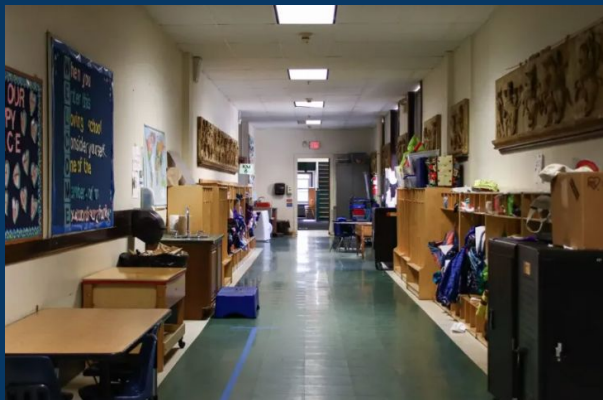


Literacy Instructional Shift

Public Schools of Brookline 2025



August 20, 2024

Session Objectives:

Objectives:

- Share new learning from Unbounded Institute
- Understand the updated proposal for shifting literacy instruction and adopting High Quality Instructional Materials
 - Articulate how the updated plan will address research based instruction for all students
 - Define the school leader role in the plan
- Provide an overview of the first module

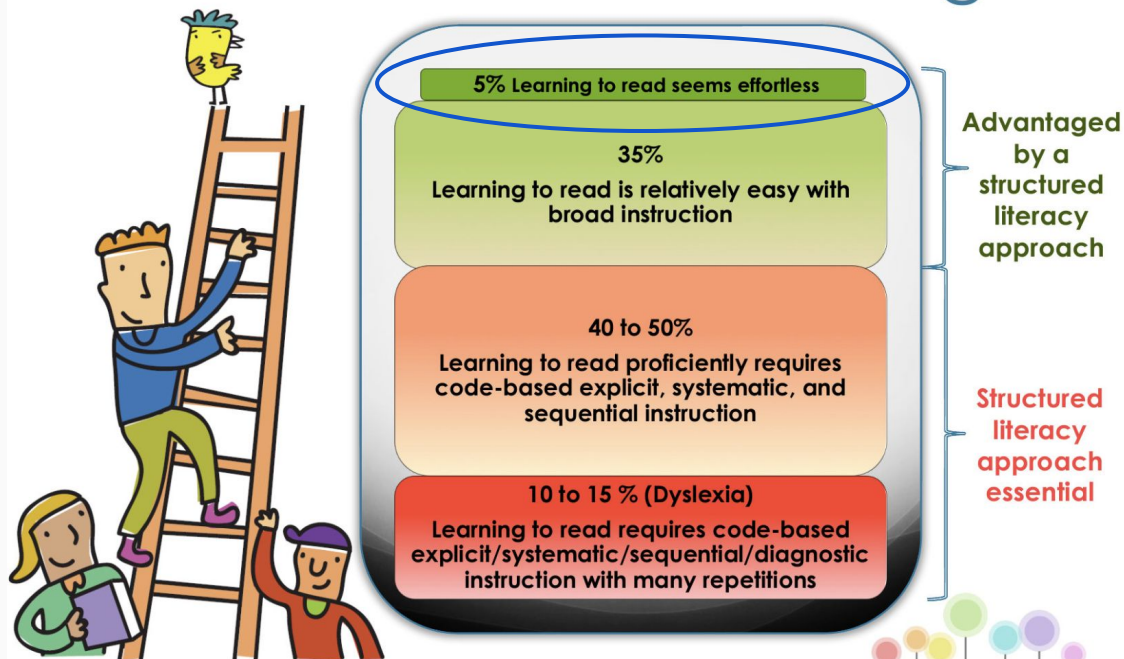
Outdated Approach to Literacy



Updated Researched Based Structured Literacy Approach



The Ladder of Reading



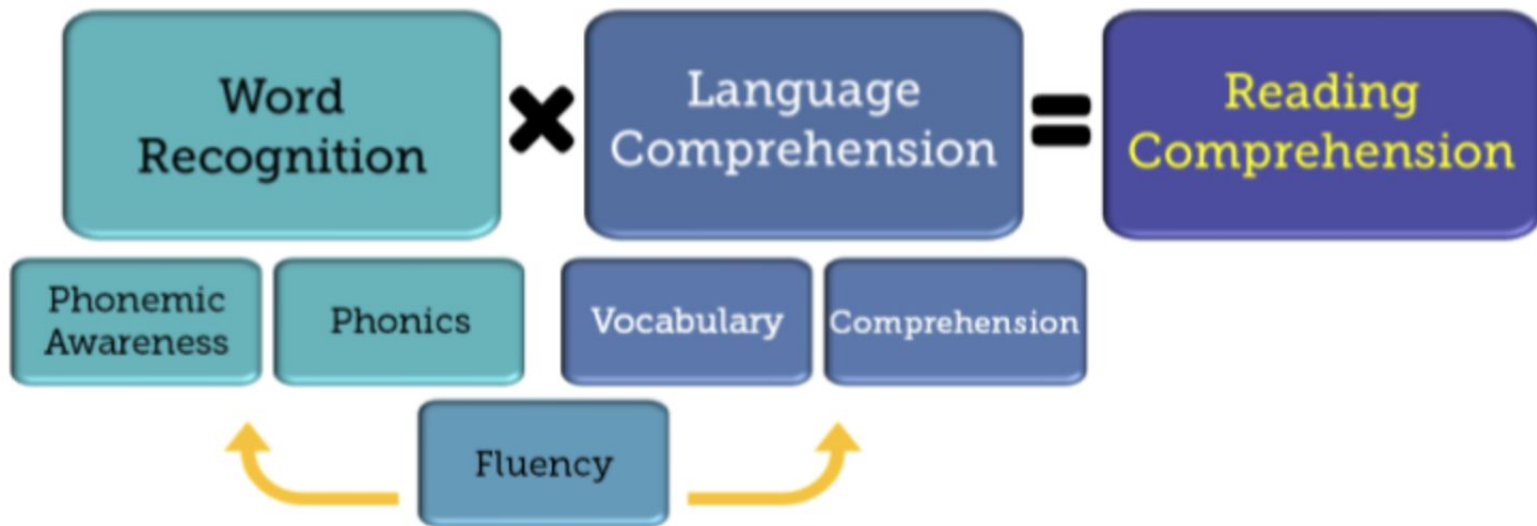
© N. Young, 2012 (updated 2017)

Artwork by Dean Stanton

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

www.nancyyoung.ca

THE SIMPLE VIEW OF READING



(Gough & Tunmer, 1986)

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Where do we go from here?



Change Management for Complex Educational Change

Change

False Start

Expectation

Resistance

Frustration

Passivity

Anxiety

Confusion

Revised Plan

Action Step	Original Timeline	Adjusted Timeline
Engage stakeholders to review, identify and purchase HQIM	May 2024- November 2024	No adjustment
Require PreK-2 educators to fully implement Heggerty and Foundations with fidelity (currently inconsistent implementation) Provide refresher PD		September 2024
Training educators in the Science of Reading and Knowledge Based Instruction Use HQIM to support educator understanding of how students learn	September 2024 - December 2024	September 2024 - April 2025

Revised Plan

Action Step	Original Timeline	Adjusted Timeline
Build school based partnership with OTL- School admin identifies educators to help lead the knowledge building at the school level OTL provides training on PD modules to be delivered by school teams Create stronger PLCs at building level	September 2024- December 2024	September 2024- no end date
Implement HQIM	Soft rollout January 2025	Rollout K-5 September 2025
Provide ongoing professional development		Fall 2025- ongoing

Creating the Conditions: Preparing and Supporting Leaders to Implement Change

Objective	Action Step	Details
<p>Train all K-5 Educators including Special Educators and EL Teacher</p> <p>Skill, Vision, Action Plan, Gaining Commitment</p>	<p>OTL provides 1 hour modules to be delivered at the school level during <u>Tuesday Curriculum Meetings</u></p>	<ul style="list-style-type: none">• OTL provides trajectory for the year• Materials will be available at least 2 months in advance• Facilitation guide includes pre preparation notes, talking notes, and electronic materials• Principals will preview materials at monthly meetings
<p>Grow Capacity at the School Level</p> <p>Skill, Vision, Gaining Commitment, Ownership, Incentives</p>	<p>Provide each school with a Literacy teacher PD partner</p>	<ul style="list-style-type: none">• Principal identifies the educator through interest form• Educator receives training before each module• Educator and school leadership partner to deliver modules
<p>Provide High Quality Instructional Materials</p> <p>Skill, Vision, Resources, Incentives, Action Plan</p>	<p>Educators receive materials in January 2025</p>	<ul style="list-style-type: none">• New learning will be demonstrated through new materials• Educators will be trained after receiving background knowledge• Educators can test out lessons

Module Example

Facilitator Guide with Talking Points

Session I: How we Learn to Read

- Prep:**
- Get a space with a projector and screen
 - Plan for educators to be able to sit in groups- try to have them sit in mixed role groups of 4
 - Communicate with educators about location of the meeting
 - Have educators bring a laptop or you will need to copy the [documents](#)
 - Review the speaking notes
 - 1 piece of chart paper and 1 marker for each group
 - Post it notes
 - Set norms for use of laptops during the meeting
 - Share the link for the google [form](#) to gather questions that come up during the session

Building Session Audience:

K-5 Classroom Educators
K-5 Special Educators
K-5 EL Educators
K-5 Guidance
K-5 Literacy Specialists

Department Meetings

MS: ELA, SS, Sci, Math
WL, VA, PA, Wellness

Sep 17, 2024
Curriculum Meeting
Building Based

Session I
1 Hour

Objectives:

- Begin to understand the plan for the shift in literacy/ELA instruction
- Learn about the science behind learning to read
 - Reflect on how understanding the science of reading applies to their work with

9/17/24 School Based Curriculum Meeting

Please complete this exit ticket. It will help us inform our next session and will be your attendance to receive your PDPs.

michelle_herman@psbma.org [Switch account](#)

Not shared

I used to believe _____ about learning to read.

Your answer

Now I believe.....

Your answer

Full Slide Deck that Includes all Participant Directions

Discussion

1. Identify a recorder to record what the group says during the discussion
 - At the end of the 10 minutes, have the ***emerging themes*** and ***implications*** on the poster
2. Go around the group and first share the word, then the phrase, then the sentence.

Determine:

- What themes emerge?
- What implications does this have for instruction?
- Were there aspects of the text not captured in your choices?

word	phrase	sentence
Emerging themes?		
Implications?		
Aspects of the text not yet captured?		

Formative Exit Slip

What Questions Do you Have?

Reminder of the topics:

- How students learn to read
- Complex change process
 - Creating the conditions for success
- New proposal for shift in literacy instruction
- Professional development model

