IDEA- B Panel Presentation Structured Literacy Initiative

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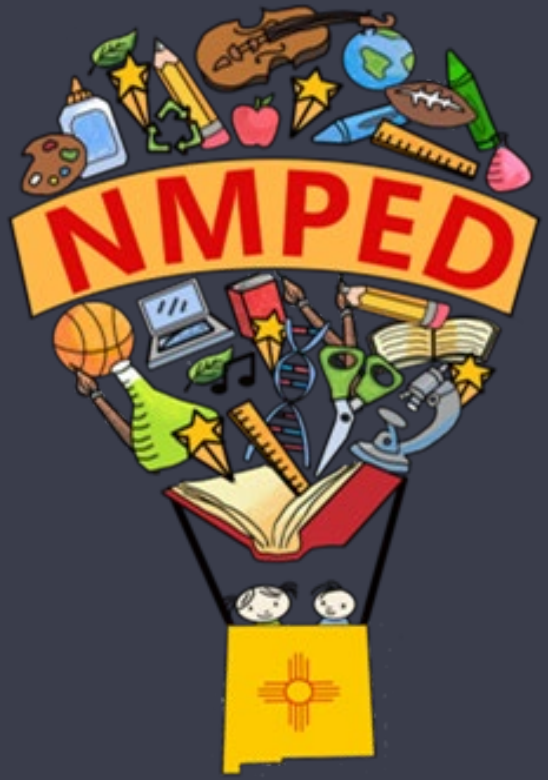


Investing for tomorrow, delivering today.

Initiative Timeline

6.30.17 NMAC: Dyslexia Screening and PD

2019

- SB398 signed into law
- Structured Literacy Working Group began

2020-2021

- LETRS training begins for 1st grade, Special Education teachers, Reading Interventionists and Administrators
- Structured Literacy and Dyslexia 101 Course launched
- All 1st graders screened for dyslexia

2021-2022

- Kindergarten, 2nd grade teachers and administrators added to LETRS
- Secondary Canvas courses launched

2022-2023

- 3rd grade teachers and administrators added to LETRS
- Coaching Supports launched
- Spotlight Schools identified
- Updated Canvas courses

Future

- 4th and 5th grade teachers and administrators
- Focus on Secondary Literacy

All new educators will be enrolled in training upon new appointment in a district.

Districts that choose to add in additional educators (4th and 5th grade) before their enrollment year can do so.

PreK educators are also trained in LETRS-EC.

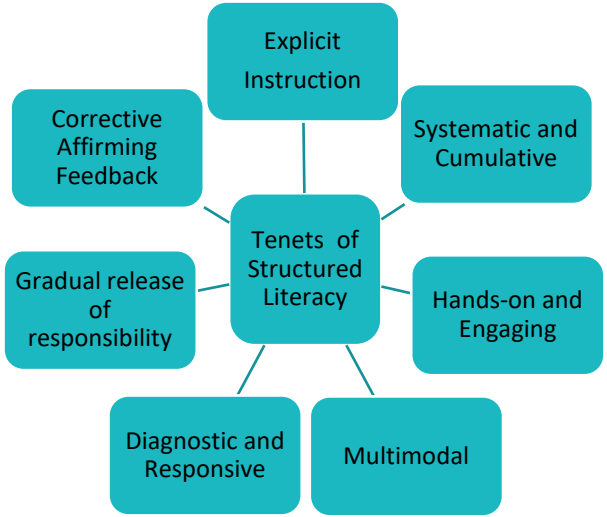
Terminology

Science of Reading

- Interdisciplinary body of research
- Research informs
  - How students learn to read
  - Why some students have difficulties
  - How to teach all students to read
  - How to intervene effectively when students struggle

Structured Literacy

Research-based practices within the classroom



Language Essentials for Teachers of Reading and Spelling (LETRS)

- PD investment in teachers
- Bridge from Research to Practice
- Giving teachers the “why” and the “how”
- Impacts instructional decisions based on new learning and understandings
- Not a program or curriculum (program agnostic)

NMPED Statewide Literacy Initiative in Structured Literacy (Statute: 6.30.17 NMAC)

- All first grade students shall be screened for dyslexia
- Provide timely, appropriate, systematic, scientific, evidence-based interventions
- Monitor students' progress
- Districts and charter schools develop and implement a literacy plan
- Professional Development for all teachers and administrators who teach reading

Theory of Action

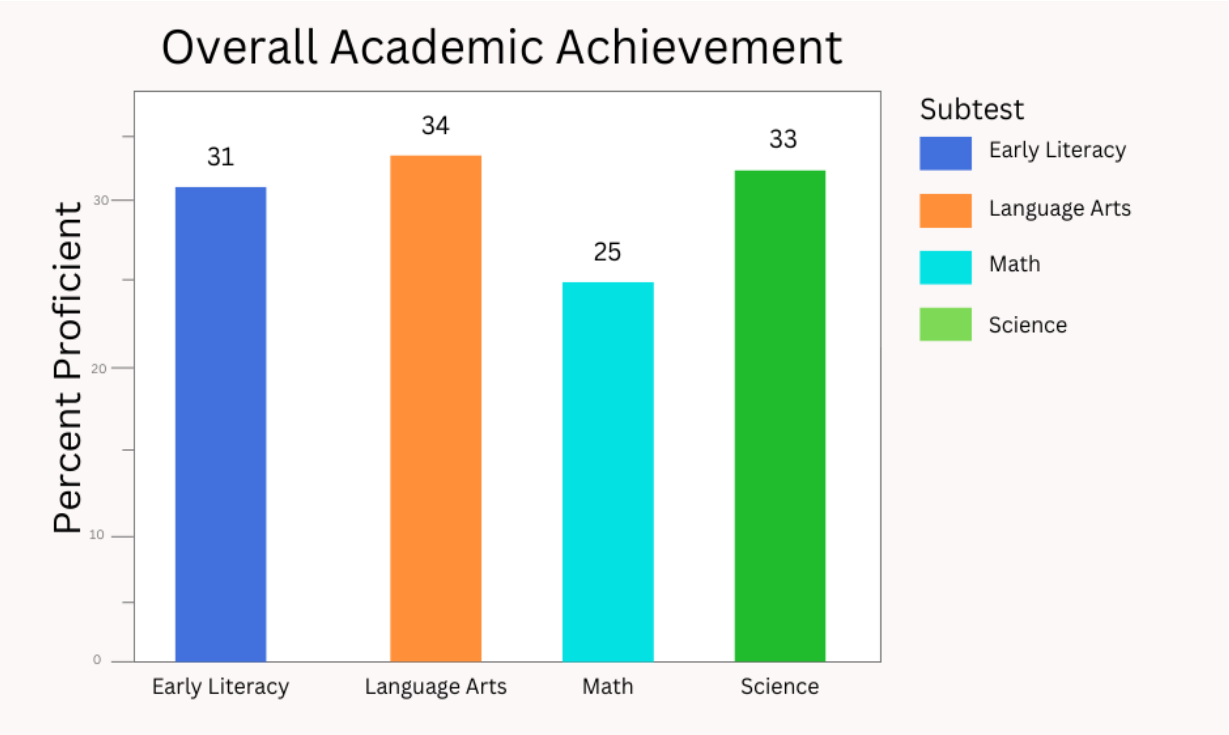
If teachers participate in the LETRS professional learning, their knowledge in Structured Literacy will increase.

If teachers participate in the LETRS professional learning and receive coaching support, their practices will change to reflect the research-based practices of Structured Literacy.

If teacher practices change and classroom instruction reflects a Structured Literacy approach, then there will be an increase in student reading proficiency.

The Literacy Imperative - Our Why

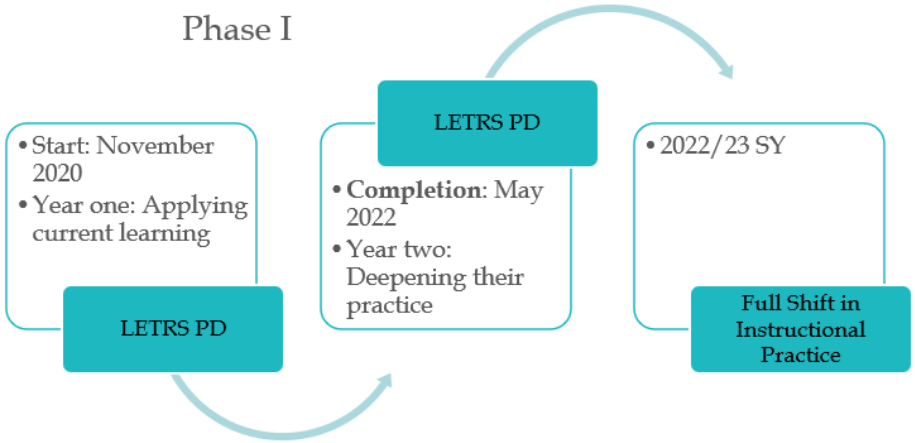
- New Mexico **reading achievement data necessitates an urgent need for change** in literacy practices.
- In 2019, the NMPED adopted a **Structured Literacy statewide initiative** based on the science of teaching reading as the approach to literacy instruction in New Mexico.



Commitment of NM Educators

- LETRS Professional Learning participation:
  - In training: 6,033 teachers, reading interventionists, and special education teachers
  - 696 administrators (principals, assistant principals, C&I leaders)
  - 154 LETRS facilitators across the state
  - 747 educators finished as of May 2022
  - 350 educators to complete by December 2022
- Structured Literacy and Dyslexia On-demand PD:
  - 3,893 certificates of completion

Projected Impact



Educators of 1st Grade	Phases I-III • Nov 2020-May 2022 • Jan 2021-May or Nov 2022 • April 2021-Dec 2022
Educators of Kinder & 2nd grade	Phases IV-VI • Oct 2021-May 2023 • Nov 2021-May 23 • Jan 2022-Nov 23
Educators of 3rd grade	Phases VII-VIII • Oct 2022-May 2024 • January 2023-November 2025
Educators of 4th & 5th grade	Phases IX-X (Projected) • October 2023-May 2025 • January 2024-November 2026

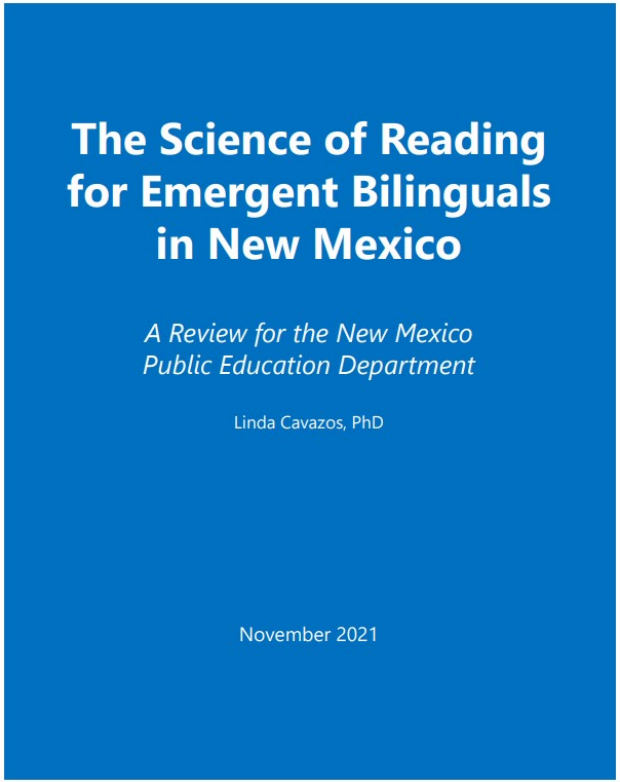
Teacher Responses to PD

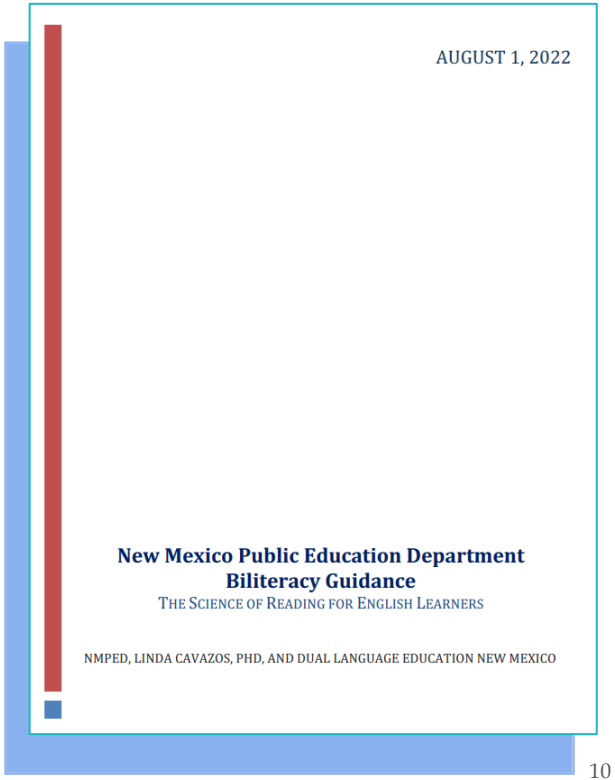
"As always – I loved it! Very useful information/insights – **cannot wait to apply in my classroom**!"

"**LETRS has helped me understand the importance of oral language (words and language structures) used by my students and the important role teachers play as language models**."

"The first four units have been extremely interesting and overwhelming. I feel that with application of [this] knowledge and reflecting on my instruction **[will] help me become a better teacher of reading and writing**. I hope the district extends this training to upper-grade teachers as well."

Tools and Supports for Bilingual Learners

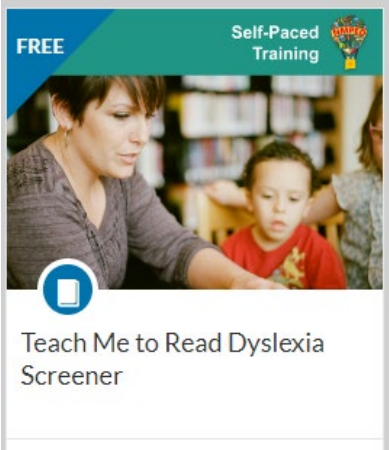




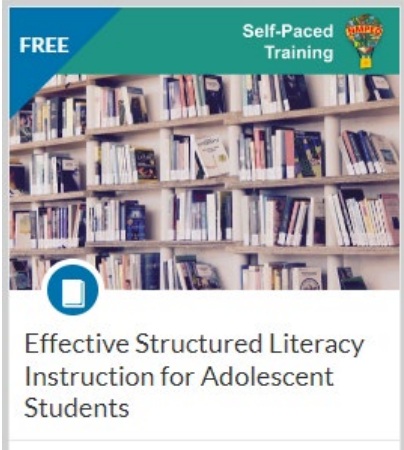
NMPED Courses for Teachers

2,818 teachers have accessed the course

427 teachers have accessed the course



719 teachers have accessed the course

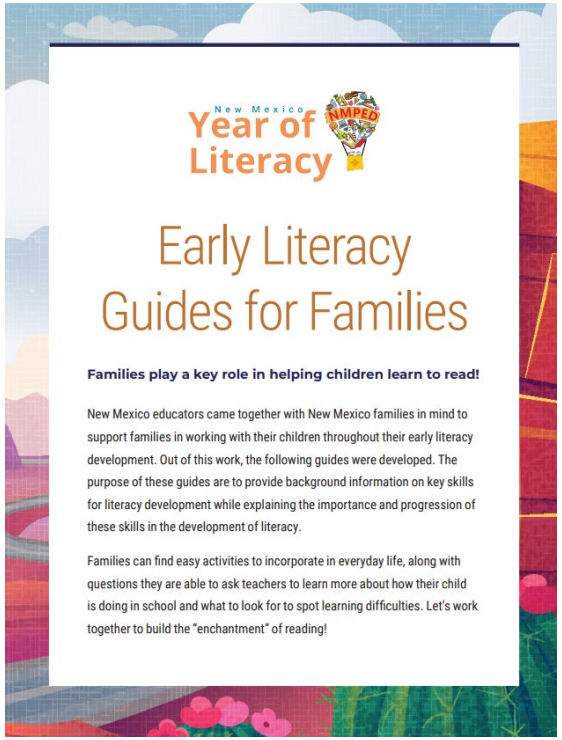


311 teachers have accessed the course

NMPED Supports for Parents, Families and Caretakers

- Early Literacy Family Guide
- Guías de Alfabetización Temprana para Familias
- Family Literacy Academy
- Academia de Lectura para Familias

[Early Literacy Guides for Families]



New Mexico Year of Literacy

Early Literacy Guides for Families

Families play a key role in helping children learn to read!

New Mexico educators came together with New Mexico families in mind to support families in working with their children throughout their early literacy development. Out of this work, the following guides were developed. The purpose of these guides are to provide background information on key skills for literacy development while explaining the importance and progression of these skills in the development of literacy.

Families can find easy activities to incorporate in everyday life, along with questions they are able to ask teachers to learn more about how their child is doing in school and what to look for to spot learning difficulties. Let's work together to build the "enchantment" of reading!

Literacy Plans

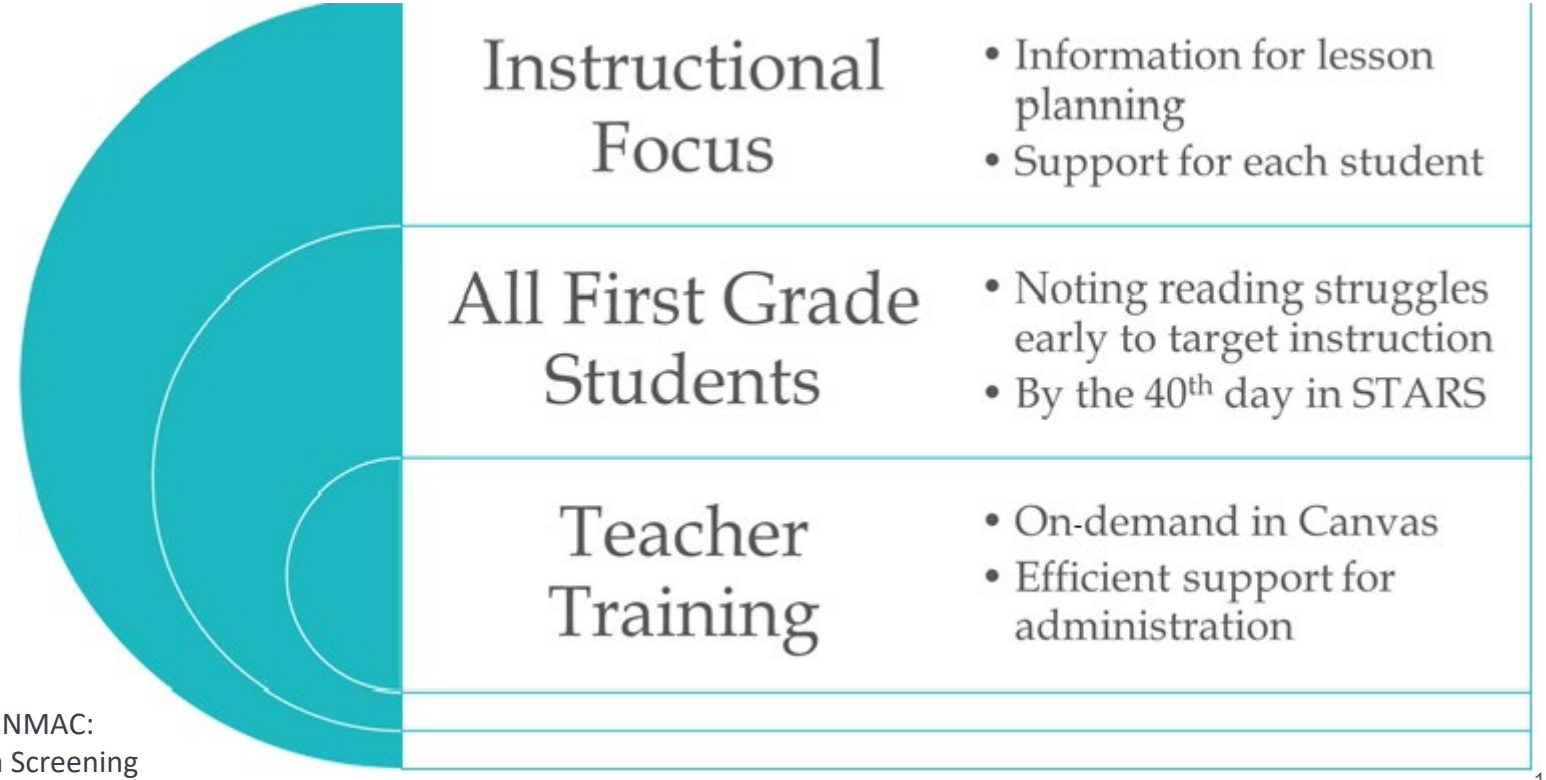
Tool for School-Wide Plans

- Local level development based on data
- Overview & needs
- Dyslexia screening plan
- Core curriculum and training
- Plan for SEG early lit allocation
- Goal setting
- Multi-Layered System of Supports (core and interventions)
- Monitoring and Support by Administration (PD, feedback, coaching, stakeholders)

Support and Monitoring by NMPED

- K-5th grade schools
- Technical assistance
- On-demand PD and LETRS
- Plan template and guidance
- Open office hours
- Review of Literacy Plan with specific feedback
- Optional Secondary Plan with supports

Dyslexia Screening of 1st Grade Students



6.30.17 NMAC:
Dyslexia Screening

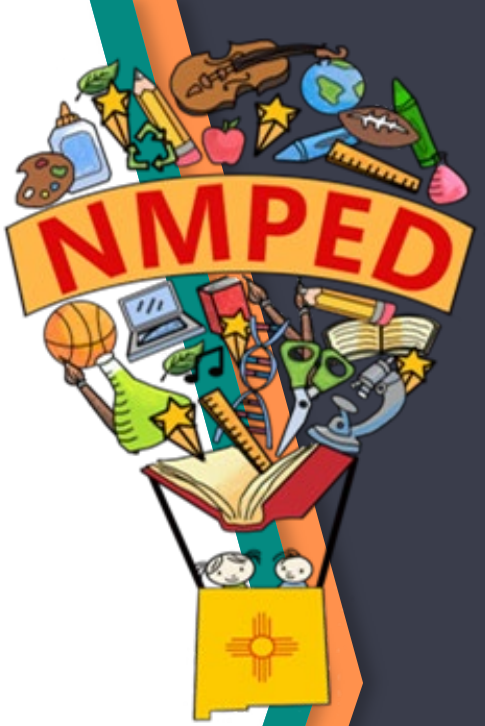
What Can We do?

Emphasis on Core Instruction

Structured Literacy is for ALL

Research shows 95% of students can learn to read with effective instruction

Coaching Opportunities



LETRS is the First Step

	OUTCOMES		
Training Componenets	Knowledge	Skill Demonstration	Use in the Classroom
+ Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ **Coaching in Classroom**	**95%**	**95%**	**95%**

Why Coaching?

Literacy Support Options

School-Based Literacy Leaders

52 leaders supporting 104 Teachers

Literacy Support School

32 schools supporting 301 Teachers

Structured Literacy Model Schools

4 schools supporting 64 Teachers

Model Schools

- Serve as an exemplar of literacy instruction based in a Structured Literacy approach for New Mexico
- Have already begun the journey to implement Structured Literacy within the school, and staff have an understanding of the components of a Structured Literacy approach
- All teachers participate in LETRS and receive coaching support
- Lab Classroom development to allow for teachers, coaches, and administrators to observe instruction

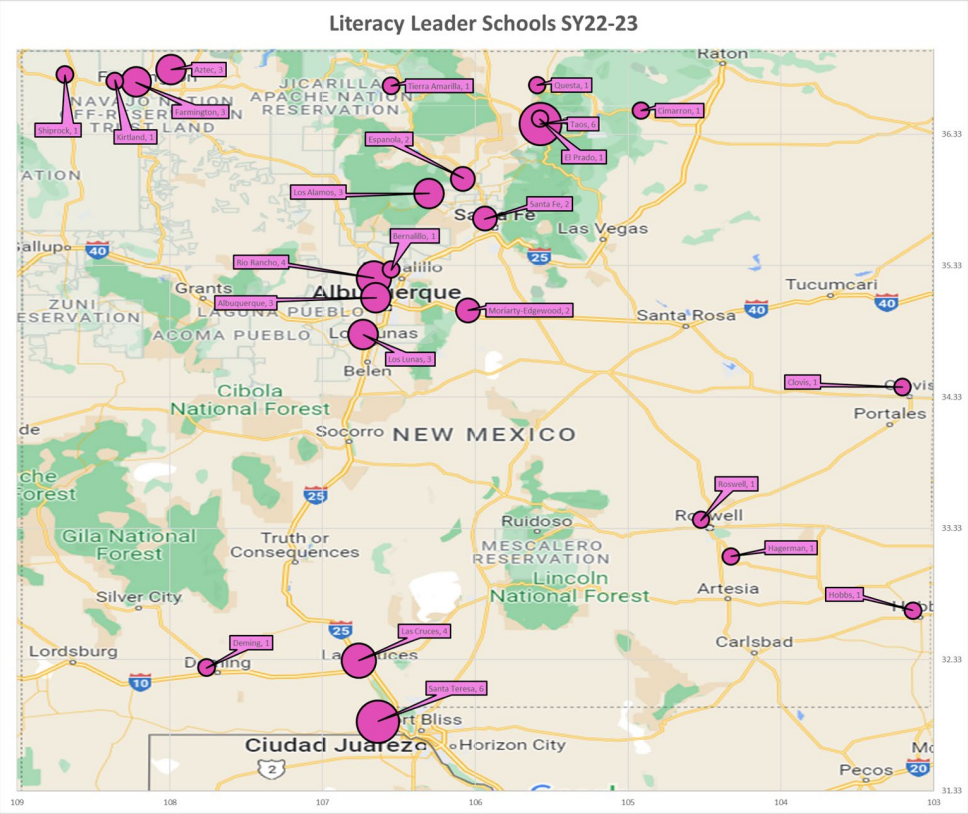
Literacy Support Schools

- A Literacy Support School requesting support for the implementation of Structured Literacy research-based practices across the school
- Coaching supports for at least 50% of teachers
- Professional Learning (LETRS) for all teachers receiving coaching
- Prioritized based on need and availability of coaches

Literacy Leaders

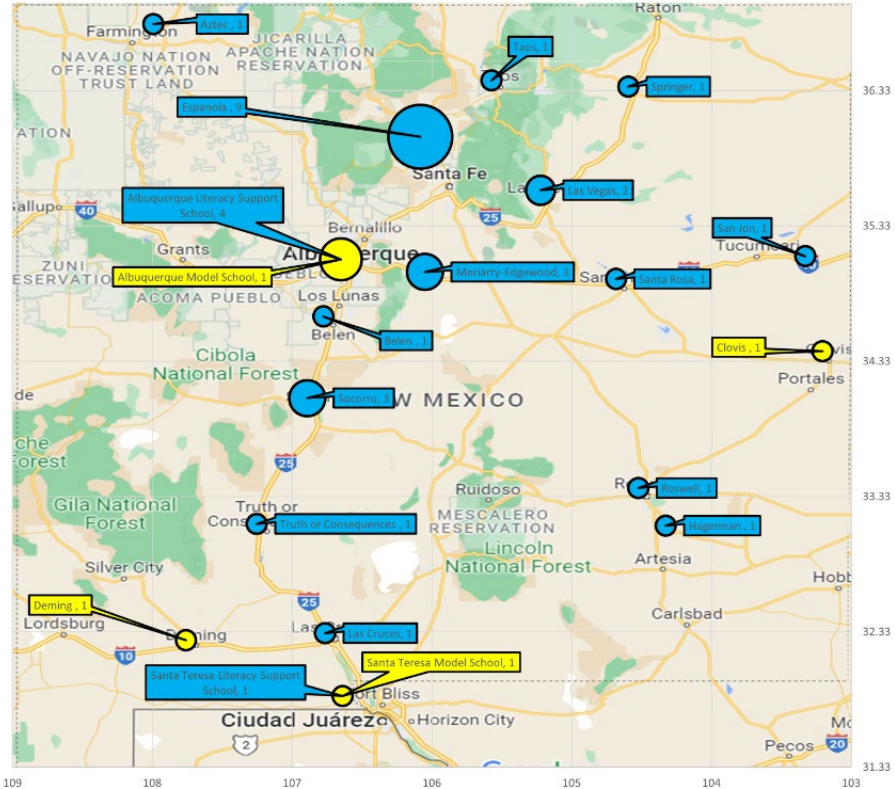
- An educator with expertise in the Science of Reading, the instructional implementation of Structured Literacy based practices, and LETRS principles
- The goal of the School-based Literacy Leader is to build capacity in the instructional implementation of these practices by building sustainable systems within their school
- Literacy Leaders support two teacher-colleagues in the implementation of the Science of Reading, Structured Literacy based practices, and LETRS principles

Literacy Leaders Across the State

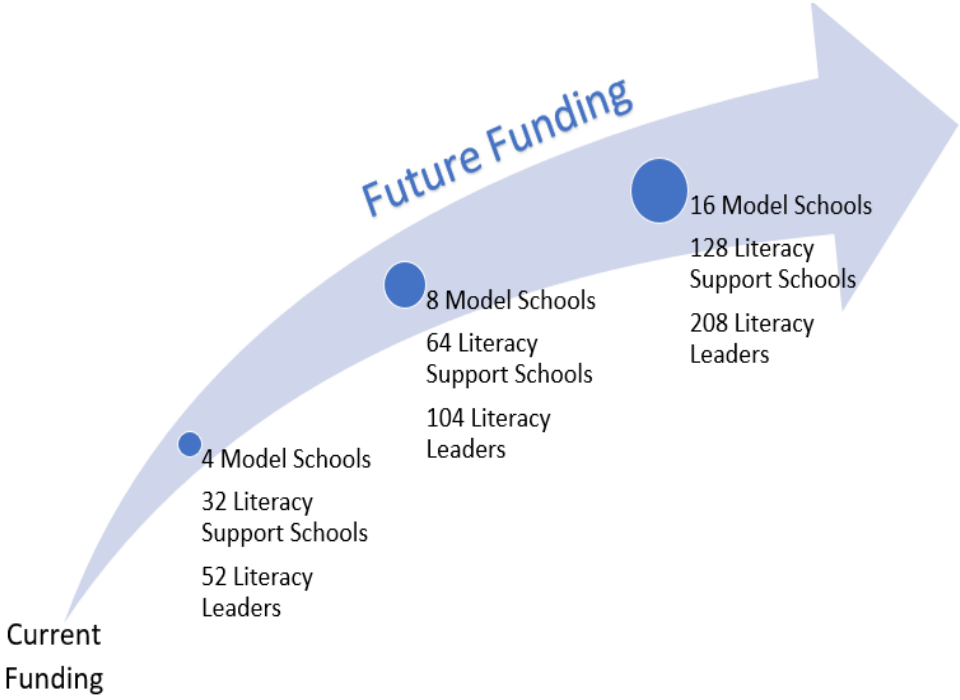


Model School and Literacy Support Schools

Model Schools and Literacy Support Schools



Next Steps

Continued recurring funding in the following areas:

- Ongoing phase-in of educators, administrators, and facilitators in LETRS training
- Increase the number of Model/Literacy Support Schools
- Increase the number of Literacy Leaders
- Increase the number of Regional Literacy Coaches
- Training on Secondary Literacy
- Teacher Residency programs emphasizing Structured Literacy
- Focus conversations occuring regarding Educator Prep Programs integrating science of reading/structured literacy into course work