



Develop and Implement Schoolwide Expertise in Science- Based Reading Instruction

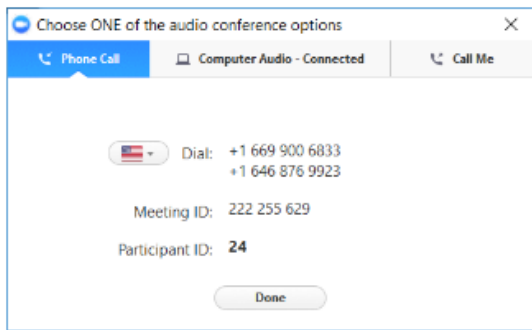
Embracing the Science of Reading to Improve Student Outcomes

District Leadership Forum

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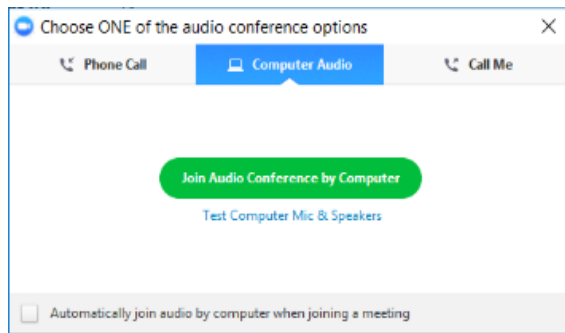
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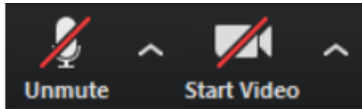
Test Computer Mic & Speakers

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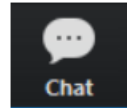
Mic and Video Controls

Click the mic and camera pictures until they have a red line indicating they are both off.



Asking a Question

To ask the presenter a question, type it into the Chat panel and press send.



EAB: Making Education Smarter

Who We Are

▶ **2007**
Year founded

▶ **1,300+**
College and
university members

▶ **1,200+**
Dedicated EAB Staff

How We Serve

Identify **proven best practices** for the **most critical challenges** facing education leaders

Provide customized, **on-demand research** to help members meet their immediate needs

Help leaders **engage key stakeholders and accelerate progress** on key initiatives

Introducing the District Leadership Forum

▶ **2016**
Year founded

▶ **100**
Member districts

▶ **29**
States represented

Narrowing the Third Grade Reading Gap

Embracing the Science of Reading to Ensure All Students Can Read

1

Develop and Sustain Schoolwide Expertise in the Science of Teaching Reading



1. Science of Reading Professional Development
2. Train the Trainer Sustainability Plan
3. Grassroots Pilot Success Models
4. Principal Literacy Champions

2

Aid Teachers in Implementing Science-Based Instruction



5. Instructional Materials Selection Tools
6. Science-Directed Literacy Look-For
7. Video-Based Teacher Observations
8. Literacy Implementation Evaluations

3

Redesign Small Group Instruction to Target Student Skill Deficits



9. Skills-Based Grouping
10. Cross-Classroom Intervention Specialists

4

Mitigate Summer Slide with Engaging Summer Programming



11. Camp-Style Summer Literacy
12. Online Video Enrollment Campaigns
13. Summer School Attendance Incentives
14. Parent-Facing Literacy Nudges

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Additional Research to Improve Reading Outcomes



Upcoming Webconference

Redesign Small Group Instruction to Target Student Skill Deficits

This presentation will introduce proven ways to **enhance the effectiveness of small group instruction and intervention**. We will discuss how to reorganize student reading groups around skill deficit rather than broad reading levels. We will also discuss how teachers can support students across grade levels to maximize teacher expertise.

Thursday, April 18

3:00 – 4:00 p.m. ET



Archived Webconferences

Embracing the Science of Reading

This presentation is designed to **build school and district consensus around the importance of a science-based approach to teaching reading**. It explores the most up-to-date research on reading instruction and discusses how brain imaging has provided a clearer understanding of how students learn to read.

Available On-Demand



Mitigate Summer Slide with Engaging Summer Programming

This webconference provides **ways to mitigate the impact of summer slide by improving student participation and engagement in summer learning programs** and by supporting students who cannot attend summer learning experiences through parent-facing literacy prompts.

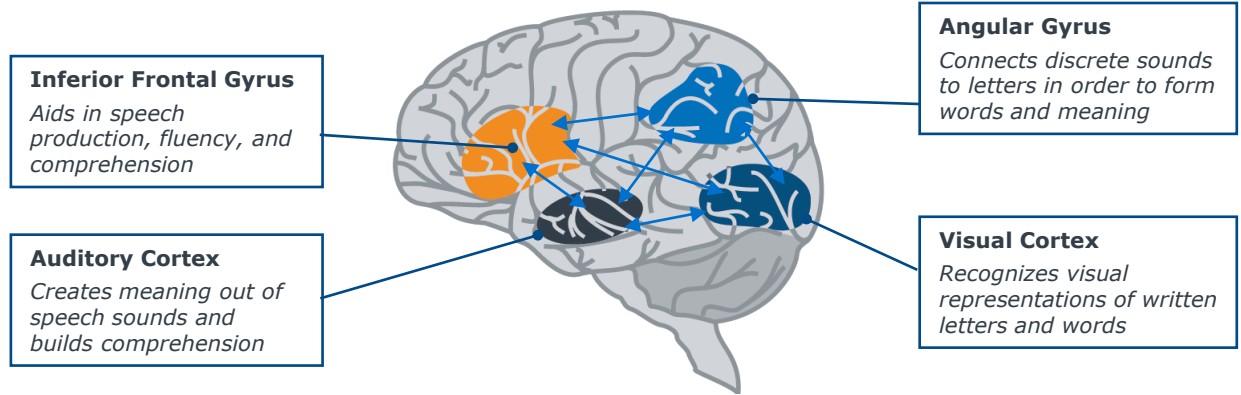


Register for any of the above webconferences at eab.com.

There Is No Single “Reading Region”

Reading Requires Building Neural Circuits Across Critical Brain Regions

Regions of the Brain Activated While Reading, as Viewed in fMRI¹ Scans



Early Reading Instruction that Builds Neural Pathways Is Essential



The quality of reading instruction impacts the brain’s white matter development—the neural pathways that connect areas of the brain

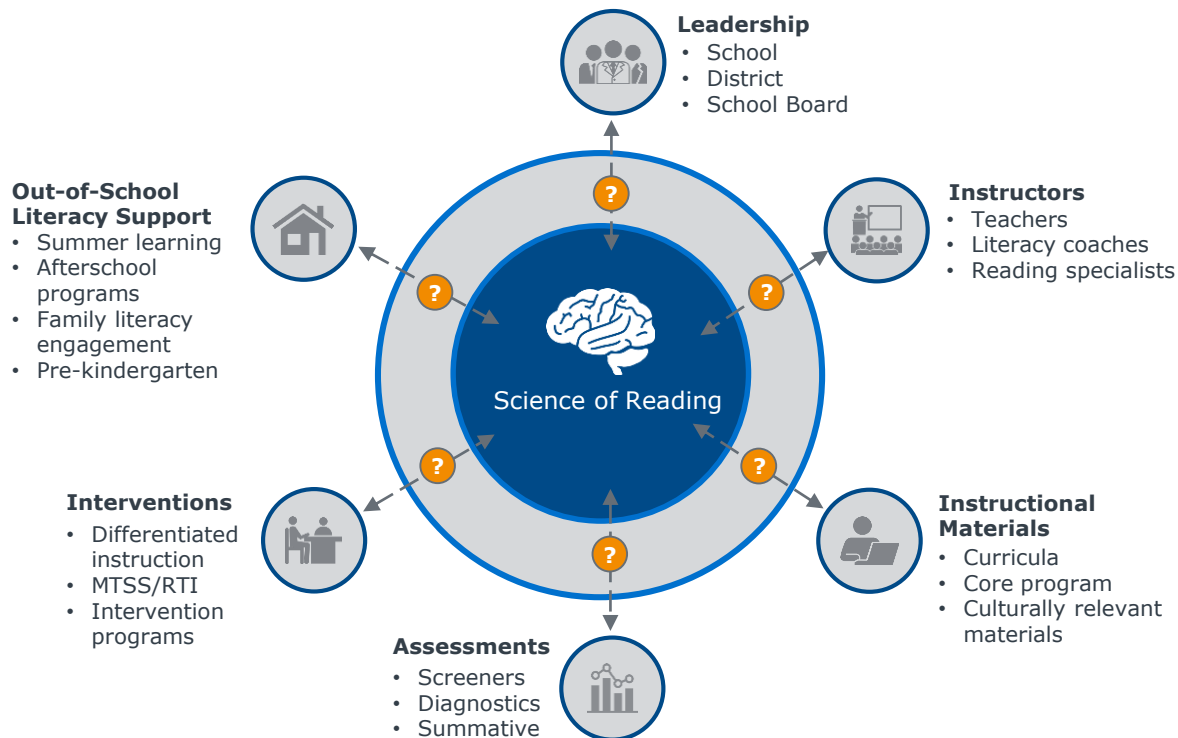
56%

Of variance in reading outcomes is accounted for by the change in volume in white matter between kindergarten and 3rd grade

1) fMRI= Functional Magnetic Resonance Imaging.

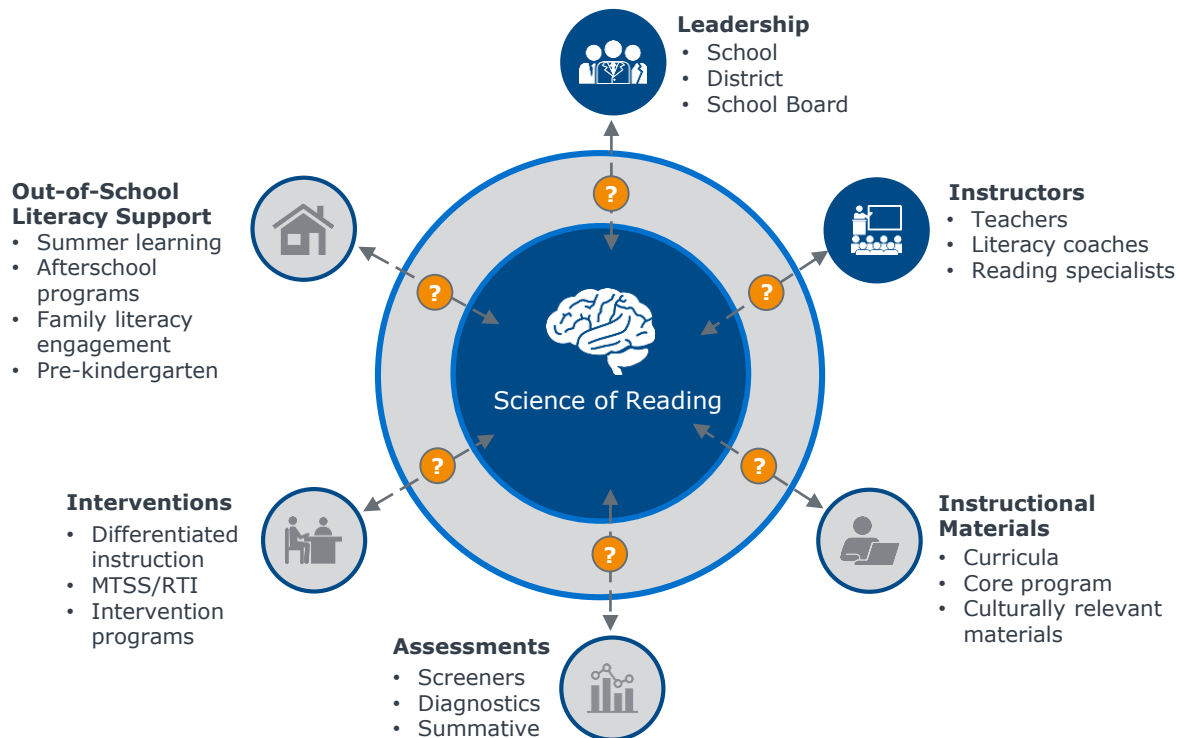
Reading Systems Remain Disconnected from Science

Science Has Had Little Impact on What Happens in Schools



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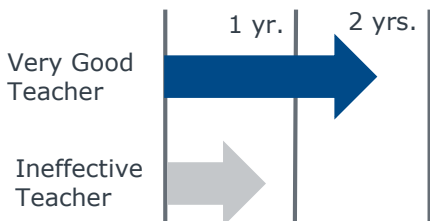


Teachers Ill-Prepared to Teach Reading Effectively

Teachers Rarely Learn the Science of Reading Prior to Entering Classroom

Wide Consensus that Teachers are Critical to Student Success...

Students Gain 1.5 Years of Learning with an Effective Teacher



Teachers Have Greatest Impact on Student Learning

“When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor....”

RAND Study, Teachers Matter: Understanding Teachers’ Impact on Student Achievement

...But Too Often Teachers are Prepared Inadequately to Teach Reading

39%

Of teacher preparation programs teach scientifically-based reading methods

25%

Of pre-service teachers report a strong focus on the essential components of early reading instruction in their preparation program

46%

Of pre-service teachers felt that they were adequately prepared to teach phonemic awareness and phonics

Source: Hanushek, E. 2010., [The Difference is Teacher Quality](#); RAND, 2012, [Teachers Matter: Understanding Teachers’ Impact on Student Achievement](#); National Center for Education Evaluation and Regional Assistance, 2010, [Study of Teacher Preparation in Early Reading Instruction](#); National Center on Teacher Quality, 2016, [Landscapes in Teacher Prep: Undergraduate Elementary Ed](#); EAB interviews and analysis.

Reading Professional Development Not Filling Void



Districts Are Investing Time in Professional Development...



Professional learning communities



Early release days



Data days



Coaching

...But Not Enough Time Concentrated on Reading Knowledge



Minimum time required for new content to impact academic outcomes



47%

Of public school teachers report participating in **8 or fewer hours** of reading professional development yearly

Allocated Time Squandered on Wrong Topics



Focusing on curriculum without prerequisite knowledge



Discussing book selections for theme rather than developmental appropriateness



Learning interventions without full knowledge of why students struggle to read

Science of Reading Critical Knowledge for Teachers

Refocus Professional Learning for Teachers to Impart Essential Information

Learning Outcomes of LETRS¹ Provide Teachers the Science of Reading



How the **brain learns to read** and its implication for educators



Allocate time effectively to enhance reading outcomes



Deep understanding of the **five foundational reading skills** and how to teach them



Supports for **building vocabulary**



Strategies for assessing and **addressing individual student skill deficits**



Knowledge of evidence-based instructional practices for both **ELL and students with disabilities**

Vendor Overview:

LETRS, Voyager Sopris Learning



Comprehensive Modules Provide Explicit Reading Instruction Advice

Recommended Core Requirements

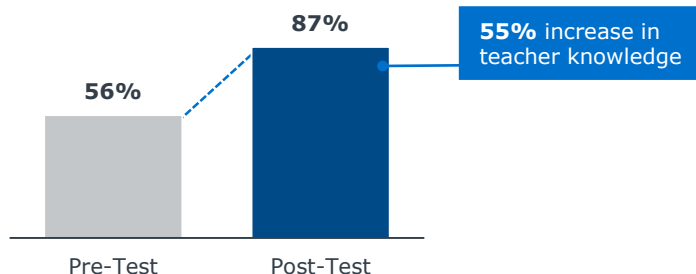
- 1 The Challenge of Learning to Read
- 2 The Speech Sounds of English
- 3 Teaching Beginning Phonics, Word Recognition, and Spelling
- 4 Advanced Decoding, Spelling, and Word Recognition
- 5 The Mighty Word: Oral Language and Vocabulary
- 6 Digging for Meaning: Understanding Reading Comprehension
- 7 Text-Driven Comprehension Instruction
- 8 The Reading-Writing Connection

Teacher Knowledge and Ability Improves

LETRS-Trained Teachers Better Equipped to Improve Student Outcomes

Increase in Teacher Knowledge of Teaching Foundational Reading Skills

Increase of Teachers' Knowledge of the Science of Reading as Measured by Correct Responses on LETRS Test in OH, 2016-17¹



LETRS Contributes to Reading Success

Example of reading success in districts that have used LETRS

7% → 60%

Increase in students achieving "probable reader" on STAR assessment in **Rapides Parish Schools** in one year

78%

Increase in the percentage of Kindergarten students in **Bethlehem Area School District** scoring at or above benchmark on DIBELS over 3 years

"Why Didn't We Learn This Earlier?"

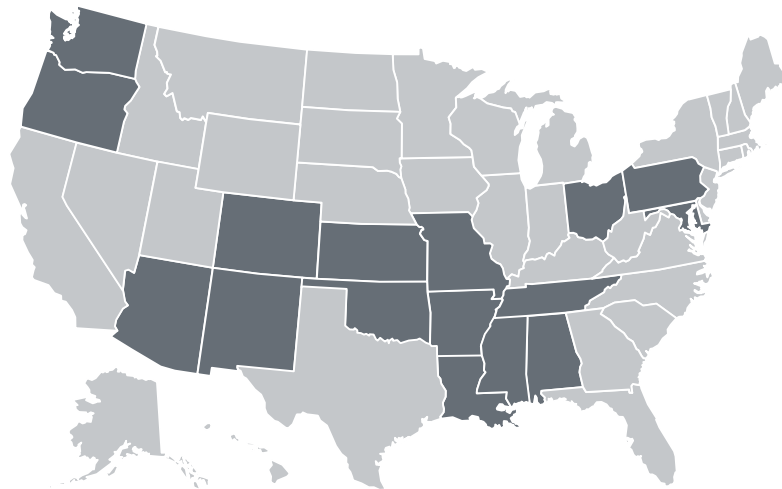
"For our teachers, true learning is occurring, and the light bulb is being turned on. So many of these teachers have said, 'How were we not taught these skills in college?'"

Alana Cohen, ELA Curriculum Specialist, Rapides Parish, LA

Source: Education Week Webinar. 2018. [Develop Your Teachers Into Literacy Experts](#); Voyager Sopris Learning. 2018. [LETRS: Language Essentials for Teachers of Reading and Spelling, Elementary](#); American Public Media. 2018. [Hard Words: Why aren't kids being taught to read?](#); EAB interviews and analysis.

National Momentum Grows as Results Emerge

Small, But Growing Number of States Help Increase Knowledge of the Science of Reading



16 States have promoted or made available LETRS training

States' Departments of Education Integrate LETRS into Statewide Literacy Strategy

Arizona

Included LETRS in their theory of action for improving the reading outcomes for students with disabilities

Ohio

Piloted LETRS in 8 districts as part of the state's Systemic Improvement Plan for students with disabilities in 2016-17

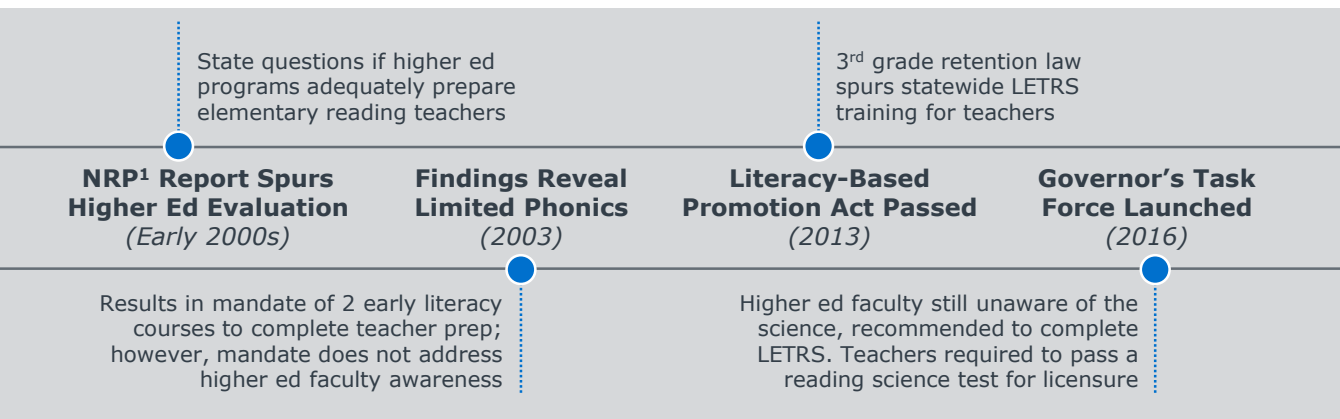
Tennessee

Developed four courses for classroom teachers focused on the science and practice of reading instruction and intervention

Mississippi Makes Big Bet on Science of Reading

Saturate Educator Pipeline with Science of Reading Knowledge

MS Tackles Root Cause of Reading Challenges, Enacts Plan for Statewide Change



Teacher knowledge improved from the 48th percentile to the **59th percentile**

Teachers' quality of instruction increased from the 31st percentile to the **58th percentile**

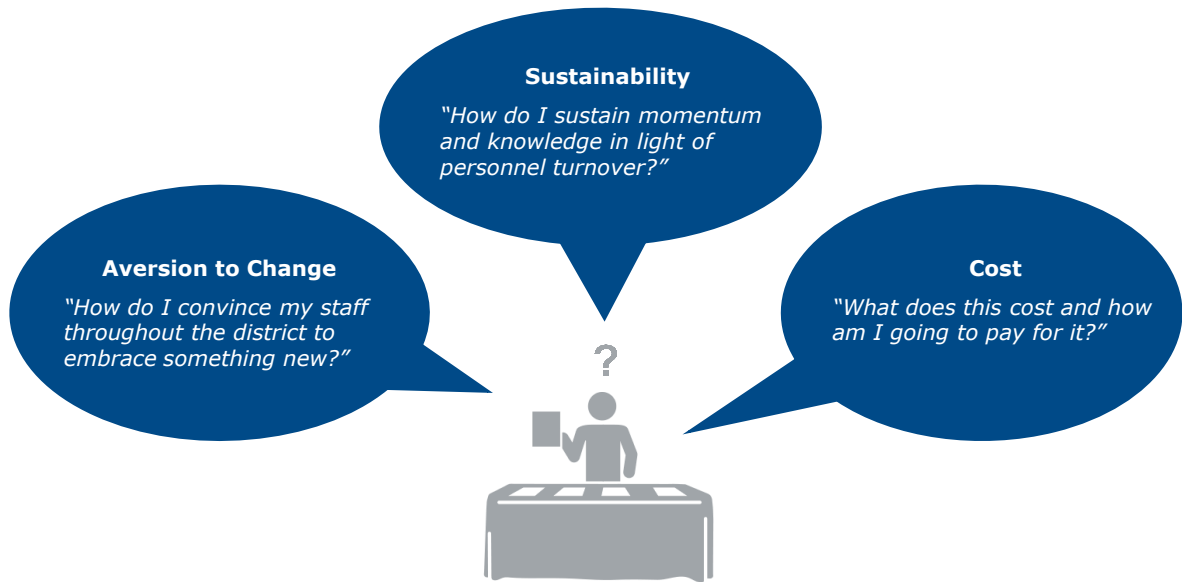
13 percentage point improvement in students' 3rd grade ELA scores on state test from 2016-2018

1) National Reading Panel

Initiative Fatigue Threatens Implementation

Building Momentum and Enthusiasm Are Huge Challenges to Success

Multiple Barriers to Rolling Out “Yet Another Idea”

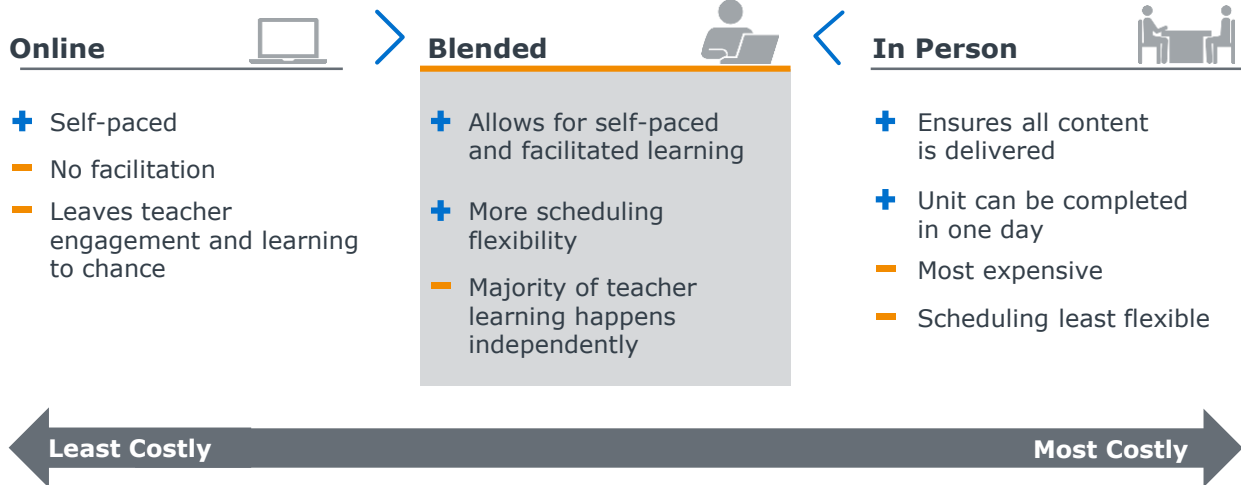


Delivery Methods Provide Flexibility for Districts



18

Three Delivery Models Available to Adjust to District Needs and Costs



In-Person Delivery Support Varies to Meet Districts' Budget Allocations



District Trainer or Facilitator



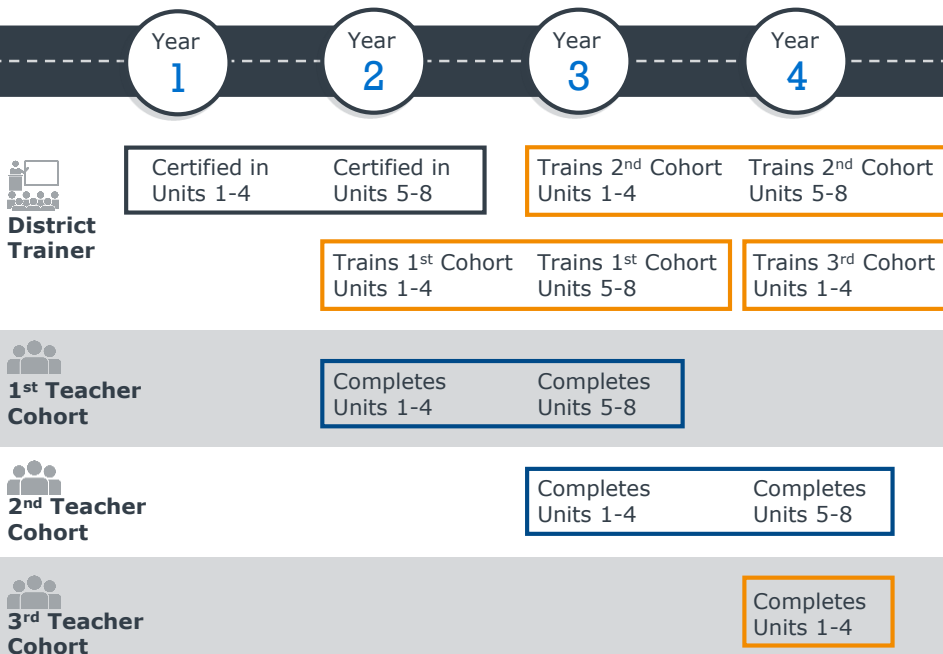
Independent Consultant



Certified National Trainer

Internal Experts Provide Cost-Saving Sustainability

Recommended Four Year Train-The-Trainer Rollout for LETRS



Implementation Considerations

Suggested Trainer

- Literacy specialist
- Instructional coach
- Master teacher

Delivery Format

- PLCs and early release
- Summer training
- Teacher "out days"

Record video-trainings so teachers can review on their own time



Cost Savings

\$15K

Average fixed cost savings per year in the 3rd year of using the train the trainer model

Build Initiative Momentum with Pilot Sites

Determine Best Pilot Approach Based on District Needs and Strengths



Single School Pilot Site

Selection Criteria

- Demographics that reflect district composition
- Average to lagging academic performance compared to the district
- Strong school leadership



Shows that the whole district can succeed because **pilot site reflects demographics of district**



Demonstrates student **progress at multiple grade levels**



Allows student **success to build year over year** because all teachers trained



Districtwide Kindergarten Pilot



Excites Kindergarten teachers because they see their **students performing at higher levels** than ever before



Excites teachers in the next grade across schools because they **receive more prepared students**



Demonstrates **districtwide success** rather than a pocket in one school



Builds a **districtwide cohort** of grade-level teachers

Profiled Institution:

K-12 Public School District, Northeast

Profiled Institution:

Bethlehem Area School District, PA



Successful Pilots Prove Efficacy of Initiative

Support Grows When Results Are Evident



Benefits of a Successful Pilot



Principals Energized

Principals eager to provide professional development to all teachers



Teachers Intrigued

Teachers more open to learning new practices after witnessing student success



Outcomes Improved

Improved student scores instill sense that change is possible



“We didn’t want to have too much change with too many teachers at once. We wanted to do a little bit, show some success, and then inspire change to reach more people.”

*Jack Silva, CAO
Bethlehem Area School District*

Principal Investment Critical to Teacher Success



Principals Create Building-Level Environment for Literacy Instruction

✓ Set **building-level priorities and focus** year-to-year



✓ Help determine **professional development** offerings

✓ Determine **teacher hiring** criteria and make school-level hiring decisions

✓ Oversee and conduct **teacher observations and evaluations**

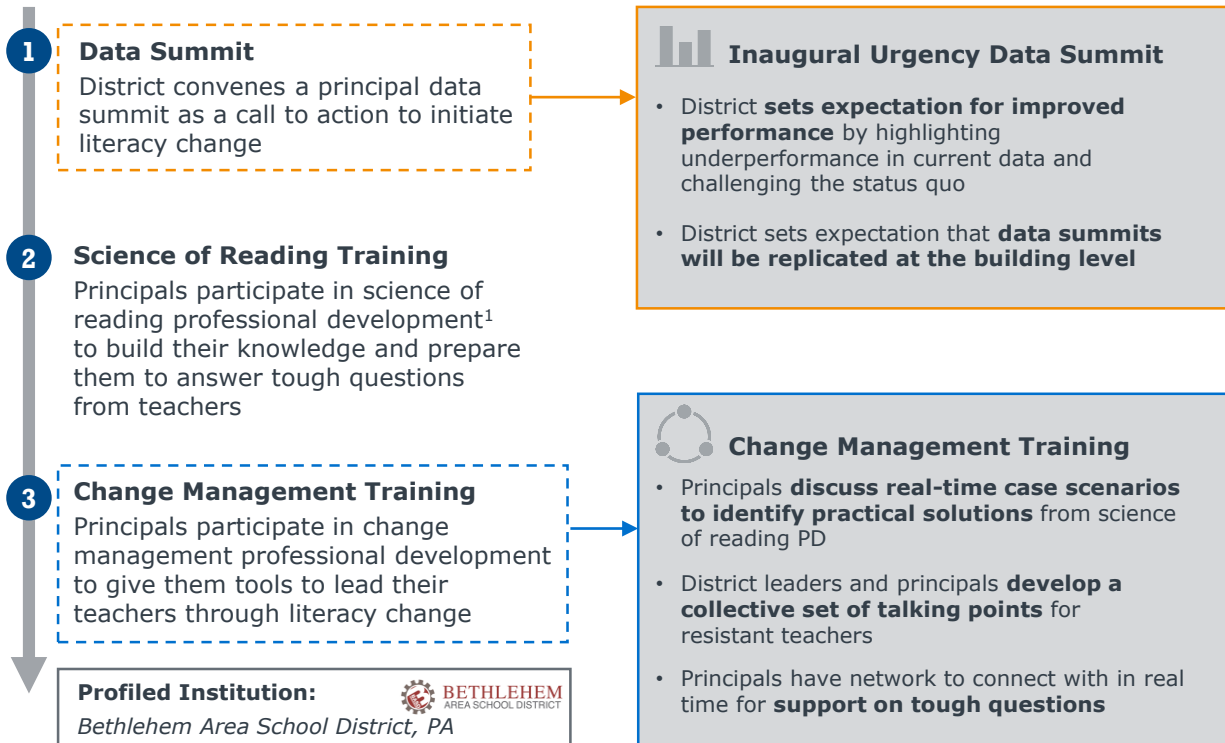
But Principals Have No More Knowledge of Literacy Than Teachers

“Principals help to set the foundations for school success, but **we were finding that many of the principals themselves did not have much background in the science of reading...** Some principals shared similar teacher beliefs that some students were unlikely to make much reading improvement by third grade because of non-school factors beyond their control. After all, this is how it’s always been. We had to change our mindset.”

*Jack Silva, CAO
Bethlehem Area School District*

Establish a “No Excuses” Leadership Mindset

Prepare Principals to Be Building-Level Literacy Leaders and Advocates



1) Principals went through LETRS training on units 1, 2, 3, and 7.

Create Systems to Sustain Literacy Leadership

Principals Recreate Data Summits at Their Schools

4 School-Level Data Summit

Convene data summits for teachers to analyze data to catalyze a mentality of change

5 Science of Reading Training for Teachers

Select initial cohort of teachers for LETRS training and create roll out plan for subsequent grades

6 Bi-Monthly Data Meetings

Lead bi-monthly data summits with teachers to review DIBELS results and instructional needs for students



Repeat steps 1-3 for principals and 4-6 for buildings on a yearly basis to maintain focus on literacy.

Principals Engage in Continued Cross-District Collaboration



Establish Collaborative Online Platforms for Principals

- Create a password-protected online document sharing system using a free or inexpensive platform (e.g., Google Docs)
- Principals share resources, talking points, and regularly collaborate with each other



Quarterly Meeting Between District and School Leaders

- Elementary principals meet on a quarterly basis to analyze school and student data
- Principals share best practice strategies from their schools

Principals Become Informed Reading Advocates

Principals Know What Works and Make More Effective Reading Decisions

Principal Knowledge and Decision Making Improves

40% → 95%

Increase in principals who believed that all kids could read when provided science-based instruction

85%

Of principals report greater clarity around what it takes to improve reading outcomes

80%

Of principals report making at least one change in their decisions to better support literacy

Principals Adjust Practice to Promote the Science of Reading



Principals incorporate **new hiring questions** about prospective teachers' level of comfort with change in addition to literacy knowledge



Principals provide more targeted and **informed guidance and feedback** on literacy instruction

“

“Rather than saying a student ‘needs more reading support’ in a generic way, **school staff can now discuss the skill needs of struggling readers**. They can figure out whether a student’s poor performance is linked to needing help with speech sounds or with matching the letters with the speech sounds.”

Jack Silva, CAO
Bethlehem Area School District

Give Educators the Science of Reading as Foundation for Change



- 1 Turn generalist teachers into literacy experts by investing in trainings on the science of reading**
Provide teachers with professional development on the science of reading so they can become experts in both how the brain learns to read and how to align classroom instruction with the science of reading.
- 2 Overcome resistance to change by starting small and creating pilot success models**
Select pilot sites to roll out science of reading knowledge to teachers to ensure that the early implementation and outcomes are successful, thus encouraging the rest of the district to believe that change is possible.
- 3 Cultivate principal advocates to lead literacy change**
Create principal urgency by holding them accountable for their school-level data through data summits and provide them the tools and resources they need through change management training to be literacy leaders for their schools.

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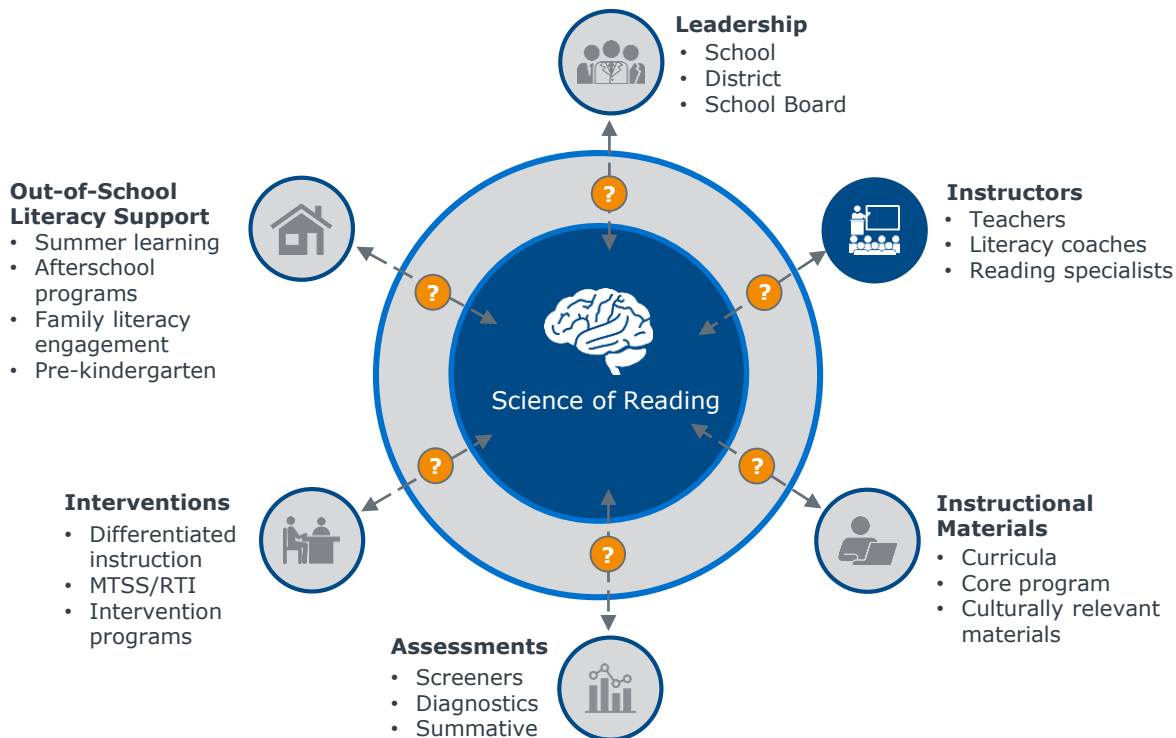


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Reading Systems Remain Disconnected from Science

28

Science Has Had Little Impact on What Happens in Schools

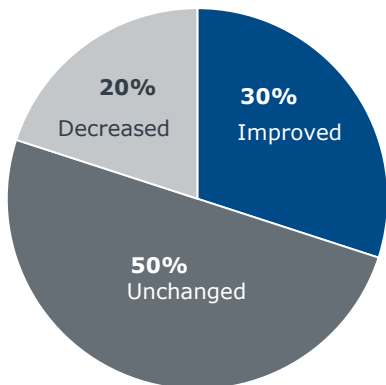


Translating Teacher Knowledge to Action a Challenge

Teachers Struggle to Bring Their Learning into the Classroom

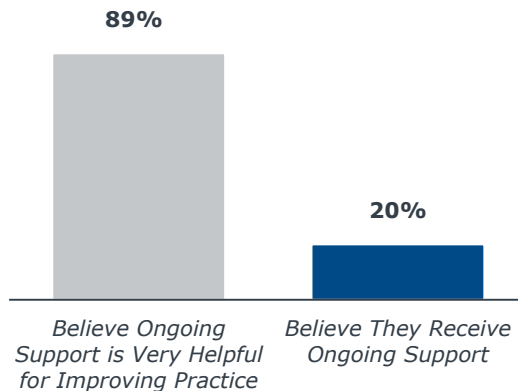
Inconsistent Translation of Professional Learning to Teacher Practice

% Breakdown of Teacher Performance Change After Participating in Professional Development¹



Limited Ongoing Implementation Support a Key Barrier

Discrepancy Between Teachers' Desires for Ongoing Support and Reported Experiences²



1) N=10,000 teachers; TNTP performance quality review was measured using evaluations and observations over a two-to-three year period.

2) N=20,000 teachers.

Multiple Roadblocks to Changing Teacher Practice

Teacher Knowledge Is Only the First Stop to Improving Instruction

Infrequent Feedback and Coaching:

Existing coaching offerings are often infrequent and brief, providing marginal value to teachers



Limited Practical Guidance: While teachers may learn the theory behind scientifically-sound literacy instruction, they receive little guidance on how to translate theory into practice



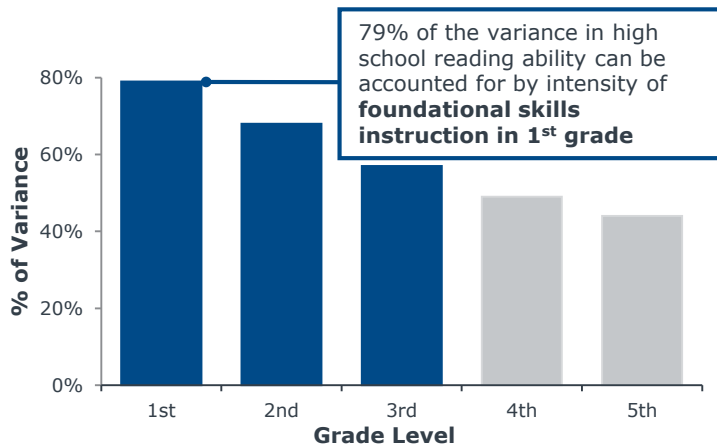
Few Accountability Metrics to Ensure Theory Translates To Practice: School leaders rarely monitor teacher implementation of professional development knowledge designed to improve student outcomes

Foundational Skills Critical for Reading Development



Early Emphasis on Reading Foundations Sets Students Up for Future Reading Success

Influence of Early Decoding Skills-Focused Instruction on Reading Comprehension Ability in Later Grades¹



1) Results from a ten-year longitudinal study; n=445 randomly selected kindergarten students.

What the Experts Mean by "Foundational Skills"

Foundational Literacy Skills as Defined by the Common Core State Standards



Phonological Awareness

Discernment of sounds (phonemes) and syllables within spoken language



Print Concepts

Recognition and formation of letters and the basic elements of print



Phonics/Word Recognition

Analysis of the relationship among sounds, letters, and roots within words



Fluency

Application of sound, letter, and word knowledge through accurate decoding

Source: Shaywitz, et al., "Persistence of Dyslexia: the Connecticut Longitudinal Study at Adolescence," 1999; Student Achievement Partners, "[Foundational Skills Guidance Documents: Grades K-2](#)"; EAB interviews and analysis.

Teachers Tend to Resort to Old Practice

Despite Need for Foundational Skills, Comprehension Reigns Supreme

Many Instructional Strategies Assume Mastery of Foundational Knowledge... ...Calling into Question the Developmental Validity of Their Use in the Early Grades

Common Comprehension Strategies that Crowd Out Foundational Emphasis



"Daily 5" Activities

Individual and peer-led activities are predicated on child's ability to read fluently and comprehend text



Leveled Literacy

Non-specific leveling overlooks precise phonics-informed phonemic patterns and blends



Balanced Literacy

Often overemphasizes comprehension strategies before ensuring mastery of decoding

“

You have to know how to read enough to then be able to learn from what you're reading. **If young children don't decode well enough, they're using too much cognitive space to comprehend what they're reading.** The word work aspect can free up that space to *then* start thinking about main idea, detail, inferencing, and the more metacognitive components.

Carol Tolman, Ed.D.

”

Making the Most of Your Literacy Block

Typical Reading Classes Provide Inadequate Time for Foundational Skills...

Sample Reading Block Time Allocation¹

Activity	Average Time Spent
Interactive Read Alouds/Shared Reading	20-30 min
Reading Stations (i.e., Daily 5, guided reading)	40-50 min
Word Work (i.e., phonics, spelling, vocabulary)	5-15 min

“Everyone’s doing things like the Daily 5 and Guided Reading. These activities take a lot of time. Whatever time is left over may go to phonics, but at best it’s five minutes’ worth of instruction.”

Elementary Literacy Director, Northwest

...Though Research Recommends Much More

Recommended Daily Instructional Time Allocation by Skill Focus and Grade-Level²

Grade	Comprehension Strategies	Phonology and Phonics	Practice with Decodable Readers	Print Concepts
K	25 min	30 min	20 min	15 min
1 st	25 min	30 min	25 min	10 min
2 nd	30 min	30 min	25 min	5 min



Minimum number of minutes to be spent on daily practice of foundational skills in grades K-2

1) Informed by 125+ interviews with practitioners and experts across country; all times based on a 90-minute reading block.

2) All times based on a 90-minute reading block.

Educators Infrequently Receive Practical Guidance

"Use Your Best Judgment" Is an All Too Common Approach

Schools Have Disparate and Inconsistent Definitions of Literacy Success...

“

"One of the problems is that schools don't really have a shared understanding of what excellent instruction even means. **Everyone defines success differently...They're all kind of doing their own thing.**"

Superintendent

School District, Southeast

”

...Leaving Administrator and Teacher Decisions to Their Own Discretion

50%

Of administrators report that it is **very challenging to provide content-specific guidance** for teachers

162

Average hours per year that elementary teachers spend **creating and sourcing material** for literacy blocks



Most teachers **align their teaching to how they were taught**, which is likely not aligned with science

Despite Teacher Claims, Foundational Skills Are Overlooked in Typical Instruction

70%

Of teachers claim they teach decoding skills, including phonology and phonics



14%

Of Tennessee elementary teachers explicitly taught all foundational skills

8%

Of 2nd grade students in Tennessee received ongoing opportunities to practice foundational skills

Give Teachers Clear Guidance on Classroom Practice

"Look-For" Planning and Observation Document Defines Quality Instruction

Lesson Component	What I Should and Shouldn't See and Hear	
2 Includes suggested time allocation for each skill component of the lesson Phoneme-Grapheme Mapping 5 – 10 minutes Notes <i>Make sure students are tapping each sound and writing the corresponding letter. Give corrective feedback, as needed.</i>	✓ Should See... ☐ Teacher using a predetermined word list including only spelling patterns previously taught ✓ Should Hear... ☐ Teacher reviewing sound-symbol correspondence before or after the mapping routine, saying "Remember these letters make this sound." ✗ Shouldn't See... ☐ Students looking at a printed copy of the whole word ☐ Students mapping words with spelling patterns they haven't yet been taught	1 Describes exactly what should be seen and heard in a scientifically-based reading lesson 3 Provides explicit guidance on common practices that are NOT aligned to the science of reading

Profiled Institution:

Cedar Rapids Community School District, IA



**Cedar Rapids
Community School District**
Every Learner: Future Ready



"Look-For" available in forthcoming toolkit.

“Look-For” Provides Essential Classroom Guidelines

Districtwide “Look-For” Aligns Instruction with Brain-Based Reading Research



Teachers Gain Pragmatic Guidance

- ✓ Teachers use look-for document to guide **literacy lesson planning** and adjust instructional techniques
- ✓ Literacy specialists and teachers **reference look-for criteria during PLCs** to engage in more meaningful collaboration around literacy practices



School Leaders Gain Clarity on Literacy Priorities

- ✓ School leaders use the tool to **communicate clear expectations** of literacy instruction to teachers
- ✓ Principals and instructional coaches refer to look-for document during **reading block observations**

55%

Of teachers have adjusted their literacy instruction to align with look-for guidance

90%

Of administrators feel better informed about what to look for in an effective reading lesson



Multiple Roadblocks to Changing Teacher Practice

Teacher Knowledge Is Only the First Stop to Improving Instruction

Infrequent Feedback and Coaching:

Existing coaching offerings are often infrequent and brief, providing marginal value to teachers



Limited Practical Guidance: While teachers may learn the theory behind scientifically-sound literacy instruction, they receive little guidance on how to translate theory into practice



Few Accountability Metrics to Ensure Theory Translates To Practice: School leaders rarely monitor teacher implementation of professional development knowledge designed to improve student outcomes

Coaching Proves Essential for Teacher Success

High-Frequency Coaching and Feedback Powerful Drivers of Change

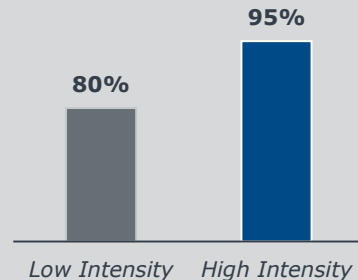
Coaching and Feedback Most Effective for Changing Teaching Practice

% of Teachers Who Demonstrate Knowledge of New Skills vs. Those Who Applied Them in the Classroom¹

Professional Learning Strategy	Demonstration of Knowledge	Classroom Application
Theory and Discussion	10%	0%
Observing a Demonstration in Training	30%	0%
Practice in Training	60%	5%
Coaching in Classroom	95%	95%

But Are Only as Effective as Their Frequency and Consistency

% of Teachers Who Changed Practice Based on Coaching Intensity



Low intensity = once or twice/semester
High intensity = once or twice/month

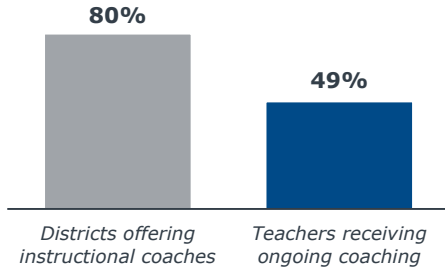
50 Number of hours of instruction, practice, and coaching teachers need before a new teaching strategy is mastered, implemented in class

1) Summary of a meta-analysis of the effects of training and coaching on teachers' implementation in the classroom

Source: Joyce and Showers, "Designing Training and Peer Coaching: Our Needs for Learning," 2002; "Teacher Perceptions of Instructional Coaching," PIIC, <http://piic.pacoaching.org>; Sailors M, Price L,; Gulamhussein A, "Teaching the Teachers," Center for Public Education, <http://www.centerforpubliceducation.org/teachingtheteachers>; EAB interviews and analysis.

Districts' Limited Coaching Capacity Hinders Impact

While Instructional Coaches Are Common, Intensive Coaching is Rare...



...Due to Limited In-School Capacity



Minimal time for observations and meaningful feedback and reflection



Prohibitively costly to hire enough coaches to serve teachers at scale



Administrators stretched too thin to supplement coaching

Teachers Left with Insufficient Guidance on Classroom Practice

1

Infrequent, Surface-Level Observations

Observations focus on basic teacher competencies, such as lesson plan preparation, timeliness, and classroom management

2

Delayed Feedback

Coaching and related feedback typically delivered weeks after class observation; delay makes feedback less impactful, actionable for teacher

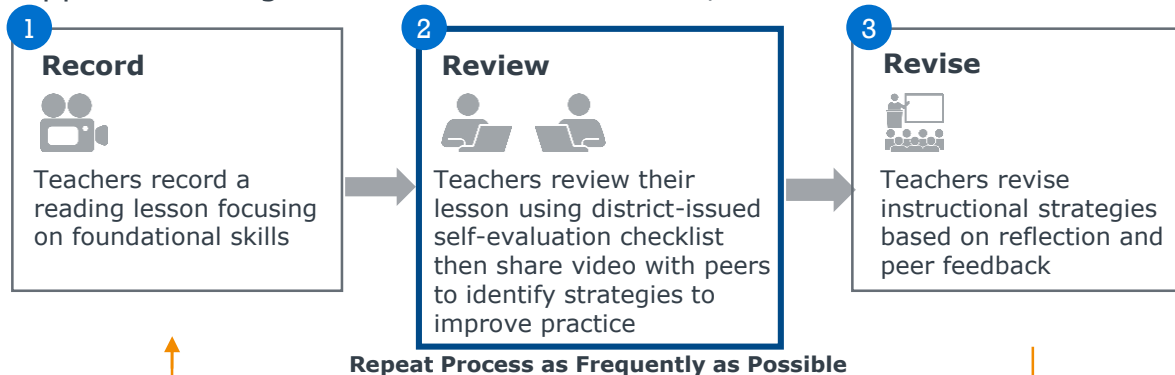
3

Limited, Brief Coaching Sessions

Few coaching conversations grounded in observation of basic teacher competencies, not geared towards substantial development

Expand Opportunities for Ongoing Support

Support Teaching Excellence with Sustained, Actionable Feedback



Three-Step Review Process



Self-Evaluation

Following prescribed instructional checklist, teachers self-review their lessons on video



Peer-to-Peer Discussions

Teachers then use checklist to observe a colleague's video and provide feedback accordingly



Exemplary Modeling

Highest quality videos are used as models and presented in professional learning communities

Profiled Institution:
 Cedar Rapids Community SD, IA



**Cedar Rapids
 Community School District**
Every Learner: Future Ready

Guidance Needed to Ensure Meaningful Reflection

Self-Evaluation Checklists Help Teachers Identify Room for Growth

Phonological Awareness		
Did I clearly state the learning target ?		Organize checklist according to foundational components of literacy instruction
Did I provide scaffolds ? (e.g., chips, tiles, tapping)		
Model: Did I provide the "I do"?(my voice only)		
Guided Practice: Did I include the "we do"?(my voice with students)		 Use checklist as opportunity to remind teachers of critical pedagogical processes
Independent Practice: Did I include the "you do"?(students choral and/or individual response)		
Did I use a signal ? (i.e., verbal or non-verbal cue)		
Did I complete this component in 2 minutes or less ?		 Provide concrete metrics to assist in timing and pacing of lessons
Did I review the learning target for phonological awareness?		
Phonological Awareness Total:	5/8	 Include opportunity for teachers to self-grade lessons in a non-punitive way 



Access the complete set of checklists in our forthcoming toolkit.

Supplemental Coaching Model Serves Many Needs

Video Observations Encourage Formative Feedback and Reflection



Awareness of One's Own Practice

Teachers become aware of their own instructional weaknesses through self-observation and reflection



Ongoing Feedback and Discussion of Implementation

Conversations on practice provide feedback from a wider variety of sources in a non-punitive way



Opportunities to Observe Others

Observation of exemplary lessons models execution of science-informed instruction

Impact: Teachers report **realizing and correcting critical areas** in need of improvement

Impact: Increase in number of **collaborative conversations** between teachers, principals

Impact: 67% increase in teacher fidelity to scientifically-based reading instruction

"We made assumptions that our teachers were aligning their practices to the science of reading, but we realized that there wasn't an understanding of what this looked like in instruction. Teachers are noticing components of lessons not aligned with the science and are refining their processes. **We're seeing the growth in both student and teacher mastery.**"

*Val Dolezal, Executive Director
Cedar Rapids Community School District*

9.1%

Increase in K-3 literacy growth in first year of implementation

Multiple Roadblocks to Changing Teacher Practice

Teacher Knowledge Is Only the First Stop to Improving Instruction

Infrequent Feedback and Coaching:

Existing coaching offerings are often infrequent and brief, providing marginal value to teachers



Limited Practical Guidance: While teachers may learn the theory behind scientifically-sound literacy instruction, they receive little guidance on how to translate theory into practice



Few Accountability Metrics to Ensure Theory Translates To Practice: School leaders rarely monitor teacher implementation of professional development knowledge designed to improve student outcomes

Don't Let Your Feedback Go Unheeded

Formal Evaluations Rarely Hold Teachers Accountable to Professional Learning

Evaluations Fail to Encourage Professional Learning Implementation



Criteria disconnected from current district priorities and goals



Professional learning lessons not aligned with accountability metrics



Broad categories overlook specific instructional practices

21%

Of teachers find formal evaluations "very helpful" in refining or improving practice

Broad Categories Omit Critical Specificity to Drive Instructional Change

Sample Formal Observation Criteria



Family Engagement



Professional Collaboration



Learning Environment



Curriculum and Planning

Critical Sub-Criteria Omitted from Observation



Application of Science-Based Reading Instruction



Rigorous Foundational Skills Instruction

What Gets Evaluated, Gets Implemented

Identify District Literacy Priorities and Essential Teacher Behaviors...

Suggested Sub-Criteria To Hold Teachers Accountable to Apply Literacy Theory

Focus on Science-Based Practices

- ✓ Lesson plans include direct instruction of foundational skills
- ✓ Reading block time is allocated according to research

Utilize a Variety of Assessment Methods

- ✓ Weekly phonics assessments are used to monitor student acquisition of skills
- ✓ Deeper diagnostics assess struggling readers' progress on a regular basis

...And Insert Them Into Existing Evaluation Criteria

Evaluation Criteria Selected as Best Aligned with Literacy Goals

- 1 **Well-structured lessons and units**
- 2 Adjustments to practice
- 3 **Variety of assessment methods**
- 4 Meeting students' diverse needs
- 5 High student expectations
- 6 Family engagement, parental communication
- 7 Professional judgment

Profiled Institution:

Norton Public Schools
Norton, MA



Norton Public Schools

Evaluation Prioritization Encourages Fidelity

Develop a Plan to Identify and Roll Out New Evaluation Priorities



Identify Priority Standards

Review evaluation criteria to identify the ones that align most to district priorities



Communicate Expectations

Inform staff of selected criteria during professional development and staff meetings



Evaluate Against Priorities

Evaluate teachers primarily against identified priority standards, and de-emphasize others

"Our evaluations were too broad so we made them about alignment to our literacy values and selected standards. We also needed to see teachers differentiating and reaching all students. We now have a solid number [of teachers] doing this well."

*Dr. Joseph F. Baeta,
Superintendent*

87%

Of teachers now implement district literacy goals with fidelity

Provide Ongoing Classroom Implementation Support



1

Provide teachers explicit guidance on how to implement scientifically-sound reading instruction in the classroom

Adopt a literacy “look-for” observation and planning tool to provide concrete examples that translate scientific literacy theory into classroom application.

2

Maximize coaching capacity with technology to increase opportunities for ongoing observation and feedback

Provide opportunity for teachers to record, observe, and reflect upon literacy lessons in the classroom.

3

Align evaluation criteria to districtwide literacy priorities to hold teachers accountable to implementation

Embed literacy-specific accountability metrics within existing evaluation criteria to encourage fidelity of practice in the classroom and to hold teachers accountable to adopting the best practices they learn in professional development.

Narrowing the Third Grade Reading Gap

Embracing the Science of Reading to Ensure All Students Can Read

1

Develop and Sustain Schoolwide Expertise in the Science of Teaching Reading



1. Science of Reading Professional Development
2. Train the Trainer Sustainability Plan
3. Grassroots Pilot Success Models
4. Principal Literacy Champions

2

Aid Teachers in Implementing Science-Based Instruction



5. Instructional Materials Selection Tools
6. Science-Directed Literacy Look-For
7. Video-Based Teacher Observations
8. Literacy Implementation Evaluations

3

Redesign Small Group Instruction to Target Student Skill Deficits



9. Skills-Based Grouping
10. Cross-Classroom Intervention Specialists

4

Mitigate Summer Slide with Engaging Summer Programming



11. Camp-Style Summer Literacy
12. Online Video Enrollment Campaigns
13. Summer School Attendance Incentives
14. Parent-Facing Literacy Nudges

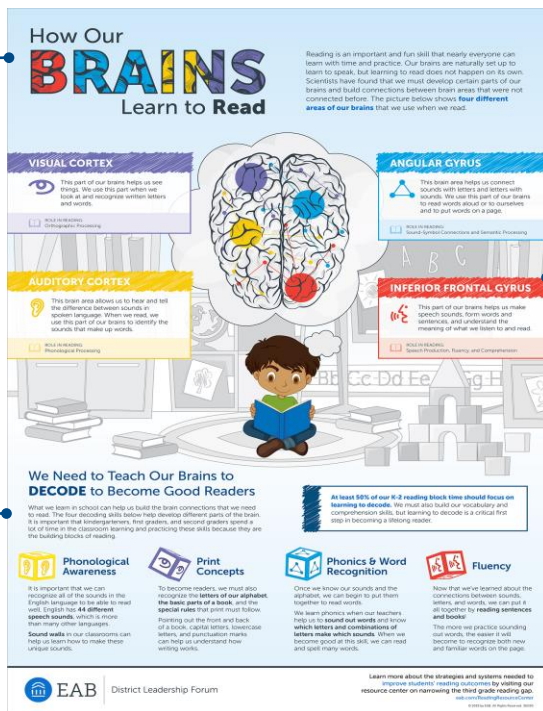
Bring the Science of Reading into Your Classrooms



49

Our student-friendly reading infographic is intended to explain some of the scientific processes at work while learning to read.

It also provides some practical guidance for elementary teachers by highlighting the foundational skills needed to develop the critical brain regions used in reading.



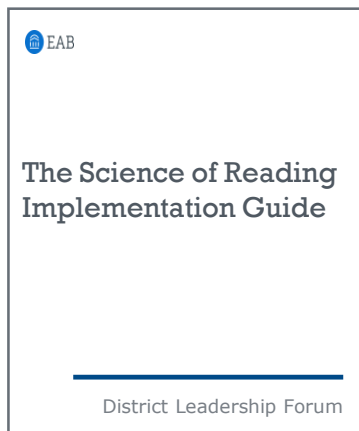
Each highlighted brain region explains how that region contributes to the process of learning to read.

Download the infographic at eab.com/ReadingResourceCenter or contact your dedicated advisor to request copies to distribute across your district.

Providing Continuous Support



Implement Strategies to Improve Reading Outcomes in Your District



Full publication contains ideas and tools for integrating scientifically-based strategies into early literacy instruction

- Contains ready-to-use templates and resources
- Supports districtwide and schoolwide implementation of reading reform

Questions on Today's Material?



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