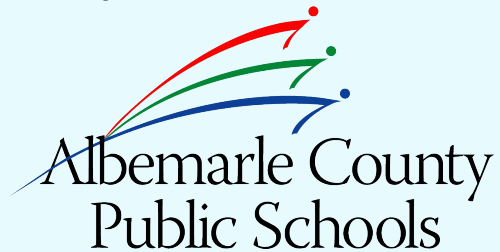


Department of Instruction Update

PreK-12 Literacy with Instructional and
Implementation Alignment



Agenda

- 1** Communicating ACPS' Literacy Vision through PreK- 12 Literacy Documents
- 2** Leveraging High-Quality Instructional Materials through HMH Adoption and Implementation
- 3** Supporting Evidence-Based Literacy Instructional Decision Making through LETRS Training



Virginia Literacy Acts Requirements

- ✓ Every K-5 student will receive core instruction grounded in science-based reading research.
- ✓ Every K-3 teacher will assess student learning using approved literacy screeners.
- ✓ Every family will have access to online resources to support literacy development.
- ☐ Every division will:
 - ✓ develop a literacy plan,
 - ✓ staff reading specialists to support intervention, and
 - ☐ provide professional learning to support teachers, reading specialists, and principals.

Communicating ACPS' Literacy Vision

Communicating ACPS' Literacy Vision

- [ACPS PreK-12 Division Literacy Document](#)
- Family-friendly two-pagers
 - [What's New in Literacy?](#) (K-5)
 - [Preschool Literacy Instruction](#) (PreK)
- HMH family support components
 - HMH Module Letters
 - HMH Family Room
 - VLP online literacy resources

High Quality Literacy Instruction for All

**Implementation of High
Quality Literacy
Instructional Materials
(HMH)**



**Evidence Based
Instructional
Decision Making
(LETRS)**

Leveraging High-Quality Instructional Materials

HMH Adoption and Implementation

HMH Into Reading Implementation

April 2024

Grade-level 3 hour 'Getting Started' sessions with HMH Coaches.

July 2024

- HMH Open Planning Sessions (5 x 3 hrs)
- Scaffolding Complex Text with Dr. Conradi Smith (2 x 2.5 hrs)
- Managing Flexible Skills Groups with Dr. Conradi Smith (2 x 2.5 hrs)

Pre-Service Week

Grade-level 3 hour sessions to plan for the year's first module.



June/July 2024

Delivery of HMH materials directly to schools.

ELA → June
SLA → July

NTA

K-2 Getting Started session
3-5 Getting Started session

- These are 3-hour sessions delivered by an HMH Into Reading Coach

HMH Support During the 24/25 School Year

- Learning Walks with an HMH Coach in October, February, and April.
- Opportunity to debrief walkthroughs with an HMH Into Reading Coach.
- Walkthroughs will include school administrators, instructional coaches, reading specialists, and HMH Champions.
- Purpose is to examine practice and to share learning across grade levels and schools.

HMH Implementation Supports

HMH Champions

Each school has identified an HMH Champion. Mostly consisting of classroom teachers, these Champions serve on both the school-based literacy team as well as the Division Content Area Team.

HMH Coachly

Instructional coaches and HMH Champions have access to a dedicated HMH Coach who is available for on-demand support.

K-5 ELA Content Advisory Team (CAT)

Representatives from each school in the division meet monthly to discuss trends in implementation, what's working, and areas needing support in order to refine Division guidance documents and supports.

School-Based Literacy Teams

Comprised of the following: building administrators, Instructional Coaches, HMH Champion, TDRT, and Reading Specialists. This team monitors implementation of HMH, student experience, and integration across roles.

HMH Learning Walks

Completed by members of the School-Based Literacy Team alongside HMH Coaches, these learning walks monitor implementation of HMH, student experience, and integration across roles.

**Supporting Evidence-Based
Literacy Instructional Decision Making
LETRS Training**

Virginia Literacy Acts Professional Learning Requirements

ACPS has elected to meet the VLA requirement for classroom teachers, EL teachers, and SPED teachers by providing LETRS training rather than the VLP modules. These are the following requirements as of August 2024:

- Teachers with no LETRS training will be required to complete LETRS Vol. 1 and UVA Canvas Course. (ACPS will implement this option for the majority of teachers.)
- Teachers with LETRS Vol 1 Training will be required to complete LETRS Vol 2 training and the UVA Capstone Course.
- Teachers with LETRS Vol 1 and Vol 2 training will be required to complete the state capstone course.

Why LETRS?

The primary purpose of LETRS is to improve teacher knowledge and instructional practice regarding literacy instruction.

- LETRS is directly aligned to the HMH Into Reading Curriculum as evidenced by the scope and sequence of the structured literacy component in the Intro Reading Curriculum.
- Evidence suggests that LETRS has shown an impact on:
 - Improved teacher knowledge and practice
 - Implementation linked to improved outcomes

Why LETRS?

The division's goal is to build a sustainable professional development model and build an internal infrastructure to support high quality professional learning grounded in the Science of Reading.

LETRS modules and structures align to characteristics of high-quality professional development:

- **Content-Focused:** LETRS specifically focuses on explicit literacy instruction grounded in evidence based practices.
- **Job-embedded:** Bridge-to-Practice provides job-embedded professional learning opportunities for teachers to implement and practice their learning
- **Collaborative:** Engaging in Bridge-to-Practice activities with grade-level professional learning communities builds in internal accountability and reflection opportunities.

Participation in LETRS provides teachers with a transferable certificate at the successful completion of the program and participants may opt to seek for graduate credit at the completion of the program.

Note: *ACPS teachers and central office staff tested completion of LETRS last year and were all able to complete the modules in less time than is being projected or distributed.*

Feedback from the Facilitator Cohort

"...I have adjusted the way I teach reading and I have seen amazing growth in my students' progress. The training has opened up a new world of literacy instruction that I wish I had known about my whole teaching career."

- Classroom Teacher

"I learned more about the fundamentals of teaching children to read from this experience than my entire master's program...it will successfully build teacher capacity and ultimately impact student instruction more than any other initiative could."

- Licensed Elementary Reading Specialist

"Bridge to Practice conversations will encourage teams of teachers to apply their LETRS learnings directly to our new HMH Into Reading materials.... hitting the levers of high-quality instructional materials and high-quality professional development simultaneously, we magnify our impact."

With the use of LETRS professional knowledge, I have seen students' literacy trajectories change."

- Licensed Elementary Reading Specialist

"I feel lucky to have had the LETRS training. .. The information was delivered efficiently and in an engaging manner, both online and in-person. I now understand how our brains learn to read, and the necessity to deliver explicit instruction in a systematic, multisensory way."

- Classroom Teacher

LETRS Professional Learning Plan 24 - 26

Spring '24

LETRS Vol 1 Training:
30 Teachers engaged
in LETRS training w/
intent of becoming
facilitators

Sept '24

LETRS Vol 1 Kickoff
9.5 or 9.12

2025 - 2026

Teachers will have the
Option to enroll in
LETRS 2

August '24

29 teachers started the
process of Vol. 1
Facilitator training

Nov '24

LETRS Vol 2 Facilitator
Training Begins



Logistics to Implementing LETRS

ACPS has allocated 50 hours of professional learning time this year to provide space for teachers to complete this training. Below are the number of faculty meetings and division-led professional learning that will be traded out for LETRS training for staff.

- August - None
- September - 2 hrs (2 Faculty Meetings)
- October - 9.25 hrs (2 Faculty Meetings and 1 Full Day In-Person Training)
- November - 5 hrs (2 Faculty Meetings and 3 hours at Making Connections)
- December - 2 hrs (2 Faculty Meetings)
- January - 9.25 hrs (2 Faculty Meetings and 1 Full Day In-Person Training)
- February - 2. hrs (2 Faculty Meetings)
- March - 9.25 hrs (2 Faculty Meetings and 1 Full Day In-Person Training)
- April - 9.25 hrs (2 Faculty Meetings and 1 Full Day In-Person Training)
- May - 2. hrs (2 Faculty Meetings)

Scanning The Horizon

Next Steps for LETRS Implementation



Questions/Discussion

