

2019-2020 Winter Newsletter

We believe that through shared learning, collaboration, and celebration, we can do the extraordinary for all our students. The ***Connecting and Applying Literacy Learning (CALL)*** project is all about implementing and applying culturally and linguistically inclusive instructional practices in all content areas.

We know that it is through working with each other, with our students, and with all our resources, during the school day, that we can learn and grow professionally while positively impacting student literacy learning.

We are grateful to offer this opportunity and believe district and school teams will be a lighthouse of deep professional learning in Arizona.

“If students are not engaged in schools, everything else that goes on in the name of education is pretty much beside the point. The cost of students turning off or dropping out are far higher than those of investing in schools that excite students to learn in the first place.”

–Ken Robinson

Connecting and Applying Literacy Learning



**TUCSON UNIFIED SCHOOL DISTRICT
CALL COHORT 1 REUNION
OCTOBER 2, 2019**

LEADERSHIP TEAMS

**DAVIDSON ELEMENTARY -
SARAH ANDRICOPOULOS**

**ESCEULA MANZO ELEMENTARY -
STEVE LATURCO**

**LYNN/URQUIDES ELEMENTARY -
MARISA SALCIDO**

**WHEELER ELEMENTARY -
DORA SALDAMANDO**

The CALL Cohort 1 Reunion was an engaging and meaningful celebration of the hard work and dedication to student learning in these Lighthouse Schools. These schools are the first to participate in CALL. The team members identified strengths, needs, and next steps for sustaining the work.



Principals: Marisa, Steve, Sarah



Wheeler Leadership Team



Consensus Workshop Sticky Wall

Our Thanks

LEARNING WALKS SITE VISITS

We are grateful to all the CALL **Cohort 2** District Teams who participated in their first Learning Walks. Our time was meaningful, interactive, and powerful. We focused on student learning, collected evidence of strengths, and celebrated all learners.

- **Pendergast- Garden Lakes- 8/29/19**
- **Cholla Brighton & Westland- 9/12/19**
- **Casa Grande, McCartney Ranch Elementary- 9/16/19**
- **Kingman- Cerbat Elementary- 9/25/19**
- **Whiteriver- Cradleboard Elementary 10/17/19**
- **ASU Prep- 10/29/19**
- **Academy Del Sol, Valley Crest Elementary- 11/1/19**

Thank you for opening your hearts, minds, and classrooms to collecting evidence of culturally inclusive, high-leverage practices. Your commitment to each other, to learning, and to growing professionally helps us become better educators together- all for the purpose of increasing students' literacy learning.

Thank you to Tracey Sridharan, our Director of ESS/Professional Learning and Sustainability, for her ongoing support, commitment, and leadership.



UPCOMING

COHORT 2

MORNING LEARNING WALKS AND AFTERNOON SCHOOL-WIDE WRITING ANALYSIS

ASU Prep- TBD

Learning Walks - TBD
Writing Analysis - TBD

Academy Del Sol- January 8, 2020

Learning Walks- 9:00 - 12:00 PM
Writing Analysis-1:30 - 3:45 PM

Pendergast, Garden Lakes- January 15, 2020

Learning Walks- 8:30 - 11:30 AM
Writing Analysis- 1:00 - 3:30 PM

Kingman, Cerbat Elementary- January 23, 24, 2020

Learning Walks- 1:30-3:30 PM
Writing Analysis- 8:30 - 11:30 AM

Casa Grande, McCartney Ranch Elementary- January 29, 2020

Learning Walks- 8:30 - 11:30 AM
Writing Analysis- 2:00 - 4:30 PM

Whiteriver, Cradleboard Elementary- January 31, 2020

Learning Walks- 9:00 - 11:00 AM
Writing Analysis- 1:00 - 3:30 PM

Cholla Brighton and Cholla Westland- February 14, 2020

Learning Walks- 8:30 - 11:30 AM
Writing Analysis- 1:00 - 3:00 PM

REMINDERS!

School-wide On-Demand Writing Assessment

To ensure the assessment is standardized across schools, follow directions exactly:

- Decide with your grade-level team what the writing prompt will be.
- Determine with your grade-level team what type of paper will be used for the assignment. (Use a consistent and appropriate paper type for each grade level.)
- The prompt must be pre-written and placed on the top of each student's paper.
- Also, have the teacher or student write the following information at the top of each student's paper:
 - The student's name, school, and date(s) of prompt
 - The names of the student's teacher and school the previous school year
 - The very first grade that the student attended in this school
- Read the prompt immediately before the first session and tell students how much time they will have. Allow students up to 5 (or 10) minutes for a turn and talk with a partner. Then ask the students to start writing independently.
- Students in K and grade 1 should complete their writing in one 20-minute session.
- Students in grades 2-8 should complete their writing in two 30-minute sessions, or three 20-minute sessions. (Sessions can be spread out over two days.) The teacher should read this prompt aloud to the students before they begin writing each day.
- Tell students they are to write without assistance and to make any changes by crossing out (no erasures.)

Setting Purpose for Students

Have the teachers read aloud the following prior to students' writing:

This writing will show parents, teachers, and the principal how we are doing as readers and writers at our school. Use everything you know about what good writers do so we can celebrate our school's writers and learn what we need to do to improve as a school.

After the Writing Session

- As a grade-level team, meet, review samples, and select one *typical* writing sample for the grade level. (Each grade level will submit only one sample, not one per teacher.)
- As a grade-level team, note the typical "strengths" and the typical "needs" from the agreed-upon sample. (Write these on a separate sheet with the grade level and prompt at the top; attach sheet to the selected sample.)
- Collect and save ALL students' papers.
- Depending on your purpose(s), you may want to do a strategic random sampling from each classroom. For example, pull 3-4 papers from every classroom of those students who have been in the school for the whole year and/or whole school career. (Use these papers for assessment by classroom and for teacher self-evaluations to show maximum effect of the writing professional development and instruction.)

Source: Regie Routman with Sheila Valencia and with input from Sandy Grade School, Sandy, OR



Be sure to register all your teachers for their online accounts to access all Transforming Our Teaching Through Reading / Writing Connections resources by visiting:

www.regieroutman.com

For additional resources, including the **High-Leverage Practices for Special Education**, **Universal Design for Learning**, and the **Learning Walks Interactive Crosswalk Tool**, please visit the Arizona Department of Education, Exceptional Student Services, Professional Learning and Sustainability website:

<https://www.azed.gov/specialeducation/professional-learning/> then click on “**Literacy**.”

Thank you, Cohort 2 Teams who submitted the **Learning Walks** fall data that was due on **December 6, 2019**. If you have not sent your data, please send it to: Sandra.Figueroa@azed.gov.

Regie Routman, author of **Literacy Essentials** recently recorded all her stories from her book for free.

<https://voiced.ca/project/literacy-essentials-the-stories-2/> **Enjoy!**

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Exceptional Student Services
Arizona Department of Education



<http://www.azed.gov/specialeducation/>

Testimonials

After sessions 1 – 4, your teachers have said the following about your team facilitation:

“What I have learned is that I will continue to follow this way of teaching because it is what we all need to do to make sure that our students are going to benefit the most.”

“Getting up and moving around and discussions are great motivations for teaching.”

“Continue to use this format of teaching for all of our different styles of learners.”

“I need to focus on “We Do” more to allow students more time to celebrate and discuss what we are learning.”

“Planning time! Being prepared is everything!”

“I learned that I will continue to model because it’s important for my student’s success.”

“I am enthused about this!”

“The article was FABULOUS! I loved the example provided by Regie.”

“How important each piece of the lesson is – with much more emphasis on background knowledge, shared experiences and we do, we do, we do!!”

“Students benefit greatly through personal experiences.”

**Congratulations to all
the CALL leadership
teams!**