EVERY CHILD READING:
Linking Knowledge and Practice to Support School Systems
Welcome to today’s webinar!
80,000 human-narrated audiobooks to support academic success
The world’s largest audio textbook library for K-12 and beyond
A wide community of resources and support for parents
Practical, results-oriented professional development for teachers
Learning Ally’s Education Solutions

- Supporting 10,000+ schools in 50 states
- Accessible Instructional Materials + technology + tools for students and their teachers
- Grounded in Universal Design for Learning principles
- Teacher Ally: customized student “bookshelves” foster a differentiated learning experience
- Extensive lesson plans maximize audiobook learning
- Surging Professional Development program
Professional Development

www.learningally.org/educators/resources/professional-development

• Practical hands-on sessions delivered in diverse formats to reach teachers where they are.

• Designed for teachers in GenEd classrooms who need to accommodate many different learning styles.

• All calibrated to support Common Core.

• Provide walk-away strategies that teachers can apply in class the next day.

• Highlight: *Dyslexia Awareness* training helps teachers identify and reach students with reading disabilities.
Every Child Reading:
Linking Knowledge and Practice to Support School Systems

Margie B. Gillis, Ed.D.
Learning Ally Webinar
October 28, 2014
The **Science** of Teaching Reading

“Reading can be learned only because of the brain’s plastic design, and when reading takes place, that individual brain is forever changed, both physiologically and intellectually.”

*Maryanne Wolf*
The Achievement Gap...

• Is a language gap
• Is a student knowledge gap
• Is a teacher knowledge gap
• Is a reading achievement gap
• Is an opportunity gap

What can we do to address these gaps?
Five Essential Priorities

1. Train and support school leadership teams.

2. Maintain a coordinated and transparent data system that is used for accountability at all levels (i.e. district, school, grade, classroom, student).

3. Ensure that students have access to a coordinated multitier system of support.

4. Provide embedded and differentiated professional development for ALL teachers.

5. Engage parents and families in meaningful ways around literacy.
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1. Train and Support School Leadership Teams
2. Maintain a Coordinated and Transparent Data System

• Data is used to hold everyone accountable
• Data can be ‘sliced and diced’ at a macro level (district/school) by administrators and a micro level (student) by teachers
• All types of assessments are included in the system (screeners, progress monitoring, diagnostics, and summative) but avoid redundancies
• Progress monitoring data used for differentiated instruction
• Longitudinal – follow the child
3. Coordinate a Multitier System of Support

A school-wide system of early identification and intervention:

- All students are screened three times per year.
- Three tiers of Instruction/Intervention provided for students based on assessment data.
- Students are progress monitored with different frequency depending on the tier of instruction they receive.
- The problem-solving model and decision-making rules drive the support process.
A Multitier System of Support (MTSS)

• Every child gets what s/he NEEDS.

• Teachers share responsibility for every child’s success.

• A master academic schedule is created to support tiers of instruction.

• The problem-solving model is at the heart of the process.
4. Provide Embedded Professional Development (PD)

- Teachers are released to attend PD to learn the science of teaching reading

- PD is followed by classroom support to guide teachers to link their new knowledge (what they know) to instructional practice (what they do)

- This occurs on a regular basis, throughout the year, over several years

- ALL teachers are included (e.g., gen ed, special ed, EL teachers, reading teachers, etc.)
“Each new reader comes to reading with a ‘fresh’ brain -- one that is programmed to speak, see, and think, but not read. Reading requires the brain to rearrange its original parts to learn something new.” (Maryanne Wolf)

“Teaching reading is rocket science.” (Louisa Moats)
Components of Comprehensive Reading Instruction

The Literacy for Reading Wheel

1. Comprehension
2. Vocabulary
3. Language
4. Knowledge
5. Engagement

Materials and Resources

Ordering, Reading, Writing, and Thinking

New Jersey Literacy Services

Literacy How, Inc.
Differentiate: One Size Does Not Fit All

Three profiles of students who struggle:

1. Students with phonologically-based reading difficulties who need to focus on accurate and automatic word recognition (i.e. dyslexia)

2. Students with language comprehension-based reading difficulties who need to focus on oral language and vocabulary

3. Students who have difficulties with both word recognition and language comprehension

*Spear-Swerling, 2014*
Reading Disabilities: A Continuum

Mild
Moderate
Severe

Instruction: A Continuum

Tier 1
Tier 2
Tier 3

Teacher Expertise: A Continuum

High
Higher
Highest

Literacy How, Inc.
Knowledge and Practice Standards for Teachers of Reading

Adopted by the
International Dyslexia Association
and the Alliance for the Accreditation and Certification of Structured Language Education (ALTA and IMSLEC)
Purpose of Standards

• ...to guide the preparation, certification, and professional development of those who teach reading and related literacy skills in classroom, remedial, and clinical settings;

• ...to specify what any individual responsible for teaching reading should know and be able to do, so that reading difficulties, including dyslexia, may be prevented, alleviated, or remediated.
5. Engage Parents and Families in Meaningful Ways Around Literacy

• Three-part series of workshops to build a school-based community (students, parents, teachers, and administrators) as well as create a civic canopy.

• Workshops are facilitated by parents trained in leadership and advocacy.

• Presented in Spanish to Spanish-speaking families.

• Focused on literacy – what is happening in school and what parents can do at home to support their child’s academic success.

Literacy How, Inc.
Juicy Words

Family Literacy Night
Carrington School
Waterbury
Questions & Answers

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