

Vision: Every child in every district receives the instruction that they need and deserve...every day.

Coordinated Literacy

Jenice Pizzuto



Where we have been...

- Why before the What
 - Why RTI
- Why move to a systematic system and SOP
- Culture Matters~!



Putting the I in RTIi

- Systemic Coordinated Literacy Instruction



Expectations

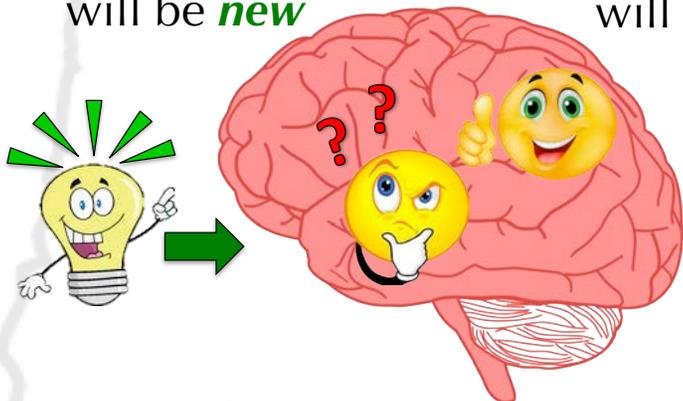
- Demonstrate good audience skills
 - Silence cell phones
 - Hold side conversations out of ear shot of others
 - Turn off email
 - Engage in active listening
- Participate in discussions and readings
- Ask questions during work/partner time
- If you need a break, take one



Today's information

Some information will be **new**

Some information will be **review**



Some information may **challenge** what you currently know

Session Purposes

The participant will be able to:

- Understand the importance of a **coordinated literacy system**
- Have a conceptual understanding of how strong literacy instruction is needed in an RTIi system



Outcomes

Begin the district discussion on Standards of practice in these areas:

- ✓ Time dedicated to Literacy across the day
- ✓ Scope and Sequence with text selection
- ✓ Building Wide focus on Instructional Strategies



ORTIi 9 Essential Components

SLD Decision Making

Progress Monitoring

Interventions

Screening & Early Warning Systems

Core / Coordinated Literacy

Leadership

**Teaming
& DBDM**

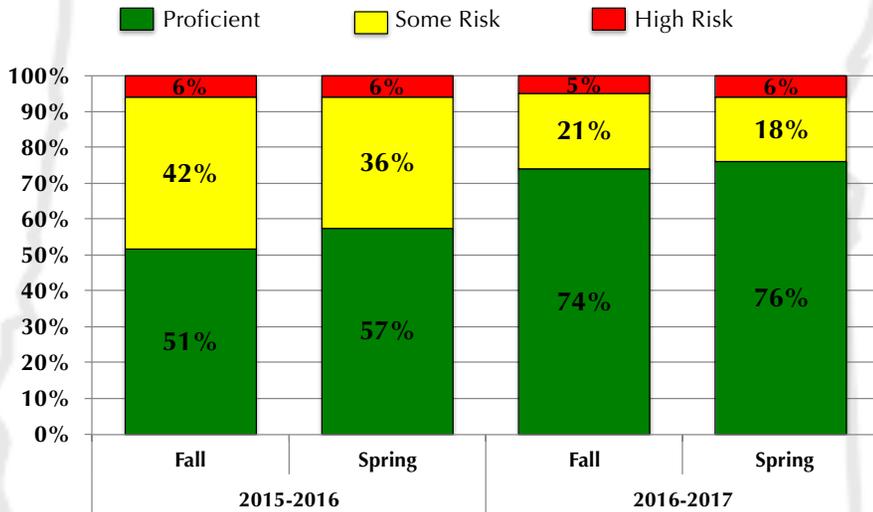
**Professional
Learning**

Growth Mindset &
High Expectations
For **All** Students

Culture

Culture of
Collaboration to
Improve Outcomes

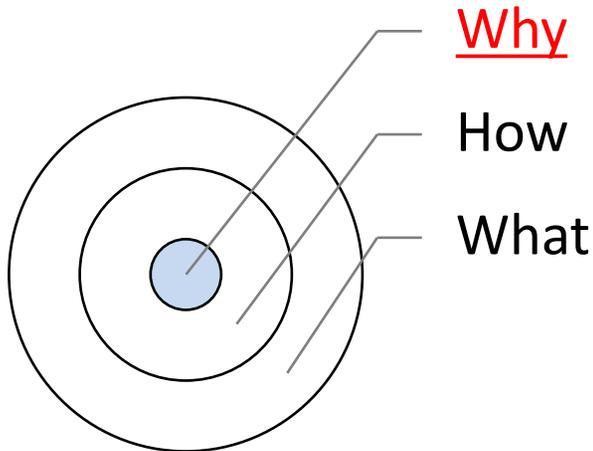
6th – 8th Grade Screening Data (Middle School Cadre)



Some Major Research and Sources



Start with the Why



Simon Sinek



“Without essential literacy skills, students are more likely to be **retained in school**, **drop out** of high school, become **teen parents**, or enter the **juvenile justice system**.”

“The **consequences** for the individuals and the **costs to the nation** are staggering in terms of the **billions of dollars** in wages and earnings lost over a lifetime.”

Alliance for Excellent Education, May 2016
Adolescent
Literacy: Bridging the College-and Career-Readiness
Gap



“between 1973 and 2015, the share of jobs in the U.S. economy requiring postsecondary education increased from **28 percent to 61 percent**.”

Alliance for Excellent Education, May 2016
Adolescent
Literacy: Bridging the College-and Career-Readiness Gap

14

SLD Rates increase in 6th and 7th Grade...



Why might that be...? Jot down your thoughts...



Do we believe all kids can learn?



“Student achievement **belongs to everyone** and will not be **predicted** by race, ethnicity, poverty, mobility, gender, disability, or initial proficiencies.”

Why reading?

- More than **8 million** students in grades 4 – 12 are struggling readers.
- 40% of high school students cannot read well enough to benefit from their textbooks.
- 69% of 8th grade students fall below the proficient level in their ability to **comprehend** the meaning of text at their grade level.



“But not everyone goes to college...”

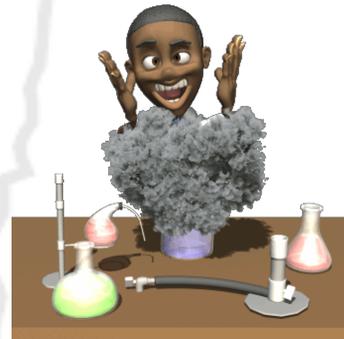


“But not everyone goes to college...”



You Have Found “Work Arounds”

- You may have learned to adjust the assignment and content rather than help students learn to read.



This is Not What Teachers Have Been Trained to Do

- Some content-area teachers expressed resistance to teaching reading.



In many school systems, the last time a student is taught *how* to read is **5th grade!!!**



Removed Supports

- The older the students and the more **complex** the text gets, the less:
 - supports they find in text
 - supports they find in instruction
 - time devoted to reading and writing in class



What is Coordinated Literacy?

A comprehensive and coordinated literacy program:

Instruction *encompasses all aspects of literacy* in ways that allow *all facets of the program to complement* each other. Instruction should be consistent with *professional development* as well as the chosen materials and approaches for learning.

Coordinated Coordinated Literacy

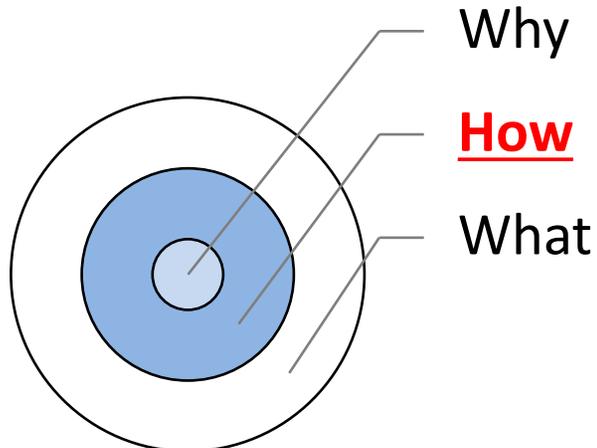
Across Content Across the Day!

Talk Time

- Wind please answer the following question:
- Rain listen, compliment and add on other items:
 - What are some of the reasons that Reading should be taught across the day?
- Rain please answer the following question:
- Wind listen, compliment and add your thoughts:
 - A shift in school culture is important in order to make this change. What resistance do you have or have your colleagues mentioned that will need to be addressed?
- With extra time switch questions



Start with the Why



Why

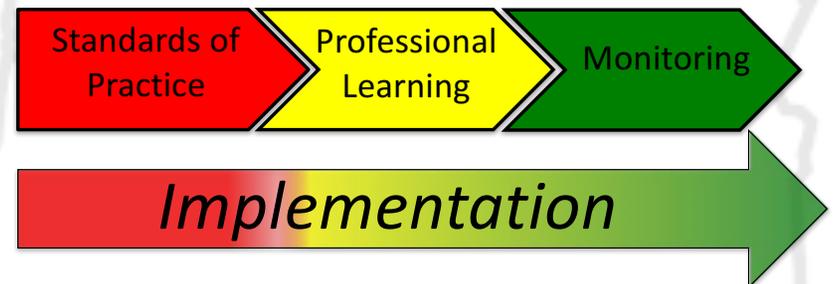
How

What

Simon Sinek



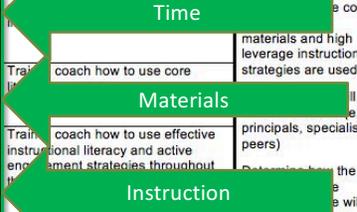
How can you improve strategic planning for RTI?



ORTli Installation Matrix Implementation Road Map

Middle School YEAR 1 COORDINATED LITERACY

1. Standards of Practice	2. Professional Learning	3. Monitoring Plan	4. Implement	5. Evaluate & Enhance
<p>Culture and Beliefs:</p> <ul style="list-style-type: none"> All students can learn when provided with effective and targeted instruction All adults can improve and refine practices Input of all staff is sought and valued 				
<p>Establish the expectation that all students, including special populations receive at least one period of core literacy instruction every day</p> <p>Determine which essential materials from the core literacy curriculum will be taught by all Language Arts teachers</p> <p>Determine a set of high leverage instructional strategies to be emphasized (e.g., IES Guide, vocabulary taught throughout the day, active engagement) to be taught across all content areas</p> <p>Determine high leverage instructional strategies to develop language skills for all students (e.g., Constructing Meaning, SIOP)</p>	<p>Train staff on why all students will be successful</p> <p>Train staff to coach how to use core materials</p> <p>Train staff to coach how to use effective instructional literacy and active engagement strategies throughout the day</p> <p>Train & coach how to support language development for all students</p>	<p>Determine what will be monitored (e.g., core materials and high leverage instructional strategies are used)</p> <p>Determine how the standards of practice will be monitored (e.g., principals, specialists, peers)</p> <p>Determine the frequency in which the core will be monitored (walkthroughs)</p>	<p>Determine when staff is expected to implement the standards of practice</p>	<p>Review district level implementation data (e.g., RTFI)</p> <p>Review district level outcome data (e.g., EWS, Universal Screener, common core assessments, SBAC)</p> <p>Review data/information from walkthroughs</p> <p>Provide additional training & coaching support as needed</p>



How are Expectations Expressed?

- A Coordinated Literacy plan has standards of practice across the district and grade levels that provide *guidance and clarity* as to the expectations for instruction.

30

How are Expectations Expressed?

- The Coordinated Literacy plan has standards of practice across the district and grade levels that provide *guidance and clarity* as to the expectations for instruction.



31

Captain...



Inspect
what
you
Expect

Standards of Practice

- **Time dedicated** to Literacy across the day
- **Scope and Sequence** with text selection
- **Building Wide** Instructional Strategies
 - Including systematic instruction for E.L.s



Talk Time

- Rain please answer the following question:
- Wind listen, compliment and add on other items:
 - Why are standards of practice important for a school system?
- Wind please answer the following question:
- Rain listen, compliment and add your thoughts:
 - Once the standards of practice are in place, how will inspecting them be accepted by your school culture? How can you make it work?
- **With extra time switch questions**



Reading Next Recommendations

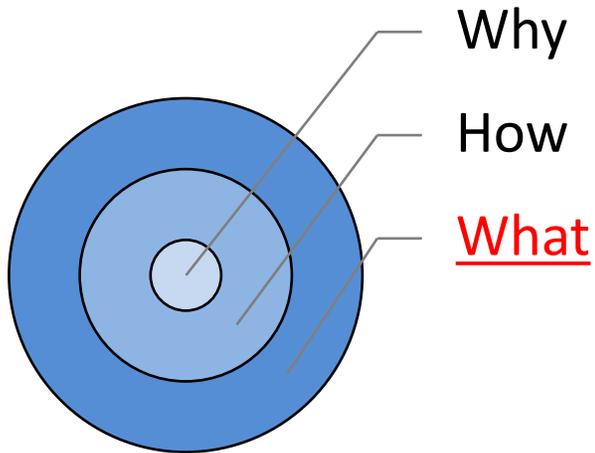
Instructional Improvements	Infrastructure Improvements
1. Direct, explicit comprehension instruction	10. Extended time for literacy
2. Effective instructional principles embedded in content	11. Professional development
3. Motivation and self-directed learning	12. Ongoing summative assessment of students and programs
4. Text-based collaborative learning	13. Teacher teams
5. Strategic tutoring	14. Leadership
6. Diverse texts	15. A comprehensive and coordinated literacy program
7. Intensive writing	
8. A technology component	
9. Ongoing formative assessment of students	

Active Learning Time

- **First: Skim and Scan**
 - **The Fifteen Reading Next Elements for Effective Adolescent Literacy Programs**
 - Highlight areas of strength for your system
 - Star areas for growth
- **Second: 4 Minutes**
 - Partner 1
 - Share with your partner what you highlighted and starred and why
 - Partner 2
 - Share with your partner what you highlighted and starred and why



Start with the Why



Simon Sinek



Time Dedicated to Literacy

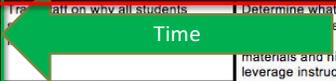
Standards of Practice help you move from Private to Public



ORTI Installation Matrix Implementation Road Map

Middle School YEAR 1 COORDINATED LITERACY

1. Standards of Practice	2. Professional Learning	3. Monitoring Plan	4. Implement	5. Evaluate & Enhance
<p>Culture and Beliefs:</p> <ul style="list-style-type: none"> All students can learn when provided with effective and targeted instruction All adults can improve and refine practices Input of all staff is sought and valued 				
<p>Establish the expectation that all students, including special populations receive at least one period of core literacy instruction every day</p> <p>Determine which essential materials from the core literacy curriculum will be taught by all Language Arts teachers</p> <p>Determine a set of high leverage instructional strategies to be emphasized (e.g., IES Guide, vocabulary taught throughout the day, active engagement) to be taught across all content areas</p> <p>Determine high leverage instructional strategies to develop language skills for all students (e.g., Constructing Meaning, SIOP)</p>	<p>Train & coach how to use core literacy materials</p> <p>Train & coach how to use effective instructional literacy and active engagement strategies throughout the day</p> <p>Train & coach how to support language development for all students</p>	<p>Determine what will be monitored (e.g., materials and high leverage instructional strategies are used)</p> <p>Determine who will monitor the core (e.g., principals, specialists, peers)</p> <p>Determine how the standards of the practice for core will be monitored (e.g., walkthroughs)</p> <p>Determine the frequency in which the core will be monitored</p>	<p>Determine when staff is expected to implement the standards of practice</p>	<p>Review district level implementation data (e.g., RTFI)</p> <p>Review district level outcome data (e.g., EWS, Universal Screener, common core assessments, SBAC)</p> <p>Review data/information from walkthroughs</p> <p>Provide additional training & coaching support as needed</p>



Oregon Literacy Framework

In grades 6-8, a 40-60 minute class designated specifically for reading instruction is recommended for all students.

In addition to the reading class, students receive reading instruction across all instructional areas



Reading Next

The panel strongly argued the need for two to four hours of literacy-connected learning daily.

...subject areas qualifies as fulfilling the requirements of this element if the instruction is text centered and informed by instructional principles



These recommendations do not include additional intervention time.

Re-visioning Literacy Instruction

Elective	50 Min	} 50 minutes out of 425 minutes 11% of the Day
Language Arts	50 Min	
Math	50 Min	} + 45 Min Transition Time
Lunch	30Min	
P.E/Health	50 Min	} 7 hr, 5 min Day
Social Studies	50 Min	
Elective	50 Min	} 200 minutes (3 hrs, 20 min) out of 425 minutes 47% of the Day
Science	50 Min	

**Coordinated
Coordinated
Literacy**

**Across Content
Across the Day!**

ORTIi Installation Matrix

Does your District have time set aside?



Middle School YEAR 1 COORDINATED LITERACY

1. Standards of Practice	2. Professional Learning	3. Monitoring Plan	4. Implement	5. Evaluate & Enhance
<p>Culture and Beliefs:</p> <ul style="list-style-type: none"> All students can learn when provided with effective and targeted instruction All adults can improve and refine practices Input of all staff is sought and valued 	<p>Train staff on why all students</p>	<p>Determine what will be</p>	<p>Determine when staff is expected to implement the standards of practice</p>	<p>Review district level implementation data (e.g., RTFI)</p> <p>Review district level outcome data (e.g., EWS, Universal Screener, common core assessments, SBAC)</p> <p>Review data /information from walkthroughs</p> <p>Provide additional training & coaching support as needed</p>
<p>Establish the expectation that all students, including special populations receive at least one period of core literacy instruction every day</p> <p>Determine which essential materials from the core literacy curriculum will be taught by all Language Arts teachers</p> <p>Determine a set of high leverage instructional strategies to be emphasized (e.g., IES Guide, vocabulary taught throughout the day, active engagement) to be taught across all content areas</p> <p>Determine high leverage instructional strategies to develop language skills for all students (e.g., Constructing Meaning, SIOP)</p>	<p>Train & coach how to use core literacy materials</p> <p>Train & coach how to use effective instructional literacy and active engagement strategies throughout the day</p> <p>Train & coach how to support language development for all students</p>	<p>Determine what will be emphasized (e.g., materials and high leverage instructional strategies are used)</p> <p>Determine who will monitor the core (e.g., principals, specialists, peers)</p> <p>Determine how the standards of the practice for core will be monitored (e.g., walkthroughs)</p> <p>Determine the frequency in which the core will be monitored</p>		



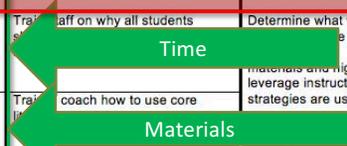
Scope and Sequence with Text Selection

Standards of Practice help you move from Random to Systematic

ORTIi Installation Matrix Implementation Road Map

Middle School YEAR 1 COORDINATED LITERACY

1. Standards of Practice	2. Professional Learning	3. Monitoring Plan	4. Implement	5. Evaluate & Enhance
<p>Culture and Beliefs:</p> <ul style="list-style-type: none"> All students can learn when provided with effective and targeted instruction All adults can improve and refine practices Input of all staff is sought and valued 	<p>Train staff on why all students</p>	<p>Determine what will be</p>	<p>Determine when staff is expected to implement the standards of practice</p>	<p>Review district level implementation data (e.g., RTFI)</p> <p>Review district level outcome data (e.g., EWS, Universal Screener, common core assessments, SBAC)</p> <p>Review data /information from walkthroughs</p> <p>Provide additional training & coaching support as needed</p>
<p>Establish the expectation that all students, including special populations receive at least one period of core literacy instruction every day</p> <p>Determine which essential materials from the core literacy curriculum will be taught by all Language Arts teachers</p> <p>Determine a set of high leverage instructional strategies to be emphasized (e.g., IES Guide, vocabulary taught throughout the day, active engagement) to be taught across all content areas</p> <p>Determine high leverage instructional strategies to develop language skills for all students (e.g., Constructing Meaning, SIOP)</p>	<p>Train & coach how to use core literacy materials</p> <p>Train & coach how to use effective instructional literacy and active engagement strategies throughout the day</p> <p>Train & coach how to support language development for all students</p>	<p>Determine what will be emphasized (e.g., materials and high leverage instructional strategies are used)</p> <p>Determine who will monitor the core (e.g., principals, specialists, peers)</p> <p>Determine how the standards of the practice for core will be monitored (e.g., walkthroughs)</p> <p>Determine the frequency in which the core will be monitored</p>		



- Traditionally we have asked, “Which grade level teaches which text (or which textbook)?”
- The new focus is, “What do my students need to know, understand and be able to do to master the standards? Which texts (or textbooks) will do that?”

Video Study (ELA example)

- PARCC
- 1. [Identifying Texts Worth Reading](#)
- 2. [Connecting Texts to ELA Standards](#)
- 3. [The Power of Pairing Texts to Demonstrate Standards](#)
- 4. [Assessing Text Complexity](#)
- 5. [Unpacking Sample Assessment Items](#)
- 6. [Designing Purposeful ELA Instruction](#)



Talk Time

- Wind please answer the following question:
- Rain listen, compliment and add your thoughts:
 - How do you decide which standards to address when teaching a text?
- Rain please answer the following question:
- Wind listen, compliment and add your thoughts:
 - How can you discover where texts and standards intersect?
- **With extra time switch questions**



CCSS

College and Career Readiness Anchor

The grades 6–12 standards of each grade span. The CCR and grade-specific providing additional sp.

Key Ideas and Details

1. Read closely to evidence when 1
2. Determine centr and ideas.
3. Analyze how an

Craft and Structure

4. Interpret words meanings, and a
5. Analyze the stru section, chapter,
6. Assess how poi

Integration of Know

7. Integrate and ev well as in words.
8. Delineate and e the relevance an
9. Analyze how tw approaches the

Range of Reading

10. Read and comp

Reading Standards for Literacy in Science and Technical Subjects 6–12

	grades 6–8 students:	grades 9–10 students:	grades 11–12 students:
Key Ideas and Details	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanation or description.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanation or description.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to his/her or her audience's, as the situation.
Craft and Structure	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
Integration of Knowledge and Ideas	7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
Range of Reading and Level of Text Complexity	10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

CCSS #5

Reading

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text

History/Social Studies

Describe how a text presents information

Science

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Cross Discipline Supports

Discipline	English/Language Arts	Science	Social Studies
Assignment	Argumentative essays	Experiment Reports	Position Papers
Unit Instructional Focus	<ul style="list-style-type: none"> Structure Logic Using Text Evidence 	<ul style="list-style-type: none"> Framing conclusions 	<ul style="list-style-type: none"> Evaluating Sources Framing Evidence
Standards met	Reading Informational Text Standard #1, #2, #6, #7,	Reading Standard for Literacy in Science and Technical Subjects #1, #3, #8 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects #1, #2	Reading Standard for Literacy in Science and Technical Subjects #1, #3, #8 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects #1, #2, #7, #8, #9

Talk Time

- Rain please answer the following question:
- Wind listen, compliment and add on other items:
 - Using your notes, review the guidelines for standards of practice in Time and Scope and Sequence?
- Wind please answer the following question:
- Rain listen, compliment and add your thoughts:
 - What is a barrier? What is something you already have in place?
- With extra time switch questions



ORTIi Installation Matrix

Does your District have agreements on materials?



No

Middle School YEAR 1
COORDINATED LITERACY

1. Standards of Practice	2. Professional Learning	3. Monitoring Plan	4. Implement	5. Evaluate & Enhance
<p>Culture and Beliefs:</p> <ul style="list-style-type: none"> All students can learn when provided with effective and targeted instruction All adults can improve and refine practices Input of all staff is sought and valued 	<p>Train staff on why all students should be successful in core literacy</p> <p>Train & coach how to use core literacy materials</p> <p>Train & coach how to use effective instructional literacy and active engagement strategies throughout the day</p> <p>Train & coach how to support language development for all students</p>	<p>Determine what will be monitored (e.g., core literacy materials and high leverage instructional strategies are used)</p> <p>Determine how the standards of the practice for core will be monitored (e.g., walkthroughs)</p> <p>Determine the frequency in which the core will be monitored</p>	<p>Determine when staff is expected to implement the standards of practice</p>	<p>Review district level implementation data (e.g., RTFI)</p> <p>Review district level outcome data (e.g., EWS, Universal Screener, common core assessments, SBAC)</p> <p>Review data/information from walkthroughs</p> <p>Provide additional training & coaching support as needed</p>

Time

Materials

Coordinated
Coordinated
Literacy

Across Content
Across the Day!

ORTli Installation Matrix Implementation Road Map

Middle School YEAR 1 COORDINATED LITERACY

1. Standards of Practice	2. Professional Learning	3. Monitoring Plan	4. Implement	5. Evaluate & Enhance
Establish the expectation that all students, including special populations receive at least one period of core literacy instruction every day	Train staff on why all students	Determine what will be		Review district level implementation data (e.g., RTFI)
Determine which essential materials from the core literacy curriculum will be taught by all Language Arts teachers	coach how to use core	materials and high leverage instructional strategies are used)		Review district level outcome data (e.g., EWS, Universal Screener, common core assessments, SBAC)
Determine a set of high leverage instructional strategies to be emphasized (e.g., IES Guide, vocabulary taught throughout the day, active engagement) to be taught across all content areas	coach how to use effective instructional literacy and active engagement strategies throughout	principals, specialists, peers)	Determine when staff is expected to implement the standards of practice	Review data /information from walkthroughs
Determine high leverage instructional strategies to develop language skills for all students (e.g., Constructing Meaning, SIOP)	Train & coach how to support language development for all students	be monitored (e.g., walkthroughs)	Determine the frequency in which the core will be monitored	Provide additional training & coaching support as needed

← Time

← Materials

← Instruction

Building Wide Instructional Strategies

Standards of Practice help you move from Remediation to Prevention

Literacy Skills Build on Each Other

Reading Comprehension

Foundational Skills

Oral Reading Accuracy & Fluency

Phonics (Alphabetic Principle)

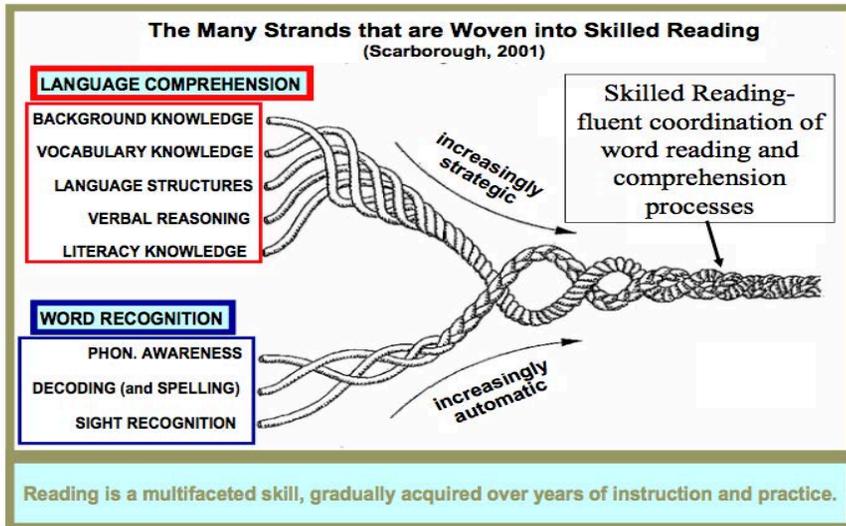
Phonemic Awareness

Listening Comprehension

Vocabulary



Reading Process



Teaching Reading is tough!

- To be amazing, awesome and proficient at teaching adolescent readers...
- To meet the challenge our students present and to meet the promise and hope schools provide...

We need some tools and information and we need to **align and organize around evidence-based practice**

62

Quality Instruction

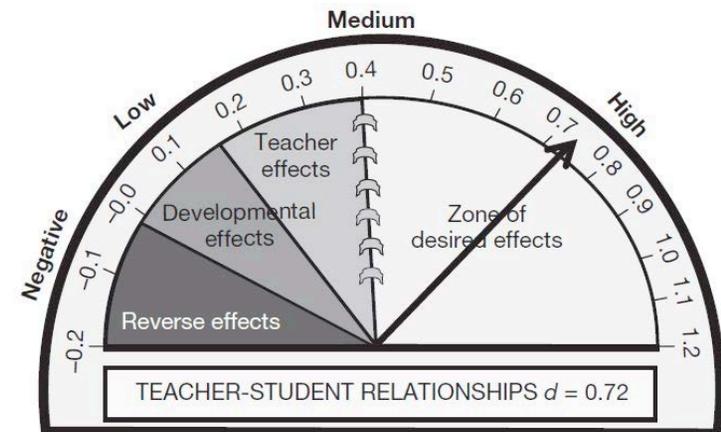
The quality of **teachers** is the single most important factor in the educational system.
Wiliam, 2018

Reworded

The quality of **TEACHING** is the single most important factor in the educational system.

Anita Archer 2018 SLC

John Hattie (2016)



64

Hattie, 2017

Variables Related to Explicit Instruction	<i>d</i>	Variables Related to Explicit Instruction	<i>d</i>
Explicit Teaching Procedures	.57	Scaffolding	.82
Direct Instruction	.60	Response to Intervention	1.29
Mastery Learning	.57	Collective Teacher Efficacy	1.57
Goals	.68	Teacher-Student Relationships	.52
Clarity	.75		
Questioning	.48	Comparisons	
Classroom Discussions	.82	Whole Language	.06
Feedback	.70	Discovery-Based Teaching	.21
Deliberate Practice	.79	Problem-based Learning	.26
Rehearsal and Memorization	.73	Student Control over Learning	.02
Spaced Practice	.60		
Retrieval Practice	.54		

65

Active Learning Time: Jig Saw Activity

First:

1. Get into groups of three
2. Number off 1,2,3
3. All Read: Overview
4. Number 1's: Read Essential Component 1
5. Number 2's: Read Essential Component 2
6. Number 3's: Read Essential Component 3
7. ALL: Use the 4 A's protocol while reading

Second:

- Gather back into groups and share a summary of your section with your team
- Share with your team what you started
- Be prepared to share with the larger group



Group Share Out



I.E.S. Guide Recommendations



1. **Provide explicit vocabulary instruction.**
2. Provide direct and explicit comprehension strategy instruction.
3. Provide opportunities for extended discussion (and writing) of text meaning and interpretation.
4. **Increase student motivation and engagement in literacy learning.**
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. *(Spring Session)

Essential Components of Reading for Adolescents

- **ALL**

- students need **direct and explicit** instruction in:
 - **Vocabulary**
 - **Comprehension**
 - **Motivation and Engagement**



ALL need to learn to
“Read to Learn”

(Boardman, et al., 2008)

Essential Components of Reading for Adolescents

- **SOME**

- students need **direct and explicit** instruction in:
Word Study
Fluency



SOME still need to
“Learn to Read”

(Boardman, et al., 2008)

Rec. #1. Provide Explicit Vocabulary Instruction Characteristics of Effective Vocabulary Instruction

1. Instruction is clear and **unambiguous**.
2. Instruction involves presentation of word **meanings** and contextual **examples**.
3. **Multiple exposures** to the word are provided.
4. **Sufficient instructional time** is devoted to vocabulary instruction.
5. Students are **actively engaged** in vocabulary instruction.

Anita Archer

Routine

- Say the word
- Student friendly explanation
- Connect
- Check for understanding

Dr. Anita Archer



- Watch for the instructional routine
- Make a tally of the number of times students respond (say, write, or do something)



Talk Time

- Wind please answer the following question:
- Rain listen, compliment and add on other items:
 - What is the instructional routine for explicit vocabulary instruction?
- Rain please answer the following question:
- Wind listen, compliment and add your thoughts:
 - How many times did students respond?
 - How do these responses fit with formative assessment?
- With extra time switch questions



Rec. #4. Increase student motivation and engagement in literacy learning.

- Shift in cultural thinking about students' learning
 - From: "They need to be engaged in the content."
 - To: "I need to engage them in the content"

Engagement

- How can we control of the variables we have the most power over
- Instruction
- Curriculum
- Environment

Instruction:

How you teach

Curriculum:

What you teach

Environment:

Where you teach

Learner:

Who you teach

Instructional Engagement

- Explicit strategy instruction
- Opportunities to respond and talk with peers (Recommendation 3)
- Involve students in decisions and assessment (Formative assessment)

Curriculum Engagement

- Active and experiential in nature
- Meaningful and linked to life outside of school
- Challenging, providing opportunities for sustained thinking and exploration
- Offer choice and autonomy

Environmental Engagement

- PBIS supports
- Transitions managed smoothly
- Bell to Bell Instruction
- Strong student/teacher/parent relationships

Remember....

- This is guided instruction in the whole group and small group, not call on one student at a time



Elicit Frequent Responses

Verbal Response Procedures

Structured Choral

Structured Partners

Teams/Huddle Group

Individual – Random

Discussion

Written Response Procedures

Types of writing tasks

Whiteboards

Response Cards/Response Sheets

Writing Frames

Benefits: **Learning** – **Rehearse** – **Retrieve** – **Retain**

Elicit Frequent Responses

Action Response Procedures

Acting out/Simulations
Gestures
Facial Expressions

Hand Signals

• Reading Procedures

- Whisper Reading
- Echo Reading
- Choral Reading
- Cloze Reading
- Partner Reading

Benefits: **Learning – Rehearse – Retrieve – Retain**

Anita Archer SLC 2018

Involving Students is VITAL!

- Secondary students must be involved in the identification of barriers and as much as possible in the selection of strategies to address barriers
 - Effort spent personalizing instruction/intervention is typically well spent
- At the very least, secondary students must understand the “compelling why” of programming and instructional changes

Talk Time

- Rain please answer the following question:
- Wind listen, compliment and add on other items:
 - Using your notes, what are 3 ways to engage students?
- Wind please answer the following question:
- Rain listen, compliment and add your thoughts:
 - How can these strategies be taught across the day?
- With extra time switch questions



Outcomes

Begin the district discussion on Standards of practice in these areas:

- ✓ Time dedicated to Literacy across the day
- ✓ Scope and Sequence with text selection
- ✓ Building Wide Instructional Strategies

Developing Standards of Practice for Coordinated Literacy

Time to dive in..!



ORTIi Installation Matrix

Does your District have agreements on materials?

Yes

No

Middle School YEAR 1
COORDINATED LITERACY

1. Standards of Practice	2. Professional Learning	3. Monitoring Plan	4. Implement	5. Evaluate & Enhance
<p>Culture and Beliefs:</p> <ul style="list-style-type: none"> All students can learn when provided with effective and targeted instruction All adults can improve and refine practices Input of all staff is sought and valued 	<p>Train staff on why all students</p>	<p>Determine what will be</p>		<p>Review district level implementation data (e.g., RTFI)</p>
<p>Establish the expectation that all students, including special populations receive at least one period of core literacy instruction every day</p>	<p>Train coach how to use core literacy materials</p>	<p>Determine what will be (materials and high leverage instructional strategies are used)</p>		<p>Review district level outcome data (e.g., EWS, Universal Screener, common core assessments, SBAC)</p>
<p>Determine which essential materials from the core literacy curriculum will be taught by all Language Arts teachers</p>	<p>Train coach how to use effective instructional literacy and active engagement strategies throughout the day</p>	<p>Determine how the (principals, specialists, peers)</p>	<p>Determine when staff is expected to implement the standards of practice</p>	<p>Review data (information from walkthroughs)</p>
<p>Determine a set of high leverage instructional strategies to be emphasized (e.g., IES Guide, vocabulary taught throughout the day, active engagement) to be taught across all content areas</p>	<p>Train & coach how to support language development for all students</p>	<p>Determine the frequency in which the core will be monitored (walkthroughs)</p>		<p>Provide additional training & coaching support as needed</p>
<p>Determine high leverage instructional strategies to develop language skills for all students (e.g., Constructing Meaning, SIOP)</p>				

Time

Materials

Instruction

Develop Standards of Practice: Time

Conduct an audit about how much time is dedicated to **literacy** instruction and practice in your school?

- Analyze schedules
- Conduct a survey

How can you communicate and train this standard?

Develop Standards of Practice: Scope and Sequence

Conduct an audit of the scope and sequence in each core content class? When do standards get taught during the year?

What agreements can you begin to make on what scope and sequence is so that standards can be taught and reinforced across the students day?

Develop Standards of Practice: Building Wide Instructional Strategies

- *Conduct an audit about staff's use of effective instructional strategies?*
 - *Knowledge of reading pedagogy?*
 - *Staff training on adolescent literacy recommendations?*
 - *Professional development sequence*
 - *Walkthroughs based agreements*
- *What agreements can you make around what effective instructional strategies/active engagement staff should be using?*

Action! For Today, Tomorrow and Beyond..

- Meet with your OrRTI coach
- Develop a plan to audit instruction in your district
- Designate someone in charge of each RTI component
- Assign roles amongst your staff
 - Facilitator
 - Time Keeper
 - Note Taker
- Put any Standards of Practice documents in your RTI Handbook
- ***Develop actions steps: who, when, how to complete the work***

Use these Handouts to begin to prioritize your work

Coordinated Literacy Planning Tool

	What do we know	What do we need to find
Time <ul style="list-style-type: none"> o Analyze Schedules o Conduct a survey 		
Scope and Sequence <ul style="list-style-type: none"> o Audit scope and sequence in each core content class o When do standards get taught during the year? 		
Common Instructional Strategies <ul style="list-style-type: none"> o Structured Partnerships o Active Engagement Strategies o Reading strategies 		
Provide Explicit Vocabulary Instruction <ul style="list-style-type: none"> o All classes o When will it occur? 		
Provide direct explicit comprehension strategy instruction		
Provide opportunities for extended discussion (and writing) of text meaning and interpretation.		
Increase student motivation and engagement in literacy learning		