Leading CHANGE in Reading: Developing the Content and Process to Make it Last
Session ID: 1406

• Jean Schedler, PhD, Fellow/AOGPE
• Jschedler@prioritypd.com
Jean’s Journey: Classroom Teacher to Reading/Dyslexia Specialist – Teacher Trainer

• Elementary Classroom Teacher who LOVED Teaching Reading.
• Reading Teacher (Masters Degree) who was fascinated with Dyslexia & Learning Differences.
• PhD who realized she did NOT know HOW to teach Reading!?
• Three years of Coursework & Training in Orton-Gillingham Approach.
• Director & Clinician of Reading in Special Needs School.
• Collaborated with Speech-Language Pathologist.
• National Trainer for an OG PRODUCT.
• Private practice (PriorityPD) – work in schools with Teachers of Reading.
• Learning Forward Academy to learn how to make work sustainable.
• Staying current re: The Science of Reading.
Welcome

• WHY ~ Why did you select this session?

• WHAT ~ What are you hoping to Take-Away?

• WHO ~ Who is also in the room?

• Do you have a Reading Initiative in your school – what is the TITLE?
## Implementing CHANGE

<table>
<thead>
<tr>
<th>LOOK : Reframe the Problem or Learning</th>
<th>LEAP: Build on your Understanding</th>
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<tr>
<td>LIVE: Processes that will lead to enhanced Learning</td>
<td>LEARN: Learn new Knowledge or Skills</td>
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LOOK: Reframe the Problem or Learning

• Start with the Assumption –

• Individuals want to do better ~

• Be taught New Insights
  OR
  Be reminded of Past Learnings
LOOK: Two Pillars ...or are they Silos?
(Handout: Three Strands around Learning)

• 7 Standards of Professional Learning (Learning Forward)
• The SCIENCE of Reading

• Knowledge & Practice Standards for Teachers of Reading (KPS)
• 1. Participants will be able to critique the strengths and needs of their educational setting to implement sustainable professional learning in the **Reading Content**.

• 2. **Participants will be able to use the foundations of change management to identify the kind of support reading improvement needs throughout the sustained work.**

• 3. Participants will be able to analyze the elements of the KPS within the context of the 7 Standards for Professional Learning.

• 4. Participants will be able to identify reading problems-of-practice & generate problem-solving sequence & strategies through the use of the 7 Standards.
What are the 7 Standards of Professional Learning?

• Professional Learning Community (PLC) ~ Communities of Practice
• Leadership
• Resources
• Data
• Learning Design
• Implementation
• Outcomes
Model for Managing Complex CHANGE

• Let’s look at the 7 Standards within the framework of the Model for Managing Complex Change.

Detailed Handout provided in session
Knowledge and Practice Standards for Teachers of Reading (KPS)

https://dyslexiaida.org or https://effectivereading.org

• Originally developed by International Dyslexia Association (IDA) in 2018 and revised in 2010.

• Is a comprehensive evidence-based resource that outlines what teachers need to know to deliver effective instruction & ensure that all children become proficient readers.
Knowledge and Practice Standards for Teachers of Reading: **Reading Content**

- Foundation Concepts
- Structure of Language
- Structured Language Teaching
  - Phonology
  - Phonics
  - Fluency
  - Vocabulary
  - Text Comprehension
  - Handwriting, spelling & Written Language Expression
- Interpretation & Administration of Assessments
- Knowledge of Learning Differences
- How do we ensure all teachers of reading have this core knowledge?
### Overview of 5 Components of SBRR

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Awareness of the sounds of our language</td>
</tr>
<tr>
<td>Phonics</td>
<td>Mapping Sound onto Print</td>
</tr>
<tr>
<td>Fluency</td>
<td>Accuracy + Rate + Prosody</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Bringing meaning to the printed word</td>
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<tr>
<td>Comprehension of connected text</td>
<td>Constructing meaning with connected text</td>
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LEAP: Build on Your Understanding

• CONTEXT Matters ~

• School CULTURE

• School VISION
School Culture (Educational Setting)

• **WHY did you select this session?**
• Embedded in your answer to this earlier question – probably addresses a “need” within your School Context/culture.

• School Setting = Resources & Incentives for Managing Complex Change

• **YOU are the EXPERT of your CONTEXT.**
• **YOU need to articulate the strengths & needs of your unique CONTEXT.**
Vision Statement
Need a Vision to avoid Confusion. (Managing Complex CHANGE)

What will...
student
classroom
behavior
AND
teacher
instructional
behavior
look like...
across the
school?

Teachers participate in self-reflection and Professional Learning.
Contemplate

• Discuss teacher & student characteristics, of your CONTEXT.

• Discuss what your Reading Initiative Vision Statement might look like.
## Implementing CHANGE

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Learn – Learn New Knowledge or Skills
Participant Outcomes

• Participants will be able to critique the strengths and needs of their educational setting to implement sustainable professional learning in the Reading Content.
Knowledge and Practice Standards for Teachers of Reading: **Reading Content**

- Foundation Concepts
- Structure of Language
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  - Phonology
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  - Vocabulary
  - Text Comprehension
  - Handwriting, spelling & Written Language Expression
- Interpretation & Administration of Assessments
- Knowledge of Learning Differences
- How do we ensure all teachers of reading have this core knowledge?
Building a Reading Brain

• The Brain is Hardwired for Speech.
• Reading is a relatively recent Human Invention. The average human has only been reading for about 200 years.
• Learning to Read uses “borrowed real estate.”
• Previously, the Brain was viewed as a “Black Box” and researchers could only measure what went in and came out.
..Making sure every child in America learns to read...  
Walsh, Kate (2019) NCTQ

• Five decades of research directed by the National Institutes of Health....has led to a seismic increase in our understanding of how we learn to read – accomplishing the educational equivalent of putting a person on the moon.
Brain Imaging

• With the advent of brain imaging in the 1990’s, the work made its greatest leap forward, allowing scientists to interpret the signals sent out by a brain that can read.

• Walsh, Kate (Jan.2019) NCTQ
That’s also when the research coalesced into practical guidance schools could apply, beginning with the relatively new insight that children need to be able to decipher the sounds used in speaking before they are even capable of translating letters to sounds.

Walsh, Kate (Jan 2019) NCTQ
National Reading Panel (NRP) and No Child Left Behind (NCLB)

- Science-Based Reading Research (SBRR) Original 5 Elements in a Reading Program
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary Comprehension
  - *Orthography & Morphology
  - *Oral Language
- No Child Left Behind (NCLB)
  - Supported standards-based educational reform.
Meanwhile - Back in the Research Labs
WHERE the Brain learns to Read
HOW the Brain learns to Read

Turn & Talk..... Why would this make a difference?
Time to Pull the 2 Silo’s Together

• 7 Standards of Professional Learning (Learning Forward)

• The SCIENCE of Reading

• Knowledge & Practice Standards for Teachers of Reading (KPS)
WHAT and HOW of the Science of Reading

Scope and Sequence of Reading
CONTENT (KPS) - the WHAT
Simple to Complex

PROCESS: the HOW to Teach ~
Language of Instruction ~
To BUILD a Reading Brain
How BEST to Teach Reading

• In the absence of **Learning**, no teaching is taking place.
• Direct
• Explicit
• Sequential
• Cumulative
• Analytic and synthetic
• Multisensory – multimodal
• Language of Instruction
Statistical Learning

Seidenberg, Mark (2017) Language at the Speed of Sight
Delivery of Explicit Reading Instruction in a classroom Setting

- Classroom Organization
- Desks and Materials
- Student Expectations within a classroom.
- Classroom Rules
- Transitions between subjects
- New: Transitions between instructional elements of a reading lesson.
Structured Literacy

The term \textit{structured literacy} encompasses reading programs that focus on decoding words in a systematic approach.

Many variations of \textit{structured literacy} programs are available today.

\textbf{Structured literacy} isn't just for students with dyslexia.
Lots of Moving Parts

Turn & Talk

• Content - Scope
• Sequence
• Process
• Instructional Delivery
• Statistical Learning
• Classroom Organization
• Structured Literacy
• Science of Reading
CHANGE

• Jointly determined change:  
  Be right at the end of the meeting.

• Adaptability: Learn and lead in equal measure.

• Culture-based accountability:  
  Trust and Interact

• Fullan, Michael (2019) Nuance
## Implementing CHANGE

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LIVE: Processes that will lead to enhanced learning
Learning Forward TOOLS to Implement and Support CHANGE
## Vision Statement

Need a Vision to avoid Confusion. *(Managing Complex CHANGE)*

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<th>Teachers participate in self-reflection and Professional Learning.</th>
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<tr>
<td>student...</td>
<td></td>
</tr>
<tr>
<td>classroom...</td>
<td></td>
</tr>
<tr>
<td>behavior...</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>teacher...</td>
<td></td>
</tr>
<tr>
<td>instructional</td>
<td></td>
</tr>
<tr>
<td>behavior...</td>
<td></td>
</tr>
<tr>
<td>look like...</td>
<td></td>
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<tr>
<td>across the...</td>
<td></td>
</tr>
<tr>
<td>school?</td>
<td></td>
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Knowledge & Skills ~

Necessary but not sufficient

What is missing?

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills (Instructional Processes)</th>
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Implementation Bridge
Takes 5 – 7 Years to cross this bridge

→ Improved Student Outcomes

* 6 Strategies of Implementing Change

- SoC Self Task Impact
- LoU Nonuse Mechanical Routine Higher

→ Teacher Change
Handout: Three Strands around Learning

Stand & Talk

• 7 Standards of Professional Learning (Learning Forward)

PROCESS is middle Strand on Handout

• The SCIENCE of Reading
• Knowledge & Practice Standards for Teachers of Reading (KPS)
TOOLS for Building a Reading Brain
Evidence-Based PRODUCTS

Handout of Suggested Products

Core Knowledge of READING
KPS Standard

PRODUCTS for Implementation
• Phonemic Awareness
• Phonics
• Fluency
• Vocabulary
• Text Comprehension
• Oral Language -> Spelling -> Written Language
Just a Thought - Contemplate hiring an external Reading Expert with whom to collaborate.
Modular Training Approach

• Teachers are the experts
• Need to give teachers time to identify, apply and integrate best practices into their craft.
• Need to design learning unique to their context.
• If you put this new learning ON their plate – what will be taken off.

• Consider: 5 workshops an academic year, for 3 ->5 years.
• Two first semester
• Two Second semester
• One after the students have left for the summer.
So what’s the RUSH?
Exit Ticket: Write two sentences on colored index card