

Unfinished Learning Community of Practice Session 1

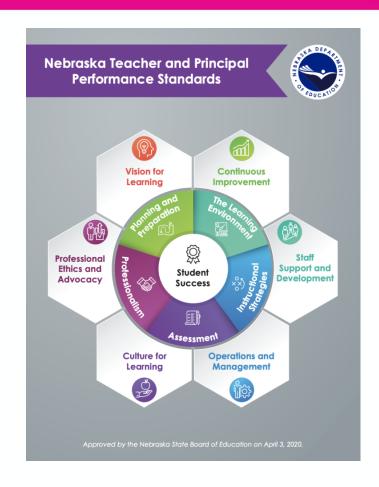
Early Literacy January 20, 2021



Connecting to our Standards

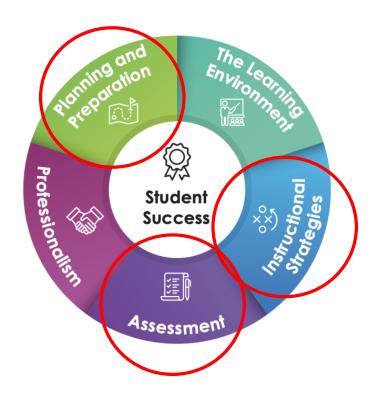
The Nebraska Teacher and Principal Performance Standards (2020)

"A framework that provides a common language for what it means to be an effective teacher or effective principal in Nebraska"



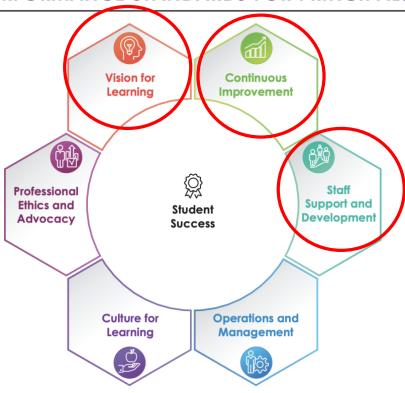
Performance Standards for Teachers

PERFORMANCE STANDARDS FOR TEACHERS



Performance Standards for Principals

PERFORMANCE STANDARDS FOR PRINCIPALS



Reflect

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

Chat the word or phrase that best describes that experience.



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	Considerations for Older, Struggling Readers

Today's 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
- Understand the process for diagnosing and addressing unfinished learning

Agenda

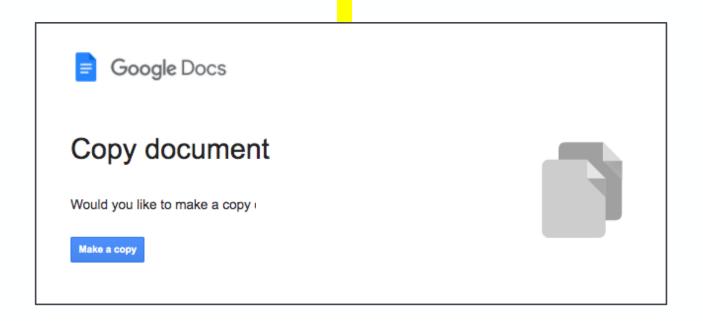
Time	Topic
10 min	Getting Started
25 min	Equitable Early Literacy Instruction and Unfinished Teaching
15 min	A Tale of Two Schools
30 min	Analyzing an Aligned Approach
10 min	Reflection and Closing

Key Norms for Our Work Together

- Trust the process
- Approach the work as a learner
- Create and maintain a safe space for professional learning
- Use technology to enhance your learning

Access Today's Note Catcher!

https://tinyurl.com/NDEEarlyLitSession1



Equitable Early Literacy Instruction and Unfinished Teaching

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?

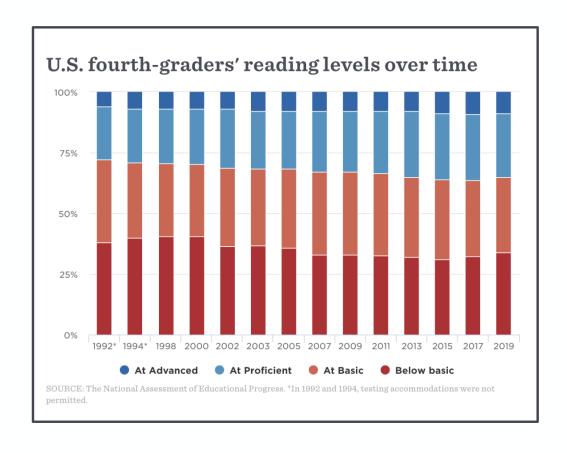
So how are we doing?

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.

And it is not improving



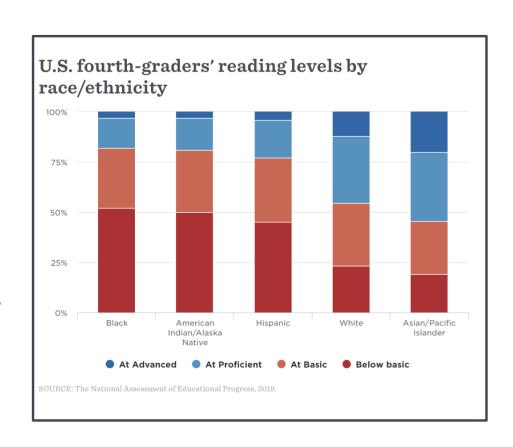
This is an Issue of Equity

NAEP, 2015

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

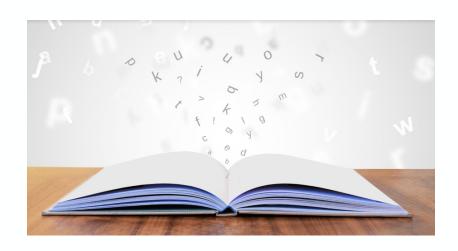
HOWEVER...

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

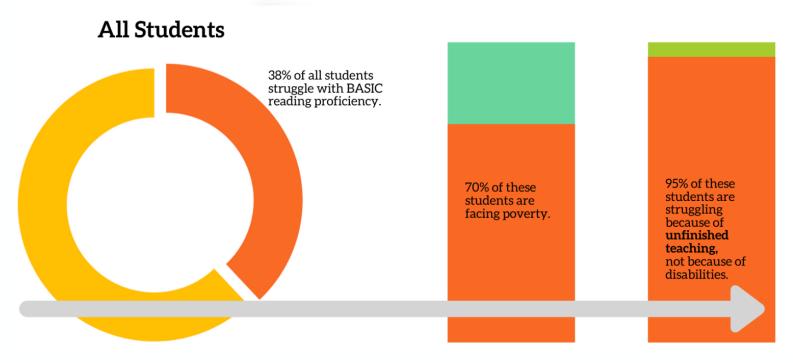


Key Point

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



It Begins Here



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.).

Unfinished Teaching and Learning Loss

Fewer students scored at grade level across all K-5 grades and more scored significantly below grade level in fall 2020 compared to fall 2019

- 40% of 1st graders 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.

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

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."

Where to Begin...

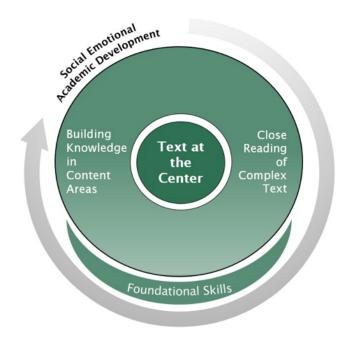


Essential
Instructional
Content for
2020-2021



English Language Arts/Literacy

This document has been adapted for use by the Nebraska Department of Education for Nebraska educators. The following guidance contains information about essential English Language Arts and Literacy content for the 2020-2021 school year.



https://www.education.ne.gov/teaching-learning-assessment/statewide-assessment/essential-content-for-20-21/

Priority Instruction Content for 2020-2021

"In grades K-3, learning to read—the foundational standards, and the sequence of skills they point to—reign supreme (RF.1, RF.2, RF.3, and RF.4). In parallel, students should have a volume of reading that is topically connected to the anchor texts or topics under study to build knowledge and be exposed to academic language in the content areas."

NDE Essential Instructional Content for 2020-2021

Recommendation for Foundational Skills

In grades K-3

 Systematic Foundational Skills instruction 45-60 minutes/day in grade K-2 and as student's decoding and fluency needs demand in grade 3

In grades 2-12

 Periodic Measurement of Fluency to identify students that need specific targeted support to read grade-level texts fluently

Foundational Skills Instruction that Promotes Skilled Reading

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.

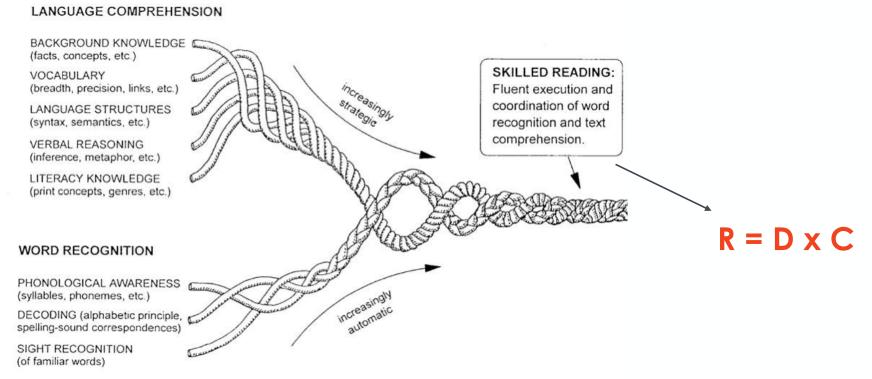
Experiential #2

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."

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.

Skilled Reading: The Scarborough Rope



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

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

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!

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.

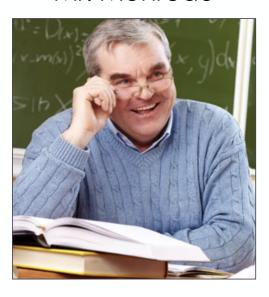
But...is that enough?

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.

A Tale of Two Schools

A Tale of Two Schools

Mr. Monreau

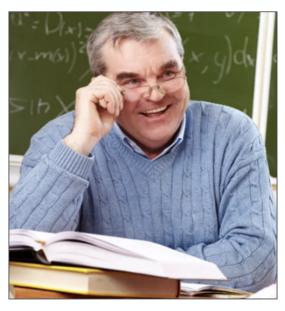


Ms. Boudreaux



A Tale of Two Schools: Mr. Monreau

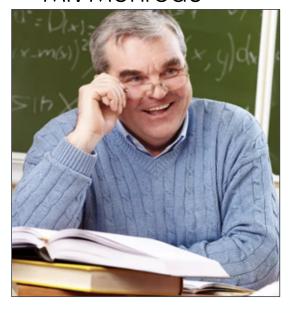




What do we see in Mr. Monroe's practices that may **hinder** success for all students?

Debrief: Mr. Monreau

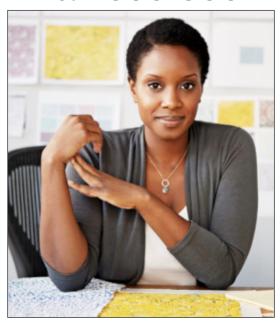




- Instruction proceeds with normal grade level Foundational Skills Instruction pacing with no time set aside to address unfinished learning
- Assessments given but data is not analyzed and no plan created to respond to identified gaps in learning
- All "Low Students" are put on digital platform not connected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

A Tale of Two Schools: Ms. Boudreaux

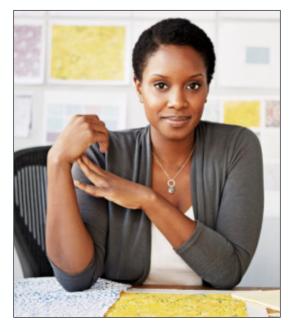




What do we see in Ms. Boudreaux's practices that **promote** success for all?

Debrief: Ms. Boudreaux





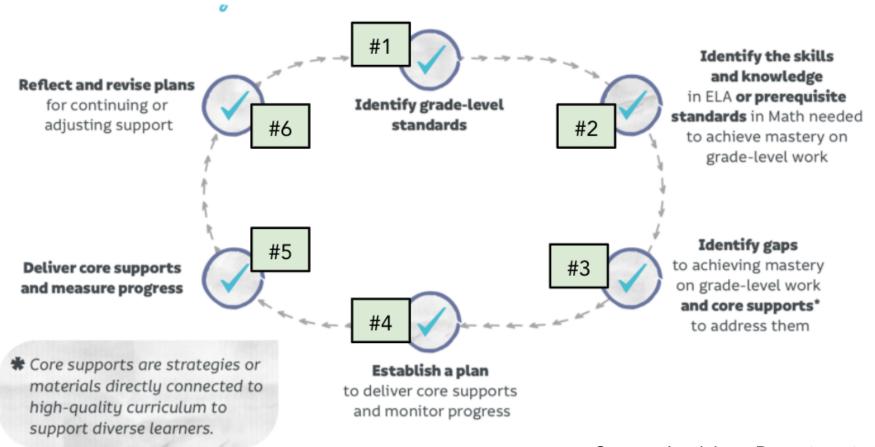
- Focus on Structured Foundational Skills in K-2 as Priority Instructional Content, with time built in to address unfinished learning
- Use of assessments to identify gaps in learning and monitor ongoing learning to promote mastery of skills
- Core supports developed through use of high quality core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

Let's Reflect

What makes Ms. Boudreaux's school's approach more equitable in fostering success for all students?

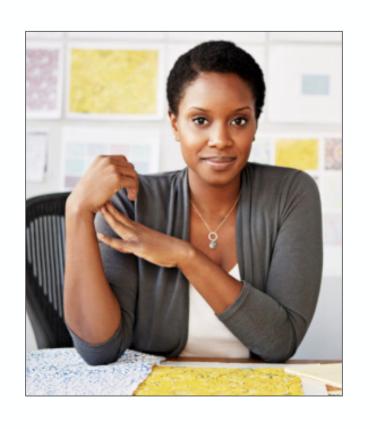
Analyzing an Aligned Approach

The Diverse Learners Cycle



Source: Louisiana Department of Education

Ms. Boudreaux

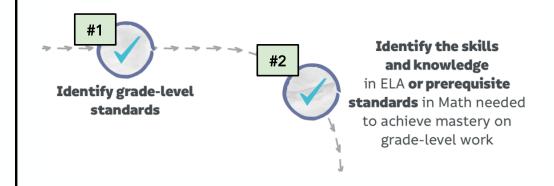


Refer back to the Ms.
Boudreaux case study and look for evidence of each component of the Diverse Learners Cycle → annotate your case study with #1-6 to denote where you see specific evidence of each step!

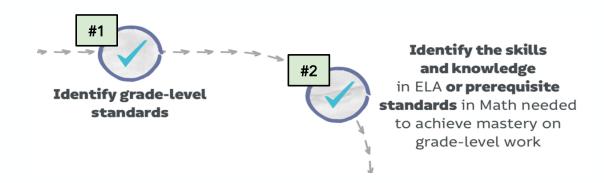
Attending to Grade Level Standards

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?



Attending to Grade Level Standards

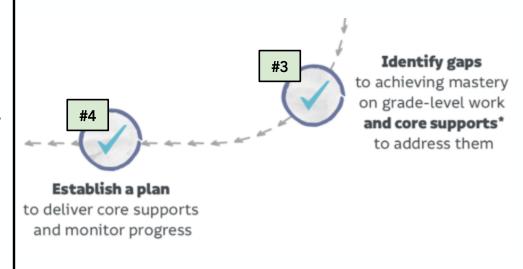


- Reviewed the standards that will be the focus of the lessons, and the scope and sequence of this unit and prior units
- Identified unfinished instruction from previous year that were prerequisite for grade level work

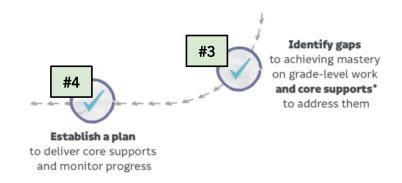
Identifying Gaps and Core Support Plan

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?



Identifying Gaps and Core Support Plan



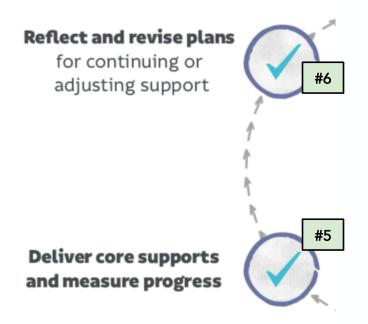
- Added some additional modeling in the lessons and practice opportunities in centers and small groups for the skills in the lesson to address last year's unfinished teaching
- Reviewed those student's beginning of the year assessment to identify gaps in code knowledge
- Looked at the class performance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

Delivering Core Supports, Progress Monitoring and Adjusting Support

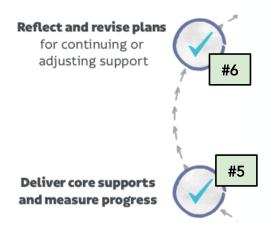


What evidence did you see that Ms. Boudreaux and her team were:

- 5. delivering core supports and measuring progress?
- 6. reflecting and revising plans for continuing or adjusting support?



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

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?

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?

Debrief: Leader Actions

- 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
- ensured the grade-level meeting was facilitated by someone with deep content knowledge
- provided ongoing professional development and teacher support

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?

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.

Debriefs: 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

Pause Point: Consider your Context

- To what extent is this work currently happening at your school?
- What conditions are already in place to support this work?
- What potential barriers might exist?

Wrapping Up

Next Steps

Before our next session...

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

https://tinyurl.com/ EarlyLitSelfAssessment





Early Literacy Community of Practice

Self-Assessment

Part I: Mindsets & Beliefs

- My teachers and staff demonstrate a growth mindset in terms of our all of our students' abilities, including students who struggle. In this context, growth mindset means that a student's academic ability can be improved through effort and is not a fixed quality.
 - a. 4 = to a great extent (more than 75% of your teachers and staff)
 - b. 3 = to a partial extent (50-75% of your teachers and staff)
 - c. 2 = to a limited extent (25-49% of your teachers and staff)
 d. 1 = little to no extent (less than 25% of your teachers and staff)
 - Provide evidence for your response.

- My teachers ensure that all of our students, including students who struggle, are taught with at-grade level, rigorous content.
 - a. 4 = to a great extent (more than 75% of your teachers and staff)
 - b. 3 = to a partial extent (50-75% of your teachers and staff)
 - c. 2 = to a limited extent (25-49% of your teachers and staff)
 - d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

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?

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