Session Goals:

- Recognize the need to establish a *vision* for excellent literacy instruction for **ALL** students throughout the process of implementation

- Discuss *best practices* to consider when implementing new instructional materials for ELA.

- Identify *tools and resources* that support the implementation of new ELA instructional materials.

You have boxes of beautiful new instructional materials?
What could possibly go wrong?

No matter the content area, the implementation CHALLENGES were similar.

"Nobody asked me."

Leaders on board, teachers not

"You are telling me to do different things."

Teachers on board, leaders didn't know enough about how to support

"I feel like a robot."

Such a fidelity push that teachers couldn't meet students' needs and felt disinvested

"I'll use it as a resource."

No guidance, support, or expectations for use, therefore variable

"I'll do it because I have to, but this too shall pass."

The experience is an exercise in compliance, lacking meaningful connection to vision of teaching and learning

Key Actions to Mitigate Challenges

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Establish the VISION

The Golden Circle

WHAT

Every organisation on the planet knows WHAT they do. The products they sell or the services.

HOW

Some organisations know HOW they do it. These are the things that make them special or set them apart from the competition.

WHY

Very few organisations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organisation exists.

WHY
HOW
WHAT

Simon Sinek | How great leaders inspire action

THE OPPORTUNITY MYTH

We partnered with

FIVE

diverse school systems

We observed nearly

1,000

lessons

We reviewed nearly

5,000

assignments

What Students Can Show Us About How School is Letting Them Down - - -
And HOW To Fix It

TNTP, 2018

The Opportunity Myth Study

We partnered with

FIVE

diverse school systems

We observed nearly

1,000

lessons

We reviewed nearly

5,000

assignments

MOST STUDENTS

do what they're asked in school—but still aren't prepared to meet their goals after graduation because so few of their assignments actually gave students the chance to complete grade-level work.

Students succeeded on

71%

of their assignments

They met grade-level standards on

17%

of those exact same assignments

Students spend most of their time in school without access to four key resources:

1 **GRADE-APPROPRIATE ASSIGNMENTS**

2 **STRONG INSTRUCTION**

3 **DEEP ENGAGEMENT**

4 **TEACHERS WITH HIGH EXPECTATIONS**

Nebraska/2021-2022

Grade-Appropriate Assignments

45%

MOST STUDENTS
do what they're asked in school—but still aren't prepared to meet their goals after graduation because so few of their assignments actually gave students the chance to complete grade-level work.

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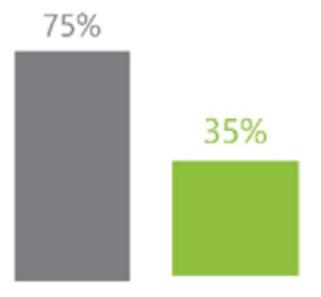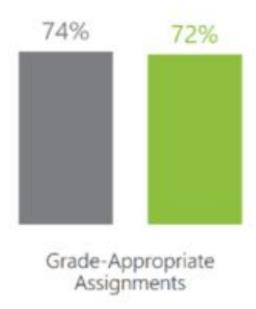
of those exact same assignments

Teachers also provided **752 samples of student work** on these assignments. For each student work sample, we determined whether the student met the expectations of the assignment *and* whether the student met the expectations of the target standard(s) for the assignment.

Student Success on Assignments

75%

35%

Average % Met Expectations of the Assignment   Average % Met Expectations of the Target Standard(s)

When given the chance to do **Grade-Appropriate work,** students met the expectation **72%** of the time.
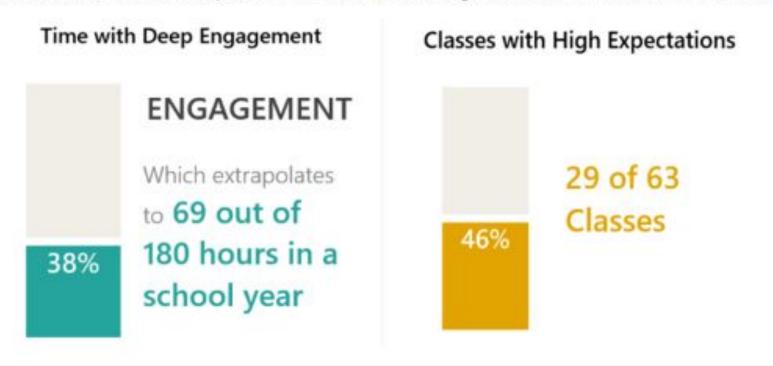
74% 72%

Grade-Appropriate
Assignments

Average % Met Expectations of the Assignment   Average % Met Expectations of the Target Standard(s)

We heard from over 1,700 students and 581 families about their experiences in school, and conducted surveys and focus groups with their teachers and leaders.

Out of 180 classroom hours in a year, we found the average student in these seven schools spends...

Time with Deep Engagement

ENGAGEMENT

38%

Which extrapolates to **69 out of 180 hours in a school year**

Classes with High Expectations

46%

29 of 63 Classes

English Language Arts Core Beliefs

We believe…
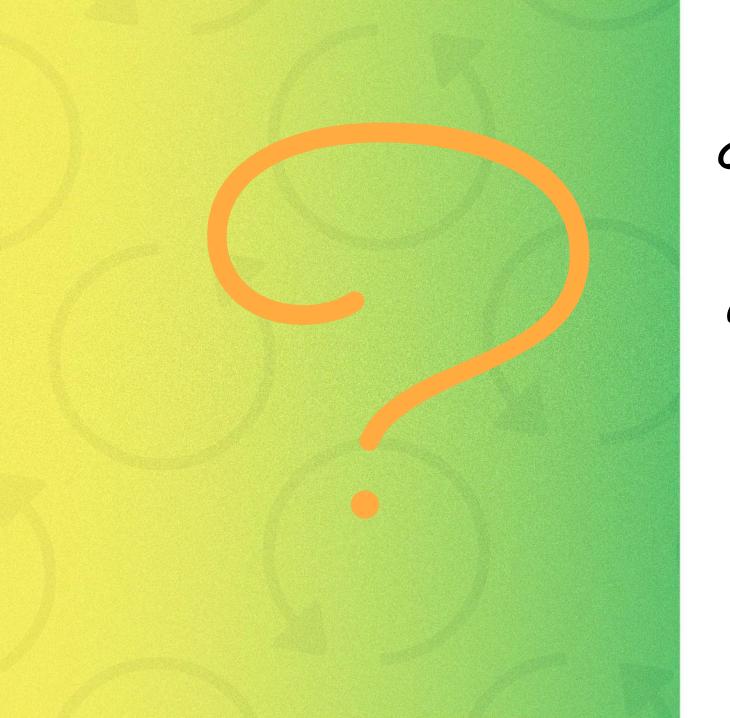
All students are capable of meeting the expectations of the standards through explicit instruction.

All students deserve strong, engaging, and consistent instruction in reading, writing, spelling, thinking, speaking, and listening that is supported by highly aligned instructional materials and resources that makes them excited about learning by building complexity and rigor.

It is our responsibility to provide students with a strong foundation for secondary opportunities.

We believe every member of the system has a critical role to play in material selection and implementation.

Materials support our ultimate goal, which is student engagement and learning. The materials are a means to an end in obtaining our vision for instruction, not an end in itself.

Does your district need to create/revise an instructional vision?

Establishing a vision is critical to several of the other key actions, but vision alone doesn't lead to change.

Key Actions to Mitigate Challenges
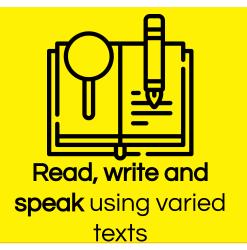
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In Nebraska, we believe...

"Every Nebraska student deserves the opportunity to leave their birth to grade 12 educational experience prepared for success in college, career, and civic life."

That means that students in Nebraska should regularly...

Practice with **complex texts**

Read, write and speak using varied texts

Build knowledge through and for nonfiction and fiction

Have **systematic, explicit instruction** in foundational literacy skills

Shift 1: Foundations & Science of Reading

2014	2021
LA 0.1.3 Word Analysis Students will acquire phonetic knowledge as they learn to read and write grade-level text. a. Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text. b. Identify similarities and differences in written words (e.g., word endings, onsets, rimes). c. Recognize and read grade-level (phonetic and non-phonetic) words in text.	**LA.K.F.3 Phonics and Word Analysis** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC). e. Read high-frequency words with automaticity. (e.g. Fry or Dolch words) f. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
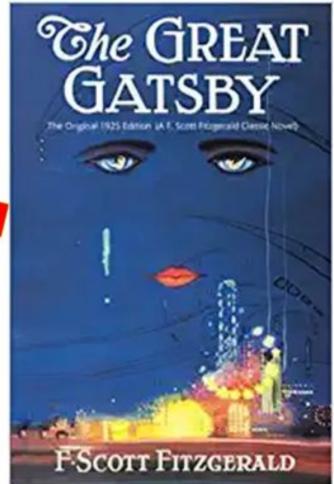
Shift 2: Staircase of Text Complexity

2014	2021
LA 4.1.6 Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.	**LA.4.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently. **LA.4.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.
LA 8.1.6 Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.	**LA.8.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently. **LA.8.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

HOW is text complex?

Step 1

Qualitative

Quantitative

Reader and Task

1070L

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K–1	N/A	N/A
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11–CCR	1070–1220	1215–1355

The GREAT GATSBY

The Original 1925 Edition (A F. Scott Fitzgerald Classic Novel)

F·SCOTT FITZGERALD

WHY is text complex?

WHAT makes the <u>task</u> of the text complex?

Step **3**

Student motivation
Knowledge and experience
Purpose for reading
Difficulty of assigned task
Complexity of questions asked
of the text
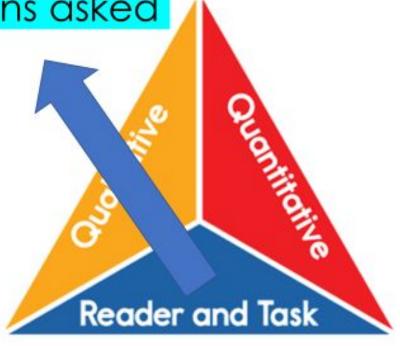
Qualitative

Quantitative

Reader and Task
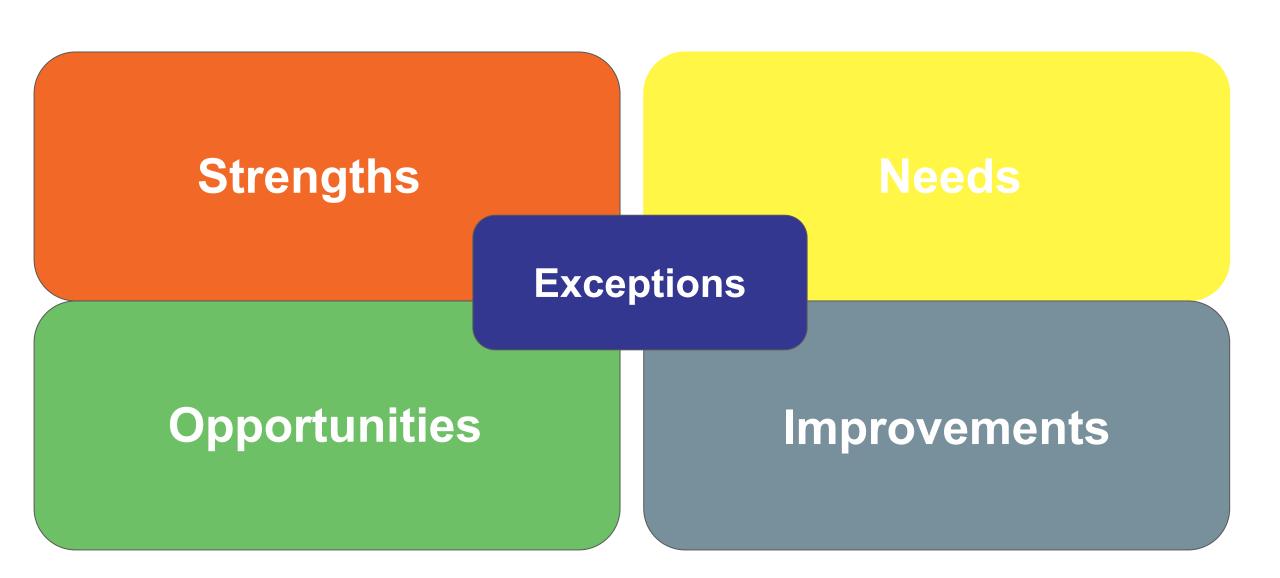
Shift 3: Literary and Informational Texts

2014	2021
LA 5.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text. **LA 5.1.6.b** Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	**LA.5.RI.3** Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text. **LA.5.RP.3** Describe how a narrator or speaker's point of view influences the meaning of a literary text.
LA 12.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	**LA.12.RI.3** Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text. **LA.12.RP.3** Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.

Shift 4: Explicit Writing Instruction

2014	2021
LA 3.2.1.h *and* **LA 7.2.1.h** Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	**LA.3.W.1** a. Capitalize proper nouns (e.g. historic periods, nationalities, languages), proper adjectives (e.g. South American), and appropriate words in titles. b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessive. c. Identify frequently occurring nouns (e.g. concrete and abstract), verbs (regular and irregular), and simple verb tenses. d. Distinguish between coordinating and subordinating conjunctions and independent and dependent clauses. **LA.7.W.1** a. Apply knowledge of rules for capitalization. b. Use a comma to separate coordinate adjectives.

NOISE Framework

Strengths

Needs

Exceptions

Opportunities

Improvements

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High Quality Instructional Materials

CREATE COHERENCE

OFFER CONSISTENCY ACROSS ALL LEARNING ENVIRONMENTS

BUILD DEEP CONTENT KNOWLEDGE

SUPPORT STUDENT VOICE

REFLECT STUDENTS' CULTURES AND LIVED EXPERIENCES

Determining Expectations for Use

Besides requiring that **ALL teachers** are using the materials, provide time & space for…

- studying the design of the materials
- ensuring there is appropriate time in the schedule
- determining a yearlong pacing schedule
- establishing guidance for common use and customization
- determining how you'll support collaborative and individual planning
- organizing next steps and communicating the plan

Determining Expectations for Use

Considerations…

Teachers should have **deep knowledge** of the texts and tasks in the materials.

Establishing pacing is not a "one & done." Make sure teachers are **key players** in making adjustments.

How do you know students are **engaging with text** both collaboratively *AND* individually?

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Plan for Collaborative Planning

"THE MOST VALUABLE RESOURCE THAT ALL TEACHERS HAVE IS EACH OTHER. WITHOUT COLLABORATION OUR GROWTH IS LIMITED TO OUR OWN PERSPECTIVES."

ROBERT JOHN MEEHAN

Rockmyclassroom.com

Remediation	Acceleration
Deficit-Based Mindset about Students	Asset-Based Mindset about Students
Focuses on Gaps	Focuses on Opportunities
Backward movement leads to a sense of futility and lack of progress	Academic progress is evident
Focuses on mastering concepts of the past	Strategically prepares students for success in the present
Instruction attempts to reteach every missing skill: **Just in Case**	Skills are hand-picked just in time for new concepts: **Just in Time**
Skills are taught in isolation and not applied to current learning	Students apply skills immediately

Remediation

vs.

Acceleration

Denver

Public

Schools

- Depth Over Breadth
- Assessments & Grading in Differentiated Classrooms
- Literacy Practices
- Equity and Access
- Social and Emotional

Collaborative planning best practices

- **Unit internalization**
  - the process by which teachers study a curriculum unit to deeply understand what students are expected to learn (the "big ideas"), how students will be assessed, and the arc of learning over the course of a unit
- **Lesson preparation**
  - the process by which teachers study an upcoming lesson(s) to deeply understand what students are expected to learn and how students will be assessed
- **Student work analysis**
  - the process of analyzing student work for two purposes: 1) to determine if the task is aligned to grade-level standards and 2) to inform instructional next steps based on the depth of student learning

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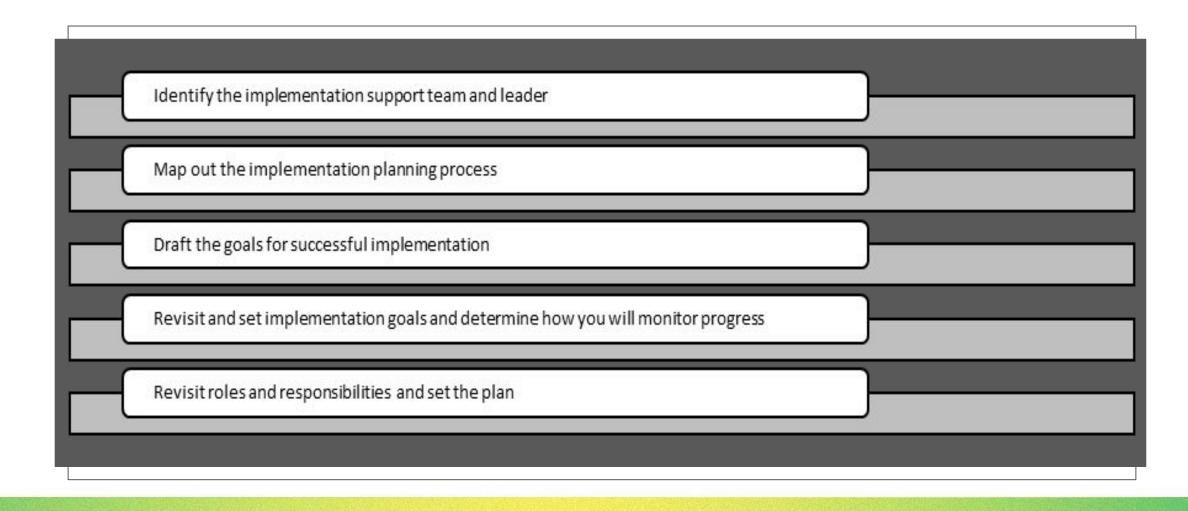
Coaching is not a title, it is a responsibility.

- What structures do you have in place for coaching?
- Who receives coaching? How often?
- Who does the coaching?
- What do coaches look for?
- What do coaches do with their feedback?

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Set Goals, Roles and a Monitoring Plan
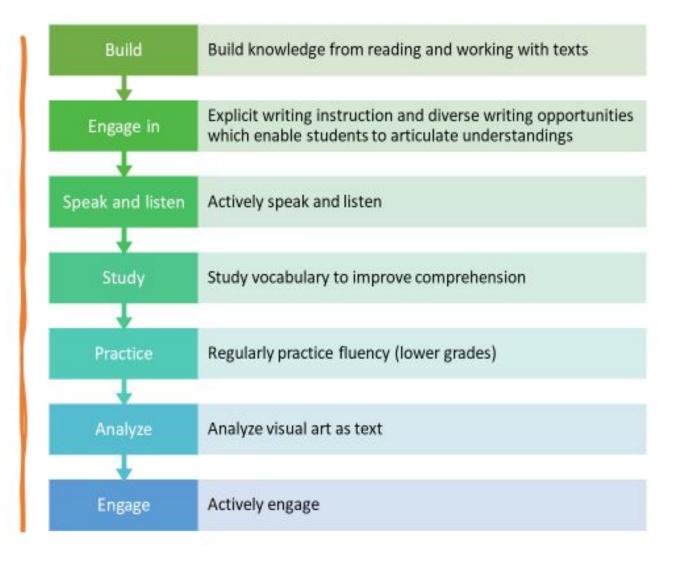
Identify the implementation support team and leader

Map out the implementation planning process

Draft the goals for successful implementation

Revisit and set implementation goals and determine how you will monitor progress

Revisit roles and responsibilities and set the plan

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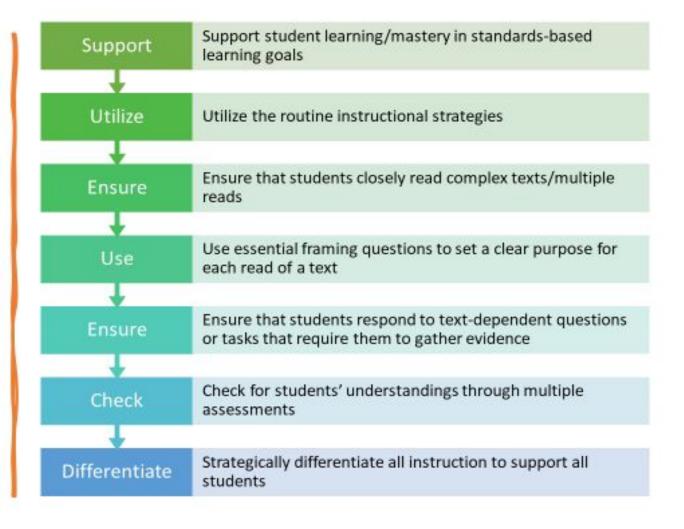- Determine the plan for **training teachers and leaders.**
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Key Educator Strategies

Support	Support student learning/mastery in standards-based learning goals
Utilize	Utilize the routine instructional strategies
Ensure	Ensure that students closely read complex texts/multiple reads
Use	Use essential framing questions to set a clear purpose for each read of a text
Ensure	Ensure that students respond to text-dependent questions or tasks that require them to gather evidence
Check	Check for students' understandings through multiple assessments
Differentiate	Strategically differentiate all instruction to support all students

Key Learner Habits

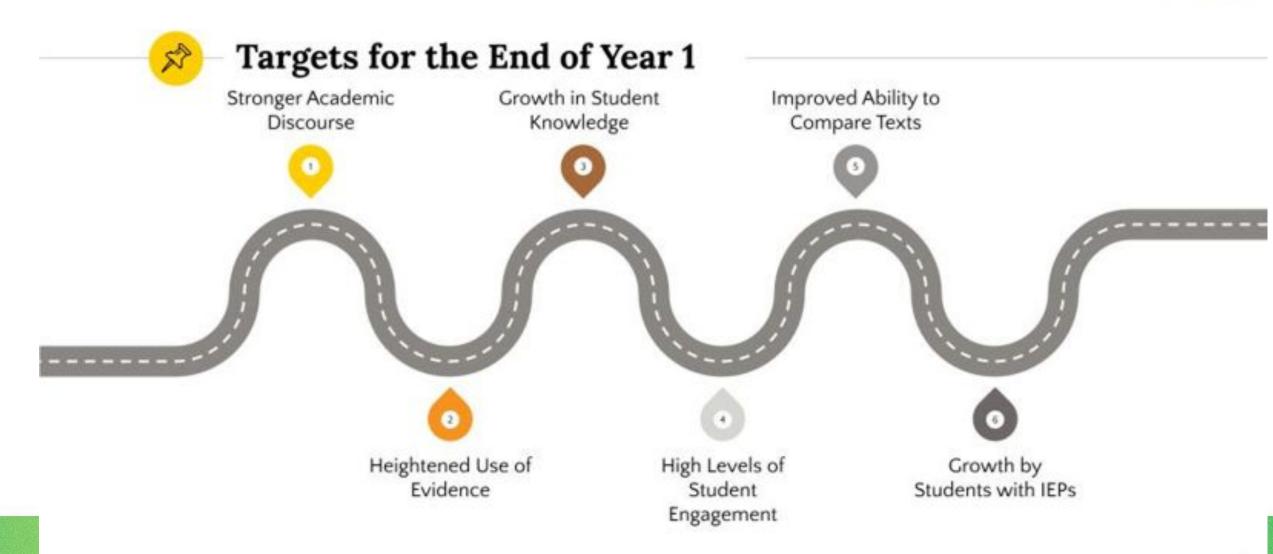|	
Build	Build knowledge from reading and working with texts
Engage in	Explicit writing instruction and diverse writing opportunities which enable students to articulate understandings
Speak and listen	Actively speak and listen
Study	Study vocabulary to improve comprehension
Practice	Regularly practice fluency (lower grades)
Analyze	Analyze visual art as text
Engage	Actively engage

Providing Reading Interventions for Students in Grades 4-9

1. Build students' decoding skills so they can read complex, multisyllabic words.
2. Provide purposeful fluency-building activities to help students read effortlessly.
3. Routinely use a set of comprehension-building practices to help students make sense of the text.
   a. Questioning
   b. Gist/Close Reading
4. Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.

- What time do we currently have in place to train our teachers?
- How is training time typically utilized?
- Do we have additional time for any particular groups of teachers?
- Who decides how to use the time and who facilitates?

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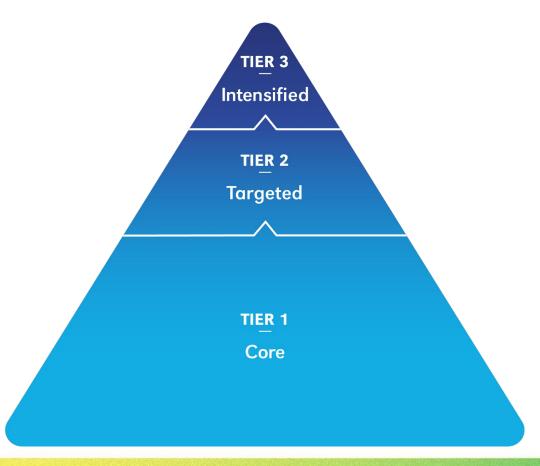- Determine the plan for **training teachers and leaders.**
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Step Back and Adjust the Plan

http://outdoornebraska.gov/platteriver/

Strengthening Core Instruction for All

Resources

Supporting Selection and Implementation

- Need to choose new materials, or not sure of your materials' quality?

- Need help planning your materials selection or implementation process?

- Need to find a professional learning provider with expertise in your materials?

- Need help? Ask us!

NEBRASKA INSTRUCTIONAL MATERIALS COLLABORATIVE

CURRICULUM SUPPORT GUIDE

PROFESSIONAL LEARNING PARTNER GUIDE

NEBRASKA DEPARTMENT OF EDUCATION

NEBRASKA esu Coordinating Council