



# Leveraging the Literacy Leadership of the **Laureate & 2<sup>nd</sup> Grade Paraprofessional**

Early Literacy Department  
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# Early Literacy



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# Virtual Norms

- Make sure you are in a quiet area.
- **Mute** your microphone when you are not speaking.
- When speaking, keep your points clear and concise.
- Use the **chat** feature to capture questions, when possible.
- Use the **Raise Hand** feature to signal that you'd like to comment verbally during the session. Once you've been called to share, please lower your hand.



# Objectives

Leaders will

- **Know** the roles and responsibilities of the Foundational Literacy Laureates and 2<sup>nd</sup> Grade Paraprofessionals
- **Understand** how to the best leverage the knowledge and skills of the Foundational Literacy Laureates and 2<sup>nd</sup> Grade Paraprofessionals
- **Be able to** provide clarity to school staff regarding the expectations for Foundational Literacy Laureates and 2<sup>nd</sup> Grade Paraprofessionals and determine how school teams can support their work

# Agenda

## I. Foundational Literacy Laureates

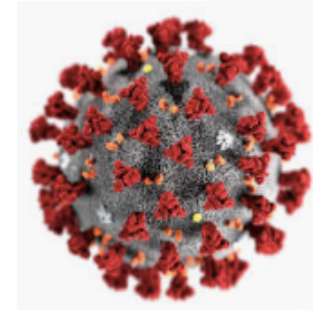
- a. Roles, Responsibilities, Expectations
- b. Stipends
- c. District-level Support
- d. School-level Support
- e. Remote Learning

## II. Second Grade Paraprofessionals

- a. Roles, Responsibilities, Expectations
- b. District-level Support
- c. School-level Support
- d. Remote Learning

# Icebreaker

Give yourself **1 point** for each thing you have done since the **Coronavirus pandemic** began.



## “Never Have I Ever” COVID EDITION

- |                          |                                     |
|--------------------------|-------------------------------------|
| 1. Had a haircut         | 8. Gone to the beach                |
| 2. Eaten in a restaurant | 9. Been on a plane                  |
| 3. Had a manicure        | 10. Gone to a movie                 |
| 4. Had a pedicure        | 11. Gone to a mall                  |
| 5. Gone to a bar         | 12. Been to a party                 |
| 6. Visited a friend      | 13. Went on a vacation              |
| 7. Stayed in a hotel     | 14. Hugged/shook hands with someone |

Super Speedy Sight Words  
Grade Level: K, FL, PWR. 3  
Subskill: c

# Foundational Literacy Laureates

Shaneena Stinson-Rolle  
Reading Specialist

Sheila Carson  
Reading Specialist

# Laureate Selection criteria

- The 2020-2021 Foundational Literacy Laureates (FLLs) represent a subset of classroom teachers who possess
  - **strong knowledge** of foundational skills instruction and strategies;
  - **in-depth understanding** of the TN Academic Standards for Reading Foundational Literacy; and
  - proven ability to **coach, support, and guide** teacher colleagues in best practices for teaching foundational literacy.
- Elementary and K-8 schools should selected a Laureate based upon a set of established criteria that includes the aforementioned, as well as, evidence of effective teaching as measured by **TEM, TVAAS, and Fastbridge data**.



# Laureates as Leaders of Literacy

## Key Characteristics

- Purpose-driven instructional leaders
- Facilitators of adult learning
- Change agents
- Growth minded



# Laureate Purpose & Objectives

- The purpose of the Laureate initiative is to improve overall literacy rates in the primary grades.
- The role of the Laureates is hinged upon two essential bodies of work.
  - **Training** teacher colleagues
  - **Supporting** teacher colleagues

# Scope of Work

## **Strengthen Laureate Expertise**

- Complete Yearlong Foundational Skills PD
- Facilitate District PD (upon request) in foundational skills
- Reflect and Respond to feedback on instructional practices
- Communicate and collaborate with other Laureates

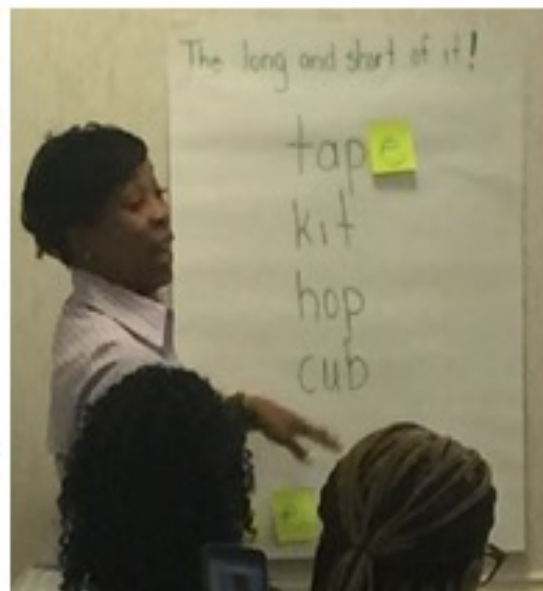
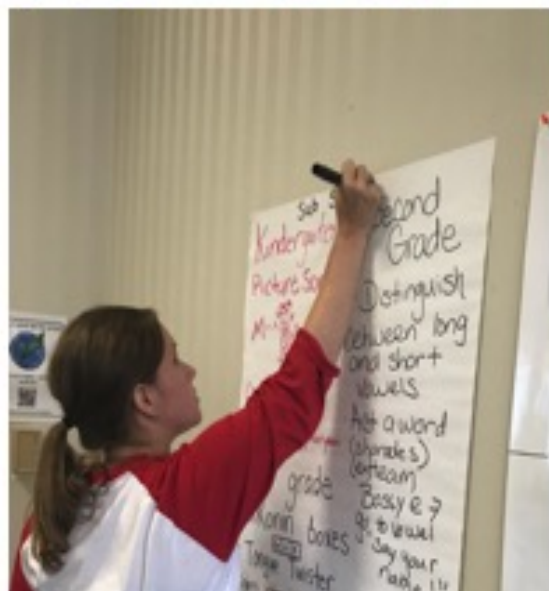
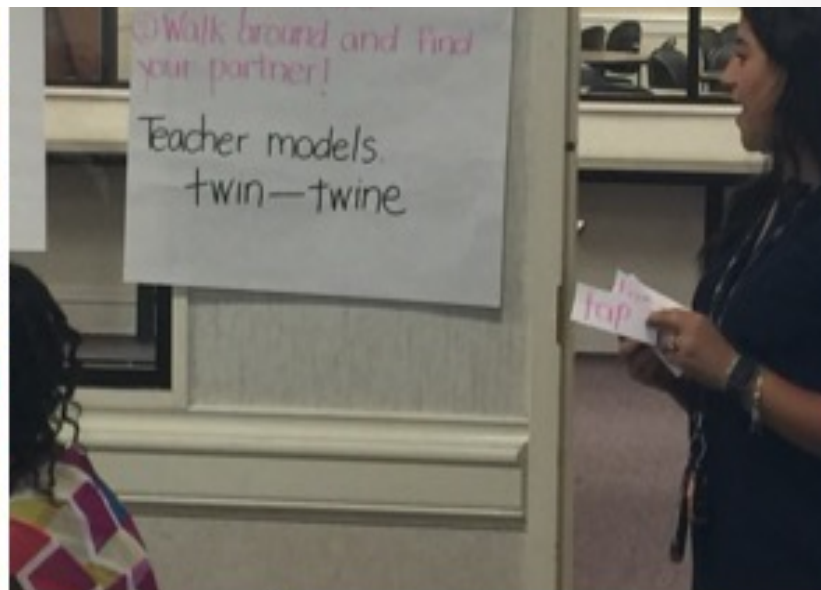
## **Build Laureates' Capacity to Support Colleagues**

- Model effective best practices
- Co-plan or lead collaborative planning sessions
- Co-teach foundational skills lessons
- Participate in Learning Walks (ILT)
- Facilitate school-based PD
- Select appropriate resources and materials

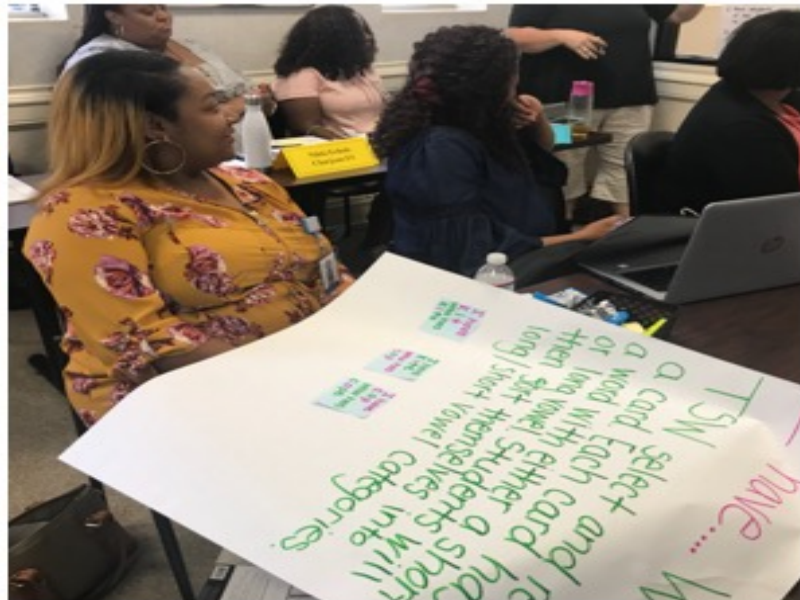
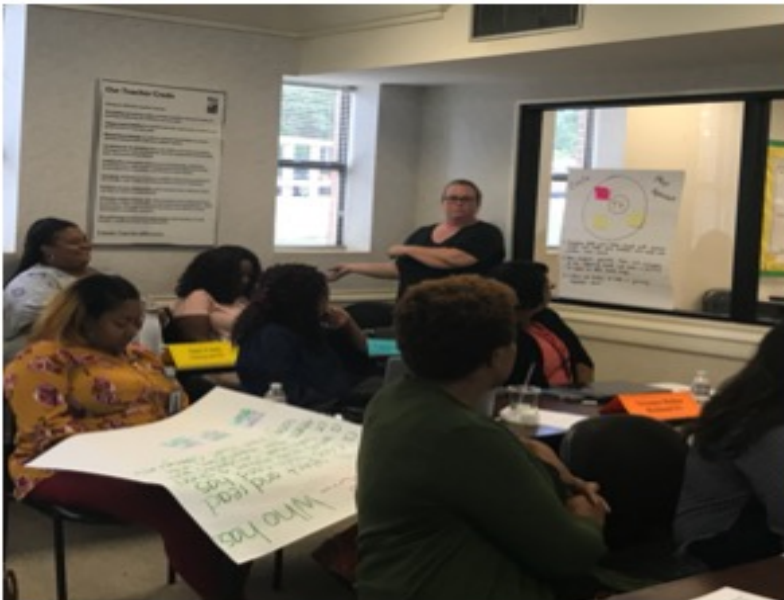
# Professional Learning

- Laureates engage in **5 - 7 modules** of intensive foundational skills training.
- The Early Literacy Team **customizes and facilitates the modules** for each year of service. (Year 1, Year 2, Year 3)
- Each module encompasses segments that explains **"Ways to Support Fragile Learners"** and **"How to Support Colleagues."**
- These segments offer specific details, strategies, activities, and techniques that Laureates can utilize when supporting teachers and striving students.

# Laureate Learning Experiences



# Laureate Learning Experiences



# Stipends

Laureates who fulfill the expectations of the role earn a stipend amount of \$3000.

\$1500 – first semester, late December – mid February

\$1500 – second semester, late July

# Stipend Requirements "At a Glance"

Year 1 Laureates	Year 2 Laureates	Year 3 Laureates
<ul style="list-style-type: none"><li>▪ Attend Summer PD (July 28)</li><li>▪ The Laureate Exchange (Fall &amp; Winter)</li><li>▪ Participate in all 7 Modules</li><li>▪ Capture 3 foundational literacy lessons (video)</li><li>▪ Minimum of 40 hours of school-based support</li></ul>	<ul style="list-style-type: none"><li>▪ The Laureate Exchange (Fall &amp; Winter)</li><li>▪ Participate in all 5 Modules</li><li>▪ Capture 3 foundational literacy lessons (video)</li><li>▪ Complete special projects</li><li>▪ Minimum of 40 hours of school-based support</li></ul>	<ul style="list-style-type: none"><li>▪ The Laureate Exchange (Fall &amp; Winter)</li><li>▪ Participate in all 7 Modules</li><li>▪ Capture 2 foundational literacy lessons (video)</li><li>▪ Complete special projects</li><li>▪ Minimum of 40 hours of school-based support</li></ul>



# Minimum of 40 documented hours of school-based support in the following:

1. Provide **school-based professional development** on foundational skills (PLC and/or faculty meetings)
2. Provide **input** in the development and implementation of your **school's Cycle of Professional Learning (CPL)**
3. Co-plan or lead **collaborative planning sessions** on foundational skills
4. **Model or Co-teach foundational skills lesson(s)** with/for colleagues
5. Assist with the **selection of appropriate materials, resources, and activities** utilized during the Foundational Skills block
6. Assist with **analyzing student data** to make decisions about foundational skills instruction
7. Assist with planning and delivering **parent training** on foundational skills
8. Review logs and **support** instruction with **second grade paraprofessional**
9. **Observe foundational skills instruction**, followed by feedback & coaching conversation

**NOTE:** It is recommended that at least **20 hours** of school-based support are documented each semester.

# Let's Chat!

- Of these school based supports, which do you feel will have the greatest impact on literacy growth & achievement in your building?
- Enter the top 3 supports in the [chat box](#).



# District Support for Laureates

- Laureates receive **content** and **pedagogical support** from a team of Early Literacy Advisors.
- The support includes
  - **observation & feedback**
  - **modeling** best practices
  - **co-teaching** foundational skills lessons
  - **co-facilitating** school-based PD
  - **analyzing** student data
  - engaging in **coaching conversations**

# School-based Support

- Provide opportunities to observe colleague's classrooms to gather trend data
- Include the Laureate in ILT Learning Walks
- Offer opportunities for school-based facilitation of foundational literacy content
- Provide other leadership opportunities within the school
- Allow Laureate to lead collaborative planning meetings or grade level meetings
- Garner technical assistance with video capturing (device, filming)
- Allow Laureate to co-plan/co-facilitate parent training

# Recommendations for Remote Learning Environments

	Remote/Digital Instructional Support
Training colleagues	Utilize Microsoft TEAMS to <ul style="list-style-type: none"><li>• Facilitate school-based PD on foundational skills</li><li>• Lead collaborative planning sessions</li><li>• Explain &amp; model use of curricular resources (Wonders)</li></ul>
Supporting colleagues	Utilize Microsoft TEAMS <ul style="list-style-type: none"><li>• Observe colleague's virtual/digital lessons (live or recorded)</li><li>• Support the 2<sup>nd</sup> grade paraprofessional</li><li>• Share recorded lessons with colleagues as exemplar</li><li>• Share resources, materials &amp; activities</li></ul>

# Questions



# 2<sup>nd</sup> Grade Paraprofessionals



# Parapro Purpose & Objectives

- The purpose of the 2<sup>nd</sup> Grade Paraprofessional initiative is to **increase the literacy achievement** of 2<sup>nd</sup> grade students and **advance progress** toward the *Third Grade Commitment*.
- The role of the 2<sup>nd</sup> grade paraprofessional is to **assist classroom teachers** in closing the literacy gaps of 2<sup>nd</sup> grade students by focusing on **basic early literacy skills**.

## 3<sup>rd</sup> Grade Commitment





# Scope of Work

- During whole group, second grade paraprofessionals will assist and support students with understanding the foundational skills taught during core instruction.
  - (1) circulate among students supporting, prompting questions, redirecting misconceptions
  - (2) stationed with/near a group of students supporting with understanding of content
- In small group workstations, paraprofessionals may do one or both of the following:
  - (1) conduct a teacher-led station providing small group instruction to groups of students on the targeted foundational skills
  - (2) circulate among the stations assisting and supporting students as needed.

# Scope of Work

- In a “pull-out” setting, paraprofessionals will provide instructional support to small groups of students with similar needs.
  - At-risk students (preferably)
  - Explicit Foundational Literacy instruction (GRR)
  - 4-6 students per group
- *NOTE: Engaging paraprofessionals in non-instructional responsibilities is not recommended, as providing instructional support to students must be prioritized.*

# Students Supported

- Paraprofessionals will support any second grade students during the 120-minute comprehensive literacy block.
- This includes supporting students during **whole group** and/or **small group & literacy workstations\***.
- Outside of the 120-minute block in a “**pull out**” setting, Paraprofessionals support any students who need additional support in foundational literacy.



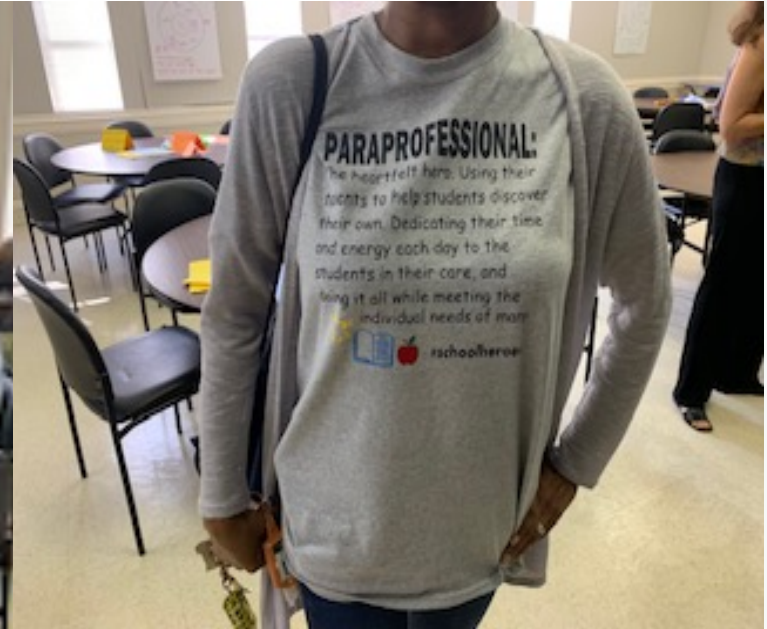
# Professional Learning Experiences

- Second grade paraprofessionals are expected to attend all monthly professional learning sessions.
- Sessions will be virtual, until otherwise noted.
- The content of the sessions is aligned to the foundational skills in the Wonders curriculum.
- Sessions are offered during school hours, **2:00-3:30PM**, August 2020 and ending April 2021.

# Parapro Learning Experiences



# Parapro Learning Experiences



# Instructional Resources

Within the 120-Minute Comprehensive Literacy Block

- Second grade paraprofessionals should use the resources and materials provided by the **classroom teacher**
- This includes instructional support during:
  - whole group
  - small group/literacy workstations

# Instructional Resources

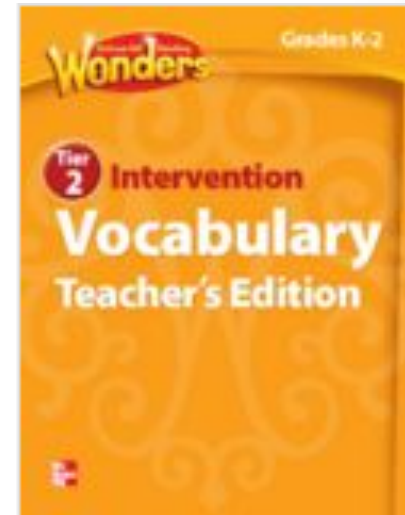
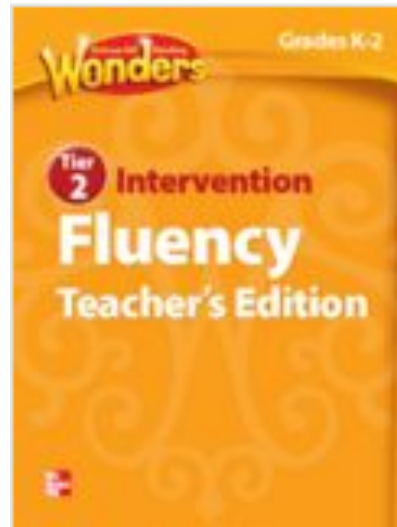
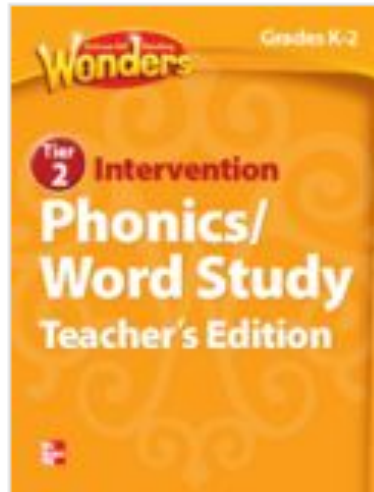
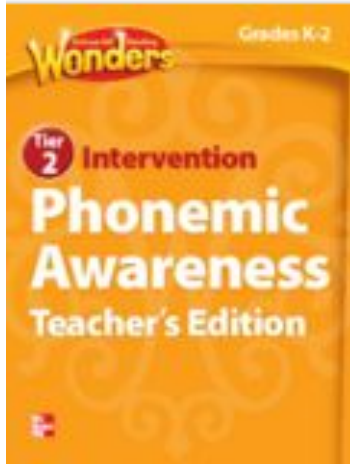
## Outside of the 120-Minute Comprehensive Literacy Block

- Paraprofessionals will utilize the *Wonders Tier 2 Intervention Books* during small group pull-out.
- This resource can be accessed **digitally** via the Wonders Online platform.
- The paraprofessionals may need **training** on the Wonders Online platform.





# Wonders Tier 2 Intervention Books



# Additional Resources

- Additional resources include the bi-weekly *Focus on the Foundation* phonics newsletters and the *Foundational Literacy: Bridging the Gap from 1<sup>st</sup> to 2<sup>nd</sup> Grade*.
- Early Literacy webpage: [www.scsk12.org/earlyliteracy](http://www.scsk12.org/earlyliteracy)
  - Yearlong PD Schedule
  - FAQ
  - Observation Tool (informal)

# District Support for Parapros

- Monthly professional learning experiences
  - K-2 Literacy data
  - Foundational skills content
  - TN Academic Standards
  - Foundational literacy activities & strategies
  - Social-Emotional Learning
- Access to Wonders online curricular resources
  - Wonders Tier 2 Intervention books
  - Wonders small group instruction
- Remote/digital learning guidance

# School-based Support

- Review the paraprofessional support logs, weekly, bi-weekly, or monthly.
- Secure a space for the paraprofessional to provide “pull-out” support to small groups of students.
- Periodically check in with second grade teachers and paraprofessional to monitor and adjust schedules or assignments.
- Ensure the paraprofessional has access to Microsoft TEAMS and FLVS trainings.
- Encourage the paraprofessional to attend all monthly training sessions.

***Be a cheerleader, encourager, & supporter of the work.***

# POLL: What are your thoughts?

- 1 During whole group instruction, the 2<sup>nd</sup> grade paraprofessional will stand in the back of the classroom and wait until the teacher finishes whole group instruction before assisting and supporting students.
- 2 The 2<sup>nd</sup> grade paraprofessional does not have an instructional support role during remote/virtual lessons.

Respond **TRUE** or **FALSE** to the poll in the chat box.



# Recommendations for Remote Learning Environments

	Remote/Digital Instructional Support
Whole Group	<ul style="list-style-type: none"><li>Manage the TEAMS features (chat, breakout rooms, muting, etc.)</li><li>Respond to student questions &amp; comments</li><li>Lead a discussion</li><li>Lead a daily "Do Now" activity</li><li>Facilitate activities assigned by the teacher</li><li>Daily or weekly wrap-ups (review, exit ticket)</li><li>Facilitate brain breaks</li></ul>
Small Group & Pull-out	<ul style="list-style-type: none"><li>Meet with select students in a virtual breakout room to provide instructional support in the targeted foundational skill</li></ul>

# Considerations

In order for paraprofessionals to fully engage in the teaching and learning of foundational skills, the following must be afforded:

- Monthly foundational skills PD/Learning experiences
- Training on Microsoft TEAMS features
- Training on curriculum (Wonders, FLVS)
- Training on SEL
- Technology (laptop with webcam and microphone)
- Wonders or FLVS digital login information
- Collaborative planning with core teacher
- Daily agenda or lesson plan to follow during instruction

# Questions





# Reminders

- Complete the Laureate survey by **July Friday, 24**
- Submit signed Laureate Agreement & Stipend forms to [EarlyLearningTeam@gmail.com](mailto:EarlyLearningTeam@gmail.com) by **Friday, July 24**
- Complete 2<sup>nd</sup> Grade Paraprofessional survey by **Friday, July 24**
- Visit the Early Literacy website for more information
  - Professional Learning Opportunities (dates/times)
  - Foundational Literacy Newsletters, K-2
  - **new** K-2 Foundational Literacy Walkthrough form
  - Parent Resources
  - Access to forms, documents, publications



# Attendance & Feedback Survey



<https://tinyurl.com/y54ngbqr>

# Contact Info:



[www.scsk12.org/EarlyLiteracy](http://www.scsk12.org/EarlyLiteracy)

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