

Literacy Academy Lab

Materials and Resources Folders



What Do Literacy Leadership Teams Need to Know When Implementing Science of Reading Initiatives?

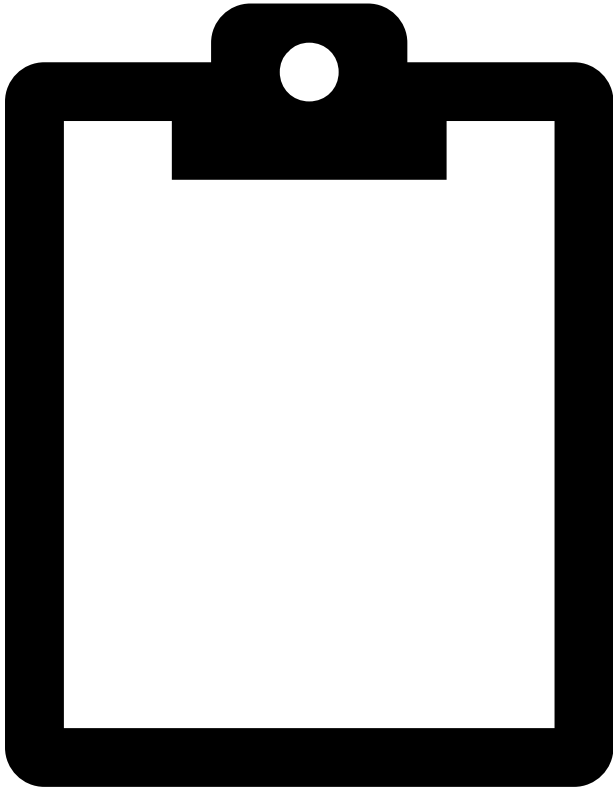


Literacy Academy 2023

June 8, 2023



Today's Objectives



1. Examine how **literacy can be a lever for school improvement** and increasing student achievement
2. Evaluate **professional development plans** to ensure all educators are involved in ongoing and sustained professional learning.
3. Examine your **systems** to determine what changes need to be made to avoid initiative overload.
4. Learn how to access the **Literacy Improvement Pathway** with your district team.



Part 1: Literacy as a Lever for School Improvement



Examine how **literacy can be a lever for school improvement** and increasing student achievement



Ohio

Department
of Education

Resources to Watch and Share

Ohio Literacy
Academy Live
2022

[Leading Literacy,
Growing Equity](#)

Kareem Weaver
and Doug Fisher



LiteracyAcademy **LIVE**

Today's Schedule

Keynote Welcome:
DR. MELISSA WEBER-MAYRER



Leading Literacy, Growing Equity:
*How School Leaders Can Improve
Reading Instruction for All Students*

Dr. Doug Fisher & Kareem Weaver



Ohio

Department
of Education

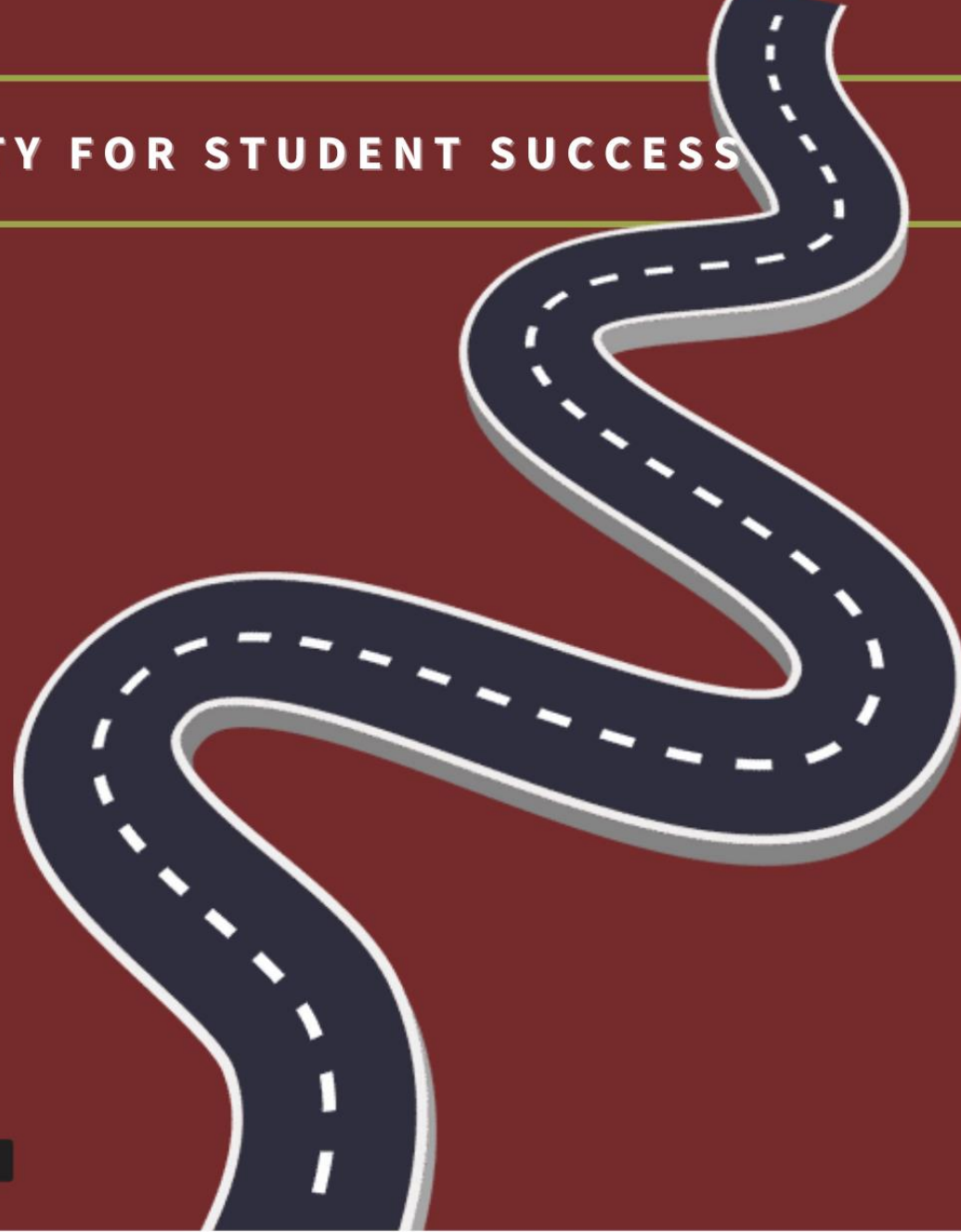
Our Why

There may be no greater purpose for an education system than to provide **all learners** with **effective evidence-based instruction** to build language and literacy knowledge and skills so they can enjoy full lives of learning and success
(ODE, 2020, p.8)



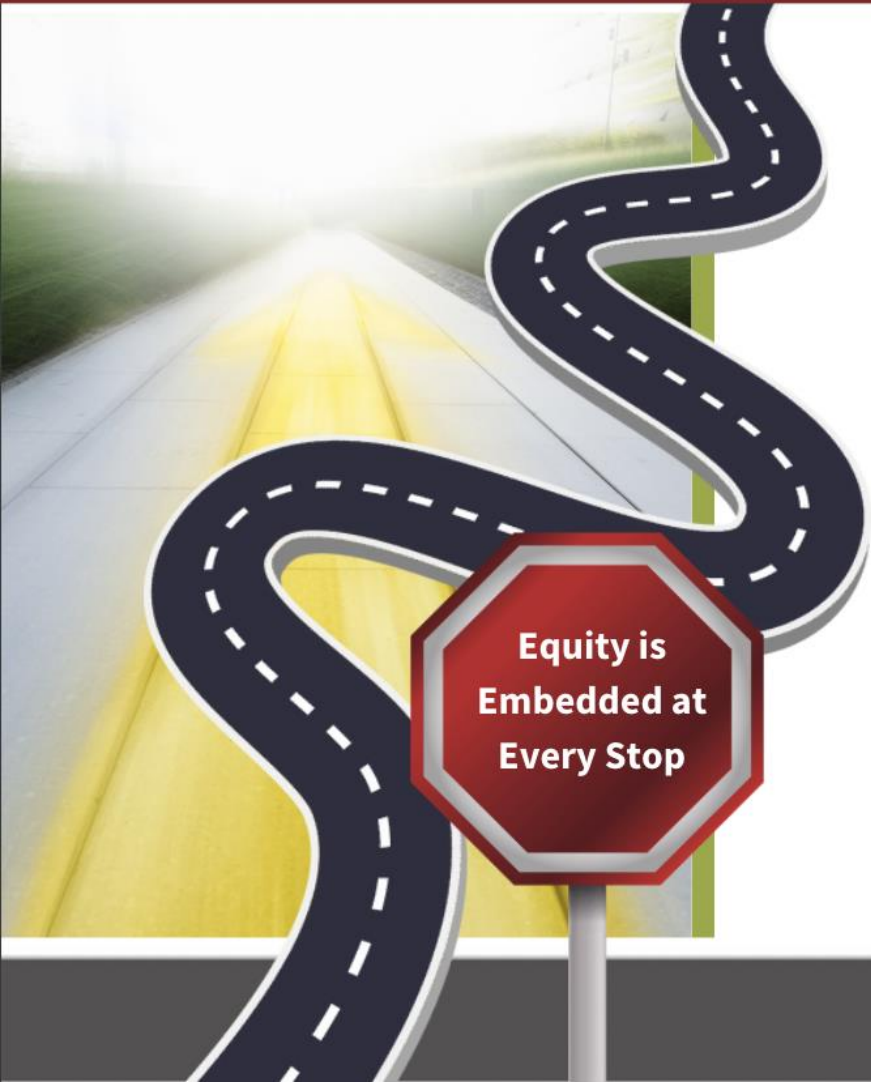
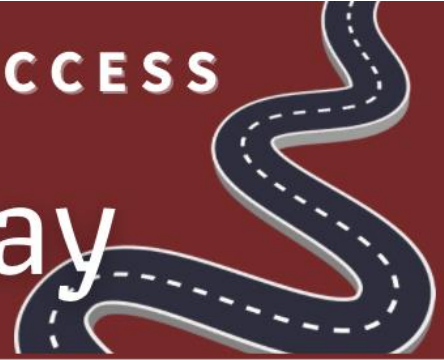
LEVERAGING LITERACY & EQUITY FOR STUDENT SUCCESS

The Literacy Improvement Pathway





Literacy Improvement Pathway

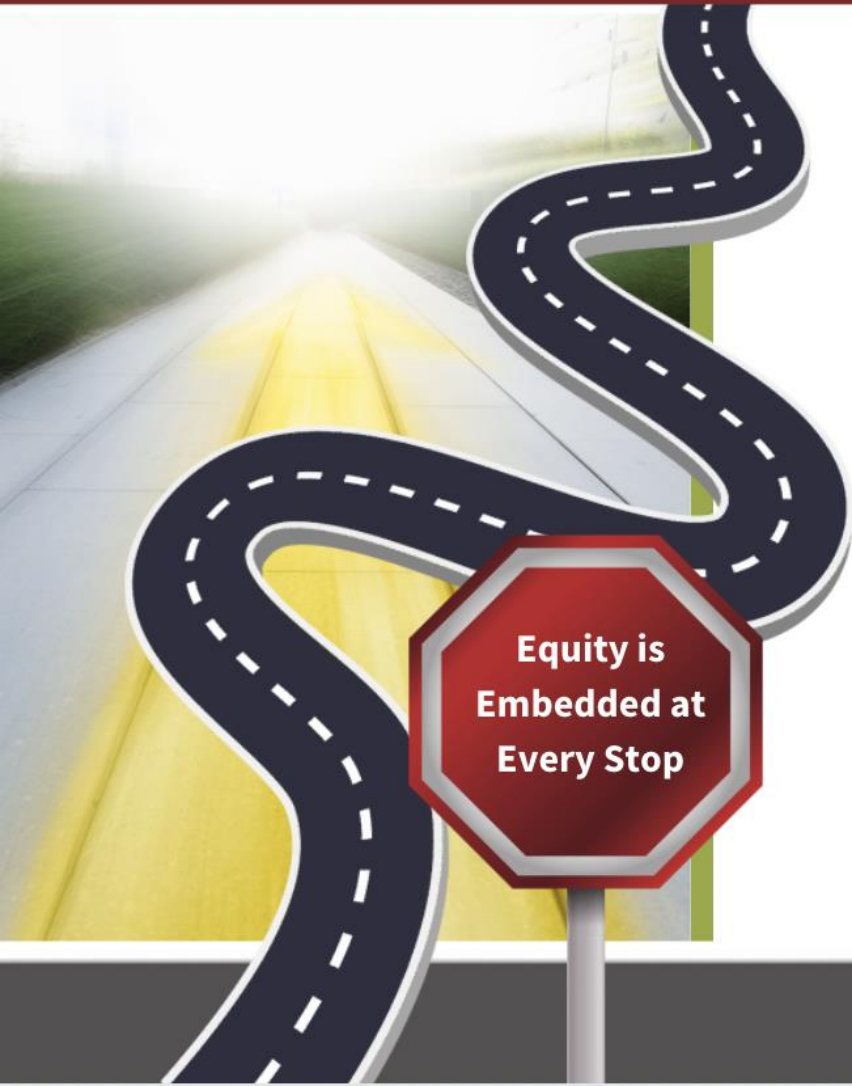
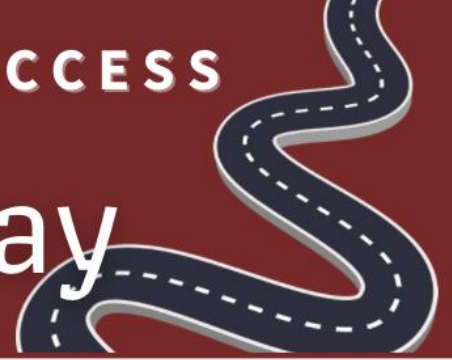


Equity is
Embedded at
Every Stop

Start Here →



Literacy Improvement Pathway



Interventions

**Parents and
Families**

Motivation

**Professional
Development**

**Instructional
Materials**

Assessment

Time

What to Teach

**Quality of
Instruction**

Start Here →

Leadership

Resources to Read and Share

Five Action Steps for School and District Leaders Implementing the Science of Reading

Changing Course: Large Scale Implementation of the Science of Reading

Five Action Steps for School and District Leaders Implementing the Science of Reading

by Dena Mortensen

"So, how do we teach reading?" I asked this loaded question as a new teacher 22 years ago. As it turns out, the answer is complex—in fact, it is "rocket science" (Moats, 2020). Many teachers graduate unprepared to teach reading since only 53% of teacher prep programs cover phonemic awareness, phonics, fluency, vocabulary, and comprehension, which are all key components of reading instruction (National Council on Teacher Quality, 2020).

It is up to school and district leaders to construct effective and ongoing professional development for educators, equip them with evidence-aligned curriculum and resources, and create schedules that allocate sufficient time for reading instruction. Leaders' actions can increase student achievement (Grissom et al., 2021), but they must first understand and become willing to advocate for the science of reading. The science of reading refers to the body of research accumulated over the past several decades that helps explain how children learn to read. EdWeek Research Center (2020) reported that district or school leaders select 92% of the reading programs used in classrooms; however, the most popular programs selected are unsupported by the science of reading research.

Waterbury Public Schools is a high-needs, urban district with over 400 elementary teachers in kindergarten through fifth grade who instruct nearly 9000 students. As the supervisor of elementary reading and language arts, I began implementing findings from the science of reading with support from the district across all elementary classrooms in September 2013. District leaders were eager to improve student reading achievement. Upon hire, I was immediately asked to redesign our district's elementary reading program. In my previous role as the elementary vice-principal in Waterbury, we implemented evidence-based systems, materials, and professional development which led to significant gains in reading achievement. Drawing from that work, I proposed a plan with

a relentless focus on teacher development and student achievement grounded in the science of reading. I was granted full approval and support. Credibility, trust, and passion helped pave the way to change.

EdWeek Research Center (2020) reported that district or school leaders select 92% of the reading programs used in classrooms; however, the most popular programs selected are unsupported by the science of reading research.

Prior to the start of the pandemic, our students were making statistically significant progress yielding unprecedented levels of proficiency on our state's reading assessment. How did we do it? This article boils down what we had done to facilitate this progress into five action steps that school and district leaders can take today to begin implementing the science of reading tomorrow:

- school yourself
- analyze and adjust assessments
- analyze curriculum and secure resources
- redesign schedules
- provide ongoing professional learning

MAY/JUNE 2022



1. School Yourself

I started this journey by learning all I could about the science of reading, and I am still learning today. I needed some guidance, so I reached out to colleagues at Literacy How for support. Literacy How helps educators understand and translate reading research into practice through workshops and mentoring. I attended Literacy How's series on Structured Literacy, a comprehensive, evidence-aligned approach for teaching early reading skills, to understand reading development in children. I was amazed at how much I had to unlearn in order to move my thinking forward. The Structured Literacy workshops built my understanding and taught me to question everything. I began to follow reading researchers and organizations on Twitter. I joined professional conferences and subscribed to academic journals. I attended conferences near and far. I read the studies conducted in the field and stored them on Google Drive. The research and reading continues today.

To make any changes, I needed to build my understanding of the research. Relying on my past experiences or intuition could prove detrimental for students. Overseeing reading curriculum and instruction for children is a big responsibility and requires an informed child the opportunity to learn how to read. Engage in all types of professional learning. Check out Amplify's Science of Reading League. book (Amplify's Science of Reading League. ing: Defining, 2022) and the Science of Reading (RL, 2022) for a collection of easy-to-follow resources about the science of reading. Attend binars or classes like those offered by The Reading League's Online Academy. Follow reading.league, @DyslexiaIDA, and @ogleScholar and read the studies first. are your articles; you will continue to learn them over and over again. Learning process and never actually ends. You may need to check your opinion floor. Learning about what works with what you believe and what nt. Trust the evidence.

Adjust Assessments

With my knowledge, I started to assessments teachers administer, or coaches, helped

3. Analyze Curriculum and Secure Resources

While analyzing our assessments, we also began auditing our curriculum and materials. We noticed our curriculum lacked explicit, systematic, and cumulative phonemic awareness and phonics instruction. Further, our schools

WARNING: You may need to check your opinion at the door. Learning about what works may conflict with what you believe and what you were taught. Trust the evidence.

Intervening early is critical, but to do so you must administer a universal screener that helps to identify students at risk. Including a CBM universal screener helped us to prevent children from falling through the cracks by swiftly identifying those in need of support. Lyon (2003) notes we could drop the percent of fourth-grade students who struggle to read to six percent if we identify needs early and intervene with research-based practices.

To get started, create an inventory of your assessments. What do your assessments measure? How much time do teachers spend administering them? Do you administer a universal screener to help identify students at risk? Do you drop assessments as needed. **WARNING:** What a district requires is just one piece of the assessment plan. Teachers should use diagnostic assessments as appropriate to dig deeper and plan lessons focused on students' needs.



Department of Education

Resources to Read and Share, cont.

Transformed by Literacy

Copyright National Association of Secondary School Principals, the preeminent organization for middle level and high school leadership. For information on NASSP products and service, visit www.principals.org.

■ Susan Szachowicz

Transformed by Literacy

When low test scores demanded a hard look at the curriculum, literacy became a focus for improvement.

Schoolwide training for teachers and a rolling implementation model ensured consistency and reinforcement of the skills.

Results came in improved scores and national recognition.

“Is this the best we can be?” Teachers and administrators at Brockton (MA) High School asked themselves that question when they saw the dismal results from the 2001 state high stakes test, the Massachusetts Comprehensive Assessment System (MCAS). Brockton was then ranked as one of the lowest-scoring schools in the state with a 44% failure rate in English/language arts (ELA) and a 75% failure rate in math. Students must pass the MCAS in ELA and mathematics to earn a diploma, so the results meant that hundreds of students were at risk of not graduating. Brockton, a large urban high school with more than 4,200 students, faced challenging demographics: 73% of students were minorities, 68% received free or reduced-priced lunch, and more than 50% spoke a language other than English in the home. Most were the first in their families to graduate from high school.

Despite the challenges, the teachers' answer to the question was, “No, this is not the best we can be!” And they proved it by 2010, when Brockton's results had improved so much that they received several national recognitions for student achievement, including selection as a National Model School by the International Center for Leadership in Education, two bronze medals on the U.S. *News and World Report's* America's Best High Schools rankings, and acknowledgment by Harvard University's Achievement Gap Institute for closing the gap.

It Began With a Team

The turnaround at Brockton began with a team of educators, including myself, who formed the restructuring committee. The committee had members from nearly every discipline in the school and was committed to high standards and no excuses. Analysis of the MCAS data illustrated that students were struggling in writing, reading, complex problem-solving, and thinking skills and that the struggle was not limited to any one group of students. The data also suggested that students' failure on the tests would not be addressed by implementing a test preparation program. Failure among the students was widespread, and we realized that we could not outguess a test. What Brockton needed was a schoolwide

The Professional Development Process

Planning

- The restructuring committee targets a literacy skill on the basis of student performance data.
- A subgroup of the restructuring committee develops the training script.
- A “train the trainer” approach is used to present the training.

Implementation

Two literacy workshops are planned. The first is interdisciplinary and teachers receive training in groups of approximately 25.

Two weeks later the workshop is repeated in the content-specific areas. The format of the lesson is the same; the content of implementation is prescribed so that every student receives the same literacy lesson using the same format. Administrators monitor the implementation of the lesson according to the calendar.

Literacy skill using the schoolwide format, compared, and critiqued by the school.

Students' literacy skills. But focus of responsibility for the success of every

determined, the next restructuring committee, and reasoning detailed a student



learning in specific, measurable ways. Long viewed as the responsibility of a few departments, teaching those literacy skills became the responsibility of all teachers in all departments.

Literacy charts of the specific skills were drafted and presented to faculty members in small interdisciplinary discussion groups, which were facilitated by members of the restructuring committee. The school council, including parents and students, and the local chamber of commerce were added for input. It was essential that the literacy skills be clearly stated so that all teachers, students, and parents would understand them. It was also important that each of the skills were applicable in every content area so that any teacher, no matter what the class, would believe that students would be more successful in his or her class if they mastered the skills.

TRAINING FOR EVERY TEACHER

Once the literacy objectives in reading, writing, speaking, and reasoning were established and the literacy charts (see figure 1) were posted in every classroom, teachers received training in how to teach and integrate those skills in their classes. It was difficult to know where to begin. With so many skills detailed in the literacy charts, it would have been overwhelming for the faculty members and the students to try to incorporate them all at once. So the restructuring committee went back to the data and determined that writing skills, specifically “to write an open response,” would cross all disciplinary lines and offer an immediate opportunity for improvement in students' academic performance in their classes and on the MCAS.

The committee then developed an open-response process that was taught to all teachers, who used their own content area as the context for teaching the process to their students. Open-response writing was the first of Brockton's literacy workshops, which have evolved into the centerpiece of the school's overall change process. To accomplish the training, we planned workshops to fit within the one-hour faculty-meeting format. The first step was to write a script for the training to model how teachers should teach





Activity: Discuss



Access the article: “Five Action Steps for School District Leaders” OR “Transformed by Literacy”

- SKIM
- SHARE with your group:
 - one word
 - one phrase
 - one sentence



Part 2:

Professional Learning



Evaluate **professional development plans** to ensure all educators are involved in ongoing and sustained professional learning.



Elements of an Effective Reading Program

Strong Core
Reading
Curriculum

Instructional
Materials Aligned
with Research

Appropriate
Reading
Assessments

Timely, Intensive
Interventions

High Quality
Professional
Development



<https://www.aft.org/education/engaging-curriculum/elements-effective-reading-program>



Ohio

Department
of Education

Resources to Read and Share, cont

Elements of an Effective Reading Program (K-3)

Elements of an Effective Reading Program

Strong, core reading curriculum

A strong, core reading curriculum—consistent with the research consensus on effective reading instruction and delivered by knowledgeable teachers—is essential for all students. A carefully crafted approach to the teaching of reading reflecting the research consensus that effective beginning reading instruction must include explicit, systematic, core classroom instruction in kindergarten through third grade on these essential components: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Instructional materials aligned with research

All K-3 teachers should have access to core reading instructional materials aligned with the research consensus, which include both decodable texts with which students can practice their skills as well as rich children's literature and informational texts through which students' vocabulary, background knowledge and interest will be enhanced.

Appropriate Reading Assessments

To ensure that instruction is meeting every student's needs, teachers must have access to and use appropriate reading assessment tools: screening measures to identify children at risk of reading failure, periodic progress monitoring to ensure that instruction is appropriate and students are on track, and diagnostic assessments to identify special needs some students may have. Data from these assessments should inform instruction, small-group placement, intervention and referral for special services.

Timely, intensive intervention for struggling students

It is more effective to intervene early with struggling readers than it is to try to catch them after they've experienced long-term reading failure. Therefore, schools must provide appropriate, timely, intensive, systematic intervention for those students who need it; to do so may require both reallocation of current resources and new resources to implement such intervention. Our students deserve no less.

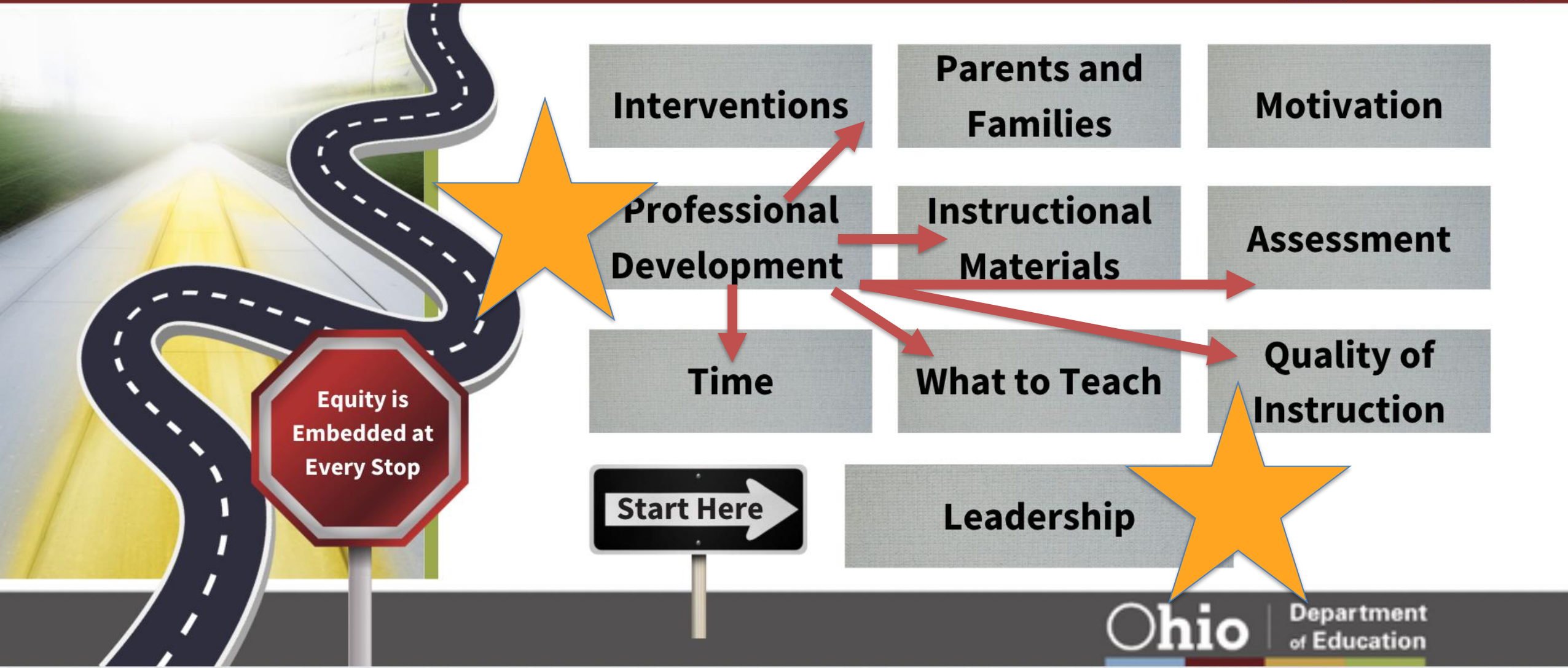
High-quality professional development

Teachers can't teach what they haven't been taught; yet, too few teachers have been provided the necessary knowledge and skills in research-based reading instruction during their preservice or in-service preparation. Therefore, districts and schools must ensure that K-3 staff (and the administrators who support them) have opportunities for high-quality professional development in early reading instruction.

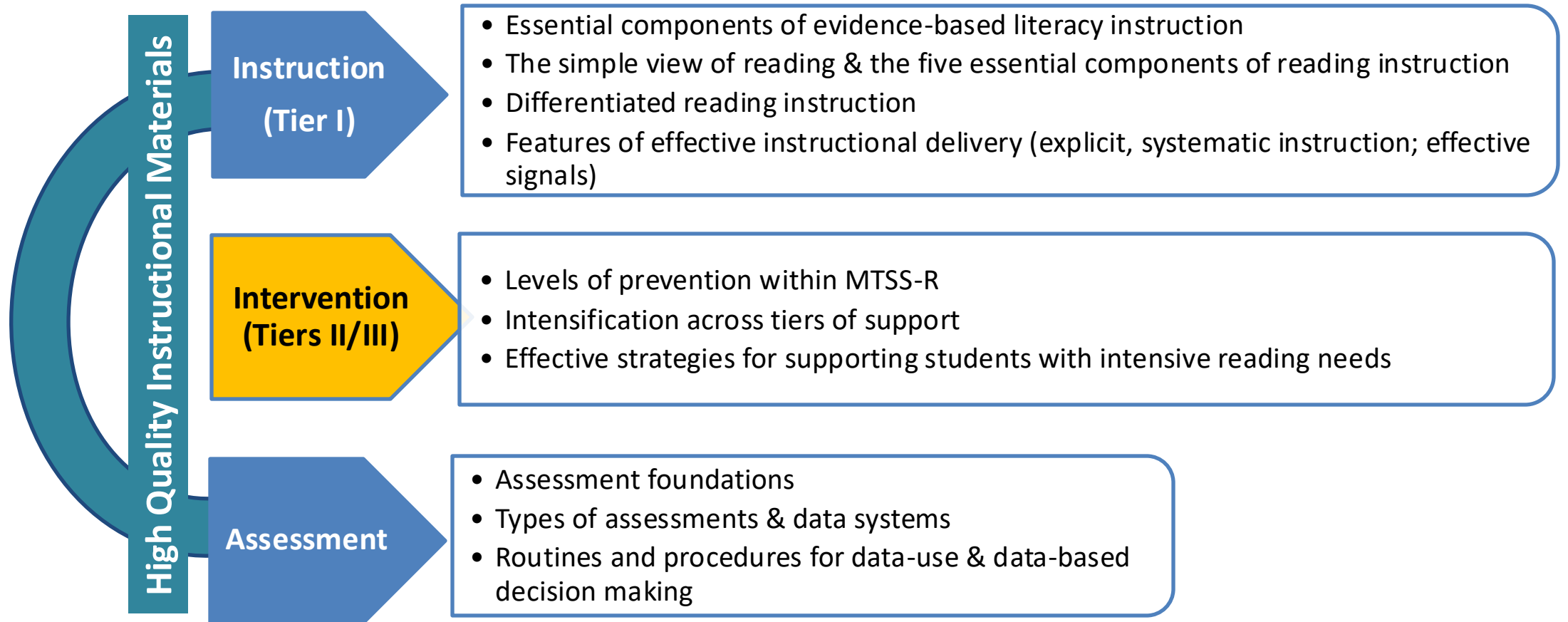




Literacy Improvement Pathway



Literacy-Related Topics for Job-Embedded Learning



Lead for Literacy Institute: Literacy-Specific Focus Areas



Ohio

Department
of Education

High-quality PL is Job-Embedded



Job
Embedded

Professional learning focused on
knowledge building and
implementation

(Archibald et al., 2011)
Lead For Literacy



How many times is enough?

3 or fewer \neq sustained

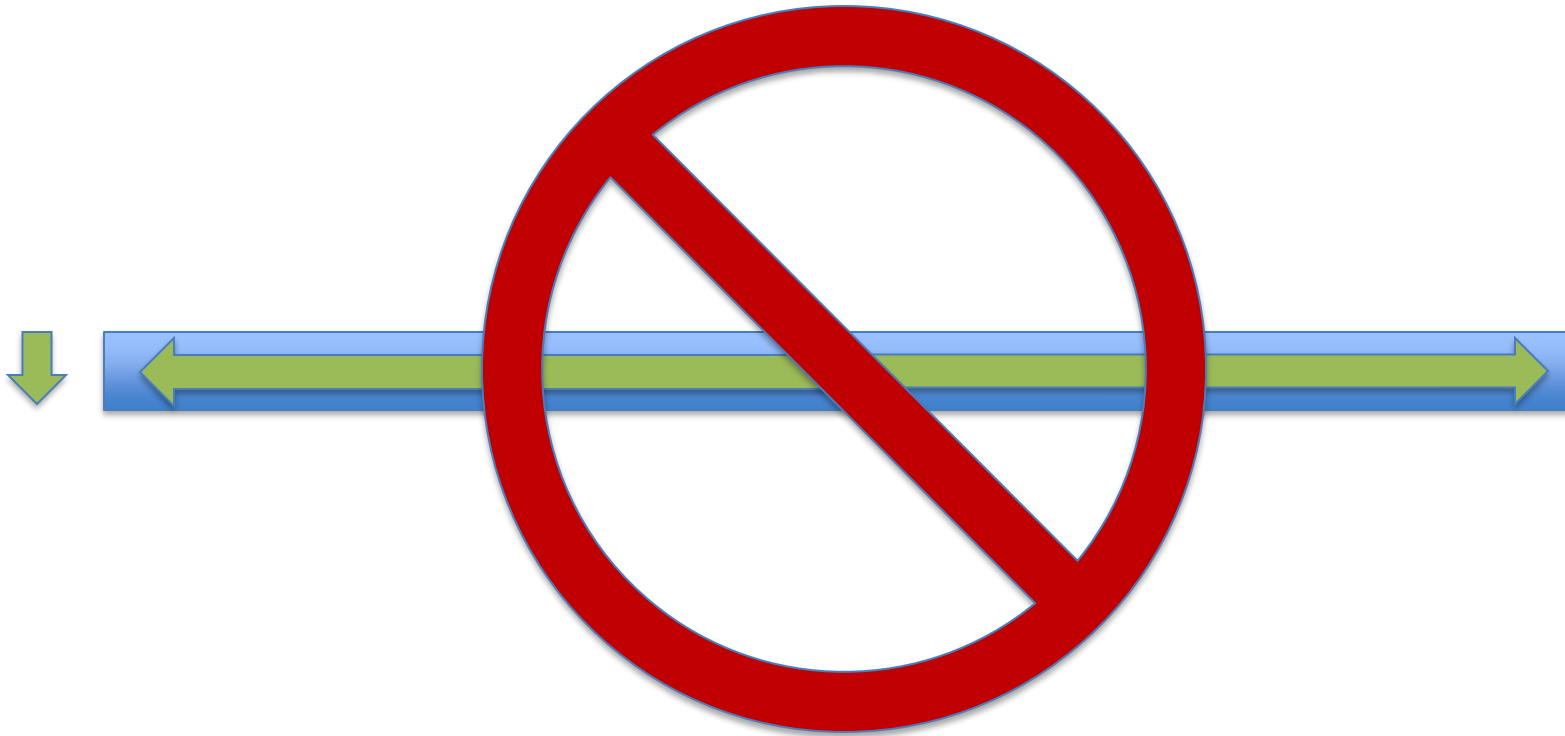
4, 5 or 12 times $=$ contextual

Based on district, school, skill, need, etc.

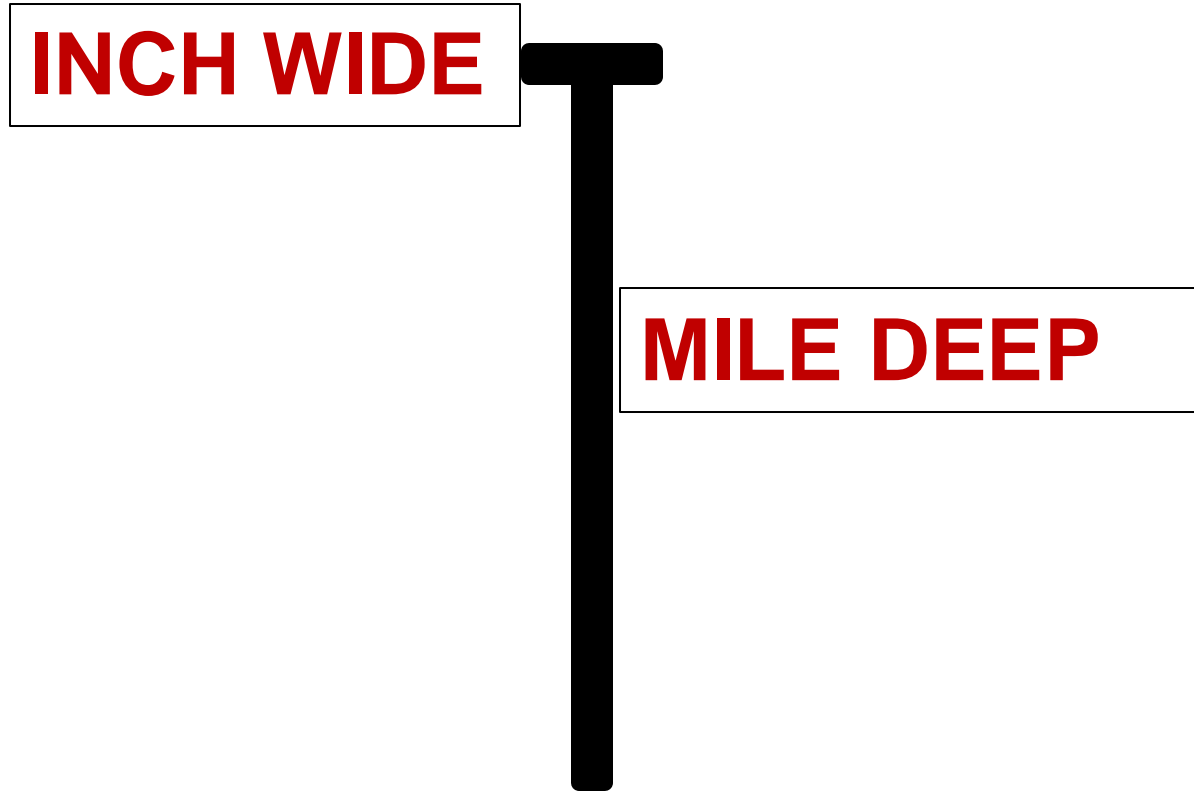


Intensive Professional Learning

A mile wide and an inch deep.



Effective Professional Development



How much time is enough?

49 hours devoted exclusively to a topic as the minimum requirement for developing competency

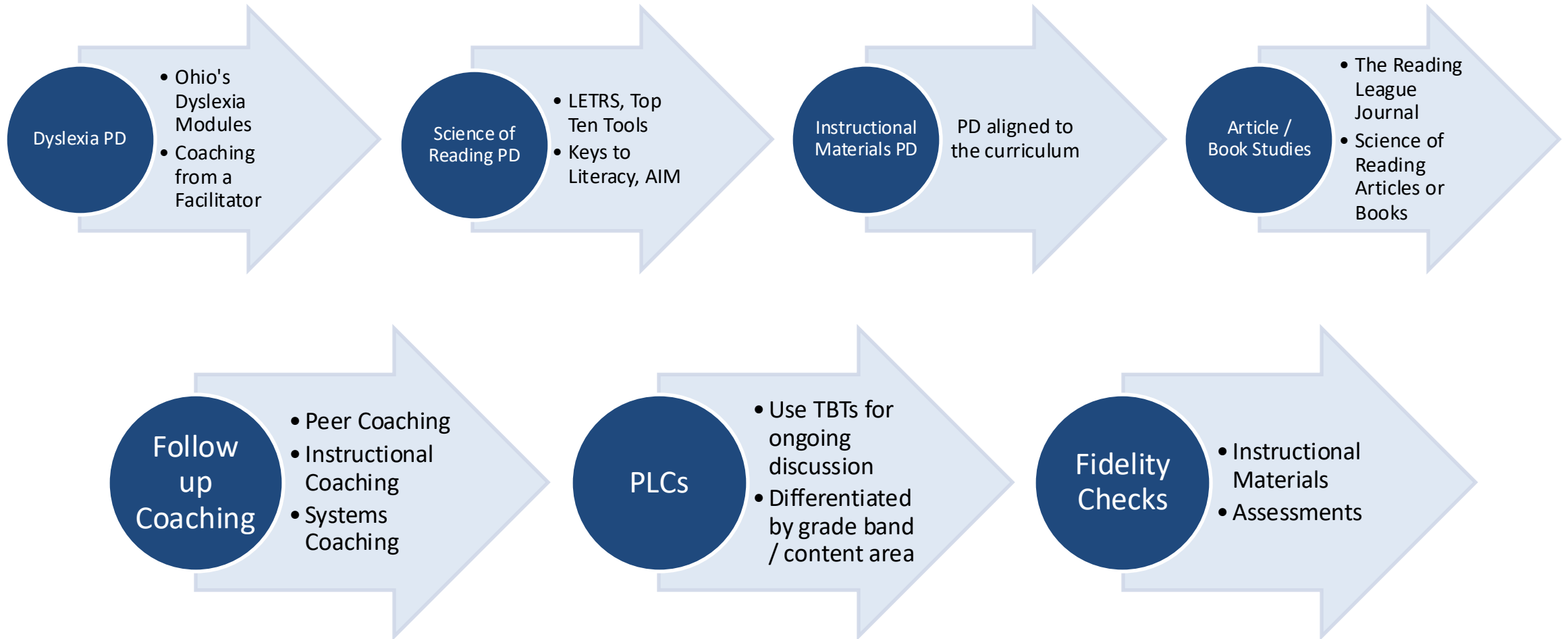
Current findings:
4.25 hours

Take Away: Fewer than 14 hours does not yield significant results for student outcomes.

(Yoon et. al., 2007)



Plan for Multiple Years of Ongoing PD!



Resources to Watch and Share, cont.

[The Science of Reading Defining Guide EBook](#)

[Defining Guide Kickoff Training](#)

Defining Guide Videos



The Science of Reading
A Defining Movement

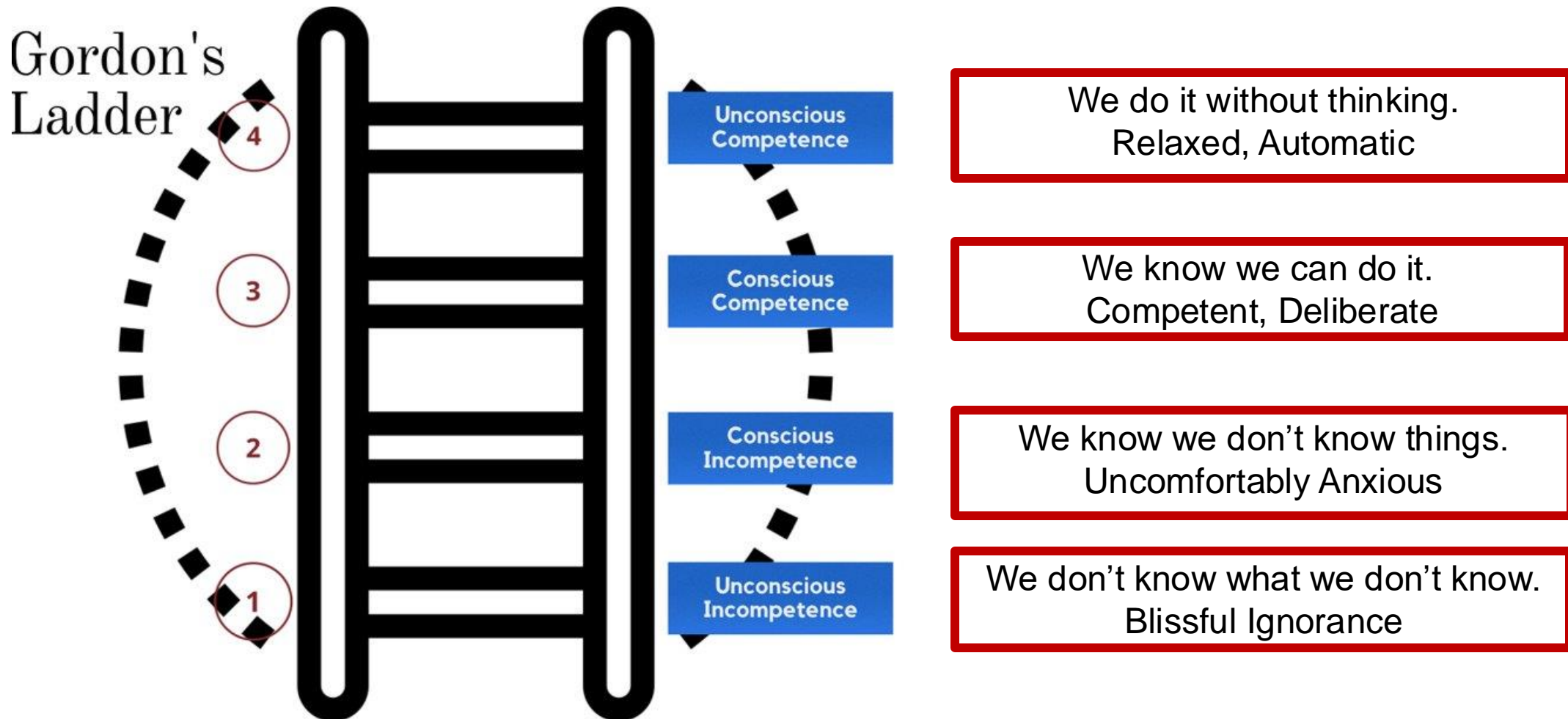
Powered by Amplify.

SCIENCE OF READING
DEFINING GUIDE

The image shows a video player interface for 'The Science of Reading Defining Guide'. The player has a purple background with a large, faint geometric logo. The video content area shows four panels of students: a girl with headphones, a girl reading, a boy reading, and a boy looking at a screen. A large red play button is centered over the video. The top right of the player features the 'The Science of Reading' logo and text. The bottom right features the text 'SCIENCE OF READING' and 'DEFINING GUIDE'. The bottom left of the player area says 'Powered by Amplify.'.



Understanding Adult Learners





Activity: Discuss



Discuss your professional learning plan for your building / district. How are you ensuring that there is a communicated long-term plan for professional learning? Will this plan be differentiated to ensure adult learners move up Gordon's Ladder?





Activity: Poll



The following leadership factors impact student growth. Which has the **greatest impact** on student growth?

- A. Setting goals and expectations
- B. Resourcing strategically
- C. Planning, coordinating, evaluating teaching and curriculum
- D. Promoting and participating in teaching and learning (.84)
- E. Ensuring an orderly and supportive environment



Instructional Leadership

If professional learning is to have a positive impact, all leaders must have a deep understanding of what everyone is learning.

Jim Knight, Unmistakable Impact, pg. 76





Activity: Poll



After professional learning, what changes first?

3. Teacher Beliefs
1. Teacher Behavior
2. Students Outcomes

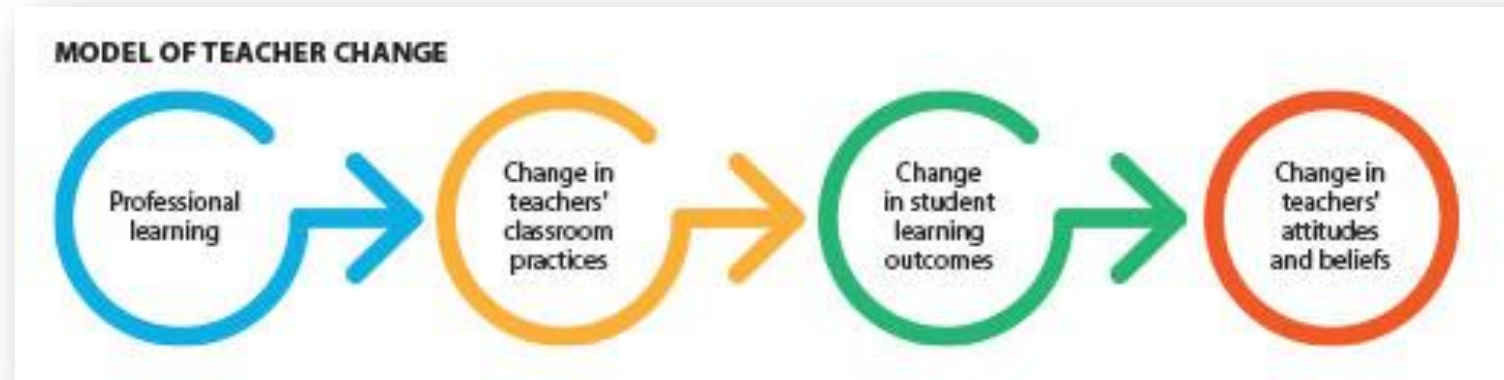


Resources to Watch and Share, cont

Thomas Guskey

[Flip the Script on Change](#)

[At a Glance Guide to Guskey's Model](#)



Leaders who set out to change teachers' attitudes and beliefs directly are mostly doomed to fail.



Instructional Materials and PD



“A strong evidence base shows that **high-quality instructional materials** accelerate student learning and that their impact grows even larger when teachers participate in **curriculum-based professional learning.**”

The Elements, Page 55



Ohio

Department
of Education

Part 3:

Avoiding Overload

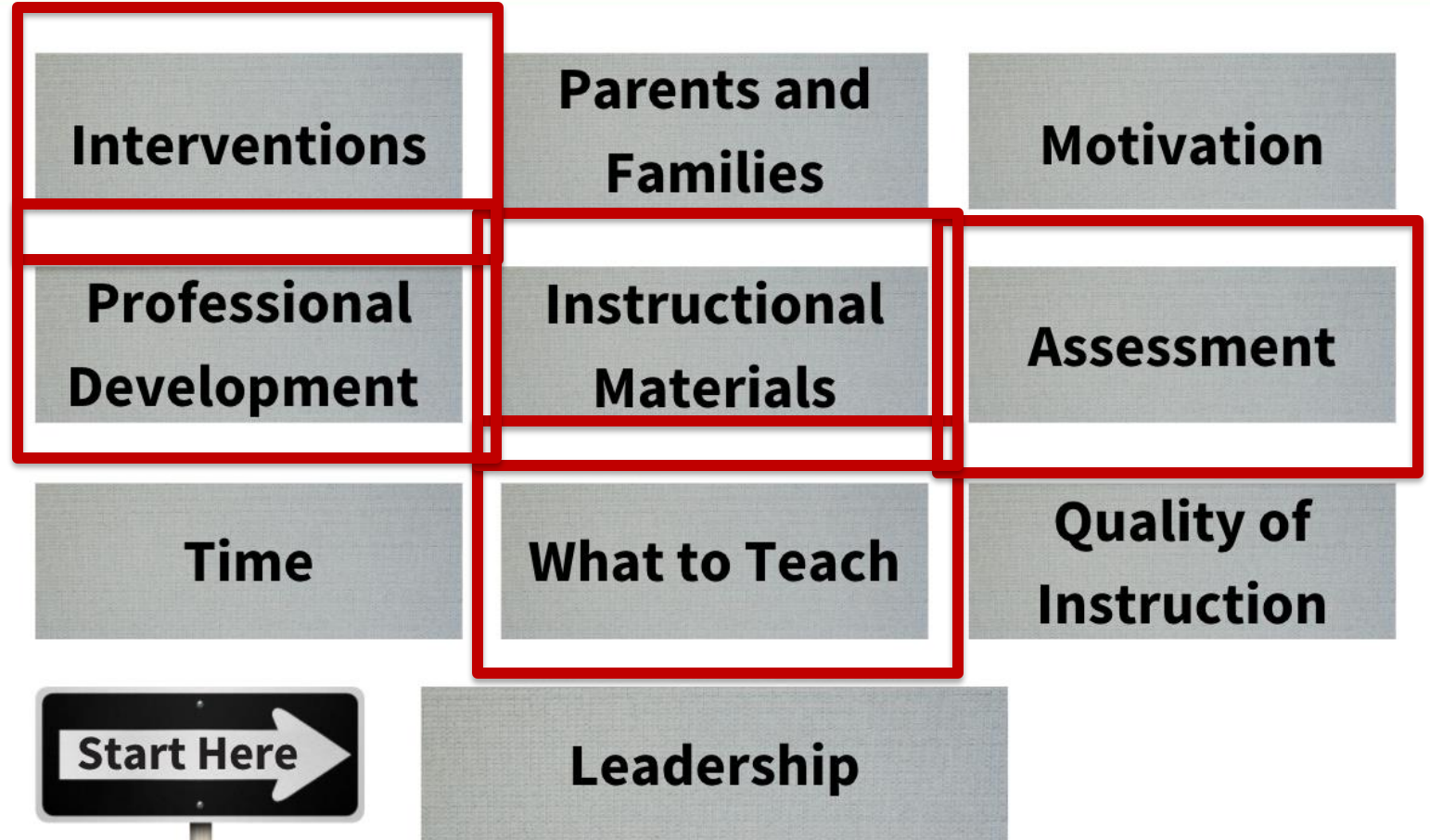
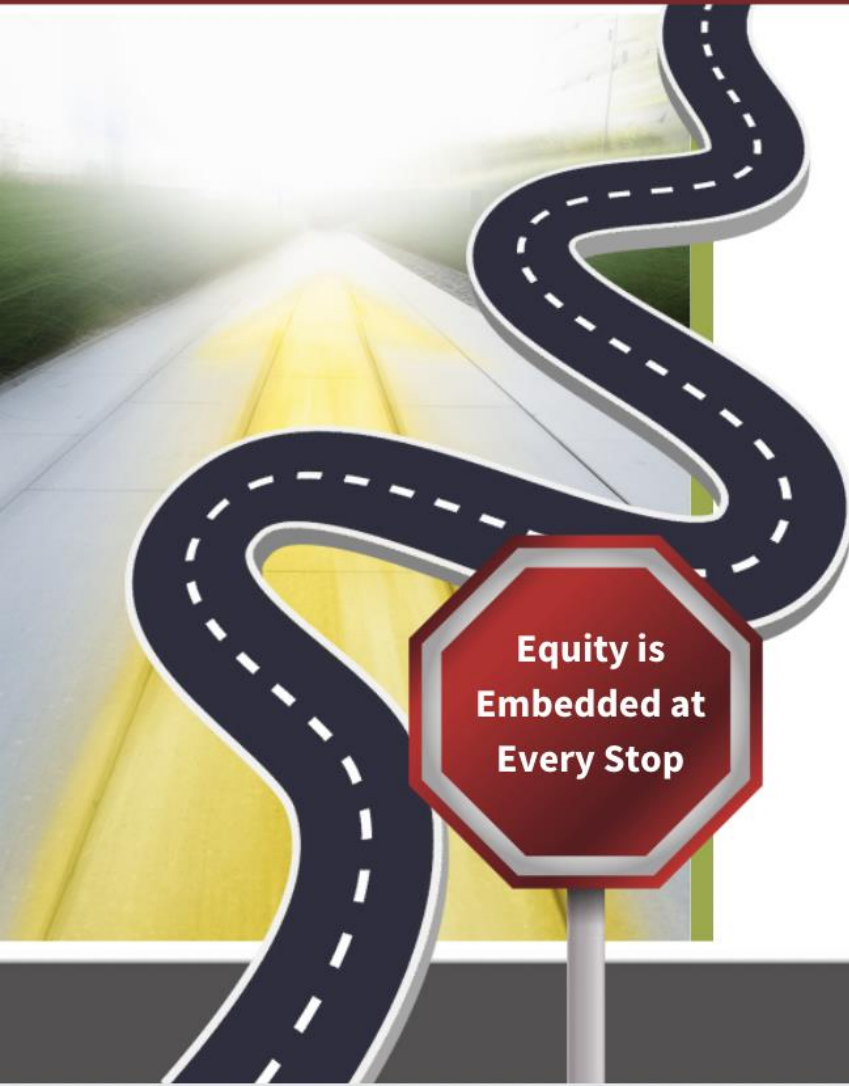
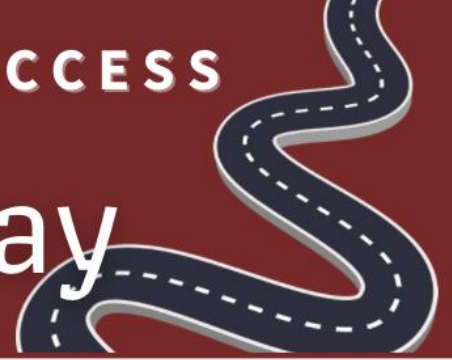


Examine your **systems** to determine what changes need to be made to avoid initiative overload.





Literacy Improvement Pathway



Elements of an Effective Reading Program

Strong Core
Reading
Curriculum

Instructional
Materials Aligned
with Research

Appropriate
Reading
Assessments

Timely, Intensive
Interventions

High Quality
Professional
Development

<https://www.aft.org/education/engaging-curriculum/elements-effective-reading-program>



Leadership Advice:

Don't Add, Replace

- Don't add more things on!
- **REPLACE** practices, materials, and assessments that don't work!



Strengthening Neural Pathways

- Trying to combine approaches does not benefit students or teachers.
- Inappropriate instruction can undermine the development of the reading brain.

Snowballs... in June?

Remember, we don't want to keep adding assessments, routines, and materials.

Instead, think of how we can replace things that are not working with more efficient and effective practices.





Activity: Discuss



What was your take-away from this experience?

What initiatives / assessments / practices / materials can you eliminate to avoid initiative overload and ensure that appropriate neural pathways are established?



The Parable of the Guarded Bench

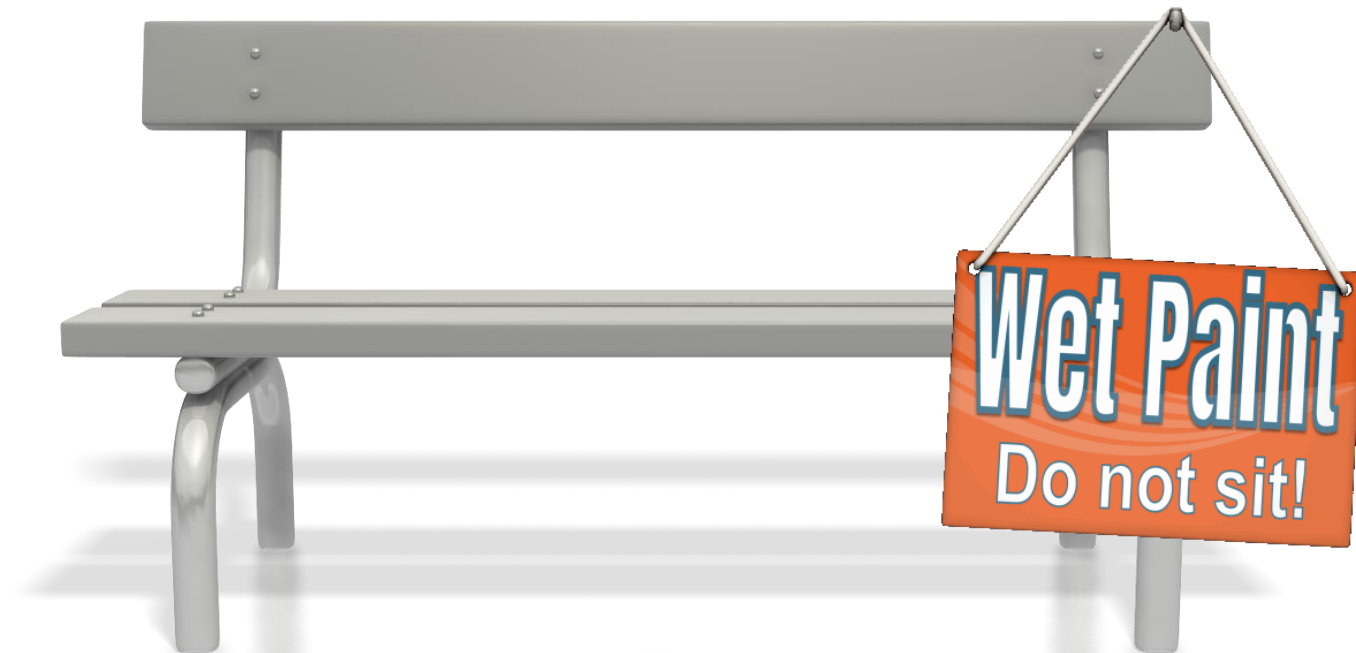
In the middle of the courtyard of a barracks was a small bench. Next to the small bench, a soldier stood guard. It was guarded around the clock - every day, every night, and from one generation of officers to the next, the order was passed on and the soldiers obeyed it. No one expressed any doubts or ever asked why. If that's how it was done, there had to be a reason.

And so it continued, until a new post commander arrived, an ambitious young lieutenant, who wondered about the original order. He asked questions and shared curiosities, yet no one knew why the bench had to be guarded. He rummaged through old files, and after some poking around, he discovered the name of the man in charge from over 30 years ago. Thirty-one years, two months, and four days ago, an officer had ordered a guard to be stationed beside the small bench...



The Parable of the Guarded Bench, cont.

which had just been painted,
so that no one would think
of sitting on wet paint.





Activity: Discuss



What literacy bench is your school or organization guarding?

Are there long held practices, assessments, or materials that can be evaluated more closely to see if they truly align with reading science?



Resources to USE and Share

The Reading League

Curriculum Evaluation Tool

(Updated Jan 2023)



CURRICULUM EVALUATION GUIDELINES

Use these guidelines to evaluate how well a curriculum aligns with the findings from the science of reading.

K-5 English Language Arts (ELA)

Section 1: WORD RECOGNITION

WORD RECOGNITION NON-NEGOTIABLES

Unlike learning
to read and write,
curricula and i

The foundation
spoken words,
takes place an

Reading ability
not emphasize
the building of
foundational r

As is true of all
[less](#). Almost all
scores indicat

If 85% of studen
measure, the f

Red Flags: Practices Not Aligned with the Science of Reading

Red Flag
✓

Three cueing-systems (i.e., directing students to use picture cues, context cues, or attend to the first letter of a word as a cue).

Guidance to memorize whole words by sight without attending to the sound/symbol correspondences.

Supporting materials do not provide a systematic scope and sequence nor opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).

Practices Aligned with the Science of Reading

Explicit instruction of phoneme awareness, phonics, and spelling.

Systematic scope and sequence of skills building from simple to complex.

Curriculum and support materials that provide opportunities for practice and interleaving of elements taught (e.g., phonics, decoding, encoding).



Ohio

Department
of Education

Resources to USE and Share

Achieve the Core

Grade Level Instructional Materials Review

DECISION RECORDING SHEET

Completed by: _____

Date: _____

Based on the substantial evidence collected and the analysis you have done as you reviewed these materials, complete the following form. Please add comments about what influenced your decision in each of the areas listed below.

RUBRIC SECTION	QUALITATIVE SUMMARY OF EVIDENCE	RATING
Non-Negotiable 1: Text Complexity		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
Non-Negotiable 2: Questions and Tasks		<input type="checkbox"/> meets <input type="checkbox"/> does not meet
Alignment Criterion I: Range and Quality of Texts		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
Alignment Criterion II: Questions and Tasks Support Student Learning		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
Alignment Criterion III: Writing to Sources and Research		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak



Ohio

Department
of Education

Part 4: Accessing the Literacy Improvement Pathway



Learn how to access the **Literacy Improvement Pathway** with your district and building leadership team.



Ohio

Department
of Education

Literacy Improvement Pathway Q & A

Question	Answer
Do districts need a course facilitator to participate in the Literacy Improvement Pathway training?	YES! Districts cannot access or participate in this training without an ESC or SST facilitator.
How do I find a Literacy Improvement Pathway facilitator to guide our team through the modules?	Contact your local ESC or regional State Support Team. We have trained facilitators around the state in each SST and ESC.
Who should participate in this series?	District leadership, building leadership, coaches, and teacher leaders should attend. This training is not for all teachers, but is critical for leadership to make systemic changes.
How long is the training?	There are 10 “stops” on the LIP. Each stop has a video with additional resources and an opportunity to engage in a facilitated conversation. This will be a year-long endeavor.



Lessons from Lacey

- Be **bold in your speech.**
- Ground yourself in the **science and application** of teaching and learning.
- Build the **coalition of the willing.** Empower them!

Lacey Robinson, Plain Talk About Literacy Keynote 2022



Questions? Comments?

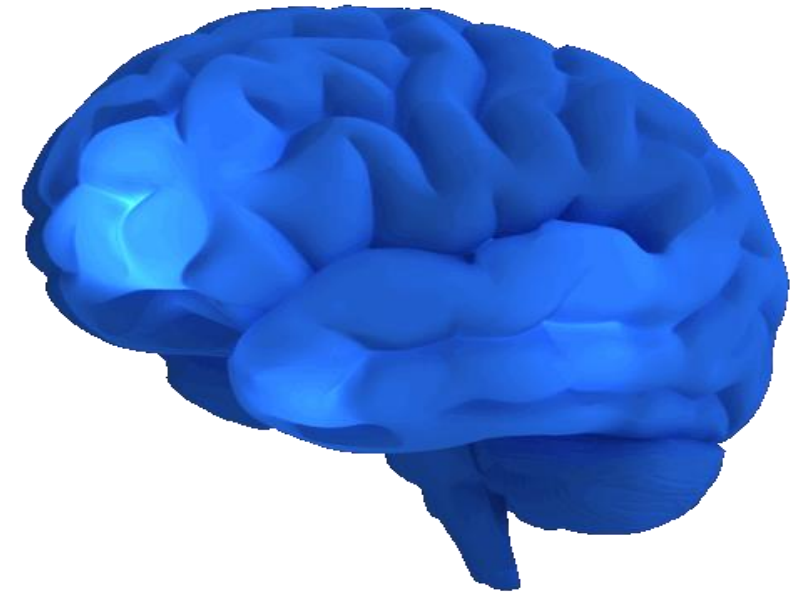
Michelle Elia, Ohio Literacy Lead

Michelle.elia@sstr5.org

If kids are to love reading, then the **better they can read**, the greater the chance they'll find something to read that would be **enjoyable** and that they could **read with ease**. Instructional practices that prioritize enjoyment over learning may be as stultifying as helpful.

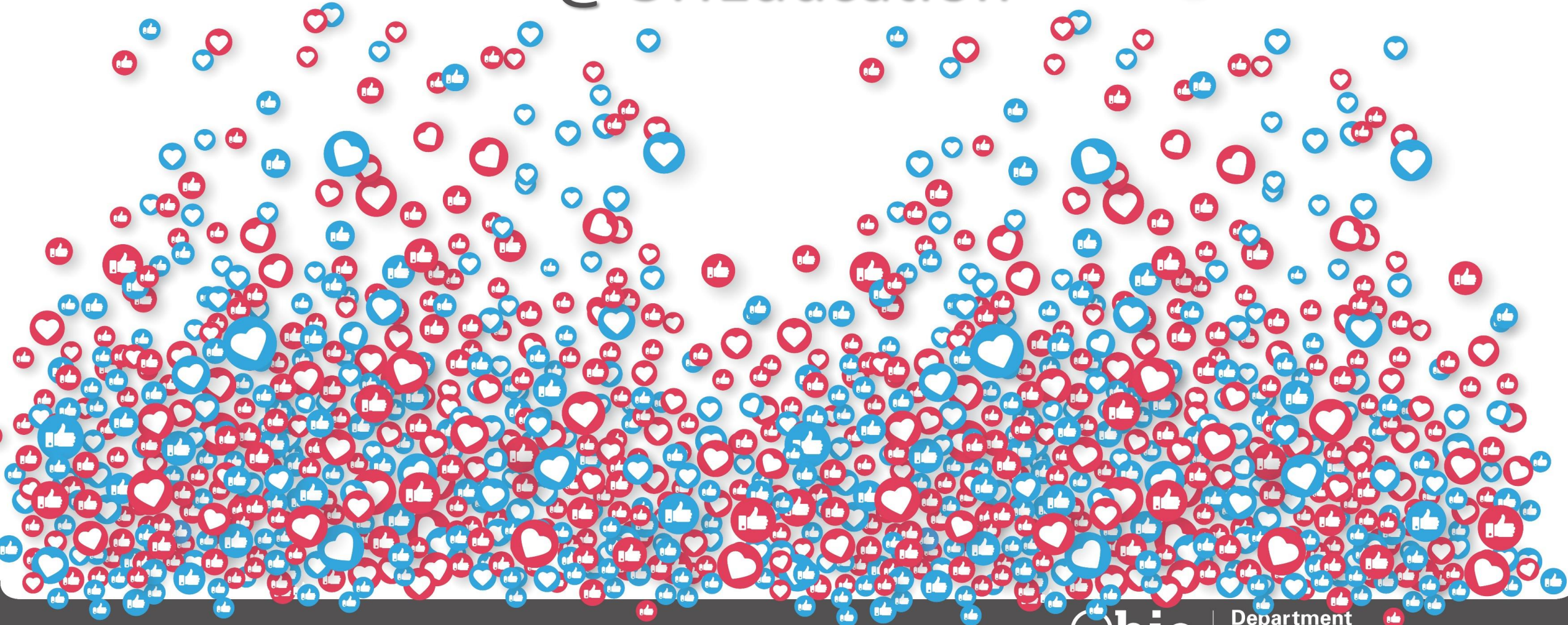
The oft cited statistic that better readers read more suggests that the **most powerful enabler of love of reading is effective and efficient reading instruction**.

Dr. Timothy Shanahan, 2018





@OHEducation



Ohio

Department
of Education

Share your learning community with us!

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers