

Governor's Reading Mentor Program

A Language and Literacy Partnership

Request For Proposals Announcement

Application

Technical Assistance Webinar

May 2015

Governor's Reading Mentor Program

The Governor's Reading Instruction Mentor Initiative began in the summer of 2012, with 22 partner school districts. Over the course of three (3) years, literacy specialists worked alongside k-3 teachers to improve reading instruction. In the second iteration, the focus of the program has been expanded to encompass not only the conventional reading skills of decoding, oral reading, fluency, reading comprehension, and spelling, but also the foundational early literacy skills that include speaking, listening, and writing.

Governor's Reading Mentor Program

- The opportunity to participate in the second cohort of this program is available to all public schools in Georgia that serve students in grades k-3.
- Schools will be selected based on the quality of their application and will be notified in early July of their status.

Governor's Reading Mentor Program

Successful applicants will be able to articulate the following:

- Commitment to participate at both the school and district level
- A school schedule that is conducive to a sustained literacy block
- Demonstrated need for a “mentor/coach”
- SMART goals that relate to improving literacy instruction during the first year of the program

Governor's Reading Mentor Program

Frequently Asked Questions

Can schools who currently participate in the Reading Mentor Program apply to participate in the Language and Literacy Partnership Program?

Schools currently participating in the Reading Mentor Program can apply for the Language and Literacy Program. Although the name of the program has changed to better reflect the scope of the work, the ultimate goal of the program and its three year timeframe have not.

Can more than one school in a district apply?

Yes, several schools within a district may apply and be accepted into the program.

If several schools from one district apply, will they all be selected?

If several schools from one district apply, all of them will not necessarily be selected.

What if a district only has only one elementary school, will the district automatically be excluded from consideration in the program?

No, having only one or two elementary schools in a district will not automatically exclude them from consideration.

If our district/school is selected to participate for FY16, when should we anticipate the work to begin?

The Language and Literacy Program Manager will meet with the district office and the school leadership in July of 2015 to introduce the program. The Language and Literacy Specialist will begin working with the school immediately after the introductory meeting.

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Frequently Asked Questions

If selected to participate, what will we receive?

Each selected school will be assigned a state-funded Literacy Language Specialists (LLSs). The LLS will work with each participating school to facilitate the change needed to strengthen current instructional practices and train teachers and administrators on new practices to help more students read at grade level by the end of third grade. Each LLS will utilize a variety of coaching and instructional practices, including, but not limited to:

- Job-embedded professional learning,
- direct instruction,
- modeling,
- observation with feedback/follow up,
- webinars,
- virtual coaching, and
- video chats.

Additionally, selected schools will receive state-funded licenses to use DIBELS with k-3 students and high-quality (free of charge) language and literacy resources.

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Timeline

- 1st Priority Deadline – May 29, 2015
- 2nd Deadline – June 19, 2015
- Award Notification – late June 2015
- LLS start date – late July 2015

Governor's Reading Mentor Program

"Having been in this business for 30+ years, I have seen a lot of programs come and go. Many were good programs and given a fighting chance may have seen great results. However, I truly believe the missing link was a "mentor" that focused on one thing and helped us set the vision and execute the vision. (Our mentor) did that for (our schools). To be honest, it was tough at first because as educators we think we have seen it all. With any initiative, teachers have to know those working with us are invested, not afraid to take chances or ruffle feathers, to make a difference in our students. (Our mentor) took her job seriously, was there when we needed her, stepped up to answer the hard questions all teachers will ask and never gave up on our "light bulb" going off! I don't want to brag, but (we have) awesome teachers and they are hard working and want their students to achieve. They will work hard but having the mentor, with the focus on reading made all the difference. You spent your money well and it has paid off big time for us."

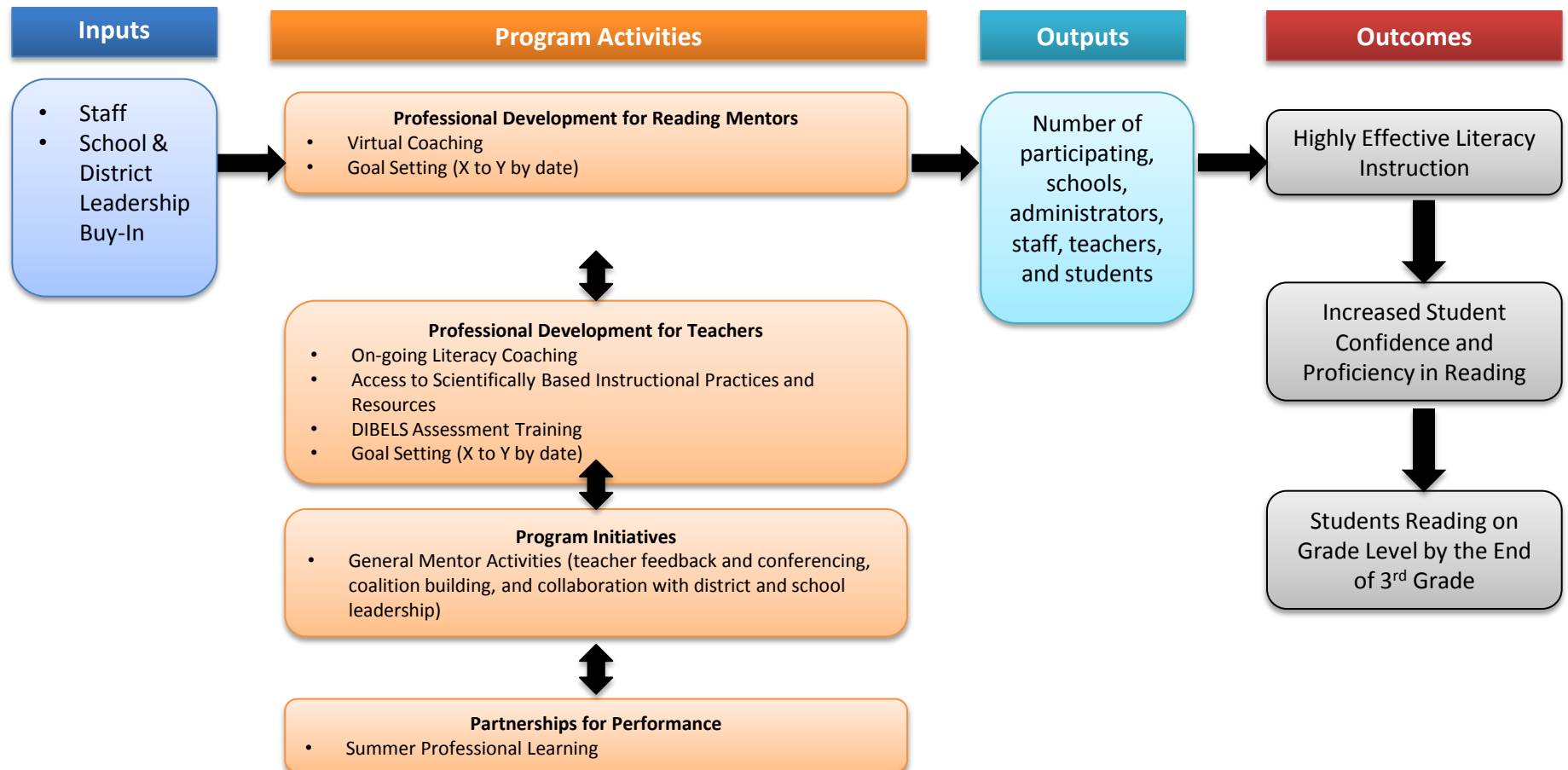
- 2012-2015 Principal

Governor's Reading Mentor Program Theory of Change

IF educators receive high quality, job-embedded, professional development and on-going coaching emphasizing instructional practices that are:

- 1) based on literacy research,
- 2) guided by formative assessment data,
- 3) clearly linked to standards, and
- 4) implemented with fidelity,

THEN teachers will improve their content knowledge, skills, and efficacy, which will lead to more effective teaching practices and more students reading on grade level by the end of 3rd grade."



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