Appendix B

Best Practice:California Reading Literature Project Training and Coaching

Reach Higher Shasta
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Overview:

Reach Higher Shasta has partnered with the Redding School District for the past 2 years to provide literacy training for educators. The purpose of this effort is to:

- Increase our K-3 grade level literacy rates
- Provide consistency across districts in the expectations for reading and pre-reading skills in grades K, 1, 2 and 3,
- Provide common assessments for Kindergarten and Grade 1 so that students, parents, teachers and the community understand the level of proficiency students should strive for to be considered "on grade level" at the end of each year (Kindergarten and Grade 1).
- To build a common language around the skills necessary for Grades 2 and 3 students to be considered "on grade level" in reading at the end of each year (Grade 2 and 3).

Goal:

We intended to increase the number of K-3 students meeting the end-of-year benchmarks in basic phonics skills testing (BPST) from 51% to 80% in Shasta County by 2023. Starting in 2017-18 school year we have trained 185 participants. It has helped to build a network of teachers who build on the process of teaching early literacy skills to all students in their classrooms.

Key Details:

Length- We started the targeted training in 2018 with CRLP training for all Kindergarten and First grade teachers. We have since expanded to include second and third grades. They received two full days of training and three days of on site coaching from Ann Leon modeling in classrooms.

Setting- The Redding School District training center was used for some of the trainings and the Redding School District School sites were used for modeling and coaching. We had cohorts of 50 teachers from across the county join the groups.

Activity: The teachers received instruction in how to administer the BPST testing and how to interpret the results. They then received training on targeted small group instruction around the

results. This was followed up by modeling and coaching within the classrooms of a few of the participants.

Reasoning: We know that great first instruction based on individual student needs is the key to ALL students learning and gaining ground. Helping teachers understand the meaning of what they were doing in assessing and then knowing what to do with that data will ultimately be the change agent for high powered instructional strategies that can make the difference.

Outcomes:
CRLP training has produced the highest BPST scores in Redding's history at 71% of K-2 students meeting the grade level expectations. The testing cycle for the 2019-20 school was interrupted by COVID-19 closures. The details of the changes from Trimester 2 testing last year to Trimester 2 testing this year since that had just ended when the closures occurred. Please see data presentation on outcomes here:
https://docs.google.com/presentation/d/1OABKk8a_A_QOPd2497RxF7mSJVqfLIAA-802R7ReL jo/edit?usp=sharing

Necessary Tools:
Please see the Slide deck link above for results.

Tips for implementation:
Make sure that coaching is available for all teachers who are trained. We used modeling within the classrooms for teachers to observe and that helped teachers visualize what changes were needed in their classrooms. Make sure to put in time for teachers to meet and discuss failures and successes as they implement.