Early Language and Literacy Symposium
January 5-8, 2016

LA Unified
Early Language and Literacy Plan

brought to you by:
Elementary Instruction,
Literacy/English Language Arts
Division of Instruction

In collaboration with
Local District Elementary Literacy Coordinators
Multilingual and Multicultural Education Department
Special Education
95 Percent Group
Dr. Vicki Gibson
Guitars in the Classroom
ELLP's GOAL

The plan's goal is to ensure that all students read, write, speak and listen with efficiency and accuracy by the end of second grade.

1. Strengthen cross grade level articulation and support schools in the development of data systems that allow schools to monitor and respond to student progress and achievements.

2. Equip teachers, TK-2 and Special Ed, with cross grade-level knowledge to fully understand the developmental learning progressions in reading, oral language, and ELD.

3. Provide professional development on the analysis of data to inform instruction, prevention, and intervention strategies.

Differentiated professional learning to meet the needs of all schools

90 schools attended
425 teachers trained daily

12 different half-day workshops to choose from

90% of participants reported the content was aligned to the stated goals and objectives

89% of participants stated the sessions helped them better understand how to meet the needs of my students

88% of participants stated they feel confident in their ability to apply what they learned

Oral language development and foundational reading skills are essential to the success of all students. Over winter recess, teachers attended introductory professional development on basic literacy pedagogy, the use of data to drive instruction, Multi-tiered System of Support (MTSS), Universal Design for Learning, and differentiation strategies to address the needs of all students.
"I loved how the professional development took the time for us to target specific skills that students need in order to be proficient, successful readers. As primary teachers it is imperative that they master reading foundational skills before moving on to the next grade level and before reading. With these tools I can more effectively provide the activities to make progress so that the students can ease into reading."

"It gave the learners the opportunity to really dig in to the teaching reading source book and collaborate on the importance on teaching all facets of reading."

Learning about the phonological awareness continuum

Problem solving, collaboration, communication
Universal Design for Learning

Learning how to establish systems for small group instruction with Dr. Vicki Gibson.

Modeling strategies to support Standard English Learners (SEL)

Discussing the research on the instruction of dual language learners

Teaching literacy through arts integration
ELLPP Symposium: Participant Feedback

95 Percent Group: Teaching Foundational Reading Skills

This training will benefit my special needs population that I work with as well as struggling readers in general education classrooms. I am thankful for being able to attend this training. Thank you for offering it and for the materials to take back to my classroom.

The trainer provided great strategies to use in the classroom as well as how to support the intervention program.

What I liked most about this training were "the materials in the kits, the lessons and the online access.

DIBELS Next and Text, Reading, Comprehension (TRC)

The training gave me a better way to analyze my data. I was taught how to use the DIBELS application to group my class according to skills. I liked how they explained what TRC was, walked us through the assessment, and allowed us to practice. In addition, I learned things about DIBELS in depth. It was great to dig deeper into progress monitoring and reading the web reports. I am excited to use TRC.

Data Analysis and Learning Stations

I loved how they let us know what to do after we’ve assessed and collected data. It was very informative. Plus all the materials for the activities were made available to us in a digital file.

The learning stations were creative, engaging, and pinpointed towards specific skills. I want to implement them and I’m so relieved they’re available to us in the google drive.

The centers were engaging and encompassed a variety of strategies that fostered mastery of phonemic awareness.

What I liked most about the training was using data for differentiation and rotations for learning stations.

Universal Design For Learning

What I liked most was gaining ideas on how to increase learning by implementing various strategies that meet the need of various learning modalities and students with special needs.

Dr. Vicki Gibson and Small Group Instruction

What I liked most was:

- the ability of the facilitator to connect data/research with instruction.

- gaining new ideas on how to set up small-groups and use the rotation system.

- the focus on the importance of changing teacher practice to support all students needs in small groups daily.
Let's Make Music! TK-K Literacy and Arts Integration

It's nice to be reminded about age appropriate activities! So fun and easy to learn and now I can implement!

The presenters were excellent, they showed the connection between music/rhythm and reading readiness. I feel confident I can implement what I learned right away with my class.

What I liked most was the multimodal teaching and modeling perfect for SWD.

Language and Literacy for Standard English Learners

I really liked that it was new material that I had not seen before. I enjoyed the diagnostic assessments that I can do on my students and empower my teaching with them.

What I liked most was the importance of being culturally sensitive.

I now know how to better meet the needs of the SEL students through screening and activities geared to meet those needs.

Biliteracy Transitional Bilingual Education and Dual Language

The grounding activity was extremely productive, the conversations were rich and a great way to set the ground for looking at students who are learning two languages and how do we support their specific instructional needs.

What I liked most was recognizing the importance of both IDEL and DIBELS data to inform the intervention strategies students need.

ELD and Foundational Literacy Skills

It was useful to see the connection between the ELD standards and the ELA standards and the importance of Foundational Skills in literacy.

I really enjoyed how the facilitators broke down the ELD standards and helped us analyze DIBELS assessments to ensure we meet the needs of our students.

Literacy Treasure Trove: CORE Sourcebook

What I liked most was getting a better understanding how to teach reading. All teachers should take this class. There was never a boring moment.

I really enjoyed diving into the CORE Sourcebook! This book looks intimidating but now I know how useful it is.

I received great examples of building reading skills on multiple levels.

The Work Taking Hold

Widening Our Reach & Impact

School teams collaboratively planning

The intent is that ELLP designees collaborate with principals, teacher teams, and other staff to share professional development, facilitate processes to analyze and make public student progress data, and support the planning and delivery of effective small group literacy instruction and intervention to developing readers.

Observables

- Data Walls posted, reflecting BOY & MOY DIBELS literacy data
- Student information on data walls specifies areas for progress monitoring
- Small group instruction in place for foundational skills
- Differentiation of instruction in small groups according to need as per data walls
- Students know procedures for small group time and self-management of behavior
- 95% Group materials and strategies are in use by teacher during small group instruction
- Evidence of progress monitoring in DIBELS reports for students TK-2

See video at this link for features of Early Language & Literacy academy: http://achieve.lausd.net/page/6545

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