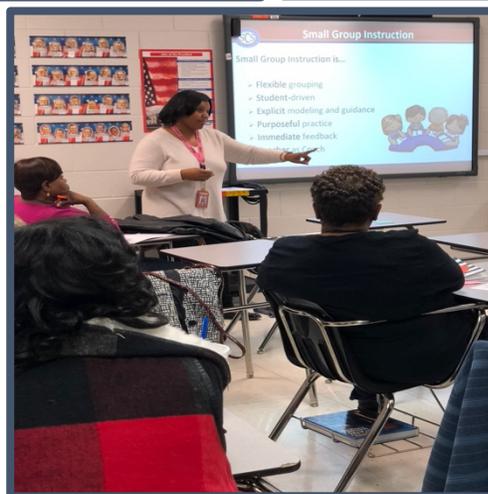




FOUNDATIONAL LITERACY LAUREATE GUIDE 2020-2021



EARLY LITERACY

Why the Foundational Literacy Laureates program?

Shelby County Schools believes proficiency in literacy is the foundation of all learning, and we are committed to making that a top priority for students. Strengthening Early Literacy is the district's **#1** priority of Destination 2025. The District provides additional coaching and development for K-2 classroom teachers via the Foundational Literacy Laureates program. Foundational Literacy Laureates (FLLs), a subset of 89 elementary classroom teachers, have been mobilized to coach their K-2 teacher colleagues in best practices for teaching foundational literacy. To strengthen FLLs' content knowledge and build their capacity to support their colleagues, the SCS Early Literacy Team designs and facilitates a seven-module series of intensive year-long foundational skills professional development.

How will the Early Literacy Advisors support FLLs throughout the school year?

The Advisor will be the primary person of contact for the FLL to support K-2 colleagues, 2nd grade paraprofessional and to fulfill the requirements of the Laureate Agreement. The chart below outlines support provided by the Advisor in the areas of coaching, professional development, learning walks (informal observations), and resources.

Coaching Support	Provide support to the Foundational Literacy Laureates <ul style="list-style-type: none"> • Observation, actionable feedback, and aligned support • Model effective best instructional practices • Co-teach foundational skills lessons • Lead collaborative planning sessions • Provide support to FLLs and/or Co-facilitate school-based PD • Assist FLLs with capturing quality foundational skills lessons
Professional Development	Design and facilitate high quality professional learning experiences <ul style="list-style-type: none"> • Foundational Literacy Laureates - Yearlong Foundational Skills Module Series • K-2 Teachers - Yearlong Foundational Skills PD in 7 Modules
Literacy Learning Walks	Participate in Foundational Skills Quality Reviews, Zone Walks, Equity Walks <ul style="list-style-type: none"> • Identify school- and district-wide patterns and trends in foundational skills instruction • Engage in collaborative dialogue about instruction and improvement • Serve as a source of support for resulting action steps
Resources	Design, recommend, and disseminate quality resources to improve Foundational Skills instruction and intervention <ul style="list-style-type: none"> • District publications (e.g., Framework, IPG Look Fors, Non-negotiables, Literacy Everywhere Brochure, etc.)

	<ul style="list-style-type: none"> • Strategy Guides • Newsletters • Early Literacy Website http://www.scsk12.org//earlyliteracy/
	Other duties as assigned by the Senior Manager of Early Literacy and the Chief Academic Officer

Early Literacy Goals

Goal #1: By June 2021, Laureates' knowledge of Foundational Literacy standards and instructional practices increase by 10% or higher from pre- to post- end of module assessments.

Measure: End-of-module CFUs/assessments

Goal #2: By June 2021, at least 60% of Laureate support to schools encompass the three high yielding coaching practices: modeling, co-teaching, and observation/feedback.

Measure: Laureate support logs

Goal #3: By June 2021, 80% of observed K-2 classrooms implement the three major components (whole group, teacher-led small group, workstations) of comprehensive literacy instruction

Measure: Foundational Literacy Quality Reviews (FLQRs) as captured using the K-2 Foundational Literacy Walkthrough Tool

Goal #4: By June 2021, SRA-instructed students achieve an average Diagnostic Gain of 20% or higher, as measured by the RHE Skills Gains Report.

Measure: Reading Horizons Elevate Skill Gains Report

Goal #5: By June 2021, 2nd grade paraprofessionals will achieve an attendance rate of at least 80% for monthly professional learning experiences.

Measure: PLZ Attendance reports

Objectives

Strengthen Laureate Expertise	Build Laureates' Capacity to Support Colleagues
<ul style="list-style-type: none"> • Complete Yearlong Foundational Skills PD 	<ul style="list-style-type: none"> • Model effective best practices • Co-plan or lead collaborative planning sessions

<ul style="list-style-type: none"> • Facilitate District PD (upon request) in foundational skills • Reflect and respond to feedback on instructional practices • Communicate and collaborate with other Laureates 	<ul style="list-style-type: none"> • Co-teach foundational skills lessons • Participate in Learning Walks (ILT) • Facilitate school-based PD • Select appropriate resources and materials
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Expectations **Foundational Literacy Laureates should be the literacy leader in their building; supporting teachers and administration with best practices in early literacy.**

What is the role of the Foundational Literacy Laureate (FLL)?

The role of the foundational literacy laureate is to operate a "model classroom" for foundational skills instruction and support K-2 colleagues with instruction, strategies, and quality, aligned resources around foundational literacy. Additional support should be rendered through school-based professional learning sessions.

What are the FLL yearly expectations?

FLLs should document 40 support hours, capture and reflect on 2 or 3 foundational literacy videos, and attend all foundational skills module training sessions. Please note other tasks may be assigned.

How should FLLs support K-2 teachers in their building?

FLLs can provide support in the following ways:

- Facilitate and/or manage school-based PD in foundational skills
- Facilitate District PD (upon request) in foundational skills
- Participate in Learning Walks with the school’s Instructional Leadership Team (ILT)
- Serve as a resource to school admin/ILT in the area of Foundational Literacy/Skills
- Participate in Learning Walking with the District Early Literacy Advisor at your school site
- Attend District Early Literacy PD sessions and provide logistical support as needed
- Model and/or co-teach effective best practices in foundational skills instruction in a variety of settings (whole & small group)
- Assist teachers with understanding and implementing TN Academic Standards for Reading Foundational Literacy
- Assist teachers with continued implementation of the District’s Foundational Literacy curriculum, Wonders
- Capture and share quality foundational literacy lessons *(It is understood that all captures will be utilized for various Professional Development purposes.)*

How many support hours are expected to be documented?

Each FLL is expected to document 40 support hours throughout the school year.

How can support hours be gained?

A specific number of hours has been assigned to each of the below support areas. The hours at the end of the support area are designations for the credit hours a laureate may earn for engaging in that support. The hour designation does NOT mean you have to engage in that support for that number of hours. We recommend at least 20 hours of school-based support are documented each semester.

- Model effective foundational skills instruction and/or strategies - **3 hours**
- Facilitate or co-facilitate school-based PD on foundational skills (PLC and/or faculty meetings) - **3 hours**
- Support your school's ILT with CPL development and implementation - **2 hours**
- Co-plan or lead collaborative planning sessions for foundational skills - **2 hours**
- Co-teach foundational skills lessons with your K-2 colleagues - **3 hours**
- Assist with analyzing student data to make decisions about foundational skills instruction - **1 hour**
- Assist with planning and delivering parent training involving foundational skills - **3 hours**
- Compile and share appropriate materials, resources, and activities utilized during the foundational skills block - **1 hour**
- Review Logs and Support Instruction with 2nd Grade Paraprofessional - **1 hour**
- DLD Planning, Practice, and Facilitation - **8 hours**
- Observation with a Coaching Conversation - **1 hour**
- Complete special projects and assignments - **hours vary**

How should the FLL support 2nd grade paraprofessionals?

Foundational Literacy Laureates undertake a major role in Shelby County Schools' Third Grade Commitment. They are the liaison between second grade paraprofessionals and the Early Literacy Team. FLLs provide paraprofessionals with:

- best practices for small group instruction
- strategies for small group management
- additional resources to support fragile learners

FLLs can model these interactions through small group instruction. Additionally, they can answer any pertinent questions paraprofessionals may have regarding foundational skills instruction. FLLs are a cornerstone as students transition from learning to read in grades kindergarten through second, to reading to learn in grades third through fifth.

Support Logs

Support Logs are running records of support provided on the school level by the Foundational Literacy Laureate.

Where can I find the Support Log?

The Support Log will be emailed to you by your Early Literacy Advisor in a Microsoft Form.

Do I have to do everything listed in the Support Focus Area?

No. You may support in any of the areas listed—not necessarily all areas. The support should be based on your school’s needs.

Do I have to render support the number of hours listed at the end of each support area?

No. The hours at the end of the focus area are designations for that support.

- 1 PD session = 3 hours credit
- 2 PD sessions = 6 hours credit

How can I get a copy of my support entries? Your Early Literacy Advisor will provide your support log on the following dates: October 31st, December 11th, March 5th, & May 7th.

However, Laureates are strongly encouraged to keep a personal log of support rendered.

Can an entry be deleted in order to edit and resubmit? No. Once an entry has been logged into the electronic database, Laureates can neither delete nor edit. If there are any errors in the log entry, Laureates must notify their Early Literacy Advisor.

If I present during PLCs for K-2 at different times, do I put just 3 hours or 9? If you present similar content, enter this PLC support as 3 hours. You would only enter PLC support as 9 hours if the content, presentation, or topic was completely different for each grade level.

How often should I update my support log? We suggest you log the support hours once you complete the targeted support. Waiting until the end of the semester to enter support is NOT recommended.

Video Captures

Video captures provide the district’s teachers with exemplars of classroom foundational skills instruction.

How many videos do I have to capture?

Each laureate must record 2 or 3 **separate** videos capturing each of the following components of the foundational skills block: Whole Group Explicit Instruction, Literacy Workstations, and Teacher-Led, Small Group Instruction.

Do I video myself or other teachers?

Video captures must reflect **you** delivering foundational literacy instruction.

What do I do if I do not have a K-2 class?

You may video yourself teaching a colleague’s class. Make it an opportunity for colleagues to observe you modeling instruction.

What type of equipment do I use?

Keep it simple! You may use an iPad, swivel device, or Smart phone, etc. If capturing your video using a tablet or Smart phone, film the video in landscape.

How do I acquire an iPad?

First check with your school admin, Media Specialist, or PLC coach. Many schools have District iPads available for capturing videos. Then, contact us if you do not have one.

Who will have access to our video captures?

Only members of our Early Literacy Team (or Laureate designees) will view the videos. However, they may be used by the District at a later time. (see Agreement)

Will I receive feedback from my video captures?

As part of reflective practice, you will receive feedback from our team.

Can I submit more than one capture of a particular lesson segment?

Yes. However, do not delete any videos that have received feedback.

Can I capture and send all videos at one time?

No. Please adhere to the submission schedule.

Where do I upload each video capture?

Each Laureate will receive an invitation (via email) to a personalized folder labeled: *school name, FLL last name, Video Captures*, from their assigned Early Literacy Advisor.

How should each video capture be labeled?

Each video should be labeled in the following format: *school name, FLL last name, Video Captures*. Ex: *Keystone ES_Biggs_Literacy Workstations*.

How should I record the video?

All videos should be recorded in landscape mode. Ensure your video captures the focus of the assigned video capture. For example, if you are submitting a literacy work stations video, the video should show a snippet of students engaged at each workstation.

How long should the video be?

Video lengths vary according to the type of lesson. Please adhere to the time allocations in the curriculum.

Whole Group/Explicit Instruction

Literacy Workstations

Teacher-Led Small Group Instruction

For small groups and literacy stations, do we need to capture the rotation process? Yes.

The systems, routines, and procedures are critical to effectively implementing literacy workstations.

Stipends

Foundational Literacy Laureates are awarded a stipend each semester for their diligence in improving early literacy instruction.

When will I receive the stipend?

Once the required support has been entered and it aligns with the Laureate Stipend Agreement, the \$1500 stipend will be dispersed. Typically, this is in the months of December and June. However, the dates are subject to change.

Modules

Modules are the manner in which professional development will be provided to each Foundational Literacy Laureate.

How many modules must I complete?

Year 1 Laureates -7 modules

Year 2 Laureates -7 modules

Year 3 Laureates -5 modules

How do I make-up modules missed?

Each make-up module is in PLZ. The make-up modules include observation of Powerpoint video, written (typed) responses to module items, and submission of the responses to EarlyLearningTeam@gmail.com. You will have 2 weeks to complete the make-up modules.

PD for 2020-2021 School Year

	Date	Session & Topic
Year 1 Laureates	Summer 2020	Module #1 -Walkthrough Tool & Laureate Expectations
	September 2020	Module #2 -Phonological Awareness & Module #3 -Print Concepts
	October 2020	Module #4 -Phonics
	November 2020	Module #5 -Word Recognition
	January 2021	Module #6 -Word Composition
	February 2021	Module #7 -Fluency
	March 2021	Spring Convening

	Date	Session & Topic
Year 2 Laureates	Summer 2020	Module #1 -Walkthrough Tool
	September 2020	Module #2 -Phonological Awareness & Module #3 -Print Concepts
	October 2020	Module 3: Phonics and Word Recognition
	November 2020	Module #4 -Word Composition
	January 2021	Module #5 -Sentence Composition
	February 2021	Module #6 -Vocabulary Acquisition
	March 2021	Module #7 -Coaching for Success

	Date	Session & Topic
Year 3 Laureates	August 2020	Setting the Stage for Year 3
	September 2020	Coaching Strategies Part I
	October 2020	Fragile Learners
	November 2020	Vocabulary Acquisition II
	January 2021	Coaching Strategies Part II
	February 2021	Laureate Continuum
	March 2021	Laureate Continuum
April 2021	Laureate Continuum	

Additional Tasks

In addition to being the literacy leader in your school building, laureates are expected to engage in other activities during the school year such as:

- special school-based facilitation of particular topics
- champion foundational literacy with administration
- support all K-5 teachers with foundational skills instruction
- special Early Literacy projects (i.e., continuum work, response to surveys, second grade paraprofessional support & observations)

District Learning Day (DLD)

The Office of Early Literacy is responsible for ensuring adequate facilitation of the foundational skills content during District Learning Day. The Early Literacy Team's goal is to provide K-2 teachers with an exceptional professional learning experience. Our team relies on Foundational Literacy Laureates for facilitating a foundational skills session. We want our K-2 teachers leaving our District Learning Day sessions equipped with the knowledge they need to provide high quality foundational skills instruction aligned to the Tennessee Academic Standards.

Facilitation Protocol

Call to Duty

The Early Literacy Department will communicate with Foundational Literacy Laureates via email for a "Call to Duty." This call provides Laureates with the opportunity to support the Early Literacy Team by facilitating a K-2 FS session on District Learning Day. Laureates will submit a brief survey showing their interest in presenting for DLD. Once Laureates respond to this call, they will receive correspondence from the Early Literacy Team. The Early Literacy Team will create/design the presentation and review it with the facilitators in prep sessions.

Laureates will receive a total of **8 hours** for engaging in this work. The hours are for preparation only. Because DLD attendance is required by the District, Laureates will not be able to enter presentation hours.

Informing School Building Administration

School building administrators will be contacted by the Early Literacy Department to notify them that their building's Foundational Literacy Laureate has been selected as a DLD Facilitator for literacy. This speaks volumes about his/her content knowledge and leadership abilities. School leaders should understand this is a huge undertaking, and that the selected Laureates will represent their school and our District during DLD.

This communication is also imperative in order for principals to understand there is a possibility Laureates will be out of the building (half-day) or need to leave early for

preparation sessions. If this is the case, a sub code will be provided to cover the expense of a substitute. Administrators will also receive a meeting schedule.

DLD Preparation Sessions

Information Session

The Laureate's attendance at the information session is considered confirmation of their willingness and commitment to exemplify leadership in this pertinent district role. During the information session, the Early Literacy Team will outline the details leading up to DLD, including DLD logistics, criteria, Power Points, and the planning schedule. Participants will also know the importance of the role as a District presenter, understand the requirements of a District presenter, and sign the presenter criteria agreement. Presenter Criteria information can be found on the following link: [Presenter Criteria](#)

Presentation Experience

During the Presentation Experience, Laureates will experience and engage in the K-2 DLD presentation's content and activities. FLL's will have an opportunity to experience the presentations by observing members of the Early Literacy Team present and explain the content. FLL's will discuss the content and ask any clarifying questions.

Presentation Practice

During the Presentation Practice, Laureates should be prepared to present the entire presentation. Laureates will be given a section or slides to present. The Early Literacy Team and Laureate peers will provide feedback based on the Presenter Criteria.

At this session, the Early Literacy Team may share any final changes to the presentation. Laureates can use this time to create any materials needed to successfully present the PowerPoint.

DLD Communication

Laureates will receive correspondence from the Early Literacy Team with information regarding DLD sites, facilitator arrival times, checking in, participant sign-in sheets, greeting participants, lunch times, room numbers, technology (speakers, laptops, clickers) and other pertinent information (changes such as room numbers, presenter changes, DLD Certificate of Attendance, participant DLD surveys, etc). Presenters should be sure to secure their own laptop and any other items that are needed for the presentation (speakers, clickers, dongles, etc).

Appendix

K-2 Walkthrough Tool

Paraprofessional Walkthrough Tool



K-2 Foundational Literacy Walkthrough Tool

Teacher Name & School:	Grade:	Date:	Start & End Time:	Observer:
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The SCS K-2 Foundational Literacy Walkthrough Tool describes the expectations for foundational literacy teaching and learning during the 120-minute block. With attention to the District-wide Instructional Practices, the components and indicators on this tool align with best practices for effective foundational literacy instruction.

Observed (✓)	Description	Comments
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COMPONENTS: Whole Group Instruction

NOTE: The whole group components indicated on this tool are not listed sequentially. The sequence of instructional components may vary.

<input type="checkbox"/>	Explicit Phonemic Awareness Instruction	
	Teacher models orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).	
	Teacher engages students in guided practice of orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)	
	Students collaboratively practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)	
	Students independently practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)	
<input type="checkbox"/>	Explicit Phonics Instruction	
	Teacher models associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes)	
	Teacher engages students in guided practice of associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in <i>reading</i> and <i>writing</i> activities (in and/or out of context)	
	Students collaboratively practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in <i>reading</i> and <i>writing</i> activities (in and/or out of context)	
	Students independently practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in <i>reading</i> and <i>writing</i> activities (in and/or out of context)	
<input type="checkbox"/>	Structural Analysis	
	Teacher models breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings	
	Teacher engages students in guided practice of breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings	
	Students collaboratively practice breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings	
	Students independently practice breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings	
<input type="checkbox"/>	Spelling Instruction	
	Teacher models applying knowledge of letter-sound correspondence to spell prescribed words	
	Students practice applying knowledge of letter-sound correspondence to spell prescribed words (orally and/or in writing)	
<input type="checkbox"/>	High-Frequency Words Instruction	
	Teacher models reading, spelling, and writing HFWs (in and out of context)	
	Teacher engages students in guided practice reading, spelling, and writing HFWs (in and out of context)	
	Students collaboratively practice reading, spelling, and writing	



K-2 Foundational Literacy Walkthrough Tool

	HFWS (in and out of context)	
	Students independently practice reading, spelling, and writing HFWS (in and out of context)	
<input type="checkbox"/>	Explicit Grammar Instruction	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in <i>speech</i> .	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in <i>reading</i> .	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in <i>writing</i> .	
<input type="checkbox"/>	Working with Decodable Readers (Grade 2 only)	
	Teacher models fluent reading	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal comprehension questions	
	Teacher reviews high frequency words	
	Teacher reviews the words and letter-sounds for the phonics skill	
	Students partner read with a focus on fluency	
COMPONENTS: Small Group Instruction		
<input type="checkbox"/>	Teacher-Led Instruction - Text Reading Lesson	
Choose the text used during observation	<input type="checkbox"/> Leveled Reader <input type="checkbox"/> Decodable Reader <input type="checkbox"/> Other _____	
	Teacher models fluent reading	
	Teacher references/models word attack strategies (segmenting & blending, chunking word parts, rereading, etc.)	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal questions about informational or literary texts (about characters, setting, events, key ideas & details)	
	Students practice their knowledge of vocabulary in context or out of context	
	Students are engaged in close reading activities	
	Students practice applying their knowledge of foundational skills in purposeful <i>writing</i> activities	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	Teacher-Led Instruction - Skills-Focused Lesson	
	Teacher introduces/explains skills explicitly and directly	
	Teacher models/demonstrates skill application	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	Literacy Work Stations or Centers	
	Students engage in tasks <i>strategically</i> aligned to the current/previously taught literacy skills	
	Stations address literacy skills and strategies (PA, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies)	
	Station tasks maintain student engagement for the allotted time & additional tasks are available for early finishers	
	Teacher briefly circulates at the beginning/during stations to ensure accurate student practice.	
Yes/Mostly/Somewhat/No	<i>Description</i>	<i>Comments</i>
	Appropriate Time Allocated for the Comprehensive Literacy Block (120 minutes)	
	Standards/Objectives (instruction and tasks are grade	



K-2 Foundational Literacy Walkthrough Tool

	appropriate)	
	Engagement/Multi-sensory Strategies (movement, games, activities, songs, chants, digital tools, word cards, etc.)	
	Monitor Progress/CFU (hand signals, exit tickets, questioning, response boards, learning reflection, TPS, etc.)	
	Tools & Resources used are grade-appropriate and aligned to the curriculum	

NOTES: