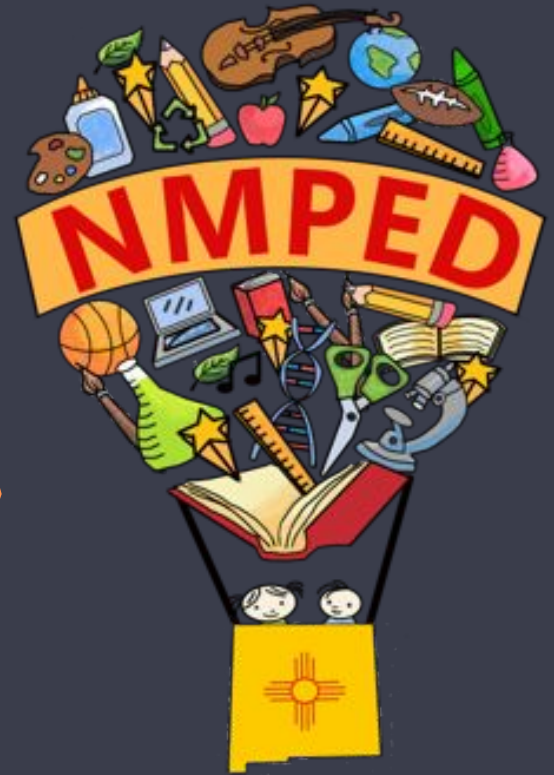


Excellence from Coaching in Literacy for Intensive Preparation in Special Education

Investing for tomorrow, delivering today.



Agenda

Part 1: The Science Behind Structured Literacy (Review from morning)

- The Simple View of Reading
- Impact of Structured Literacy Instructions on Students with Disabilities

Part 2: The Implementation of Structured Literacy Principles and Practices for Students with Disabilities

- ECLIPSE Literacy Support
 - Principals
 - Educators
 - Families

Part 1

Review of the Science Behind
Structured Literacy



The Simple View of Reading

The
“Simple View of Reading”
is actually quite complex.

“Scarborough’s Rope” illustrates literacy skills as strands

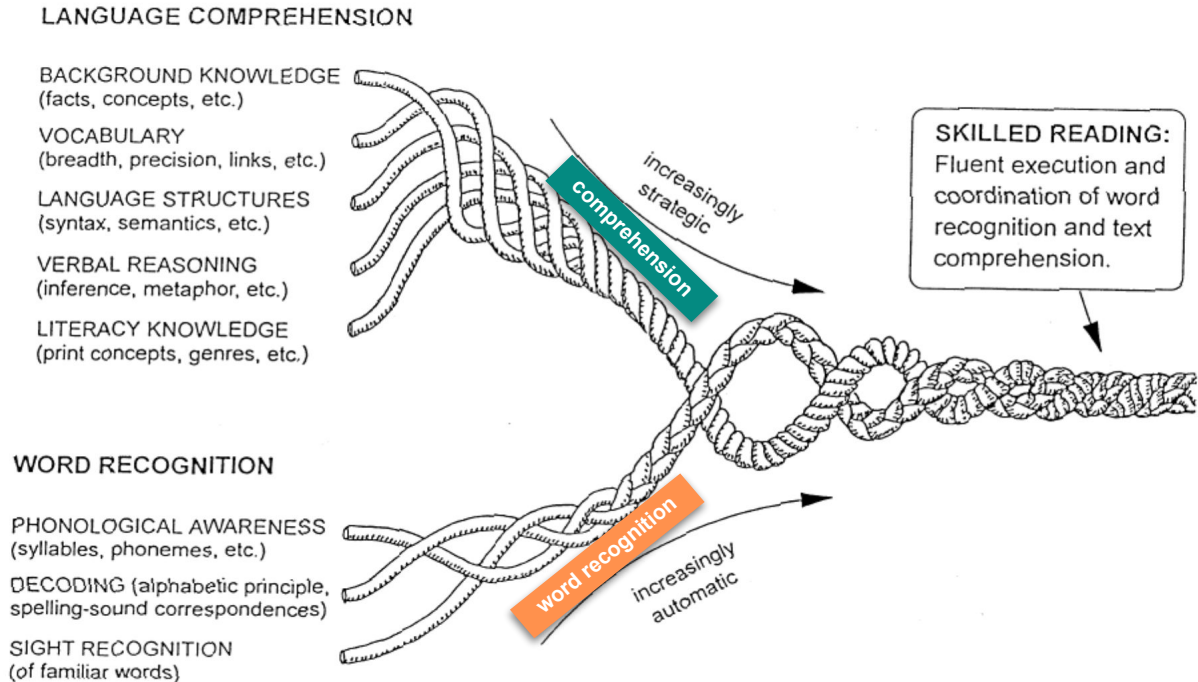
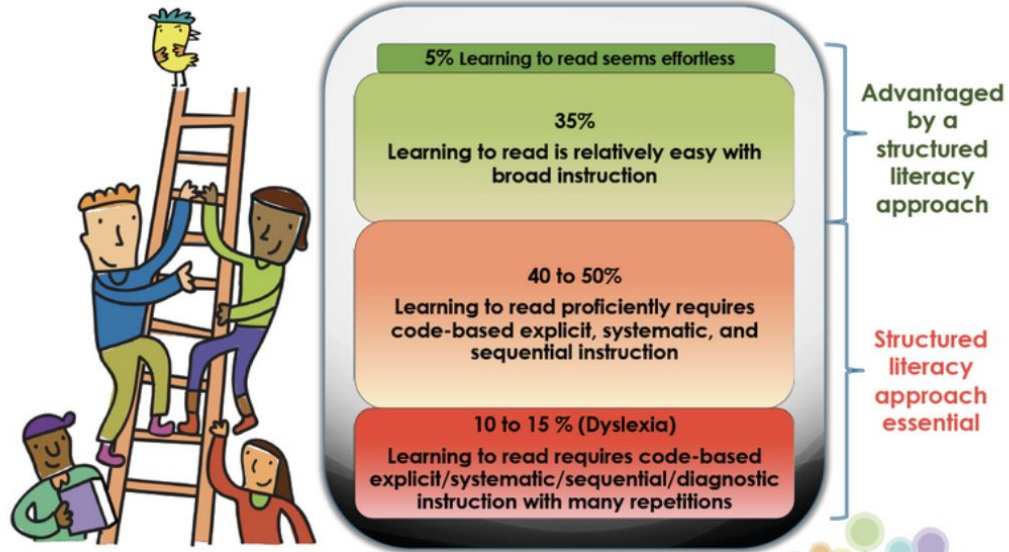


FIGURE 8.1. Illustration of the many strands that are woven together in skilled reading.

Structured Literacy - Effective Strategies for All Readers



The Ladder of Reading ©



© N. Young, 2012 (Updated 2020)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

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Part 2

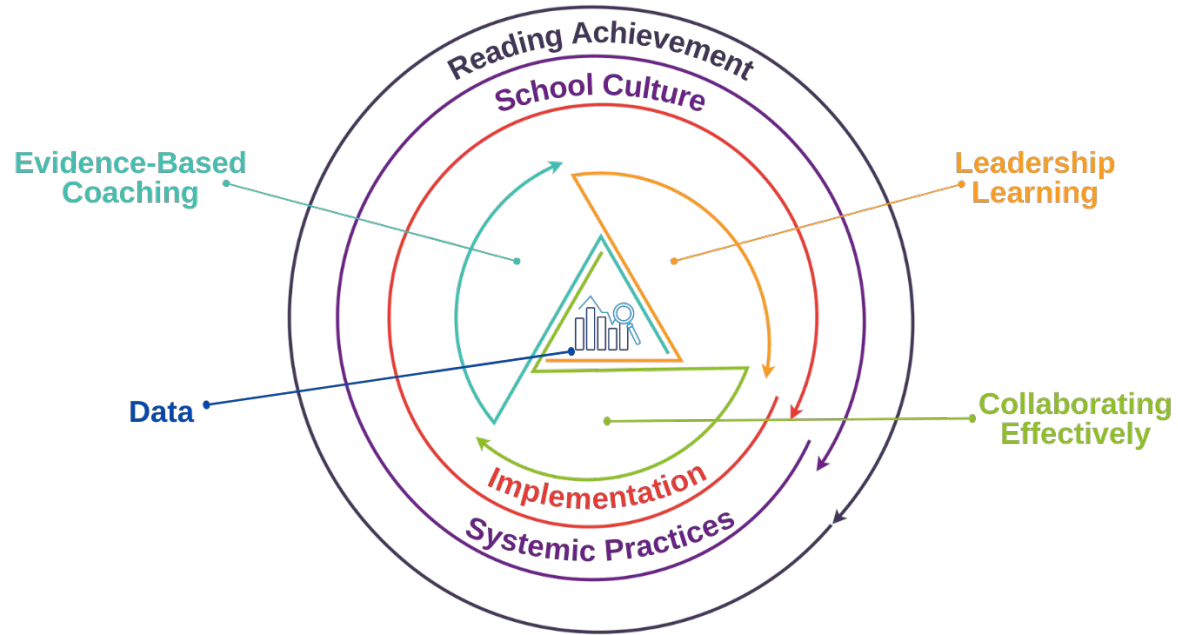
The Implementation of Structured Literacy Principles and Practices for Students with Disabilities

Indicator 17- Excellence from Coaching in Literacy for Intensive Preparation in Special Education (ECLIPSE)

- Indicator 17 a federal component of the IDEA B under General Supervision
- Indicator 17 is a results driven accountability requirement that applies to all Local Education Agencies
- Excellence from Coaching in Literacy for Intensive Preparation in Special Education (ECLIPSE) is a New Mexico Public Education Department-Special Education Division program
- The purpose of ECLIPSE is to improve literacy outcomes for children with disabilities in grades Kindergarten through third grade

Implementation Support

ECLIPSE provides implementation support to teachers and school administrators.



Principal Literacy Support

Observation, Feedback, and Coaching Cycles

ECLIPSE school principals receive support from THRIVE. THRIVE is an initiative that supports New Mexico school leaders with developing instructional leadership skills that will in turn empower and develop New Mexico's teachers through the delivery of consistent performance and instructional coaching support. Whether the leader intends to develop their coaching skills or orchestrate the coaching efforts of others, this program supports the launch and sustainability of a robust system for Observation, Feedback, and Coaching Cycles (OFCCs).



Practice Based Coaching Support for ECLIPSE Participants

Principal Support

- Increase the collaboration knowledge to support teachers, students, and families
- Increase communication strategies with families to address students learning goals and at home support
- Coach and support data analysis practices with the use of assessment data
- Identify goals both long-term and short term goals
- We support effective meeting facilitation and organization strategies to support school personal and family support



Educators Literacy Support

Professional Development in Evidence-Based Practices

School teams work with ECLIPSE support specialists from REC 6 to analyze data to determine student needs. Based on the results of data analysis, school staff works with ECLIPSE support specialists to design a professional development plan. Some of this work is taking place at the state level. For example, all K-2nd grade teachers are receiving professional development in LETRS®.



Educator Literacy Support

Implementation of Evidence-Based Practices

ECLIPSE instructional coaches from CORE NMSU and CREC support teachers with implementing strategies to meet the diverse literacy needs of students with disabilities in special education and general education classrooms. Together, teachers and coaches determine coaching focal points or goals and schedules.



Practice Based Coaching Support for ECLIPSE Participants



- **Special Education Teachers**
- **General Education Teachers**
- **Support Staff**

Professional Educator Practices

- Collaborative Team Knowledge
- Data Analysis and Assessment Review
- Developing Learning Environments
- Identifying Learning Goals and Student Standards
- Active Student Engagement
- Adapting and Modifying Curriculum

Classroom Implementation

Teacher Practice Based Coaching Support Meetings

- Individualized Support with a Coach
- Professional Development and Resources
- Positive and Constructive Feedback
- Social Emotional Support
- Identifying Professional Learning Goals
- Identifying Student Learning Goals
- Reflective Practices Strategies
- Data Analysis
- Strategies to Adapt or Modify Curriculum
- Use of Explicit Instruction

Professional Development

- Structured Literacy
- Social Emotional Support for Students
- Family Collaboration and Communication Support
- Data Analysis and Assessment Data
- Identifying Learning Goals/ Student Learning Standards
- Strategies for Active Student Engagement
- Developing Learning Environments

Family Literacy Support

Family Literacy Events

School teams collaborate with ECLIPSE support specialists from REC7 to design family literacy events in response to the school community's assets and needs. Each family in attendance (whether in-person or virtual) receives a literacy kit. During the event, ECLIPSE support specialists teach adult family members how to use materials in the kits to support the development of foundational literacy skills.



Practice Based Coaching Support for ECLIPSE Participants

Students

- Establish a consistent, organized, and respectful learning environment
- Provide students with positive and constructive feedback
- Learn cognitive and metacognitive strategies to support
- Flexible grouping and peering learning opportunities
- Independent learning strategies
- Individualized and systematic instruction toward learning goals
- Students are provided scaffolding supports
- Active engagement and participation
- Maintain and generalize new learning across settings



Families

- Establishing effective collaboration with professional educators
- Establishing a respectful and organized learning environment
- Collaborations with families to support student service needs
- Support with social emotional needs within the home environment
- Support understanding student learning objectives and learning outcomes
- Identify and prioritize student learning goals



Practice Based Coaching Improves Student Learning Outcomes

Improved Learning Outcomes

- Literacy Skills
- Assessment Scores
- Learning Confidence
- Improved Social and Emotional Behaviors
- Improved School Culture
- Improved Student Communication
- Intellectual skills
- Independent learning skills

...and more





Questions & Answers



ECLIPSE Questions

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Citations

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (p. 98). New York, NY: Guilford Press.