Slide 1

Designing a System That Supports Effective Literacy Instruction

School Leader Webinar

November 17th, 2023

Slide 2

About Children's Literacy Initiative

What We Do

Empower school leaders and teachers to transform instruction so that all children can become powerful readers, writers and thinkers.

Slide 3

Phylicia Epps, M.Ed.

Associate Director of Leadership Coaching and Implementation at Children's Literacy Initiative

- 10+ years experience as a school leader and teacher
- Leader coach and professional learning designer and facilitator
- Advocate for the advancement of educational equity for Black and Latinx children

Pepps@cli.org

Slide 4

Demetra Disotuar, PhD

National Content and Program Design at Children's Literacy Initiative

- 25 + years of experience as a district leader and teacher
- Literacy coach and RtI/MTSS Coordinator
- Focus on equity-centered pedagogy

ddisotuar@cli.org

Sue Smith

Manager of Program and Content Development at Children's Literacy Initiative

- 35+ years experience as a teacher, literacy coach, researcher, writer

- Planner, designer, and facilitator of multi-modal professional development that works to advance equity for children who are Black and Latinx

ssmith@cli.org

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Karla Venegas, M.Ed.

Manager of Multilingual Program and Content Development at Children's Literacy Initiative

- 11+ years experience as a teacher, researcher, and facilitator

- Multilingual Latina educator, activist, and (bi)literacy researcher who is highly committed to improving education through a focus on students who are learning English as an additional language

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Participating in Today's Session

Questions

Q&A

Resources

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Community Agreements

Approach ideas with curiosity and openness

Engage and contribute

Keep children at the center

Commit to a culture of school improvement

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Building Community

What is the best part of your role as a school leader?

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Goals for Today's Session

Connect the NJDOE RAPID Initiative to your school community

Understand the role that foundational literacy skills play in supporting the literacy acquisition process

Explore ways to design a system that supports effective literacy instruction

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Connect the NJDOE RAPID Initiative to your school community

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NJDOE RAPID Initiative

Child Outcomes

- Promote academic recovery
- Accelerate learning

Teacher Supports

- Series of learning modules for K-3 teachers
- Targeted professional development designed to bolster foundational literacy teaching and learning

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Foundational Literacy Sessions

These sessions are designed to support and deepen teachers' content knowledge critical to early literacy acquisition.

Nov. 28th	**Orthography, Orthographic Processing, and Print Concepts**
Nov. 30th	**Phonological Awareness and Processing**
Dec. 5th	**Phonemic Awareness**
Dec. 7th	**Phonics**
Dec. 12th	**Fluency**
Dec. 14th	**Vocabulary**
Dec. 19th	**Comprehension**

Teachers will earn 4 PD hours by attending all 7 sessions.

Teachers can choose a session to attend: 11:00-11:40 AM or 4:00-4:40 PM
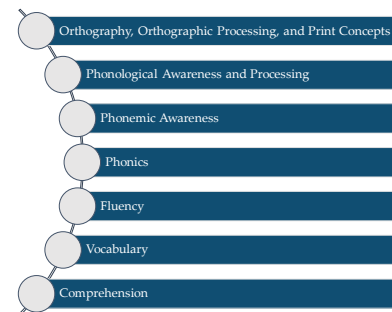
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Our "Why"

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Understand the role that foundational literacy skills play in supporting the literacy acquisition process

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Understand Foundational Literacy

- Orthography, Orthographic Processing, and Print Concepts
- Phonological Awareness and Processing
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

It's important to support and deepen teachers' content knowledge critical to early literacy acquisition.

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Orthography and Print Concepts

- Concepts of print
- Alphabet knowledge
- Alphabetic principle
- Phonology
- Orthographic processing

> I know that print carries meaning, and I understand how print is organized to convey that meaning.
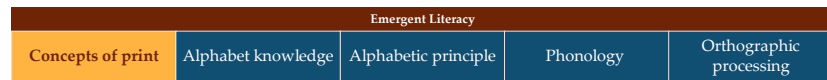

Why Emergent Literacy Is Important

Concepts of Print

Concepts of print involve the understanding that print carries meaning.

It is the "set of rules" for how print is organized to convey that meaning.

Emergent Literacy				
Concepts of print	Alphabet knowledge	Alphabetic principle	Phonology	Orthographic processing

---

Alphabet Knowledge

Alphabet knowledge is the ability to

- Recognize every letter of the alphabet in both upper and lowercase forms
- Match the 26 names of the English alphabet letters to those forms
- Know the primary sounds each letter makes

Emergent Literacy				
Concepts of print	Alphabet knowledge	Alphabetic principle	Phonology	Orthographic processing
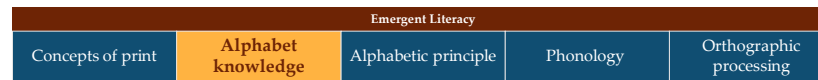
The Alphabetic Principle

The alphabetic principle is the understanding that

- Letters and letter patterns **represent the sounds** of spoken language
- There are systematic and **predictable relationships** between written letters and spoken sounds
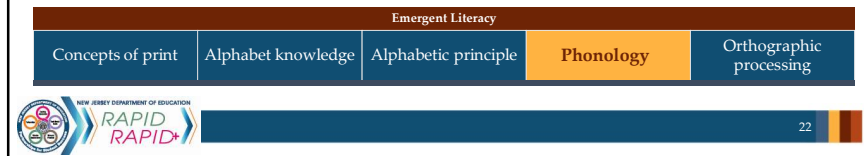
Emergent Literacy				
Concepts of print	Alphabet knowledge	**Alphabetic principle**	Phonology	Orthographic processing
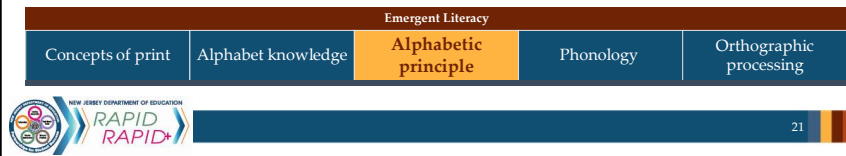
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Phonology

Phonology is the ability to hear, identify, and manipulate parts of spoken language.

Emergent Literacy				
Concepts of print	Alphabet knowledge	Alphabetic principle	**Phonology**	Orthographic processing

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Orthography

Orthography is a set of conventions for writing a spoken language. This includes conventions of spelling, capitalization, punctuation, and word boundaries.

Emergent Literacy				
Concepts of print	Alphabet knowledge	Alphabetic principle	Phonology	**Orthographic processing**
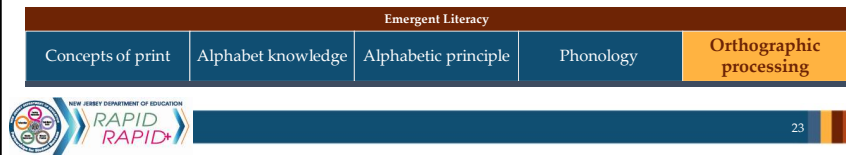
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Emergent Literacy and Multilingual Learners

- Just like children whose first language is English, multilingual learners come into our classrooms with experiences with books, print, sound systems, and language.

- Our job is to affirm children's existing strengths and use the resources they come with to grow their learning.

- Children who have developed concepts of print, phonology, alphabetic knowledge, and orthographic processing in their home language can transfer their knowledge to their new language.

(Espinoza, 2021)

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Phonological Awareness

Phonological awareness is the ability to **hear**, **identify**, and **manipulate** parts of spoken language, such as

- Syllables
- Onsets and rimes
- Alliteration
- Rhyming
- Phonemes

I know that spoken words consist of individual sounds.

I can notice and manipulate phonemes in words that I hear and practice.

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Why Phonological Awareness Is Important

WHY

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Phonics and Word Recognition

I can identify the symbols for letter names and connect those letters to their sounds for the reading and spelling of words.

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Why Phonics Is Important

bo

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Fluency

I can read words, phrases, sentences, and connected text accurately, at an appropriate rate, and with expression.

Why Fluency Is Important

Vocabulary

I can understand words to communicate effectively and to read increasingly challenging text with understanding.

Why Vocabulary Is Important

When children know more words, they can comprehend more of what they read, communicate more of what they know, and develop a joy of reading!

Comprehension

I can **understand** and **interpret** what I read through the processes of extracting and constructing **meaning** from written text.

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Why Comprehension Is Important

Comprehension is a life-long pursuit.

Our children come to us rich with linguistic and cultural background knowledge, as well as vocabulary and interests that all inform their learning (Moll, et al., 1992).

Burgeoning readers' listening comprehension is typically two to three years above their actual grade levels (Biemiller, 2023; Sticht & James, 1984).

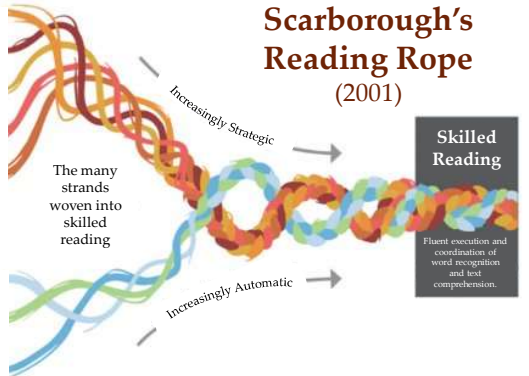Word recognition skills are a means to the end and are mostly constrained or finite learning (Paris, 2011).

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Language Comprehension

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structure
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

Word Recognition

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle, spelling-sound correspondences)

Sight Recognition
(of familiar words)

Scarborough's Reading Rope
(2001)

Increasingly Strategic

The many strands woven into skilled reading

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Increasingly Automatic

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Understand Foundational Literacy

"Reading instruction should foster readers who relish text, dive into literate activity with passion, and value themselves as readers."

Aukerman & Chambers Schuldt, 2021, p. S85

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Reflect: Understand Foundational Literacy

Think of your teachers' content knowledge around foundational skills and literacy.

- *What are areas of strength for your teachers?*

- *What areas of knowledge would you like to grow?*

- *How have you gathered this information?*

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Explore ways to design a system that supports effective literacy instruction

- **Culture that supports effective literacy instruction**
- High-quality professional learning
- High-quality instructional materials
- High-quality aligned assessments
- Monitoring and appropriate instructional responses

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Building School Culture (1 of 8)

Reflect:

What does it feel like to work in a school climate that supports growth and change?

Add to chat:

How can we cultivate this in our buildings?

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Building School Culture (2 of 8)

EVERY OPPORTUNITY

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Building School Culture (3 of 8)

- School culture is much more than academic performance or happiness. It is a hard-to-define measurement of institutional values, staff investment, collective knowledge, and daily behaviors.

- Successful schools generate and maintain a sense of teamwork, order, productivity, and shared goals.

Building School Culture (4 of 8)

Develop a culture of learning and curiosity that supports evolving shifts in instructional practices	Create opportunities for supportive, sustained professional development aligned to teachers' needs

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Building School Culture (5 of 8)

Ways to build ownership and investment around the RAPID Initiative:

1. Assess staff's understanding of foundational literacy.

2. Create ways for staff to engage with the Initiative.

3. Discuss ways to establish leaders as coaches who are ready to provide administrative support and leadership for staff to adopt the Initiative around foundational skills.

Building School Culture (6 of 8)

Assess teachers' understanding of foundational literacy.

What are ways we can collect information about teachers' content knowledge of foundational literacy?

Building School Culture (7 of 8)

Create ways for teachers to engage with the RAPID Initiative.

Build Understanding + Build Confidence = Build Competence

- Book clubs
- Professional learning communities (PLCs)
- Collegial visits
- Grade level meetings
- Coaching
- Involve educators in strategic planning
- Update mission statements
- Co-create vision statements with updated core values

Building School Culture (8 of 8)

Leader as Coach

Building School Culture: Recap

We discussed different ways to:

- Assess understanding of foundational literacy

- Build a culture of learning

- Provide leadership support

Jot down one way you will empower your staff to adopt this initiative.

Explore ways to design a system that supports effective literacy instruction.

- Culture that supports effective literacy instruction
- **High-quality professional learning**
- High-quality instructional materials
- High-quality aligned assessments
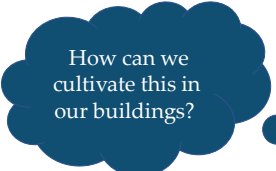- Monitoring and appropriate instructional responses

PLCs

Book Clubs

Collegial Visits

Grade Level Meetings

Coaching

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Read: *"Shifting from Professional Development to Professional Learning: Centering Teacher Empowerment"*

Reflect: *How can you support your teachers' professional learning of foundational literacy knowledge?*

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Elements of High-Quality Professional Learning

- **Data-driven**: Informed by varied forms of qualitative and quantitative data based on instructional trends and student data
- **Differentiated**: Meets educators where they are and provides a variety of avenues for support
- **Content-focused**: Builds literacy content knowledge and instructional skill
- **Actionable**: Provides educators with clear next steps on how to utilize knowledge in instruction
- **Equity-focused:** Learning should ensure educators focus on all student groups
- **Sustained:** Focused learning takes place over an extended period of time

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Professional Learning Reflection

1. Reflect on a professional learning experience designed for your staff.

2. Reflect on evidence of each element of high-quality professional learning.

3. What elements surfaced in the experience?

4. What elements need more attention as you plan future learning opportunities?

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Role of School Leadership

Recap of Content

RAPID Initiative builds teachers' understanding and competence of foundational literacy.	A positive school culture invites curiosity and collaboration to support teachers (and children).	Qualitative and quantitative data inform professional learning for teachers.

Explore ways to design a system that supports effective literacy instruction

- Culture that supports effective literacy instruction
- High-quality professional learning
- **High-quality instructional materials**
- High-quality aligned assessments
- Monitoring and appropriate instructional responses

High-Quality Instructional Materials (1 of 12)

High-quality instructional materials:

- Support children's reading growth

- Build teachers' expertise and confidence

High-Quality Instructional Materials (2 of 12)

What to Look For

- Explicit and systematic

- Comprehensive and aligned with best practices

- Developmentally appropriate and differentiated

- Culturally sustaining

- Supportive of teachers

- Supported by evidence

Explicit

- Complex skills are segmented into smaller, manageable tasks
- New concepts and skills are modeled by the teacher
- Teacher provides scaffolds and faded supports towards children's independence
- Children have ample opportunity for purposeful practice
- Teacher provides feedback

Systematic

- Has a scope and sequence for the range of skills being taught
- Follows a predetermined continuum from easy to more complex skills, slowly introducing each new skill
- Includes a review and repetition cycle to achieve mastery
- Moves from the known to the new in a way that makes the new learning more obvious and easier for students to grasp

Comprehensive and Aligned With Best Practices

- Materials address all the essential components of literacy instruction (phonological awareness, phonics, fluency, vocabulary, comprehension)
- Texts, materials, tasks, and questions are aligned to grade-level expectations
- Materials promote mastery of grade-level expectations by the end of the year
- Materials include quality anchor texts at grade-level text complexity

Developmentally Appropriate and Differentiated

- Materials integrate supports and strategies for a range of learners
- Materials address children's diverse developmental needs
- Materials provide strategies and resources to support multilingual learners
- Materials provide strategies to differentiate instruction to meet individual children's needs

Culturally Sustaining

- Affirm and sustain children's identities and language practices

- Free of bias and stereotypes

- Promote children's intellectual growth and reading success

- Support children to recognize, critique, and address social inequities

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Supportive of Teachers

- Support teachers to fully use the curriculum

- Support teachers to understand the skills and concepts they are teaching

- Materials are sufficient to meet the needs of the teacher and the learners in the classroom (so teachers don't need to look elsewhere to supplement activities, texts, resources, etc.)

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- **Evidence-based:** Supporting data shows improvement for children who used the program or practice compared to children who did not use it

- **Research-based:** Based on research from educational theories and published studies

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Lens for Evaluating Instructional Materials

1. Choose a literacy resource your teachers are using this year.

2. Use the questions on the tool to evaluate the material.

3. Identify areas you want to investigate more.

- Explicit and systematic

- Comprehensive and aligned with best practices

- Developmentally appropriate and differentiated

- Culturally sustaining

- Supportive of teachers

- Supported by evidence

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High-Quality Instructional Materials (12 of 12)

High-Quality Instructional Materials: Considerations

- Children learn through effective teaching, not programs.
- No single program will meet all the literacy needs of every child in a classroom.
- The teacher's job is to match the program components to children's needs, combine elements, and implement them in ways that result in reading growth.

Break

Please join us again in 15 minutes.

15:00

Explore ways to design a system that supports effective literacy instruction

- Culture that supports effective literacy instruction
- High-quality professional learning
- High-quality instructional materials
- **High-quality aligned assessments**
- Monitoring and appropriate instructional responses

High-Quality Aligned Assessments (1 of 14)

Data: Questions Drive Answers

Questions Asked by administrators, schoolboard members, community, policymakers, teachers, caregivers	Answers What information do you need to fully answer the question?
- Schoolboard/community: What is causing the achievement discrepancies among groups of children?	*- Evidence that instructional practices and curricular resources are aligned. Evidence of the types of supplemental supports in place for children who may benefit from differentiated support.*
- Administrators: What instructional practices are Being utilized – or not? How are teachers following curricular guidance while being responsive to children's needs and strengths?	*- Look at pacing guides, end-of-unit expectations, diagnostic information, and/or grade-level benchmarks*
- Caregivers: How do teachers monitor my child's progress? How do I know they are being appropriately challenged?	*- Examples of my child's assessments and daily work products. Anecdotal notes on my child's engagement and social-emotional learning.*

Children take different paths toward literacy…

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Children Take Different Paths Toward Literacy Learning
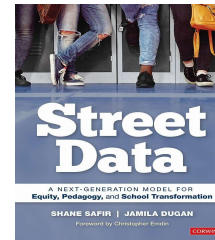
Three Viewing Lenses

- Lead
- Teach
- Learn

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Frame the Data

Level 1
Satellite Data

Large grain size. Illuminate patterns of achievement, equity, and teacher quality and retention. Point us in a general direction for further investigation.

Level 2
Map Data

Medium grain size. Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers. Point us in a slightly more focused direction.

Level 3
Street Data

Fine-grain and ubiquitous.
- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.

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Satellite Data

- Quantitative in nature
  - Standardized test scores
  - Attendance patterns
  - Disaggregated data by demographics

The data tell stories for broader audiences like our communities and policymakers.

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Satellite Data

Opportunities

- Surface trends and patterns over time
- Help schools and districts evaluate progress
- Standardized metrics for learning
- Information can be used as a 'screener' for instructional trends or identifying children for additional assessments

Limitations

- Data collected may not be returned to schools and teachers in a timely manner to inform instructional decisions
- Reinforce implicit bias and deficit thinking about some groups of learners
- Lack of context and nuances of learning

RAPID
RAPID+

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Map Data

Map data provides a closer, holistic look at individual children that make up a school and classroom.

- **Qualitative Data**
  - Surveys
  - Rubrics
- **Quantitative Data**
  - Curriculum-based assessments
  - Progress-monitoring data

Street Data
A NEXT-GENERATION MODEL FOR
Equity, Pedagogy, and School Transformation
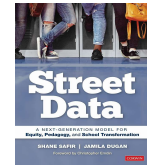SHANE SAFIR | JAMILA DUGAN

RAPID
RAPID+

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Map Data

Opportunities

- Assessment tools are more individualized in nature
- Data collected informs adjustments to instruction
- Survey tools allow for more detailed understandings of needs and strengths

Limitations

- Lack specificity required to transform leadership decisions
- Lack the *humanity* required to shape equity-driven change (Safir & Dugan, 2021, p. 57)
- More time-consuming to create, administer, and analyze

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Street Data

Street data is real-time qualitative and experiential data gathered through:

- **Observation** (participation trackers, equity-focused sketch of classroom walls, nonverbal observations/reactions, social and emotional responses to learning)
- **Listening** (oral histories, home visits, identity maps, writing journals)
- **Artifacts** (children's work, video performances/conversations)

This data represents systematic, authentic information about children's learning and knowledge.

Street Data
A NEXT-GENERATION MODEL FOR
Equity, Pedagogy, and School Transformation
SHANE SAFIR | JAMILA DUGAN

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Street Data

Opportunities

- Asset-based

- Equity-oriented

- View learning through the child's eyes and voice to inform instructional moves

- Authentically collected

Limitations

- Shift in thinking: commit to listening, observing, and asking questions to seek 'root' causes

- Planning and preparation required

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What is the purpose of assessments?	For whom do we assess?

- Evaluate children's learning and construct grades
- Inform instruction
- Accountability (teachers/schools/districts)
- Diagnose children's strengths and needs as learners
- Support/inform teachers' professional development
- Motivate and encourage
- Communicate progress and build independence
- Determine resource allocation (financial and human capital)

- Children
- Teachers
- School
- District/School Administrators
- Caregivers
- Community

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Take Inventory

List all literacy assessments K-3 teachers utilize (school, district, state).

| Name of Assessment	Purpose (and frequency)	Audience	Satellite	Map	Street

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Pause and Ponder

- What decisions are to be made with the assessment information?

- Is everyone getting the information they need to make the necessary decisions about teaching and learning?

- Will the information be used to promote learning for the child?

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Phases of a Comprehensive Assessment Plan

Phase 1: Plan/Design

Phase 2: Implement

Phase 3: Support and Monitor
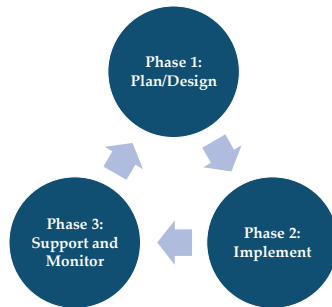
Model adapted from Michigan's *Early Literacy Assessment Systems that Support Learning*

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Explore ways to design a system that supports effective literacy instruction

- Culture that supports effective literacy instruction
- High-quality professional learning
- High-quality instructional materials
- High-quality aligned assessments
- **Monitoring and appropriate instructional responses**

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What opportunities do children have to authentically practice and apply their learning?

What is the work the teacher is doing?

What is the work the children are doing?

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Monitor Curriculum Implementation and Effectiveness – Whole Group Instruction
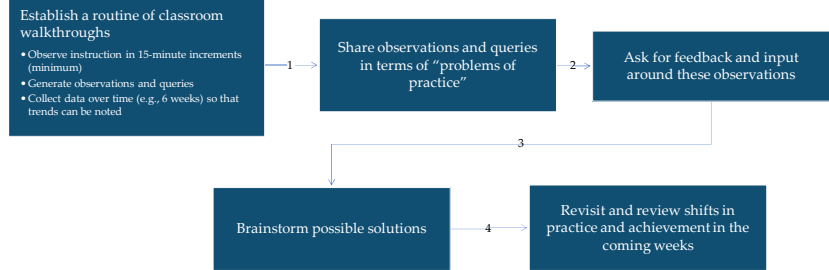
Establish a routine of classroom walkthroughs
- Observe instruction in 15-minute increments (minimum)
- Generate observations and queries
- Collect data over time (e.g., 6 weeks) so that trends can be noted

1 → Share observations and queries in terms of "problems of practice"

2 → Ask for feedback and input around these observations

3

Brainstorm possible solutions

4 → Revisit and review shifts in practice and achievement in the coming weeks

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Share observations and queries in terms of "problems of practice"

"Some things I've noticed as I've been walking through classrooms are …"

"This is making me wonder…"

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Ask for feedback and input around these observations

Pose queries around <u>curriculum supports</u> or <u>child outcomes</u>.

Examples
- *"Do the lessons provide specific language we can use with the children so that they know the lesson objective?"*
- *"How does the lesson guidance suggest that you check for understanding throughout the lesson?"*
- *"Is there guidance for how to reinforce or extend learning for children?"*
- *"How might we help children do more of the thinking and talking with each other?"*
- *"What are some other ways to help children make connections to and apply this learning throughout the day?"*

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Brainstorming Examples

- Deconstruct upcoming lessons for opportunities where children do the work.
- Determine ways to get children to practice skills via multiple modes (e.g., writing on dry-erase boards, magnetic letters, word/letter sorts, songs, poetry).
- Determine other ways to connect this learning to other aspects of children's lives or across the day.

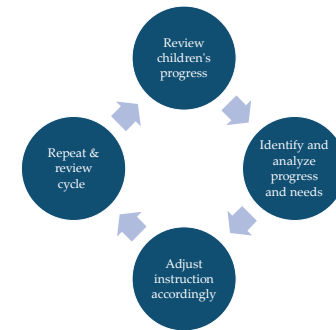| Brainstorm possible solutions | 4 → | Revisit and review shifts in practice and achievement in coming weeks |

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Assessment Review Cycle that Drives Whole Group Instruction

Review children's progress
→ Identify and analyze progress and needs
→ Adjust instruction accordingly
→ Repeat & review cycle

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Reflect and Plan of Action

Reflect on current practices related to monitoring instructional responses.

- *How do these processes align with your current practice?*

- *In what ways can you improve your systems for monitoring instructional responses?*

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Recap of Our Big Ideas

Connected the NJDOE RAPID Initiative to your school community

Built understanding of the role foundational literacy skills play in supporting the literacy acquisition process

Explored ways to design a system that supports effective literacy instruction
- Establish a culture of learning
- High-quality professional learning
- High-quality instructional materials
- High-quality aligned assessments
- Monitor for appropriate instructional responses

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Next Steps

- With your teachers, review third-grade ELA data for your school community.
- Engage K-3 teachers in a series of discourses that include
  - encouraging attendance at the RAPID Initiative Foundational Literacy Modules
  - establishing a culture of learning through PLCs, book study groups, collegial visits, strategic planning teams, curriculum review teams, etc.
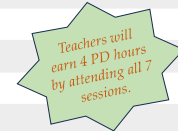 - taking inventory of all the K-3 literacy assessments with grade-level teams

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Q&A

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Children's **Literacy** Initiative

Thank you!

Survey Link

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Thank You!

New Jersey Partnership for Student Success (NJPSS)

Reading Acceleration Professional Integrated
Development (RAPID) Initiative

RAPID@doe.nj.gov