Elementary Teaching and Learning 2014 - 2015



October 22, 2014

Literacy in Chappaqua Elementary Schools: 2004 - 2014

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2004 to

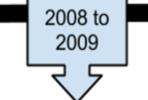
2005

- Curriculum Mapping in ELA, K-8
- Balanced Literacy work began
- Initial work with Teachers College
- Chappaqua hosted Writing Institute (Summer 2005)

- Ten Core Principles of Literacy Instruction drafted
- Teachers began studying reading and writing workshop and TC Units of Study
- Chappaqua hosted TC Reading Institute (Summer 2006)

- Teachers began assessing independent reading levels
- Benchmarks for independent reading at all grades identified
- Literacy booklet published for CCSD teachers

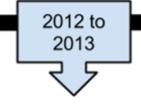




Literacy in Chappaqua Elementary Schools: 2004 -

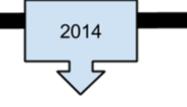
2014 (Cont'd.)

2010 to 2011



- Moved from DRA to TC Independent Reading Assessment to assess independent reading levels
- Emphasis on differentiated word study in classrooms

- Study of Common Core ELA standards, greater emphasis on information reading and argument writing
- Local assessments developed around opinion/argument writing, aligned K-10
- First Common Core Aligned ELA exams given in New York State (Spring 2013)



- Continued emphasis and refinement of expectations for opinion/ argument writing
- Grade-level planning sessions to support teachers in implementing new units of study in writing (Fall 2014)

Collaborative Curriculum Planning Sessions

- Grade level team plans collaboratively for upcoming unit; teachers, administrators and staff developer review chunks of the unit prior to planning sessions
 - Essential goals, teaching points, and connections to district vision and goals are highlighted and discussed
 - Differentiation is supported through brainstorming of predictable small groups and conferences; needs of special education students are discussed
 - Connections to previously taught units are identified, end-of-unit expectations are clarified

Collaborative Curriculum Planning Sessions (Contd.)

- Ways to address potential road-blocks for students and teachers are brainstormed
- Final product to demonstrate the students' acquisition of skills is agreed upon
- Resources to support the work are shared (Student work, checklists, mentor texts)
- Video: First grade team preparing for the "Writing Like Scientists" unit

Classroom Coaching

- Karen McNally, our literacy staff developer, and teachers collaborate and plan together to move teachers forward in their practice
- One-on-one coaching, planning sessions and discussions about the curriculum make this a unique opportunity for teachers to plan and execute a lesson, as they receive side-by-side coaching and feedback
- There are also opportunities for another colleague to be present in the classroom as the coaching is happening so there is a broader impact

Teachers College Reading & Writing Project Partnership

- Units of Study are a component of the Chappaqua Comprehensive Literacy Program
- I0 Consultant days at each building Classroom coaching
- Calendar Days throughout the year
- Principal's Conferences



TCRWP Partnership

