

The background of the slide is a green chalkboard. In the lower-left quadrant, two pieces of pink chalk are lying on the surface. The chalkboard has some faint, white, hand-drawn markings, including a large '1' at the top left, a '2' in the middle left, and some scribbles at the bottom left. The text is positioned on the right side of the board.

The Reading Project

School District No. 57
Prince George

“Being included in the reading project allowed us to focus our attention to laying plans/goals for literacy within the school”

Year 1 school



The Reading Project


- Implement use of balanced literacy instructional strategies
- Deliberate, long-term plan to increase teacher collaboration
- Focussed on effectively changing teacher behaviour



Effective Staff Development

- Grass roots
- True teacher collaboration
- School based



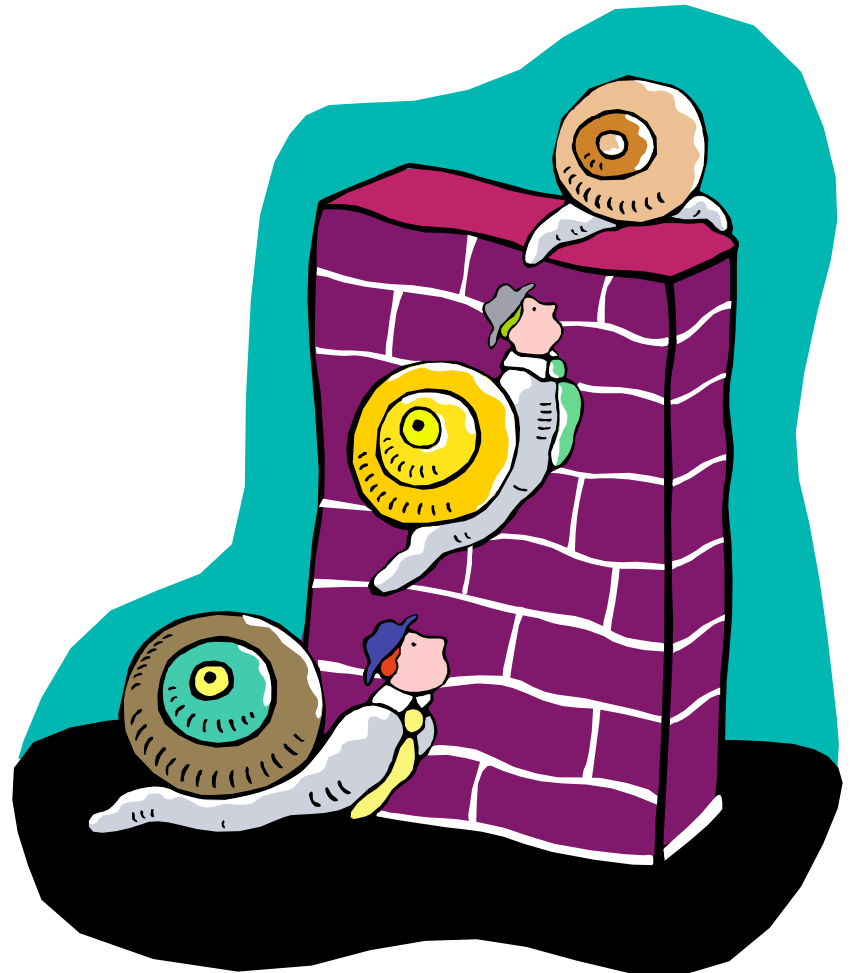


***“I have learned that working
with peers can be
challenging”***

***Literacy coach,
Year 1 school***


Barriers to Effective Staff Development

- “One shot deal”
- “Top down”
- “Teaching to the converted”
- “Flavour of the month”
- Decentralization
- Lack of funding



Major Components

- 2 Curriculum administrators
- Identified 10 needy schools
- Met with Principals to identify literacy coaches
- Coaches training in Reading 44
- Development of plan for use of release time

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- Monthly meetings with literacy coaches
 - Whole group meetings
 - Second year, 10 more schools identified
 - Support for Year 2 schools continued
 - Sep 2005, 10 more schools

“Significant increase in professional discussion regarding reading amongst staff members – periodical articles, strategy sharing, sharing experiences about student results etc.”

***Literacy coach,
Year 1 school***



Other Support

- Elementary Vice Principals
 - Levelled Text
 - Classroom Assessment
- Teachers – Literacy Support





Connection to other projects

- French Immersion/Core French
- Shared Reading
- Early Family Literacy
- Primary Project

Results



Other results


- More elementary schools incorporating assessment into practice
- Increased buy in to K Screen
- School-wide assessment using DRA and Running Records





And more

- Schools wanting to get on board
- Schools voluntarily joining
- School-wide reading groups
- Interschool visits
- Reading coaches presenting to PAC's
- Schools coordinating resources

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- School based literacy leadership teams
 - Teaching assistants involved in guided reading
 - Translation of classroom assessment (DRA) into French

Downside

- Being a 'chosen' school
- Time for support to be strategically provided
- Not all schools are receiving service
- Tracking use of release time
- Not many negatives in this process





Summary

The power of the project is the development of a ***sustainable*** structure to promote staff development at the school level.

The impetus for the change is providing the release time for a specified purpose and encouraging all aspects of peer coaching.



**Finding the delicate
balance between
pressure and support.**

**“Everyone reads in
School District No 57”**

