

Transforming Literacy Instruction in Grades K - 2

Dr. Brittney Bills



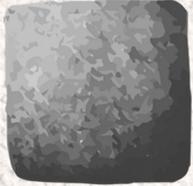
Leader

We are all leaders in our own right!



Power

We all have power within our institutions that we exercise every day!

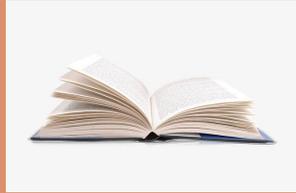


Influence

We all have the ability to make an influence!



Bridging the Research to Practice Gap



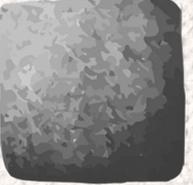
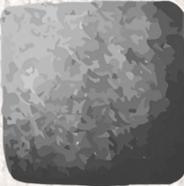
**Evidence-Based
Practices: Curriculum,
Instruction,
Intervention &
Assessment**

Evidence-based curriculum, instruction, intervention, and assessment practices help improve student outcomes while bridging the research-to-practice gap.



“If your district isn’t having
an “uh oh” moment around
reading instruction, it
probably should be.”

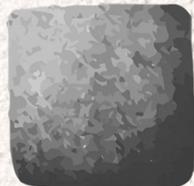
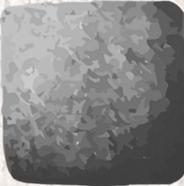
-Myracle, Kingsley, McClellan (2019)



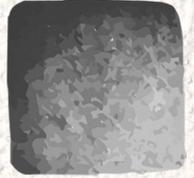


“Putting a fine point on it, this approach (i.e., Balanced Literacy) appears to do active harm to young learners.”

-Putman (2021)



Change Management Theory



Increase
Urgency

Build the
Guiding Team

Get the Vision
Right

Communicate for
Buy - In



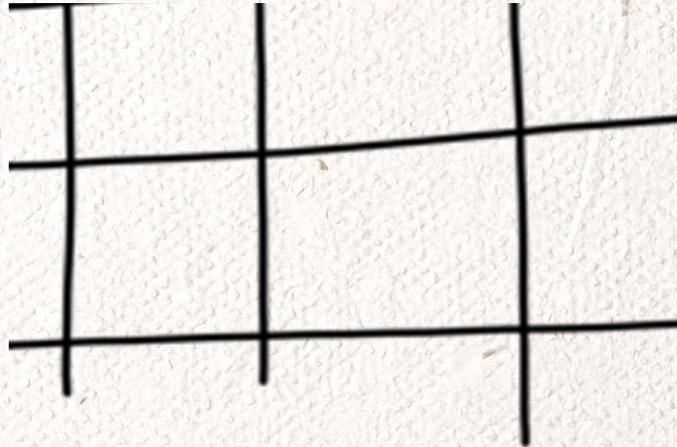
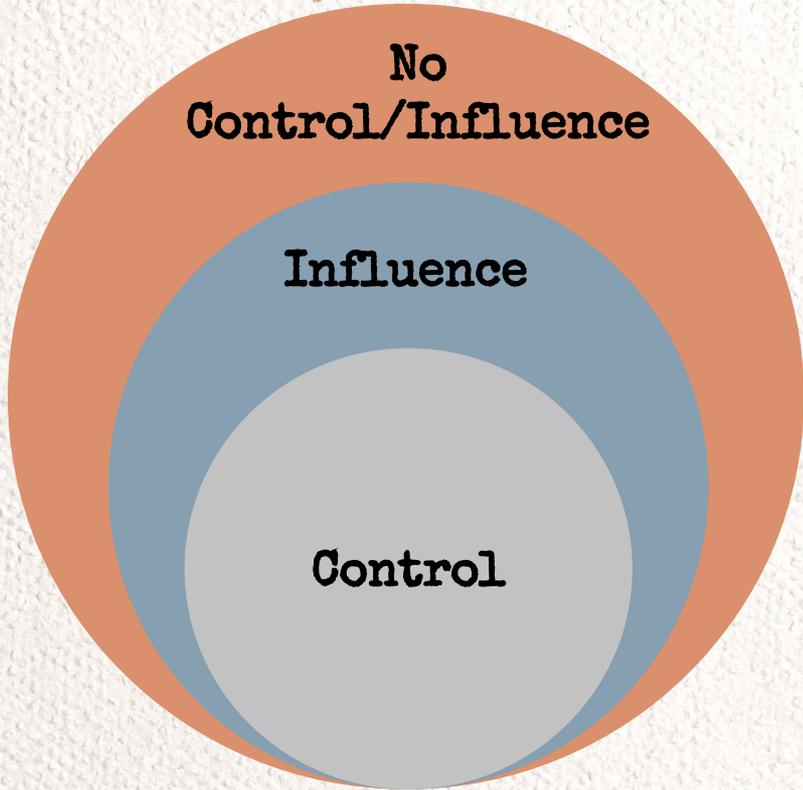
Change Management Theory

Empower
Action

Don't
Let Up

Create
Short-Term
Wins

Make
Change Stick



Stephen Covey

Increase Urgency

“Teachers truly believe that all children can learn; but, having experienced so many examples of children who struggle, they begin to expect that lack of achievement is inevitable.”

-Gibbons, Brown, & Niebling, 2019

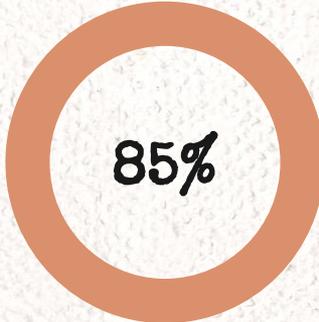
Increase Urgency



88%

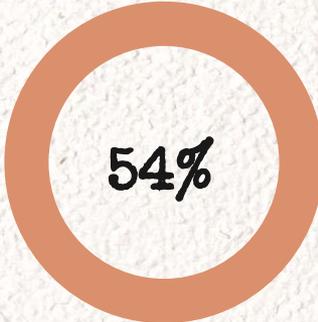


Children who struggle to read in 1st grade are 88% more likely to struggle in fourth grade (Zoukis, 2017).



85%

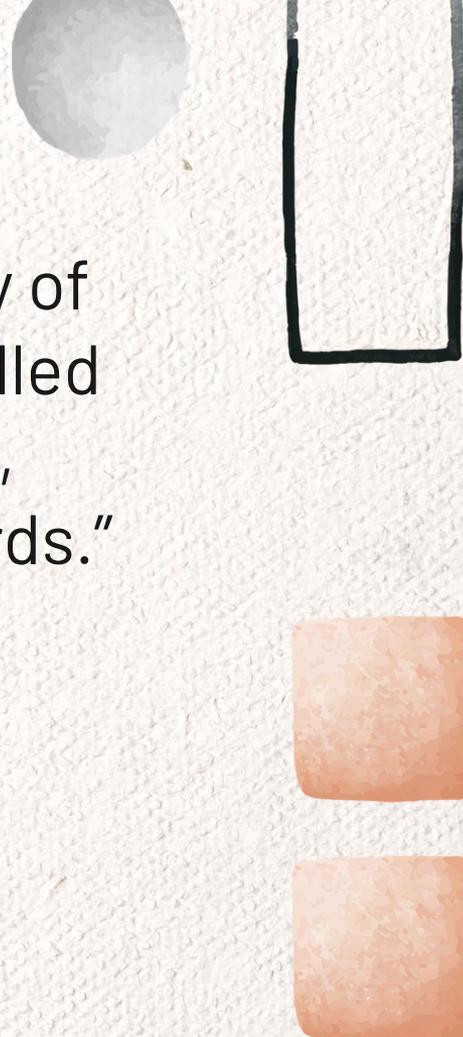
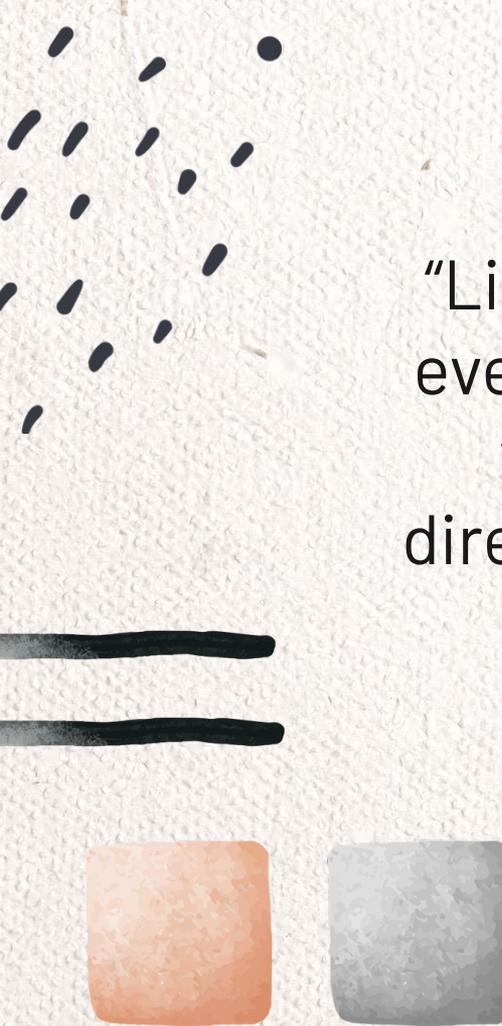
Eighty five percent of juveniles who interact with the court system are functionally illiterate (Zoukis, 2017).



54%

Fifty four percent decrease in the likelihood that struggling readers in 3rd grade will attend college, compared to their more proficient peers (EAB, 2019).





“Literate cultures expect literacy of everyone, even so-called low-skilled workers who must read labels, directions, lists, forms, and records.”

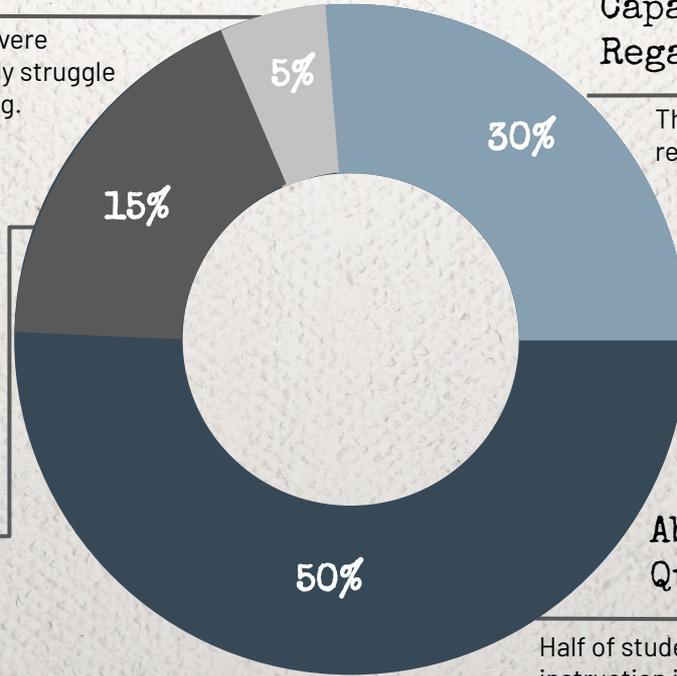
—Moats, 2020

Struggle with Severe Cognitive Impairments

Small subset of students have severe cognitive disabilities and will likely struggle to read throughout their schooling.

Capable of Learning Regardless of Environment

These students will learn how to read, regardless of instructional quality.



Require Additional Time and Support

Minimal share of students will eventually eventually enter Tier 1 will additional attention and support.

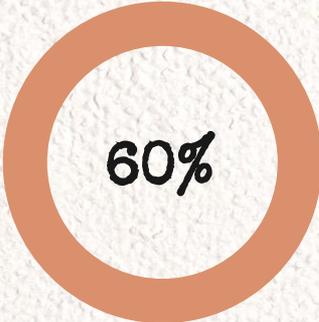
Able to Learn with High Quality Tier 1 Instruction

Half of students will learn to read from explicit and direct instruction in foundational skills.

95%

Of elementary students, regardless of background, are cognitively capable of learning to read when they receive sufficient direct instruction on the foundational skills of reading.

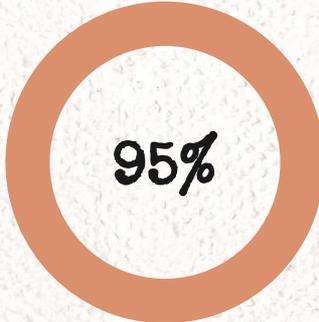
Increase Urgency



60%



Of teachers have **never been trained** in strategies for teaching phonemic awareness, phonics, vocabulary, fluency and comprehension.



95%

Of early elementary classrooms **spend insufficient time** providing direct instruction on all English phonemes.



80%

Of all elementary teachers **encourage students to use picture or context clues** to identify unfamiliar words.



"A lack of success at improving universal instruction does not absolve us from continuing this important work. It should, in fact, give us greater urgency to get it right."



—Gibbons, Brown &
Niebling



Increase Urgency

- **Individual**

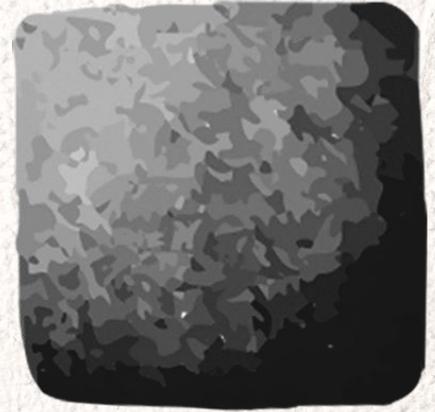
- Take the time to learn what you don't know.
 - The devil is in the details.

- **Influence**

- Communicate what you've learned (at nauseum)
 - What makes it problematic?
 - What can be done about it?
- It's a marathon, not a sprint.

- **No Control/Influence**

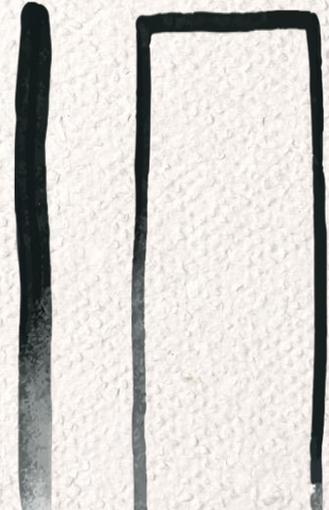
- Don't waste your time or energy
- Check yourself



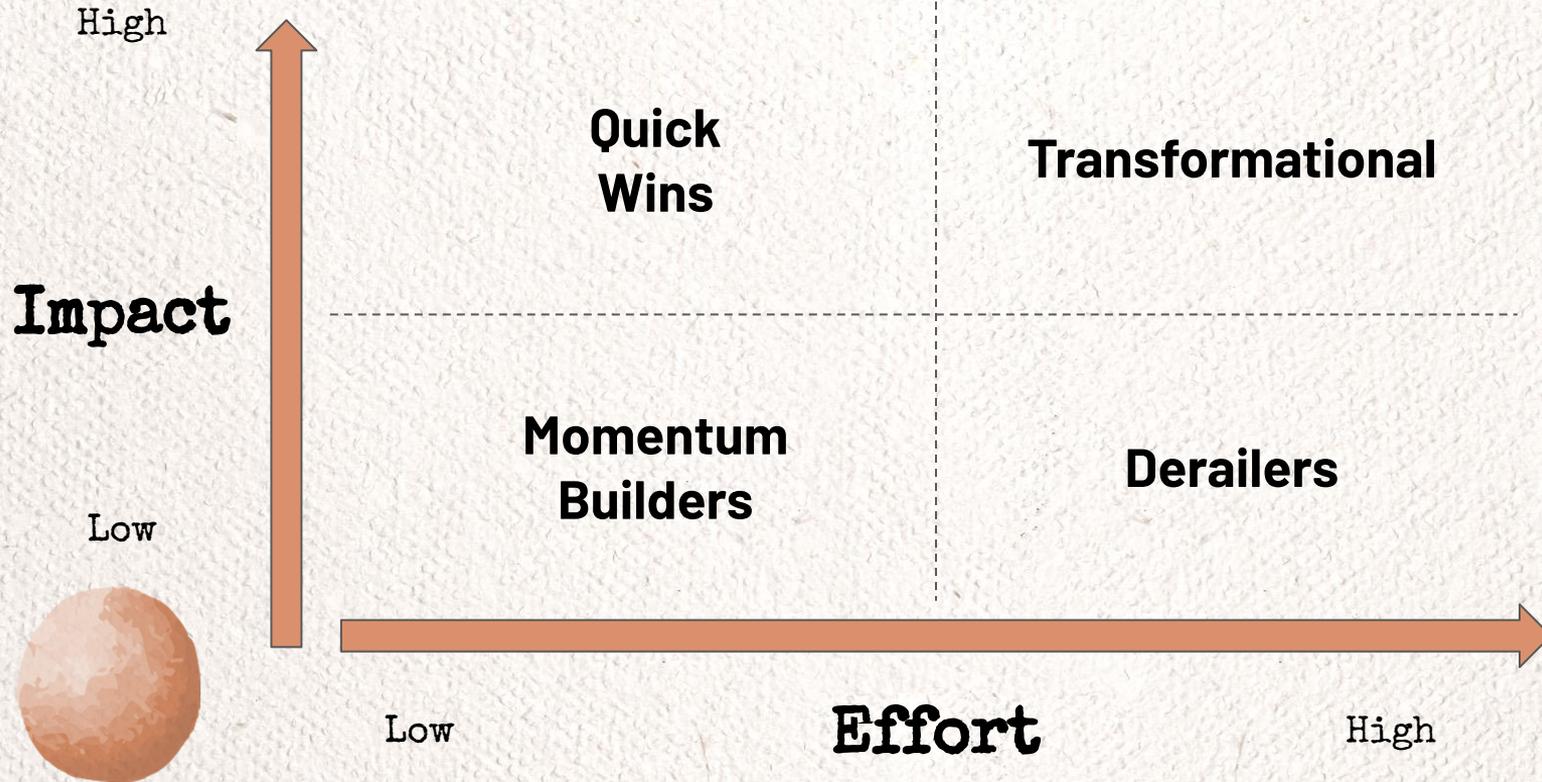
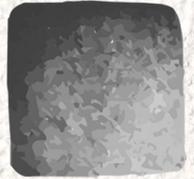
Build the Guiding Team

"Just as ripples spread out when a single pebble is dropped into water, the actions of individuals can have far-reaching effects."

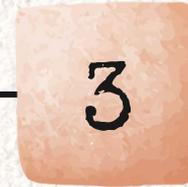
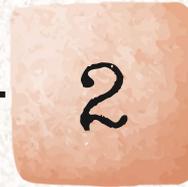
—Dalai Lama



Choosing What to Target First



Get the Vision Right



Spring 2019

Trained instructional
coaches in LETRS

Fall 2019

LETRS for K - 1 Teachers

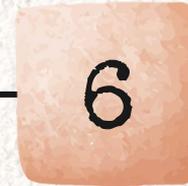
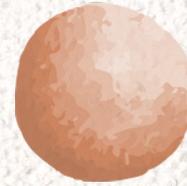
CKLA Skills Pilot

Spring 2020

Literacy Vision, Mission &
Commitments

CKLA Skills Materials
Selection

Get the Vision Right



Fall 2020

LETRS for 2 - 3 Teachers

mCLASS DIBELS K - 1 (some
2- 3)

K - 5 Full CKLA Pilot

Spring 2021

K - 5 CKLA Materials
Selection

Summer Curriculum
Guidance Work

Fall 2021

LETRS for 4 - 5 Teachers

Fidelity of CKLA Skills
Implementation

mCLASS DIBELS K - 5

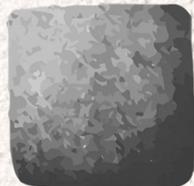
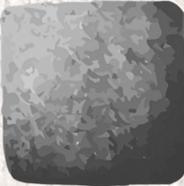


Communicate for Buy-In

Every Student, Every Day, A Reader!

#LiteracyIsLiberation

At Grand Island Public Schools, we are committed to breaking the cycle of illiteracy and ensuring equitable outcomes for all students.



Create Short-Term Wins

“Without sufficient wins that are visible, timely, unambiguous, and meaningful to others, change efforts inevitably run into serious problems.”

-Kotter & Cohen, 2002



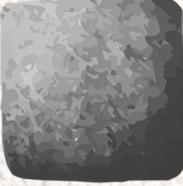
Short-Term Wins Serve Four Important Purposes:



1. Wins provide feedback to change leaders about the validity of their visions and strategies.
2. Wins give those working hard to achieve a vision a pat on the back, an emotional uplift.
3. Wins build faith in the effort, attracting those who are not yet actively helping.
4. Wins take power away from cynics.



Don't Let Up!



**"Don't stop at step 7 - it isn't
over until the change has
roots."**

-Kotter & Cohen



Don't Let Up!

Implementation Fidelity

Collecting and enacting upon implementation data for our HQIM in grades K-2

Application of MTSS Model

Continuous School Improvement, Ongoing Data Meetings with Principals, & Focused District Supports

Classwide Intervention Model

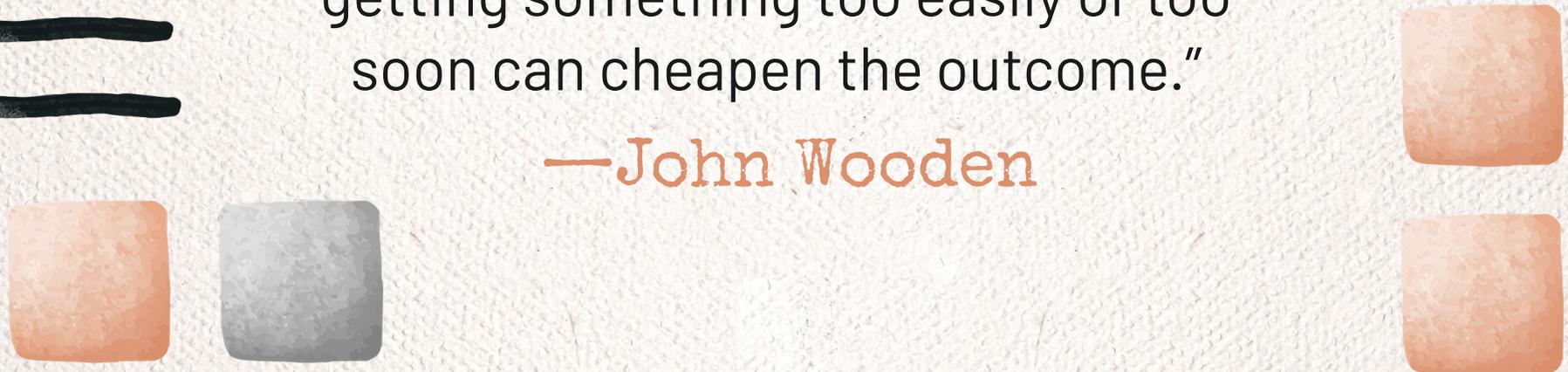
When data indicates that fewer than 60% of students are at or above benchmark, a classwide intervention is provided.





“Good things take time, as they should. We shouldn’t expect good things to happen overnight. Actually, getting something too easily or too soon can cheapen the outcome.”

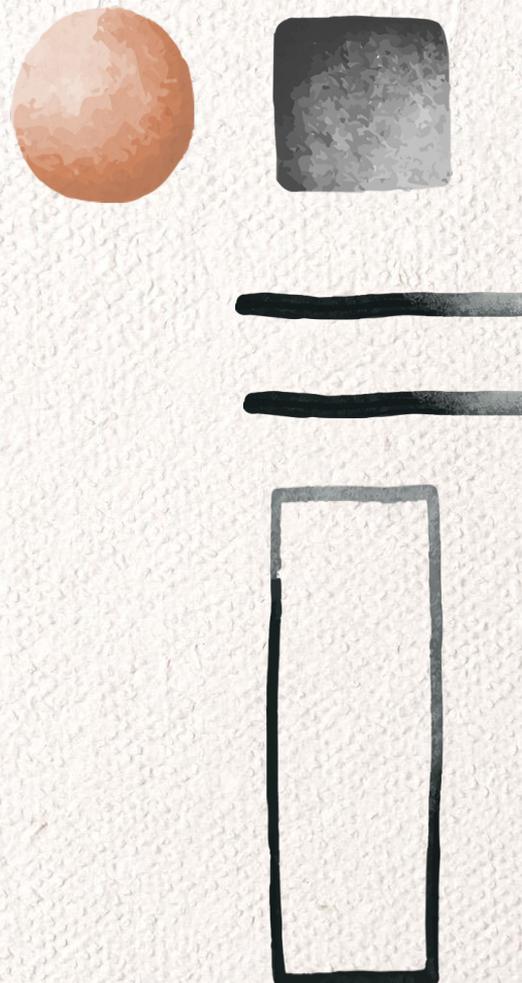
—John Wooden





Thank You!

Do you have any
questions?



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References



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Putman, H. (2021). Getting districts and teacher prep on the same page on reading pays off. National Council on Teacher Quality.

Resources

[Google Doc](#): Recommended Articles, Books, Podcasts, etc. on The Science of Reading