Slide 1

SCHOOL SUPPORT INSTITUTES

Defining our Approach to Addressing Unfinished Teaching and Learning of Reading Foundational Skills

Presenter Name
Date

DEPARTMENT of EDUCATION
Louisiana Believes

1

Slide 2

Welcome!

Reflect: What do you remember about your experience with learning how to read?

Chat the word that best describes that experience.

2

Slide 3

Learning Series at a Glance

Session 1	Session 2	Session 3	Session 4
Defining our Approach to Addressing Unfinished Teaching and Learning of Reading Foundational Skills	Assessing and Diagnosing Unfinished Learning of Foundational Reading Skills	Responding to the Data: Taking a Timely, Targeted and Equitable Approach	Team Planning Summit: Looking Ahead

3

Slide 4

Objectives

Participants will:

- Explain why Early Literacy Skills are critical for success in school and life
- Identify the components of skilled reading
- Identify the components of systematic, structured foundational skills instruction
- Examine and pply best practices to develop a plan for addressing unfinished learning and teaching in Reading Foundational Skills

4

Slide 5

Agenda

Time	Topic
10	Getting Started
20	Equitable Early Literacy Instruction and Unfinished Teaching
15	Foundational Skills Instruction that Promotes Skilled Reading
15	A Tale of Two Schools
30	Analyzing an Aligned Approach
20	Consider Your Context
10	Reflection and Closing

5

Slide 6

Zoom Norms

Be present: keep camera on when possible

Audio: stay on "mute" if you are not speaking

Engage with others: Zoom Breakout Rooms feature!

Chat: use the chat feature when prompted

Materials: Soft copy of the note catcher; links in chat box

6

Slide 7

Access Your Materials

https://tinyurl.com/LDOEEarlyLitSession1

Google Docs

Copy document

Would you like to make a copy of NDE Day 1_6-12_Notecatcher?

Make a copy

7

Slide 8

Equitable Early Literacy Instruction and Unfinished Teaching and Learning

8

Slide 9

What does the research tell us?

- **Read** the "research snapshots" in your note catcher
- **Reflect and chat your response:** What does this research indicate about the importance of mastering reading foundational skills in Grades K-2?

9

Slide 10

So how are we doing?

NAEP 2015

- 31% of all fourth-graders scored **below basic** in reading
- 33% of all fourth-graders scored **basic** in reading

As educators, we are failing 64% - or nearly two thirds of the fourth-graders in the United States.

10

Slide 11

And it is Not Improving

U.S. fourth-graders' reading levels over time

● At Advanced ● At Proficient ● At Basic ● Below basic

SOURCE: The National Assessment of Educational Progress. *In 2003 and 2004, testing accommodations were not permitted.

11

Slide 12

This is an Issue of Equity

NAEP, 2015

46 percent of white students scored **"proficient" or "advanced,"**

HOWEVER…

Only **18 percent of African American students** and **21 percent of Hispanic students** fall into these categories.

U.S. fourth-graders' reading levels by race/ethnicity — **2019**

● At Advanced ● At Proficient ● At Basic ● Below basic

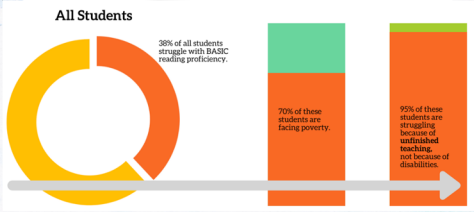SOURCE: The National Assessment of Educational Progress, NDE.

12

Key Point

The development of proficient Early Literacy Skills is essential for **student success in school and in life**!

13

It Begins Here

All Students

38% of all students struggle with BASIC reading proficiency.

70% of these students are facing poverty.

95% of these students are struggling because of **unfinished teaching**, not because of disabilities.

Source: Interview with G. Reid Lyon (Former Chief of the Child Development and Behavior Branch of the National Institute of Child Health & Human Development, National Institutes of Health). Children of the Code (n.d.).

14

Defining Unfinished Learning

Opportunities to solidify student understanding of a skill, topic, or idea expected in foundational standards due to unfinished instruction and/or emerging understanding.

15

Unfinished Learning Impact

DIBELS, Fall 2020:
- **40% of 1st graders** who returned to school in fall 2020 were **significantly behind in early literacy skills**, particularly in phonics. That is up from 27% in the 2019-2020 school year.
- 1st grade students **struggled more with phoneme segmentation and letter sounds,** and **2nd graders showed significantly less progress in letter sounds, blending words, and fluency when reading aloud.**
  ~Education Week, December 2020

16

And the Racial Disparities Continue...

- In **first grade** the number of students that were significantly below grade level increase by: **17% for Black students, 13% for Hispanic students**, 9% for white students

- **11% more Black students** in **grades 4 and 5** needed intensive support in fall 2020 than in fall 2019-- twice as great of jump as for White and Hispanic students

17

A Tale of One School

Read the case study.

Reflect:
- How do the challenges this school is facing mirror the data we just examined?
- How do these challenges compare to the schools you serve?

"...The team realizes that while moving forward with grade-level content works when it comes to focusing on complex, grade-level texts, the work of addressing unfinished learning of foundational skills is different and therefore, requires a different approach."

18

Foundational Skills Instruction that Promotes Skilled Reading

19

Experiential 1

He thought his happiness was complete when, as he meandered aimlessly along, he came to the edge of a full-fed river. There he stood quite mesmerized, as never before had he seen a river.

20

Experiential 2

Now try reading this:

"England's openers labored 34 ball before scoring their first boundary as Strauss cracked two fours through the leg side. Cook made a patient start before motoring past his skipper."

Credit: What Words Say, Emily Hanford 2020

You could decode this passage because you know the code. But did you understand it? You need the **vocabulary and background knowledge** (cricket) to be a proficient reader of this passage.

21

Skilled Reading: The Scarborough Rope

$R = D \times C$

Source: "Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice," by H.S. Scarborough, 2001.

22

How Reading is Taught Matters!

"**Structured phonics programs** have long been shown to be highly effective in teaching the foundational skills (specifically phonemic awareness, phonological awareness, and fluency) necessary for reading comprehension *(National Institutes of Health, n.d.)*. In fact, **the research is so strong and so consistent** that the IEW has decided that there is no further need to review what the evidence shows about the effectiveness of structured phonics programs. **It is convinced."**

-Institute for Educational Science

23

What is a "Structured Phonics Program"?

- Structured phonics is a method of **explicitly teaching the spelling-sound patterns of English in a clear sequence** so that students move systematically through the phases of reading and spelling development.
- It **empowers students to decode and encode (spell)** words through explicit instruction of letter-sound relationships and targeted practice.
- It provides opportunities for abundant practice of the patterns learned **in and out of text.**
- **Is Good for ALL Students!**

24

Elements of a Structured Phonics Program

Explicit Instruction: Directly teach the spelling/sound patterns in a clear sequence

Aligned Practice: Abundant opportunities for students to practice the spelling/sound patterns that have been taught in and out of context

Assessment of spelling/sound pattern mastery, formally and informally, frequently.

25

But... is that enough?

It is **not** enough to just deliver a structured phonics program; we must ensure that **ALL** students have successfully mastered the skills that are taught.

26

Ensuring Success for ALL

Cycle of Teaching and Learning for **ALL**

- Identify grade level standards
- Identify the skills and knowledge in ELA needed to achieve mastery on grade-level work
- Establish a plan to deliver core supports connected to high quality curriculum and monitor progress
- Deliver core supports and monitor progress
- Reflect and revise plans for continuing or adjusting support

27

A Tale of Two Schools
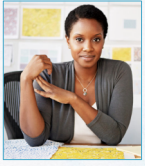
28

A Tale of Two Schools
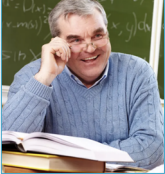
Mr. Monreau

Ms. Boudreaux

29

A Tale of Two Schools: Mr. Monreau

Mr. Monreau

What do we see in Mr. Monreau's practices that may hinder success for all students?

30

Let's Share!

Chat Your Reflections:

What did you see in Mr. Monroe's practices that hinder student success?

31

Debrief: Mr. Monreau

Mr. Monreau

- Instruction proceeds with normal grade level Foundational Skills Instruction pacing with no time set aside to address unfinished learning
- Assessments given but data is not analyzed and no plan created to respond to identified gaps in learning
- All "Low Students" are put on digital platform not connected to core curriculum for "remediation," provided with "easier" materials for reading, or are considered for Special Education referral

32

A Tale of Two Schools: Ms. Boudreaux

Ms. Boudreaux

What do we see in Ms. Boudreaux's practices?

33

Let's Share!

Chat Your Reflections:

What did you see in Ms. Boudreaux's practices that promote student success?

34

Debrief: Ms. Boudreaux

Ms. Boudreaux

- Focus on Structured Foundational Skills in K-2 as Priority Instructional Content, with time built in to address unfinished learning
- Use of assessments to identify gaps in learning and monitor ongoing learning to promote mastery of skills
- Core supports developed through use of high quality core curriculum

35

Analyzing an Aligned Approach

36

Ensuring Success for ALL

Cycle of Teaching and Learning for **ALL**

1. Identify grade level standards
2. Identify the skills and knowledge in ELA needed to achieve mastery on grade-level work
3. Establish a plan to deliver core supports connected to high quality curriculum and monitor progress
4. Deliver core supports and monitor progress
5. Reflect and revise plans for continuing or adjusting support

37

Let's Revisit Ms. Boudreaux

In a moment we will refer back to the Ms. Boudreaux case study and **look for evidence of each component** of the Teaching and Learning Cycle → you will **annotate** your case study with #1-6 to denote where you see specific evidence of each step!

38

Let's Annotate for Evidence

What evidence did you see that Ms. Boudreaux and her team were:

1. attending to the **grade level standards**?
2. identifying the **skills and knowledge** in ELA needed to achieve mastery of grade level work?

39

Let's Debrief

Attending to Grade Level Standards

- reviewed **the standards** that will be the focus of the lessons, and the scope and sequence of this unit and prior units
- identified **unfinished instruction** from previous year **that were prerequisite for grade level work**

40

Let's Annotate for Evidence

What evidence did you see that Ms. Boudreaux and her team were:

3. **identifying gaps** to achieving mastery of on grade-level work and **core supports** to address them
4. **establishing a plan** to deliver core supports and monitor progress?

41

Let's Debrief

Identifying Gaps and Core Supports; Establishing a Plan

- added some **additional modeling** in the lessons and **practice opportunities** in centers and small groups for the skills in the lesson **to address last year's unfinished teaching**
- **reviewed those student's beginning of the year assessment** to identify gaps in code knowledge
- **looked at the class performance** on task
- used **core curriculum to identify the supports** and **planned** to reteach/reinforce those skills in **small group time.**

42

Let's Annotate for Evidence

What evidence did you see that Ms. Boudreaux and her team were:

5. delivering core supports and **measuring progress**?

6. **reflecting and revising plans** for continuing or adjusting support?

43

Let's Debrief

Delivering Core Supports, Progress Monitoring and Adjusting Support

- **additional instruction and practice to reteach/reinforce those skills in small group time**
- reassess **each of these students** report back on their progress to decide next steps

44

Let's Pull Back the Curtain

- What actions does the **leader** take...
- What **conditions** are in place...

to pave the way for this work to happen?

45

What Actions Does the Leader Take?

Look back at the case study

- What **specific actions** does the instructional leader, Ms. Smith take?
- What **impact** do these actions have on supporting the teachers' in making a plan for addressing unfinished learning in an equitable way?

46

Debrief: Leader Actions

The Instructional Leader

- set a **clear vision** and put the **systems and structures** in place to address unfinished learning equitably
- developed a **clear agenda and communicated pre-work** for planning meetings
- built her own **content knowledge,** did her own **pre-work** and **facilitated the grade-level meeting**
- provided **ongoing professional development** and **teacher support**

47

Let's Pull Back the Curtain

- What actions does the **leader** take...
- What **conditions** are in place...

to pave the way for this work to happen?

48

Conditions for Success

Look back at the case study

List as many systems and structures that you can identify or infer were in place in order for this school to implement the diverse learners cycle with success.

49

Conditions for Success

Supportive Systems and Structures
- Clear expectations for collection and analysis of formative data aligned to the objectives
- Time set aside and support provided for data analysis
- Expectation for timely response to data using core supports and time in schedule set aside to deliver support
- Expectation for progress monitoring and adjustment supports as needed

50

Consider Your Context

51

Self Reflection

Independently reflect:
- To what extent is this work currently happening at your school/in your classroom?
- What has been successful and/or what conditions are in place to support this work in happening?
- What has been challenging? What potential barriers might you anticipate?

52

Discuss in Breakout Rooms

- To what extent is this work currently happening at your school/in your classroom?
- What has been successful and/or what conditions are in place to support this work in happening?
- What has been challenging? What potential barriers might you anticipate?

53

Wrapping Up

54

Let's Reflect!

What is one, bite-sized action you can take to support this work in happening more effectively at your school?

55

Next Steps

Before our next session...

Complete the self assessment and be ready to share your findings!

https://tinyurl.com/ LDOEELASelfAssessment

56

Make a Plan

- **When** will you complete this self-assessment?

- **Who** will be the point person for holding the team accountable for completing the assessment?

- **How** will you work together as a team to complete and norm on this self assessment?

57

Looking Ahead

Session 1	Session 2	Session 3	Session 4
Defining our Approach to Addressing Unfinished Teaching and Learning of Reading Foundational Skills	Assessing and Diagnosing Unfinished Learning of Foundational Reading Skills	Responding to the Data: Taking a Timely, Targeted and Equitable Approach	Considerations for Older, Struggling Readers

58

Thank You!

Please give us your feedback:

INSERT SURVEY LINK

59