

## ELEMENTARY LITERACY TRAINING

The Richmond Teacher Residency (RTR) is a strong example of a program that provides superb literacy instruction to its resident teachers. By consistently embedding coursework rooted in scientifically-based reading instruction and written expression, the program ensures residents receive thorough preparation in this area. Residents also have consistent opportunities to enact knowledge gained from coursework during a 4-credit summer practicum course before their residency year.

Anecdotal program evidence suggests that the quality of literacy coursework has a persistent, positive effect on residents' reading instruction and their students' growth. In particular, residents note an enhanced interest and motivation to read from their students.

The following elements undergird RTR's literacy instruction:

### **STAGE ONE: TRAINING IN KEY LITERACY SKILLS AND ASSESSMENTS**

Before completing their summer practicum, residents learn key proficiencies related to scientifically-based reading instruction. By learning how to maintain running records and how to administer proper assessments, residents construct foundational knowledge that will be utilized during their immersive practicum experience. Residents also have the opportunity to teach several lessons; these lessons serve as a key experience before the intensive tutoring practicum that occurs each summer.

### **STAGE TWO: AN IMMERSIVE PRACTICUM EXPERIENCE**

RTR partners with local schools to host individual tutoring for struggling students each summer. During this practicum course, residents practice administering a battery of literacy assessments and use the results to write detailed lesson plans that address students' needs in each component of literacy. The incorporation of assessment, classroom management, and differentiation into this experience provides the resident with the content knowledge and teaching methods necessary to help all students progress.

**STAGE THREE:****DAILY OBSERVATIONS AND FEEDBACK**

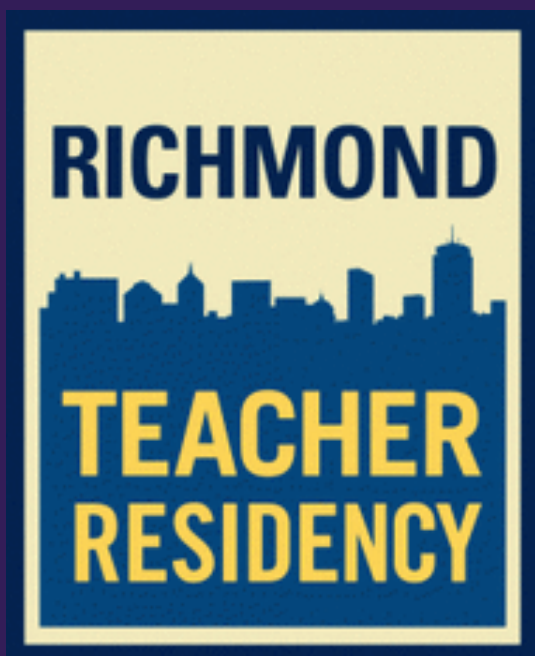
Site coordinators for candidates' fieldwork placement conduct "cluster meetings: or class meetings according to the Teacher Advancement Program (TAP). They use data to identify candidates' area of refinement and work with them to develop instructional strategies that address their challenges. Site coordinators continue to monitor candidates' teaching so candidates can further adjust instruction, if needed, to ensure improvement.

Remaining Questions: RTR faces several challenges in its ongoing emphasis on strong literacy instruction. Summer school considerations. RTR must plan months in advance to secure a partnering site for summer coursework since not every school within Richmond Public Schools houses a summer school program. Similarly, site leaders for summer school programs are typically not actual school principals; this shift requires additional relationship-building and consideration as summer coursework is being designed. Students attending summer school also occasionally struggle to attend school regularly, requiring a watchful eye from instructors and supervisors so that residents still have opportunities to tutor and teach. Expanded pathways and time constraints. The Richmond Teacher Residency expanded the potential paths that residents take to earn licensure. In addition to the students who are earning their Master of Teaching degree, RTR also has students who are earning a Post-baccalaureate Certificate. Those students take the foundations of literacy course during the summer before their residency year. Then, during the first semester of their residency year, students complete their reading practicum. To ensure that they are receiving on-site supervision and feedback, the residents need to be in the same school for the one-on-one literacy tutoring experience. This frequently stresses residents' schedules and forces them to miss time from their residency classrooms.

For More Information:

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**THE RESIDENTS ARE ABLE TO APPLY WHAT THEY LEARNED IN A MEANINGFUL WAY IN THEIR TUTORING AND TO DEEPLY REFLECT ON THEIR TEACHING WITH REGARD TO HOW THEIR STUDENT IS IMPROVING, AS WELL AS THE GROWTH THEY ARE MAKING AS TEACHERS.**

**– RICHMOND TEACHER RESIDENCY**