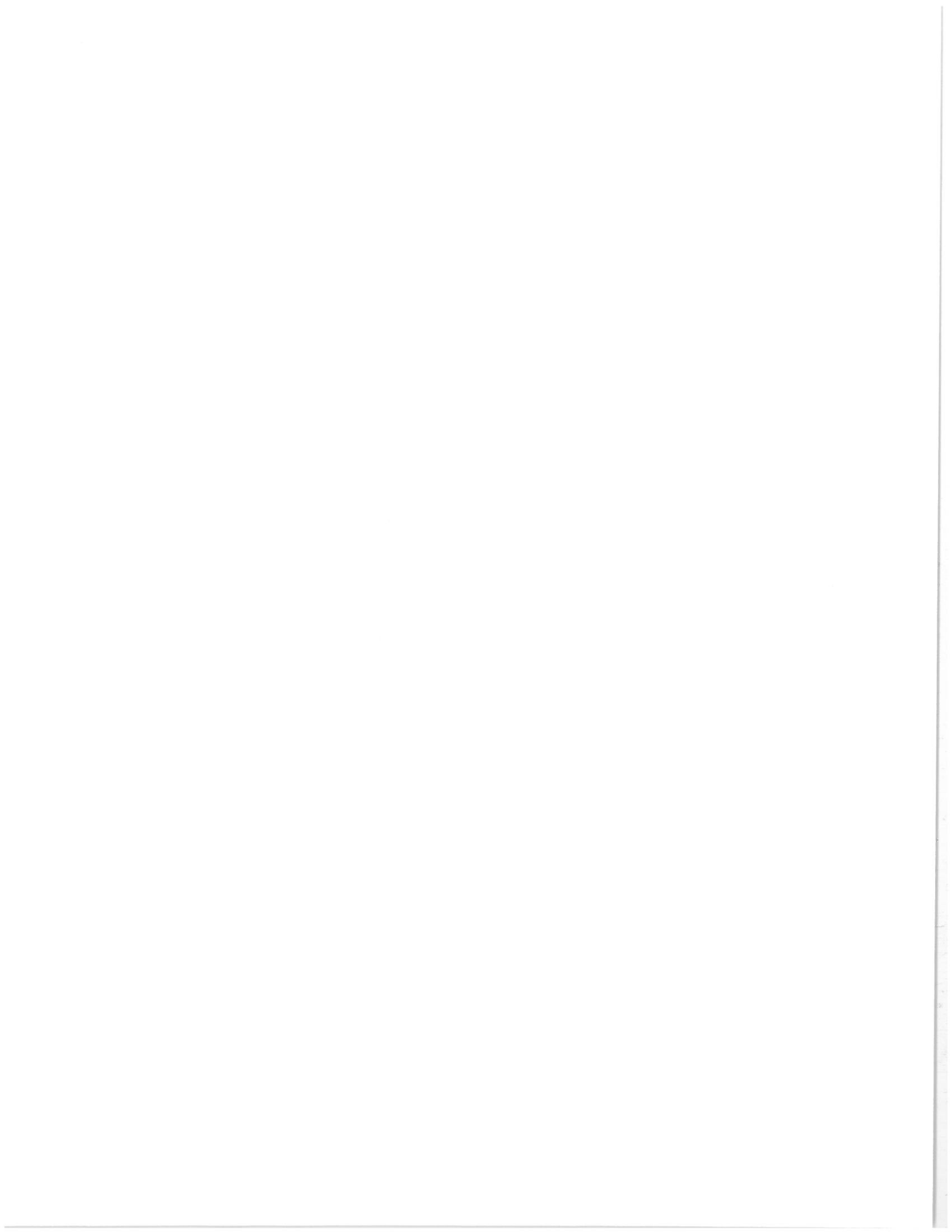
- Math assessment questions are available for every outcome *and* every achievement indicator.
- K-2 targets are organized as appropriate and strong achievement.
- Grades 3-8 targets are organized as basic, mid-range and high-level questions.
- Use target questions for weekly formative assessment.

What is your learning target for the week?

Carefully select, cut and paste specific questions to use as formative assessment through the use of:

- Guided math groups
- Warm-ups
- Journal questions
- Exit questions





Strategies to Foster and Promote Excellence in Science Education November 2017

The 2017/2018 school year, marked a shift in science education with the development of a Grade 3-10 Transitional Science Topic Guide from EECD. This Transitional Topic Guide is voluntary for the 2017/2018 school year and focuses teacher's explorations in Science to two knowledge strands (historically 4 knowledge strand per grade were explored), while providing more freedom and flexibility for teachers to engage students in inquiry, problem-solving and decision-making. This approach to teaching and learning will allow teachers to increase their focus on science skills and the application of knowledge. This shift aligns with our District Improvement Plan as it aims to increase student engagement by increasing student voice and will provide greater opportunities for formative assessment through observations and conversations.

2017/2018

Professional Learning:

Science and French Literacy PL Gr 3-10 – a collaborative French Second Language and Science PL focusing on explore ways of embedding Scientific and French Literacy into classroom activities and practice as we transition towards a competency and skills based approach to science education. Teachers had the opportunity to collaborate with Subject Coordinators, Leads, and peers to develop engaging lessons which can be immediately applied to their classroom practice. Ongoing PLCs will help teachers plan and implement additional lessons throughout the year.

- **October 16th** – **WEC Elementary Teachers Gr 3-5**
- **October 18th** – **WEC Middle School Teachers Gr 6-8**
- **October 19th** – **FEC Elementary Teachers Gr 3-5**
- **October 20th** – **WEC High School Teachers Gr 9-10**
- **October 27th** – **FEC/OEC High School Teachers Gr 9-10**
- **October 30th** – **FEC/OEC Middle School Teachers Gr 6-8**
- **November 6th** – **OEC Elementary Teachers Gr 3-5**

This work will form the foundation for the embedded support of Leads throughout the school year.

Embedded Science support over 2 week visits, with return visits later in the year, at 18 “focus” schools (9 Elementary, 9 Middle across all 3 Education Centres). Schools were initially selected based on feedback from Leads and debriefs with school Administrators. “Focus schools” were re-visited following the release of the 2015/2016 Grade 6 Science Assessment data and some Middle schools were added/removed based on this additional information:

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| <ul style="list-style-type: none">○ Elementary “Focus” Schools:<ul style="list-style-type: none">▪ Meduxnekeag Consolidated School▪ Bristol Elementary School▪ Bath Elementary School▪ Stanley Consolidated School▪ Keswick Ridge School▪ Gibson-Neill Memorial School▪ Gagetown Elementary School▪ Cambridge Narrows Community School▪ Hubbard Avenue Elementary School | <ul style="list-style-type: none">○ Middle “Focus” Schools:<ul style="list-style-type: none">▪ Meduxnekeag Consolidated School▪ Nackawic Middle School▪ Hartland Community School▪ Devon Middle School▪ Nashwaaksis Middle School▪ Sunbury West Community School▪ George Street Middle School▪ Stanley Consolidated School▪ Keswick Valley Memorial School |
|---|---|

Although “focus schools” have been identified to maximize capacity building and the impact to staff and students, there remains flexibility within our schedule to support additional schools, as needed.

The science support team is also once again “taking over” 2 Middle schools (Saint Mary’s Academy and Perth Andover Middle School) in partnership with the Phys Ed, Fine Arts, Social Studies, and Skilled Trades Subject Coordinators and Leads. This experience is focused on developing lessons built around a universal design approach and focused on formative assessment and student engagement and voice – two Goals of the District Improvement Plan. Leads and Subject Coordinators facilitate 3 lessons, 2 hours each for a total of 6 hours, while the teachers have an opportunity to visit the classrooms and see what this approach looks like in various disciplines.

Community partners – continue to build partnerships with community members and agencies (UNB, Science East, Meduxnekeag River Association, Brilliant Labs, etc.) to engage students in science focus learning opportunities.

District-wide STEAM Expo – as we move towards engaging all students in engaging Science Technology, Engineering, Art and Mathematics projects and learning environments, ASDW will hosting the STEAM Expo in Woodstock this year with the goal of cycling annually through all Education Centers.

Provincial Science Subject Coordinator Collaboration – throughout the year the 4 Science Subject Coordinators and Leads meet to discuss common themes that emerge within our own contexts and brainstorm strategies to support teachers and administrators with these issues.