Shining a Light on Literacy

Growing Literacy Leaders from Preservice through Inservice
Session

• Introduction
  • Importance of literacy and strong school leadership
• Supporting *in-service* school leaders
• Supporting *pre-service* school leaders
• Reflection and planning
Panel Presenters

• Nancy J. Nelson, PhD: Lead for Literacy Center
• James McLeskey, PhD: CEEDAR Center
• Melinda Leko, PhD: CEEDAR Center
• Lauren Artzi, PhD: Lead for Literacy Center
Importance of Literacy and Strong School Leadership
Disconnect Between Research and Practice

• Despite strong evidence for the use of particular instructional practices, those practices are not regularly used in classrooms (Cook & Cook, 2011; Kent et al. 2012; Nelson-Walker et al., 2013)

• In her testimony to Congress, Shaywitz (2014, 2015) observed that we did not have a “knowledge gap” when it comes to understanding how to solve the epidemic of reading failure across the US, including reading problems caused by dyslexia.

• Shaywitz asserted that we had an “action gap” such that this robust and definitive scientific knowledge base is not finding its way effectively into policy and practice.
Why Is This a Problem?

2017 National Assessment of Education Progress (NAEP) Reading
• 37% 4th graders scored at or above “proficient” level
• 12% of 4th graders with disabilities scored at or above “proficient”

2019 National Assessment of Education Progress (NAEP) Reading
• 35% 4th graders scored at or above “proficient” level
• 12% of 4th graders with disabilities scored at or above “proficient”

This means nearly two-thirds of fourth-grade students, and almost 90% of fourth grade students with disabilities are not meeting expectations for reading performance, and performance is not improving.
How Do We Get There?

- **Know** and **implement** the science of reading.
- **Use data** to guide instruction.
  - Screening and progress monitoring data
  - Instructional implementation data
- **Select and implement** evidence-based programs and practices.
  - Other things *may* work, but the consequences of students not learning to read isn’t work the risk.
- **Commit** to improving student reading outcomes, even if it means changing practice in ways that are uncomfortable at first.
  - Learning new things isn’t easy! If it were, many more students might be able to read.
The Science of Reading (simplified)

• Research is **crystal clear** that students need to be explicitly and systematically taught phonics
  • National Reading Panel (2000); Snow, Burns, & Griffin (1998); a plethora of publications since these seminal pieces were released

• Phonics is not taught at a **cost** to vocabulary and comprehension; it is taught in conjunction with other reading skills to support overall reading achievement

• Curriculum maps (not publisher-specific) work as a supplement to state standards to match instruction to the science behind reading development.
Simple View of Reading

Scarborough’s Reading Rope (2001)

The Simple View formula presented by Gough and Tunmer (1986 is):

**Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)**

The Simple View allows partial independence between decoding and comprehension skills
Changing Emphasis of Big Ideas

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- **Comprehension**
  - Multisyllables
  - Letter Sounds & Combinations
  - Phonological Awareness
  - Alphabetic Principle
  - Automaticity and Fluency with the Code
  - Vocabulary
    - Listening
    - Reading
Leaders Matter...

only to teachers in school-level impact on student learning
What systems and evidence-based practices need to be in place to support improved reading outcomes for all students?
MTSS provides a structure of support for ALL students, including students with or at risk for disabilities!

**Tier 1: Universal Level of Prevention**
- All students
- Screening: All students to assess risk for reading difficulties and disabilities, including dyslexia

**Tier 2: Targeted Level of Prevention**
- 15% of students
- Progress monitoring: Students at-risk, to monitor effectiveness of additional support

**Tier 3: Intensive Level of Prevention**
- up to 5% of students
- Students With Disabilities: Receive services at all levels, depending on need

Using MTSS to Implement Instruction & Assessment
Leaders Need to Know

• What students need to be successful readers:
  • Literacy Content:
    • The simple view of reading (SVR) and five “big ideas”
  • Literacy Delivery:
    • Features of effective instruction and intervention
  • Literacy Intensity:
    • Multi-Tiered Systems of Support (MTSS) and the use of data to inform decisions about instruction and intervention
Supporting School Leaders
Lead for Literacy: Supporting Elementary School Leaders

Council for Exceptional Children (CEC) Conference 2020
Portland, Oregon
Lead for Literacy Center Purpose

To provide *technical assistance* (TA) for *school leaders* on instructional content and leadership skills to *improve teacher implementation of evidence-based literacy practices* and literacy skills of *students with, or at risk for, literacy-related disabilities*. 
Acknowledgements

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WETA
naesp

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK
Who does the L4L Center target?

- LEAs and school leaders who support teachers in implementing evidence-based literacy practices

- Teachers who work with these students to improve their capacity to implement with fidelity evidence-based literacy practices

- Students who are at risk of not attaining full literacy skills due to a literacy-related disability

- Regional TA centers as levers of change and sustained implementation
What does the L4L Center focus on?

Building capacity for leaders to *recognize* evidence-based literacy practices and to *facilitate implementation* through identifying and supporting instruction and intervention programming and professional development, including coaching.
What are L4L Center activities?

• Universal TA
  • Website, tools, documents, instructional modules, webinars
  • Regional and national conference presentations
  • Intended to build awareness

• Targeted TA
  • Targeted training institutes for LEAs
  • Region- or state-based events intended to build knowledge

• Intensive TA
  • On-site coaching to school-building leaders in select LEAs intended to support changes to practice
What is the *Lead for Literacy Center* Framework?
Elements of an Effective Multi-Tiered System of Support in Reading

Standards, Priorities and Goals

Administration, Organization and Communication

WHAT?
- Data Sources

HOW?
- Data Systems

Instruction and Intervention

Tier I

Tier 2

Tier 3
Standards, Priorities, and Goals
Administration, Organization, and Communication
Assessments
Instruction and Intervention (Tiers 1, 2, 3)
Professional Development & Job Embedded Collaborative Learning

Lead for Literacy Framework Elements
Types of Professional Development

- Professional Learning Communities
- Coaching
- Workshops
Creating a Culture of Continuous Improvement

“The last piece of advice I would give to an administrator would be to never be satisfied with your school or district’s current level of performance. There is always room for improvement! An effective administrator continuously works with staff to reflect on the successful implementation of MTSS and how to make the system even more efficient and effective for students.”

~Paul Elery Principal Harvard Elementary School / Franklin Pierce School District
Process for Implementing an Effective Multi-Tiered System of Support in Reading

1. Evaluate

2. Prioritize

3. Action Plan

4. Implement

Effective Schoolwide Reading Model

Improved Student Outcomes!
School-based Teams

Implementation (MTSS-R) Team

- Systems-level implementation

Data Team

Instructional Decision Making and Intervention Planning

Professional Learning Communities

Instruction and Intervention Implementation
Diversify Leadership Roles

Engaging others as leaders in the work:
• Generates buy-in
• Improves the likelihood of sustainability
• Helps to address turnover so the work is not dependent on one person

“Everyone is a leader, Everyone is a learner”
- Leading by Convening
Leadership Facilitates and Coordinates Implementation

- Implementation (MTSS-R) Team
- Data Team
- Professional Learning Communities

Systems-level implementation

Instructional Decision Making and Intervention Planning

Instruction and Intervention Implementation
Lead for Literacy Website

https://leadforliteracy.org/

https://leadforliteracy.org/resource-repository
Website Exploration: Framework Pages

- [https://leadforliteracy.org/framework](https://leadforliteracy.org/framework)
- About the framework
- Elements of the framework
  - Descriptions of each element
  - Relevant topics, indicators of success, and resources
Website Exploration: Resource Repository

- [https://leadforliteracy.org/resource-repository](https://leadforliteracy.org/resource-repository)
- Curated repository made just for district/school literacy leaders
- Websites, tools, videos, guides, activities, and more!
- Search by L4L framework element
Preparing Leaders

CEEDAR Center
The CEEDAR Center
Collaboration for Effective Educator Development, Accountability, and Reform
https://ceedar.education.ufl.edu

Every Student Deserves An Equitable Opportunity To Succeed.
We Help States And Institutes Of Higher Education:

- Reform
  Teacher and Leader Preparation Programs

- Revise
  Licensure Standards to Align with Reforms

- Refine
  Personnel Evaluation Systems

- Realign
  Policy Structures and Professional Learning Systems
Innovation Configurations (ICs)

- Promote the implementation of evidence-based practices (EBPs) in teacher and leader preparation
- Evaluate current teacher preparation and professional development (PD) by determining the extent to which EBPs are taught, observed, and applied within teacher preparation and PD programs
Evidence-based Reading K-5 IC

1.0 Influences on Reading Policy and practice in the U.S.

2.0 Foundational Concepts about Oral and Written Language

3.0 Phonemic Awareness

4.0 Decoding (Instruction and Principles)

5.0 Fluency (Role, Instruction, Assessment)
Evidence-based Reading K-5 IC

6.0 Vocabulary (Types, Role, Assessment)

7.0 Comprehension (Instruction and Strategies)

8.0 Explicit and Systematic Instruction

9.0 Organization for Instruction

10.0 Literacy Assessment
# Evaluation Matrix

<table>
<thead>
<tr>
<th>Essential Components</th>
<th>Implementation Levels</th>
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<tr>
<td>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.</td>
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<tr>
<td>There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.</td>
<td>Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.</td>
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## 4.0 Decoding (Instruction and Principles)

4.1 - Instruction in phoneme-grapheme correspondences (i.e., correspondence of sounds and letters) for decoding and encoding in the early grades and with struggling readers in later grades.

4.2 - Systematic instructional sequence—easier to more complex; most common letters and letter patterns first (e.g., teach s, m, t, d, a before ch, th, z).

4.3 - Evidence-based methods of phonics instruction (e.g., synthetic, analogy, successive blending, manipulatives).

4.4 - Explicit and direct teaching of decoding skills.

4.5 - Alphabetic principle, or the insight that letters and sounds work together systematically to form words.
Course Enhancement Modules (CEMs)

- Knowledge and Use of evidence-based practices (EBPs)
- Resources for faculty and professional development providers
- Teacher and leader preparation at the pre- and in-service levels
Evidence-based Reading Instruction K-5

• Designed to build the knowledge and capacity of educators working with pre-service and/or in-service teachers teaching a diversity of students to read.

• Intervention practices and assessments that can be integrated within a comprehensive, evidence-based reading intervention program.
Learning Components
Let’s explore the resources

• https://ceedar.education.ufl.edu/cems/reading/Learning-Resources/
Innovation Configuration- Culturally Responsive Teaching
Culturally Responsive Teaching

1.0 Multicultural awareness

2.0 Critical thinking

3.0 Social Justice

4.0 Problem-solving approach

5.0 Culture, language, and racial identity

6.0 Child-centered instruction

7.0 Collaborative teaching
Culturally Responsive Teaching

8.0 Instructional engagement

9.0 Instructional scaffolding

10.0 Modeling

11.0 Materials

12.0 Responsive feedback

13.0 Assessments

14.0 High expectations
Culturally Relevant Education CEM

Provides foundational knowledge related to culturally relevant education, including common terms, examples in selected content areas, and information about managing the classroom and individual behaviors.
Culturally Relevant Education Learning Resources

1. Overview and Background

2. CRE in the Content Areas

3. Classroom and Behavior Management
Innovation Configuration—Principal Leadership

Principal Leadership:
Moving Toward Inclusive and
High-Achieving Schools for
Students With Disabilities

Bonnie S. Billingsley
Virginia Tush
James McLeskey
Jean B. Crockett
University of Florida

August 2014
CEEDAR Document No. IC-8

ceedar.org
Principal Leadership—IC Topics

• Improving instructional leadership
  • High expectations
  • Promotes effective instructional practices
  • System for progress monitoring
  • Working conditions
  • Collaborative culture
  • Professional development
Principal Leadership—IC Topics

• Leadership for effective inclusive schools
  • Shared vision
  • Professional community to shared responsibility for student learning
  • Distributes leadership

• Parent leadership and support
  • Engages parents in shared decision making
  • Engages parents to enhance student learning
Innovation Configuration—Principal Leadership: Moving Toward Inclusive & High Achieving Schools for Students with Disabilities

- This paper features an innovation configuration (IC) matrix that can guide principal leadership professionals toward inclusive and high-achieving schools.

- Can be useful for self-assessment.

- This resource is available: https://goo.gl/qBHmK7
PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities

• CCSSO and the CEEDAR Center convened the Principal Competencies Advisory Group to inform and develop this resource.

• The advisory group was composed of principals, leaders from state and local departments of education, members of the higher education community, and education leadership and membership organizations.

• This resource is a supplementary guidance document that further aligns the PSEL standards to activities to support all learners, especially students with disabilities.

• Provides a standard-by-standard look at the PSEL standards with a focus on inclusive leadership

• This resource is available at: https://goo.gl/N9a8ds
PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities
Course Enhancement Module (CEM)—School Leadership for Students with Disabilities

http://ceedar.education.ufl.edu/cems/leadership
Course Enhancement Module Topics

- Topics of Presentations
  - Part 1: School Leadership for Students with Disabilities
  - Part 2: What is Inclusion and Why is it Important?
  - Part 3: The Principal’s Role in Developing Effective Inclusive Schools
  - Part 4: Instructional Leadership for Students with Disabilities
  - Part 5: Facilitating Collaboration
  - Part 6: Partnering with Parents: Ensuring Successful Student Outcomes
  - Part 7: District Support for School Leaders
CEM Components for Each Topic

• Instructor’s Guide
• Anchor Presentation (PPT)
• Speaker Notes
• Activities
• Handouts
• Resources (e.g., links to videos)
• References
CEC HLP Website

• Developed collaboratively with the CEEDAR Center
• www.highleveragepractices.org
• 22 HLPs (4 areas)
  • Collaboration
  • Assessment
  • Social/emotional/behavioral
  • Instruction

• Free PDF download available at https://ceedar.education.ufl.edu/high-leverage-practices/
Resource for School Leaders Related to HLPs

Introducing High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders
Introducing
High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders

1. Getting to know HLPs
2. Sharing HLPs
3. Reflecting on HLPs
Resources to Support PD

Videos

• Videos describing and providing classroom based examples of HLPs including:
  • Designing instruction toward a learning goal
  • Making adaptations based on student needs
  • Using explicit instruction
  • Strategies to promote student engagement
  • Providing intensive instruction
  • Providing feedback
Resources to Support PD
Use of HLPS in Inclusive Classrooms
Resources to Support PD
IRIS Modules

High-Leverage Practices
Developed by the Council for Exceptional Children and the CEEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. Learn more about these practices in the guidance document High-Leverages Practices in Special Education.

This interactive alignment tool, developed in collaboration with CEEDAR, identifies which IRIS resources provide information on HLPs.

- Assessment (16)
- Collaboration (10)
- Instruction (43)
- Social/Emotional/Behavioral (26)
Resources


• Council of Chief State School Officers (CCSSO) and Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR). (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities.* https://www.ccsso.org/sites/default/files/2017-10/PSELforSWDs01252017_0.pdf


Reflection & Planning

Explore the resources presented.

With your neighbor, discuss:
- How you might use the resources shared
- What other resources you need to be an effective literacy leader

What ideas or “ahas” do you have now?

What questions remain?
Thank you!

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