LCPS
Specialized Reading Instruction

Parent Resource Services
November 2, 2017
Objectives

- Parents will...
  - Develop a common knowledge the qualities of Specialized Reading Instruction in LCPS.
  - Have an in-depth understanding of the LCPS training plan for Specialized Reading Instruction.
  - Learn about the role of the Specialized Reading Instructional Facilitator and the Dyslexia Advisor.
  - Establish a clear view of support available to schools in specialized reading instructional practices.
Focusing on the “Why?”

- Although 70% of children will learn through an analytic or discovery approach....
  - Children discover and apply phonetic patterns to new words
- Research shows 30% additionally require synthetic phonics, which is direct, explicit and rule-based instruction. This includes students with dyslexia.
  - Children are directly and explicitly taught the rules of the phonetic code, as well as application to unknown words.
- Quality instruction provides direct instructional opportunities for both.
- For students with dyslexia must have opportunity for direct instruction in synthetic phonics and opportunity for application and practice in generalization in analytic phonics.
Providing **What Works**

**LCPS Definition of Specialized Reading Instruction (SRI):**

LCPS defines Specialized Reading Instruction (SRI) as targeted instruction addressing one or more of the foundational processes of reading (phonological awareness, phonics, reading fluency, reading comprehension, vocabulary and/or oral language). SRI is provided through a framework of Tier II and/or Tier III RtI Reading Practices. An instructional match is determined to target the student’s areas of need, based upon multiple data sources. The nature of this instruction is that it is evidenced-based specifically for students with disabilities and/or those in the general education program who are not responding to Tier I, Core Instruction. SRI can be described as: evidence-based, direct, explicit, systematic, sequential, cumulative and multi-sensory. It is critical that SRI is accompanied by progress monitoring using both mastery measures and general outcome measures/curriculum-based measurement (CBMs) in order to ensure effectiveness in individual student’s growth. When using SRI practices, teams and teachers should ensure that fidelity to specific recommended lesson plan guidelines and instructional routines are followed.
Big Idea: Instructional Match

- **Student needs:**
  - Targeted areas with formal and informal assessments
  - If applicable, areas of processing strength weakness, taken from educational and psychological assessments

- **Matched with:**
  - Instruction or instructional program or approach designed and research-based to meet that specific need
SY 2016-2017 Actions

- Development of SRI Professional Learning Plan
- Development of school-based Specialized Literacy Teams and Specialized Literacy Plans.
- Staff Trained (to date):
  - Fundamentals of Literacy Instruction (FOLI): 451
  - Language! Live (Secondary): 54
  - OG Comprehensive: 186
  - OG Advanced: 127
  - Academy of Specialized Reading: 73
Pupil Services Strategic Action
Student Achievement in Specialized Reading
SY 2017-2018 Goal

Decrease the achievement gap between all students and students with disabilities in Reading, such that students with disabilities continue to meet state and federal benchmarks for performance.
# Refocusing our Actions to Achieve Student Outcomes

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<th>SY 2016-2017</th>
<th>SY 2017-2018</th>
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<tr>
<td>- Building division-wide capacity through professional learning opportunities on research-based best practices in specialized literacy instruction</td>
<td>- Building division-wide capacity through fidelity of implementation, coaching and teaming structures based upon this training.</td>
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<td>- Professional learning series continues</td>
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SY 2017-2018 Actions

- Refinement and continuation of Specialized Literacy Plans at each school
- Activation of Specialized Literacy Teams
- Coaching and fidelity support in a targeted, system-wide approach
- Continued Professional Learning with a focus on Special Education Teachers
  - Additional teachers projected for training during SY 2017-2018:
    - Reading Mastery: 40
    - FOLI: 520
    - OG Comp: 160
    - OG Adv: 160
    - Academy: 120
Specialized Reading
Professional Learning Plan

1. Fundamentals of Literacy Instruction (FOLI)
2. Orton-Gillingham (Provided through the Institute for Multi-Sensory Education-IMSE)
   - Comprehensive (Instructional Reading Levels K-3)
   - Advanced (Instructional Reading Levels 3rd-12th)
3. Academy of Specialized Reading
Fundamentals of Literacy Instruction (FOLI)

- Pre-requisite to all other courses
- 4 days, once per week
- Research, Assessment and Teaching Practices by Targeted Area
- Practicum activities between sessions
  - Reading Assignments of Research Articles
  - Practical Application
- SIF-Rs, CTs and Supervisors Trained as Trainers
Simple View of Reading (SVR)

- Reading Comprehension
- Decoding (Word Recognition)
- Language Comprehension

Reading Comprehension = Decoding (Word Recognition) × Language Comprehension
The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly strategic

increasingly automatic
Orton-Gillingham Instruction

- Provided by the Institute of Multi-sensory Education (IMSE)
- All materials required for implementation are provided
- Two courses at the graduate level:
  - Comprehensive OG (KG-3rd)
  - Advanced OG (Grades 3-12)
Preview of Demonstrations

- During our demonstrations we will practice:
  - Three Part Drill (visual, auditory, blending)
  - Vowel Intensive
  - Red Words (high frequency words, irregular words)
  - Dictation (encoding)
  - Decoding of multi-syllabic words
Academy of Specialized Reading

- Third course in sequence
  - Instructional Match
  - Progress Monitoring
    - Mastery Measures
    - CBMs as General Outcome Measures
  - Focus on Fidelity
  - Lesson Planning
  - Case study scenarios and data analysis
Highlights of Training

- Collaboration with Mary Stowe, WMU TTAC
- OG Fidelity of Implementation training opportunities provided by Jeanne Jeup
- Compressive Language! Live Coaching Plan involving internal and external coaches
  - Program authored by Dr. Louisa Moats
- Training of Trainers provided by FOLI author, Mary Dalhgren
- Sessions for Administrators: L!L, OG and Reading Mastery
Goals of Professional Learning Plan

O Implementation of the methodologies/instruction
O Ongoing use of the training materials (SharePoint)
O Participants are not endorsed to provide turn around training in any portion of the professional learning series.
O Participants may be a resource to their school in collaborating with team members on data analysis, instructional match suggestions, peer fidelity feedback and/or suggested research-based strategies.
Goals of Training Plan

- Teacher Confidence
- Teacher Skillset
- Leading to Increased Student Performance
New Year, New Roles

- Supervisor of Specialized Reading, Jennifer Sassano
- Dyslexia Advisors, Beth Cipriano (SIF-R) and Evi Hickman (Supervisor of Elementary Reading and Writing)
- Specialized Reading Instructional Facilitators (SIF-R)
  - Beth Cipriano
  - Cathy Dorman
  - Sam Hermens
  - Christal Jones
  - Kristen Kipps
  - Denise Mitlehner
  - Erin Savage
  - Jackie Schmetzer
  - Sue Waffle
Division-wide Representation

- School-based Specialized Literacy Teams
  - Coaching/Consultation PD through RtI
- Strategic Action Committee for Student Achievement & Specialized Reading
- Dyslexia & Specialized Reading Stakeholder’s Committee
Dyslexia Advisor

Role:
- The Dyslexia Advisor serves as a liaison between the SIF-R Team and the Reading Specialists.
- Facilitates collaboration between special education and general education.
- Brings the expertise of both special education and reading specialist to professional learning opportunities.
Specialized Reading Instructional Facilitator

- Team of nine SIF-Rs, led by the Supervisor of Specialized Instructional Facilitators-Reading
- Direct Coaching Support: School Selection Process (Elementary)
  - Gap in Performance between Non-Special Education and Special Education Students (Largest 20%)
  - Collaborative Learning Teams in Place
  - Structures for Team Analysis of Data in Place
  - PBIS Systems of Support in Place
Specialized Reading Instructional Facilitator

**Role and Responsibilities**
- Coaching and Peer Feedback
  - Planning Effective Instruction
  - Delivering Instruction with Fidelity
  - Summarizing Instructional Data for IEP/Progress Reporting Purposes
- Modeling of Instructional Practices
  - With Gradual Release of Support
- Assistance with Universal Screening, Data Analysis and Progress Monitoring
- Consultation and Collaboration for those Delivering Intervention. (Instructional Match)
- Professional Learning Opportunities (FOLI, Language! Live)
SY 2017-2018 SIF-R
Elementary Base Schools,
Secondary Support & Collaboration Schools

- One/Two Elementary Schools as Primary “Home-base” School (Determined by gap of greater than 40% SWD/Non.)
- Secondary Schools to Directly Coach Implementation of Language! Live Intervention (Schools self-selected by participation in the intervention.)
- All schools have access to consultation/ collaboration points of contact, facilitated through their Special Education Supervisor & Supervisor of SIF-Rs.
Specialized Reading Instructional Facilitator (SIF-R) Vision

- All students will be empowered to make meaningful contributions to the world as a result of evidenced-based, personalized literacy instruction.
Specialized Reading Instructional Facilitator (SIF-R) Mission

- We will empower LCPS teachers with knowledge to meet the personalized literacy needs of all students by building division-wide capacity through ongoing, collaborative professional learning and coaching to facilitate the delivery of explicit, systematic, multi-sensory, and direct instruction in a data-driven structured literacy approach implemented with fidelity.
SIF-R Coaching Process

1. All children assessed prior to instruction to establish appropriate starting point. The coach and teacher have reviewed the results together.
2. The coach and teacher have determined methods and templates appropriate for instructional data collection.
3. Students are grouped appropriately, and the teacher has all materials needed. This includes teacher/student notebooks and program materials organized in an efficient manner. (Coach provided examples, if needed.)
4. The teacher and coach have reviewed the teacher’s lesson plan to ensure all components are present with fidelity. This process of lesson plan review should occur at minimum weekly. The coach should provide feedback on lesson plans and follow up in subsequent plans to see that suggestions are in place. This should occur until lesson plans are in alignment with fidelity.
5. The coach has completed at least one session of modeling and at least three fidelity checks on the teachers using the program. (Consider additional sessions, if appropriate.)

6. Facilitate Generalization Across Settings through Collaboration, Differentiation, Accommodations, etc.

7. Coach ensures systems of collaboration are in place among staff, so that the student has access to supports/strategies across instructional settings. (Examples: modeling of centers, collaborative meetings for shared vocabulary)

8. Communicate with Special Education Supervisor of the school and the Specialized Reading Instruction Supervisor the status/progress of these items.

9. Gradual release of teacher support is provided as independence and mastery are shown.
Questions
Demonstrations:
Please Choose Three Stations to Visit

**Orton-Gillingham**
- Three Part Drill (Table 1)
- Vowel Intensive (Table 2)
- Red Words (Table 3)
- Dictation (Table 4)
- Multi-syllabic word decoding (Table 5)

**Florida Center for Reading Research (FCRR) Activities**
- Phonological and Phonemic Awareness (Table 6)
- Phonics (Table 7)
- Fluency (Table 8)
- Comprehension (Table 9)