

Oregon Reading First End-of-Project Reflection & Quotes Spring 2008



What has been the greatest accomplishment for your school during the Reading First grant?

Kids like to read, and can read!

Knowledge of beginning reading



"Slaying the dragon" that some kids can't do it – ALL students can learn!

Students are aware of their own progress

Students are successful in other content areas because they can have access to the content through reading

A noticeable increase in students' self-esteem and pride



Improved scores on measures of student achievement

Collaboration among teachers and all staff

Staff sees that ALL students can be successful and have the ability to improve

Rowing in the same direction – working collaboratively



We now enjoy working as a team

Learning to stay the course, stay the course, stay the course

More probability of success and less probability of failure

We have been identified by the Oregon Department of Education as a "School of Excellence"

What was your biggest "aha" moment in Reading First?

Problems you think cannot be solved CAN be solved!

All kids can read!

Kindergartners can learn to read

Kids need lots of time and practice reading connected text

Student progress is definitely possible – we had some intensive kindergartners become our highest benchmark students in the third grade!

Students *can* be at benchmark level in reading in both languages, English and Spanish

Nine elements of good instruction; effective instructional techniques

Direct instruction works, and I can teach it!

How to match instruction to data through collaboration

You *can* differentiate small groups

You *can* find time to double dose and triple dose



General education teachers *can* use Special Education programs and strategies

Differences between classrooms implementing the program with fidelity and those implementing without are clear

We can use an alternate core to help our struggling students

Enhancing the core program can really make a difference



What's the one thing from Reading First that you won't give up?

Walk to read

Collaboration

Grade Level Team Meetings

Timers beeping randomly

Data-driven instruction

Data Walls

Coaching

90 minutes or more of reading instruction

Coaching

Differentiated Instruction

Professional Development

Research-based reading programs

Progress Monitoring

Double Dose

Explicit Instruction

LPRs

Sense of Urgency



A rowdy classroom said, "Sssh, Ms. _____ is here!" as the reading coach walked in the classroom

Kindergartners pretending to progress monitor each other

When progress monitoring a student he/she yelled out, "I'm flat-lining!"

Four of our 2nd graders included their DIBELS scores when writing letters to the president



When a student was asked on ISF which picture began with /r/ he said, "Cock-a-doodle-do!"

On one of her first visits to our building, Rachell had to hold back a students' hair while she was sick in a garbage can

If you got to make up a new acronym for Reading First, what would it be?

S.A.S – Students Always Succeed

P.S.F. – Put Students First

L.P.R. – Learning Promotes Reading

What was your funniest moment during Reading First?

When Alex said, "I'm a weader!"

First graders reading a teacher's shirt while touching each word

When caught in an area that was off limits to students an ELL student receiving instruction in Language for Learning said, "I'm touching my nose!"

R.B.E.T.E. – Reading Before Every Thing Else

R.E.A.L. – Reading Excellence and Learning

S.W.I.M. – School Wide Instructional Model

C.S.I. – Critical Systems Implementation

D.R.A. – DIBELing Reading Achievement

Q.R.I. – Quality Reading Interventions

L.T.R.- R.T.L. – Learning to Read – Reading to Learn

S.S.R. – Stop Silent Reading

B.A.R.F. – Bring All into Reading First

N.M.A. – No More Acronyms!



In hindsight, what would you change about the last several years?

An informed school board

More direction and involvement from the district office

District support and knowledge – how to still get the message out?

Sharing of knowledge from the state level to district leaders – help!

Equal training and support for principals and district team leaders

We should have included grades 4 and 5 in the "Schoolwide" model

Mentor coaches

Crash courses for coaches

More information about Scientifically Based Reading Research earlier

Access to and training with the program-specific enhancements earlier



Starting Brown Bag sessions earlier

More inclusion of ELL and Special Education in the schoolwide model

A consistent message from consultants

Use of an "alternate core" – one Band-Aid won't fix all kids

Initial IBRs

Original program fidelity checklist

More help with reluctant educators



Thank you for all that you do!