



artful reading

instructional in purpose. engaging by design.

**YOUR PARTNER FOR
IMPROVED INSTRUCTION
GRADES PRE-K - 5**



The Comprehensive Literacy State Development (CLSD) grant will give districts the opportunity to create a comprehensive literacy program from birth to grade 12. The Collaborative for Teaching and Learning (CTL) is the partner to support schools in advancing literacy skills in students in grades Pre-K-12.

Who We Are

CTL is a non-profit 501(c)(3) organization that works with educators to improve instruction and increase learning for all students.

Our staff of veteran educators provides services including professional learning to support our suite of programs, leadership development, technical assistance, and program data collection, analysis, and evaluation.

What We Do

CTL provides a variety of services, all related to improving instruction for all students. Our focus areas include pre-K through post-secondary literacy, content instruction, and instructional coaching.

We work directly with schools and districts and in partnership with a variety of organizations to provide customized solutions, based on specific needs.

Introduction to Artful Reading (AR)

CTL's AR is a Pre-K-5 classroom, grade-level, or school wide literacy program that integrates the arts into literacy instruction, while meeting both National English Language Arts Standards and Core Arts Anchor Standards. AR promotes a thoughtful approach to reading, writing, speaking, and listening by utilizing high-interest and varied texts, arts materials, and lesson plans. Each module taps into the classroom teacher's prior knowledge about literacy instruction and arts integration. The materials are built around a structure for before, during, and after reading that addresses key literacy developmental skills (including vocabulary development, reading comprehension, speaking, listening, observing, writing), using arts-based strategies and contexts **to deeply engage students in learning.**

In addition to providing opportunities for core arts experiences, the materials immerse students and teachers in learning in, through and about the arts, using music, dance, theater, and visual arts to: connect to high quality texts, set schema for student learning, and provide opportunities for students to create and demonstrate their learning.

Students engage with texts through arts-based experiences focused on developing the skills of visualization, prediction, inferencing, analysis, questioning, creating, and synthesis. CTL builds on brain-based research to design instruction to improve learning.

Specifically, AR advances:

- Arts integrated approach to teaching and learning that is student-centered
- Summative writing tasks with rubric development support
- Tiered vocabulary instruction around everyday words to domain-specific academic vocabulary
- Reading comprehension activities for before, during, and after reading
- Student to self; student to student; student to teacher dialogue opportunities
- Writing to learn opportunities to make meaning of new learning
- Authentic writing tasks in forms, purposes, and audiences
- Gradual release process from teacher directed to student directed
- Cross-disciplinary extension activities within the classroom and beyond

AR aims to improve the skills of teachers to successfully and reciprocally link the arts and literacy to promote student learning. AR networks teachers across grade levels and combines formal training with job-embedded coaching and modeling to ensure that local capacity is built to sustain and grow the use of the program as a deliberate component of literacy instruction in the school.

Professional Learning

CTL has developed and tested its Artful Reading (AR) program through multiple projects, including the Striving Readers Comprehensive Literacy (SRCL) grant, as well as through implementation in schools across the country. The purpose of AR is to support classroom teachers in implementing



an arts integrated approach to literacy using modules. Each module contains a core text, a blend of informational and literary supplemental texts, arts materials, lesson plans and a standards matrix. Implementation of the program involves a commitment to intensive professional learning, rooted in job-embedded coaching, with regular on-site and distance engagement of teachers and administrators. The model includes:

- Foundational training provided via a 2-day summer institute
- Capacity building throughout the year via job-embedded coaching (modeling, co-teaching, pre/mid/post observation, co-planning, etc.)
- Continuing trainings that are teacher-driven and promote reflection, planning, and fidelity of implementation
- Consultation with a content resources throughout the year via distance and face-to-face to support extension activities
- Literacy leadership team development, consisting of teachers, support staff, and administration, to ensure sustainability of professional learning and practices outside the life of the grant
- Where applicable, CTL offers job-embedded coaching for school and district literacy coaches as they develop their capacity to lead and support teachers in the program’s design

All of CTL’s professional learning models meet the Learning Forward Professional Learning Standards for effective student learning.

Personalized Professional Coaching

While AR brings educators together to regularly engage in collaborative professional learning, the program honors the individual needs of participating practitioners. CTL coaching provides a space for assessment, reflection, and refinement that is educator-driven, and proven to enhance engagement, motivation and instructional practices. Whether virtually or in-person, CTL staff engage in side-by-side instructional planning, pre/mid/post observations, reflection cycles, analysis of student work protocols, and other timely and relevant coaching experiences with teachers. CTL’s personalized professional coaching helps to create a school-wide culture of continuous improvement, which pay dividends both in the classroom and in the professional learning communities.

Leadership Capacity Building

CTL staff works closely with school faculties in implementing the model. Summer Institutes, half day training sessions throughout the year, on-site and distance coaching, and leadership seminars all support efforts to develop professional practices leading to improved student literacy skills. Initially, CTL staff works alongside Artful Reading with teachers while they develop the capacity of the school-based literacy leadership team, school-based instructional coaches and the administration, to assume responsibility for improved instruction. Over time, CTL staff applies a gradual release approach, to support literacy leadership team members, coaches and principals more directly as they assume greater responsibility for the ongoing success of Artful Reading.

These tables are based on an example faculty of 33.

CTL Support With Coach Delivery (Faculty of 33)	Year I 30% of Teachers (approx.10)	Year II 50% of Teachers (approx. 16)	Year III 30% of Teachers (approximately 7)	Year IV
Summer Institute Delivery Module 1	2 Days Cohort I (Comprehensive Literacy Foundational Understanding)	2 Days Cohort II (Comprehensive Literacy Foundational Understanding) 1 Day Cohort I (AR Implementation Refinement) *Coach Co-facilitates training	2 Days Cohort III (Comprehensive Literacy Foundational Understanding) 1 Day Cohort II (AR Implementation Refinement) *Coach Co-facilitates training	1 Day Planning for District Delivered summer training for New Hires *Coach Facilitates Summer Training
Module 1 Coaching	2.5 Days	2 Days for Cohort II & I *Coaching Support	2 Days *Coaching Support	1 Day for Cohort III and New Hires
Delivery Module 2	1 Day	1 Day *Coach Co-facilitates Training	*Coach Facilitates Training	
Module 2 Coaching	2 Days	2 Days *Coaching Support	1 Day for Coaching Support	1 Day *Coaching Support for Cohort III and New Hires
Delivery Module 3	1 Day	1 Day *Coach Co-facilitates Training	*Coach Facilitates Training	*Coach Facilitates Training
Module 3 Coaching	2 Days	2 Days *Coaching Support	1 Day for Coaching Support	1 Day *Coaching Support
Delivery Module 4	1 Day	1 Day *Coach Co-facilitates Training	*Coach Facilitates Training	*Coach Facilitates Training
Module 4 Coaching	1 Day Focus on supporting district coach	1 Day *Coaching Support	1 Day *Coaching Support	1 Day *Coaching Support
Literacy Team Development	6, 2 hour modules	5, 2 hour modules	4, 2 hour modules	3, 2 hour modules
In-Person Coaching Cadre Trainings	4 full-day trainings	4 full-day trainings	2 full-day trainings	2 full-day trainings
Virtual Coaching Cadre Trainings	2, ½ day trainings	2, ½ day trainings	3, ½ day trainings	3, ½ day trainings

CTL Delivery (Faculty of 33)	Year I 30% of Teachers (approx.10)	Year II 50% of Teachers (approx. 16)	Year III 20% of Teachers (approximately 7)	Year IV
Summer Institute-Delivery Module 1	2 Days Cohort I (Comprehensive Literacy Foundational Understanding)	2 Days Cohort II (Comprehensive Literacy Foundational Understanding) 1 Day Cohort I (AR Implementation Refinement)	2 Days Cohort III (Comprehensive Literacy Foundational Understanding) 1 Day Cohort II (AR Implementation Refinement)	1 Day Planning for District Delivered summer training for New Hires, using Teacher Leaders
Module 1 Coaching	2.5 Days	3 Days for Cohort II 1 Days for Cohort I	2 Days for Cohort III 1 Day for Cohorts I & II	1 ½ Day for All Teachers
Delivery Module 2	1 Day	1 Day	1 Day	½ Day
Module 2 Coaching	2 Days	2 Days for Cohort II 1 Days for Cohort I	2 Days for Cohort III 1 Day for Cohorts I & II	1 ½ Day for All Teachers
Delivery Module 3	1 Day	1 Day	1 Day	½ Day
Module 3 Coaching	2 Days	2 Days for Cohort II/Cohort I	2 Days for Cohort III/Cohorts I & II	1 ½ Day for All Teachers
Delivery Module 4	1 Day	1 Day	1 Day	½ Day
Module 4 Coaching	2 Days	2 Days for Cohort II/Cohort I	2 Days for Cohort III/Cohorts I & II	1 Day for All Teachers
Literacy Team Development	6, 2 hour modules	5, 2 hour modules	5, 2 hour modules	4, 2 hour modules
Total Commitment of days	Teachers 5 days plus coaching interaction Literacy Leaders 12 hours	Teachers: Cohort 1, 1 day plus coaching interaction Cohort 2 5 days plus coaching interaction Literacy Leaders 10 hours	Teachers: Cohort 1, coaching interactions Cohort 2, 1 day plus coaching interaction Cohort 3 5 days plus coaching interaction Literacy Leaders 10 hours	Teachers: Cohort 1/2/3 , coaching interactions New Teachers, 4 days plus coaching interactions Literacy Leaders 8 hours

*CTL will gradually release the module rollouts and coaching to the literacy coach with the expectation that the coach will independently deliver this work w/ CTL supporting via planning, observation, and feedback.





Contact Us

We want your implementation of Artful Reading to make a positive impact on student learning. Contact us for more information regarding Artful Reading modules or our professional learning opportunities for teachers.

Mission: To advance excellence in teaching and school leadership

Vision: An excellent and caring teacher for every student

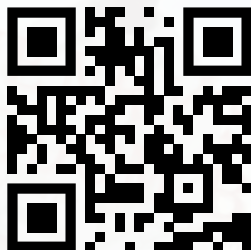
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Artful Reading Community

(Private community page - please ask to join)