

Accelerated Learning –

Description of Project

The key to long-term improvements in student achievement is building the capacity of the teachers. One problematic area is the lag of intentional, targeted instruction at the beginning of grade 6 due to data communication from the outgoing school. To this end, the 4-7 Reading Project aimed to give grade 5 teachers the tools to gather better data about the reading abilities of students in order to inform instruction and ease of transition. This highlights the continuum of literacy and honours the students where they are and gives all literacy teachers a common language.

Data Gathered

- # of teachers trained- 47 Grade 5 Teachers received Training; 14 Grade 6 Teachers received training
- 39 schools submitted data last year – Data was received for 67% of grade 5 students.
- 26 requests connected to IRI or ‘The Reading Rope’
- Attendance for the Comprehension Mini-series (Statistics are for live participants.) - Fluency 44 people; Word Study 23; Vocabulary 10; Comprehension pt 1- 19; Comprehension pt 2 – 2; Comprehension pt 3 - 2

Qualitative data

- Many grades 3-8 teachers have indicated that they are watching the recordings of the Comprehension Mini-series.
- Teachers indicated there were elements of literacy instruction in which they initially felt confident but less confident after the training because their awareness increased.
- Teachers were excited to have a more concise tool to measure comprehension that was less time consuming to act as a “stop gap” until EECD assessment tools are produced. Provided one-pager to support sharing with colleagues.

Pre-Assessment Data from Self-Assessment

1. I am confident in my **ability** to:

[More Details](#)

■ Highly Confident
 ■ Fairly Confident
 ■ Developing Confidence
 ■ Not Confident
 ■ Not Sure

use a wide range of strategies for providing intentional and data-aligned instruction in reading

provide a wide range of digital and multimodal texts to support students' literacy learning

Motivate and engage students in reading

Support students to use multiple literacy strategies prior to engaging with all types of text

Use evidence-based practices (instructional approaches) to support vulnerable readers

Use evidence-based practices to support highly skilled readers highly confident

Provide opportunities for independent choice reading

Provide differentiated instruction appropriate for students' specific needs (e.g., cognitive, social,...)

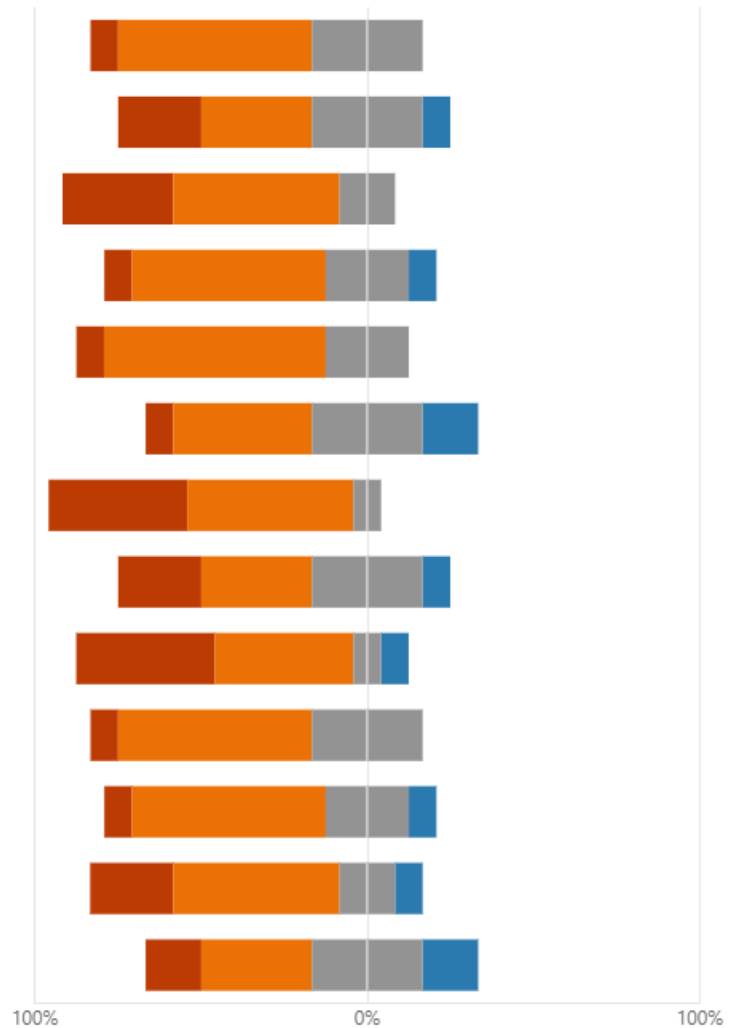
Make intentional efforts to build vocabulary and conceptual knowledge

Use the formative assessment process, including strategies and tools such as, observations, one-on-...

Teach students to use literacy strategies that support student learning in literacy/ ELA classes

Teach vocabulary

Apprentice my students through the process of becoming a well-read, culturally aware reader

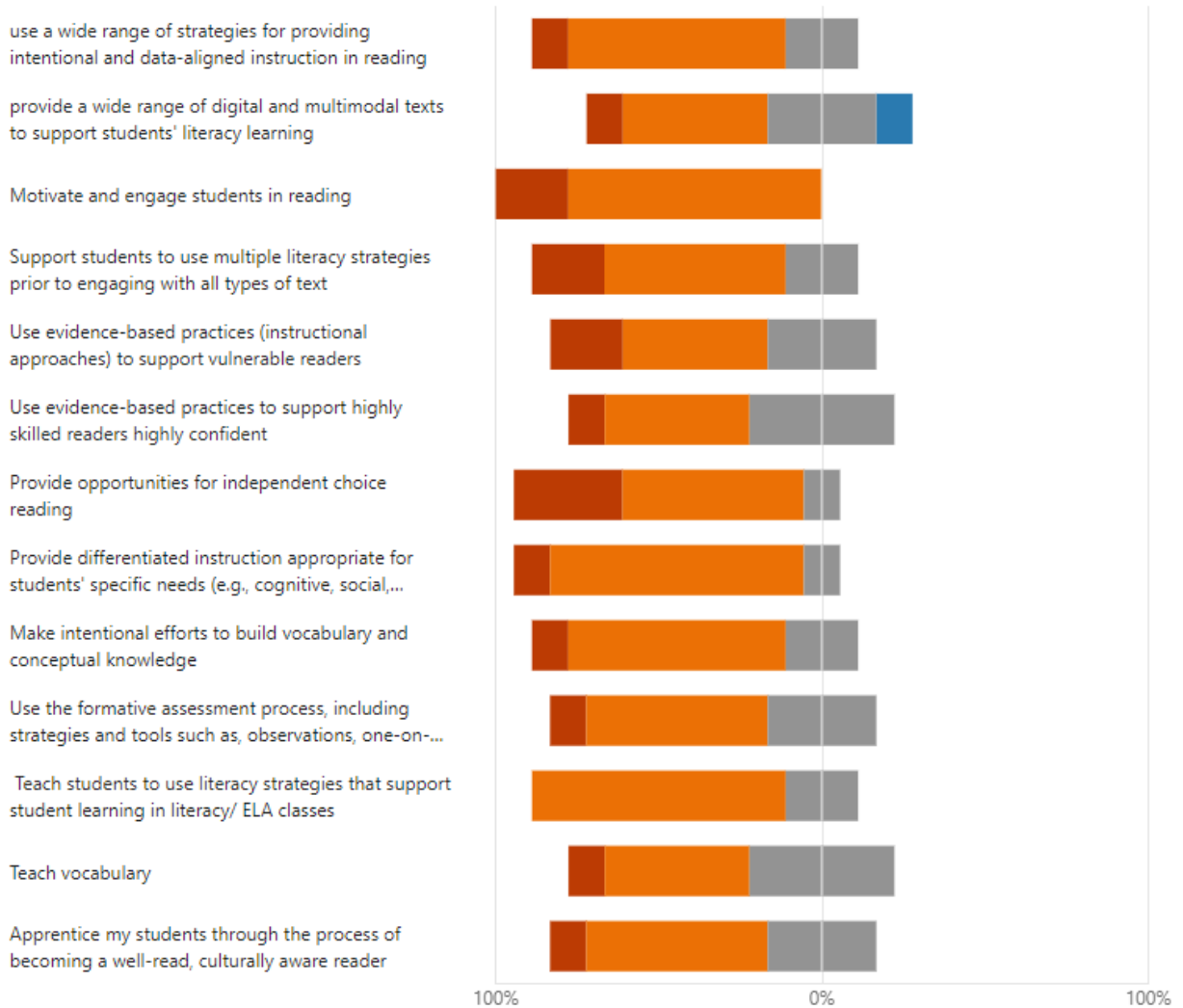


Post-Assessment Data from Self-Assessment

1. I am confident in my **ability** to:

[More Details](#)

■ Highly Confident
 ■ Fairly Confident
 ■ Developing Confidence
 ■ Not Confident
 ■ Not Sure



Barriers/Obstacles

- Supply chain issue – required resource was held up at the publisher until March Stats from the self-assessments
- Training issues – lack of supply teachers/ last-minute pivot to virtual and supper PL
- Inability to train all G5-G6 teachers. Selected a lead teacher for each school, supporting the lead teacher with instructional tools, coaching and handouts.
- Timeline – This is a project that needs more time to be actualized in stronger qualitative data. The true impact will be felt in September with the ease and rapidity with which the grade 6 teachers are able to begin intentionally targeted instruction.

Next Steps

- Monitor the use of the data by the grade 6 teachers in the fall to inform instruction.
- Coach grade 6 teachers to analyze the reading data and understand its implications for instruction.
- Support grade 5 teachers in analyzing their data collected to guide instructional practices around reading comprehension.