Top Ten Things that Every Literacy Leader (Administrator) Needs to Know

mdek12.org

Office of Elementary Education and Reading

Division of Literacy

MISSISSIPPI DEPARTMENT OF EDUCATION

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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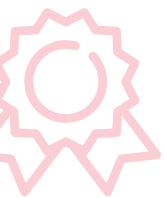
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

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1. What is the Science of Reading (SOR)?

2. What models support the SOR?

3. Why are High-Quality Instructional Materials (HQIM) important?

4. What is the difference in standards-based and standards-aligned instruction?

5. What is the difference in screeners, diagnostics, and progress monitoring?

6. What is the difference in structured literacy and balanced literacy?

7. What is effective Tier I instruction?

8. What is the difference in remediation, enrichment, and intervention?

9. What is the importance of Professional Learning Communities (PLCs)?

10. What is effective feedback?

1 Science of Reading (SOR)

The Science of Reading

Is:

Using decodable readers

Helping students with phonics-based scaffolds

Following a clear instructional path

Teaching content

Providing all students with dedicated phonics instruction

Is not:

Using leveled readers

Three-cueing or word guessing

A choose-your-own-adventure model

Isolated comprehension strategies

Phonics on an as-needed basis

The Science of Reading aims to equip every individual with the essential skill of reading to improve literacy outcomes by understanding how the brain learns to read, leading to greater academic success and lifelong learning.

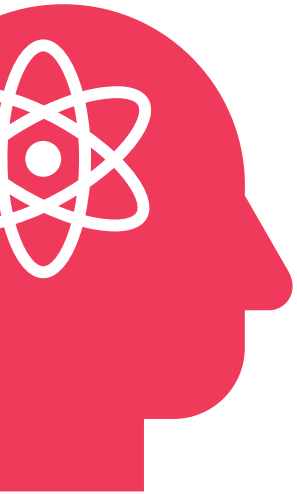MISSISSIPPI DEPARTMENT OF EDUCATION

WHAT

- A research-based framework that explains how people learn to read and identifies the most effective teaching methods.

- Emphasizes that reading comprehension is dependent on two key components: **word recognition (decoding) and language comprehension**.

WHY

The Science of Reading (SOR) is crucial in education because it provides a research-backed, evidence-based approach to teaching reading and writing, leading to improved literacy outcomes and empowering teachers with effective strategies.

HOW

- Applied through a systematic, explicit, and sequential approach for teaching literacy skills called Structured Literacy, which addresses both word recognition and language comprehension.

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2 SOR Models

Scarborough's Reading Rope is an expansion of the Simple View of Reading. The models suggest that reading comprehension is the product of two complex and crucial components, meaning that if either word recognition or language comprehension is weak, reading comprehension will suffer.

WHAT

- Simple View of Reading (Gough and Tumner 1990)
- Scarborough's Rope (2001)

WHY

Word Recognition and **Language Comprehension** are THE two (2) components that lead to reading comprehension.

HOW

Use HQIM to effectively teach word recognition and language comprehension, focus on explicit phonics instruction, vocabulary development within reading contexts, fluency practice, and engaging students in text-based discussions and comprehension strategies.
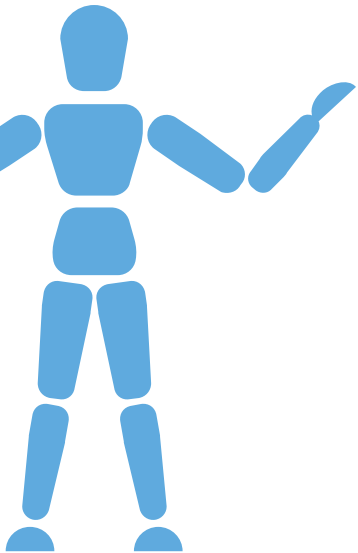
SIMPLE VIEW OF READING — SCARBOROUGH'S READING ROPE

LANGUAGE COMPREHENSION
- BACKGROUND KNOWLEDGE
- VOCABULARY
- LANGUAGE STRUCTURES
- VERBAL REASONING
- LITERACY KNOWLEDGE

X

DECODING
- PHONOLOGICAL AWARENESS
- DECODING
- SIGHT RECOGNITION

=

READING COMPREHENSION

INCREASINGLY STRATEGIC

SKILLED READING

INCREASINGLY AUTOMATIC
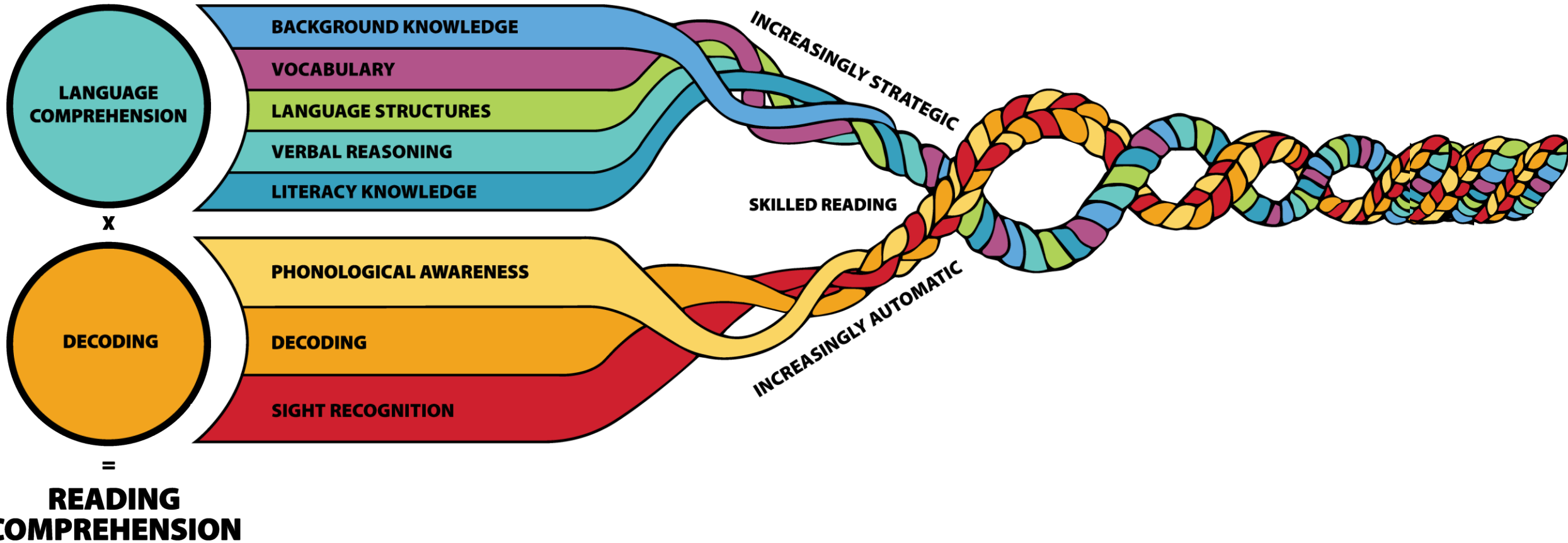
3 High-Quality Instructional Materials

Access to High-Quality Instructional Materials (HQIM) is a critical piece in providing a fair opportunity for instruction to ALL students in Mississippi.

WHAT

Mississippi Definition:

- **aligned** with the Mississippi College- and Career- Readiness Standards

- **externally validated**

- **comprehensive**

- includes **engaging** texts (books, multimedia, etc.), problems, and assessments

WHY

- Identifies students' strengths and weaknesses

- Builds knowledge of the world

- Provides consistency in delivery of instructional practices

- Supports students with diverse needs

- Supports teachers in delivering high quality instruction

HOW

- Form an implementation team

- Provide high-quality professional learning on the selected HQIM

- Follow the HQIM design and pacing for standards aligned instruction

- Ensure fidelity and consistency in the delivery of HQIM lessons

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WHY HQIM? INCENTIVES FOR ADOPTION

High-Quality Instructional Materials (HQIM) can be used to identify students' areas of strength and opportunities for growth, which are sequentially mapped and designed to prepare students to graduate ready for college and the workforce, educative for teachers, and accessible to students with differentiated needs.

HQIM BENEFITS TO TEACHERS

- reduces the number of hours spent pulling resources
- returns the focus to instruction and texts that are on grade-level
- provides the "how" of the MS CCRS
- sets expectations and supports student learning through intended outcomes
- advances the craft of teaching by providing a shared body of knowledge
- provides embedded opportunities to

HQIM BENEFITS TO ADMINISTRATION

- dismantles systemic inequalities
- expands equitable access to meaningful learning experiences
- increases teacher retention
- provides the common set of tools and knowledge infrastructure needed for learning to transcend traditional classroom boundaries
- closes achievement gaps
- establishes a common language and set of expectations

ADDITIONAL BENEFITS
of purchasing through the portal:
- 5% shipping
- No Reverse Bid Process Needed
- Purchasing efficiency: Amount of time to receive materials reduced
- Cost reductions
- Purchases recorded in Textbook Inventory Management System (TIMS)

Resource:
Curriculum: Not Your Average Silver Bullet

FREQUENTLY ASKED QUESTIONS: ENGLISH LANGUAGE ARTS

HIGH QUALITY INSTRUCTIONAL MATERIALS

Mississippi Instructional Materials Matter

The *Science of Reading (SOR)* refers to a body of research that has identified the most effective ways to teach children to read. This research has shown that high-quality instructional materials (HQIM) can play a critical role in supporting the science of reading.

HQIM that are designed based on the science of reading principles provide explicit and systematic instruction in phonics, phonemic awareness, vocabulary, fluency, and comprehension. These materials are aligned with the latest research on how students learn to read and are designed to ensure that all students receive the instruction they need to become proficient readers.

HQIM can also provide teachers with the tools and resources they need to deliver effective instruction. They can include detailed lesson plans, instructional routines, assessments, and other materials that support best practices in teaching reading. By using HQIM, teachers save time and ensure that they provide high-quality instruction backed by research.

Science of Reading Classroom: Implementing HQIM (Video)
Science of Reading Classroom: Implementing HQIM (PDF Handout)

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Ensuring a bright future for every child!

English Language Arts

High-Quality Instructional Materials

Roadmap to Text Adoption

STRONG READERS STRONG LEADERS MISSISSIPPI

MIMM provides resources for districts that have adopted or not yet adopted.

The Division of Literacy provides district-requested training on each of the adopted ELA high quality instructional materials.

K-5 ELA ADOPTION

MISSISSIPPI INSTRUCTIONAL MATERIALS MATTER.
K-5 ELA HQIM Adoptions

K-5 ELA HQIM Key
- Amplify CKLA
- EL Education Language Arts
- Great Minds Wit & Wisdom
- Houghton Mifflin Into Reading
- McGraw-Hill Wonders
- SAVVAS MyView Literacy
- Non-HQIM
- Not in TIMS

Instructional materials are important for Mississippi teachers. With High-Quality Instructional Materials, they can bring lessons to life and inspire their students to learn and grow.

ADOPTION SAMPLES SITE ›

8 ELEMENTS OF EFFECTIVE IMPLEMENTATION ›

https://msinstructionalmaterials.org/
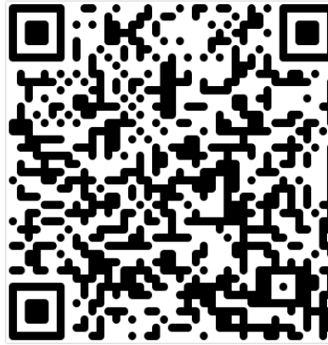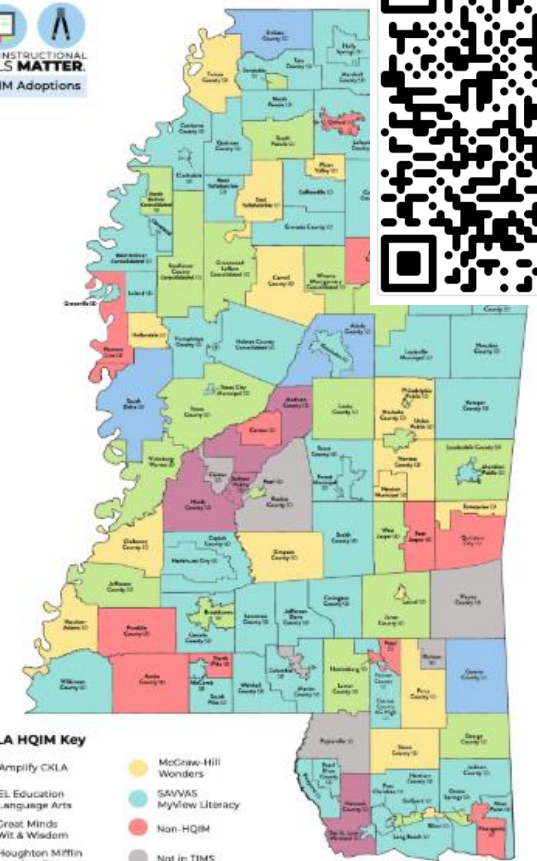
4 Standards-Based Instruction **vs. Standards-Aligned Instruction**

Standards-aligned instruction is arguably more critical because it ensures that all aspects of instruction, curriculum, and assessment are intentionally and consistently connected to the MSCCR standards, leading to more effective teaching and learning.

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Standards-Aligned vs. Standards-Based Instruction

WHAT

- **Coherence:** Alignment ensures that all components are working together to achieve mastery of the standard by EOY.

- **Accuracy:** When instruction and assessment are aligned, educators can gain a more accurate understanding of student learning and progress.

WHY

- **Effectiveness:** Alignment helps to ensure that students are provided with the opportunities and support they need to master the standards.

- **Fairness:** Alignment can help to close learning gaps and promote fairness by ensuring that all students have access to the same HQIM and assessment.

HOW

Consistently implement high quality instructional materials (HQIM) as designed, following the intended scope and sequence and utilizing formative and summative assessments provided by the HQIM.

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Standard mastery takes time.

Students need exposure and extended time on themes/topics with different types of texts.

Standards spiral throughout HQIM units for end of year mastery.

STANDARDS-ALIGNED VS
STANDARDS-BASED INSTRUCTION

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The term **STANDARDS-ALIGNED INSTRUCTION** directly correlates with the design of High-Quality Instructional Materials (HQIM) and the use of a text-first approach. High quality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the MS CCRS in service to grow literacy skills.

⚠ All standards are important and should not be taught in isolation. **Mississippi does not recognize "power" or priority standards.**

Standards-Based Instruction	Standards-Aligned Instruction
• Utilizes Mississippi CCR Standards • Standards-first instruction • Considers the standard in isolation • Focuses on "learning targets" that simplify a standard • Standards are taught using a memorization/definition approach: i.e., **WHAT IS THE MAIN IDEA?**	• Utilizes Mississi... • Authentic text- ... content knowle... • Considers parts ... • Focuses on con... applying" a skill ... • Standards are s... throughout the ...

Curriculum	
• Often includes creating curriculum or pulling passages based on one (1) standard • Utilizes simple texts based on quantitative measures (readability and text levels: based on vocabulary, sentence length) • Standards are taught the same for all texts • Focuses on a pacing guide that is often internally created, mini lessons	• Ensures that th... the MS CCR Sta... • Utilizes comple... and focuses on ... and build key a... • Understands th... what type of te...

Scan for full document

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5 Assessment

Screener assessments, diagnostic assessments, and progress monitoring are vital in education because they help identify students at risk, pinpoint specific areas of need, and track the effectiveness of interventions, ultimately leading to more personalized and effective instruction.

SCREENER

This involves assessing all students to identify those who may be at risk for academic difficulties, allowing for early intervention and support.

DIAGNOSTIC

These assessments delve deeper into specific areas of concern identified through screening, helping educators pinpoint the root causes of learning challenges, and tailor instruction accordingly.

PROGRESS MONITOR

This involves regularly assessing students' progress to determine if interventions are effective and to make adjustments as needed, ensuring students are making adequate growth.

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Assessments *FOR* Learning

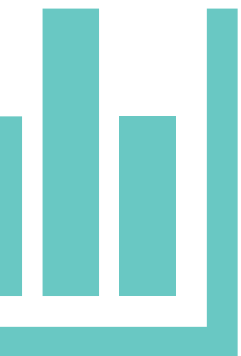| Type	Why	What	Who	When	Analogy	Examples
Universal Screeners	Which students are at risk? What systems are at risk?	Brief, standardized assessments of key literacy skills assessing all students to identify those who may be at risk for academic difficulties, allowing for early intervention and support.	ALL students	**Beginning, middle, and end of the year**	Blood pressure or temperature check Is there a problem?	• Istation (ISIP) • I-Ready • STAR • NWEA • FAST • mCLASS
Diagnostic Assessments	What skills does this student have? What skills need to be taught?	In-depth, often unstandardized assessments to determine specific areas of concern identified through screening, helping educators pinpoint the root causes of learning challenges, and tailor instruction accordingly.	Students at risk	**When problem-solving for differentiated instruction and intervention**	Blood test or diagnostic imaging What is the problem? What do we need to do about it?	• Core Phonics Survey • Really Great Reading Decoding Survey • Acadience Comprehension, Fluency and Oral Language Diagnostic

Assessments *FOR* Learning

Type	Why	What	Who	When	Analogy	Examples
Progress Monitoring	Is our instruction working? Do we need to change course?	Regularly assessing students' progress to determine if interventions are effective and to adjust as needed, ensuring students are making adequate growth.	Students at risk	Weekly or bi-weekly to allow for quick (1-3 minutes) adjustments based on response to instruction	GPS system Are we going in the right direction? Will we get there on time?	• Acadience (formerly DIBELS NEXT) • Dibels 8th Edition • AimsWeb Plus • FastBridge • easyCBM

Assessments *OF* Learning

Type	Why	What	Who	When	Analogy	Examples
Outcome Evaluation	Have students learned what we need them to know? Did our instruction work?	Evaluations of mastery of learning goals of curriculum expectations	ALL students	After unit completion or at the end of the school year	Time on a running race How did we do? What can we learn for next time?	• Summative assessments and (e.g. unit tests, projects and assignments) • HQIM Benchmark assessments • MAAP

UNIVERSAL SCREENER
COMPANION GUIDE

Finding the Right Starting Point for Reading Interventions

6 Structured Literacy vs. Balanced Literacy

Structured literacy, with its explicit and systematic approach to teaching reading, is superior to balanced literacy because it provides a more robust foundation for decoding and language comprehension, particularly for struggling readers, and is grounded in the science of reading.

WHAT

Structured Literacy (SL) is an approach to teaching reading and writing that emphasizes explicit and systematic instruction in all essential components of literacy including:

Phonology, Orthography, Syntax, Semantics, Morphology, and Discourse.

WHY

SL is particularly beneficial for students who are learning to read, by providing them with the direct, explicit instruction they need to develop strong reading skills, rather than relying on implicit learning or guessing.

HOW

To implement structured literacy, focus on explicit, systematic, and cumulative instruction, using a diagnostic approach to assess student needs and adjust instruction accordingly.

BALANCED LITERACY	FEATURES	STRUCTURED LITERACY
Holistic; Discover how to read by immersion, Integrates various methods and activities	INSTRUCTIONAL APPROACH	Explicit, systematic, and sequential Students get better at reading by learning to decode and building knowledge
Meaning-making, context, and visual cues	FOCUS	Decoding skills, phonics, and the structure of language
May be short and not systematic; 3 Cueing; Leveled Readers; Memorization of HF Words	WORD RECOGNITION STRATEGIES	Decodable Texts using phonics skills; HF words identify phonics patterns; Irregular words taught explicitly
Disconnected texts and mini-vocabulary lessons; Isolated Skills; Text are chosen on quantitative measures	LANGUAGE COMPREHENSION STRATEGIES	Focus on building knowledge with multiple texts on one theme/topic for a period of time; Use of diverse, complex texts
Based on reading level, which can be arbitrary	GROUPING	Based on skill gaps and strengths
Less emphasis on evidence-based practices	EVIDENCE BASE	Rooted in the Science of Reading, which is an extensive compilation of studies
Running Records and isolated standard assessments	ASSESSMENTS	Screeners, Diagnostics, HQIM Suite of Assessments
For students to learn to love reading	OUTCOMES	Produce literate students

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7 MTSS: Tier 1 Instruction

Tier 1 instruction, also known as core instruction or universal support, is the foundational level of teaching and learning that all students receive, forming the basis for a Multi-Tiered System of Supports (MTSS) framework and is crucial for ensuring high-quality learning for all students.

Tier I Core Instruction

Intervention Time

Core HQIM* with differentiation, language supports, and scaffolds for ALL

HQII** based on student needs and grounded in Structured Literacy

*HQIM – High-Quality Instructional Materials; **HQII – High-Quality Instructional Interventions

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WHAT

- **Foundation for Learning:** It establishes the base level of instruction and learning for all students, ensuring they have access to high-quality, standards-aligned learning.

- **Data-Driven:** Tier 1 instruction should be informed by data to ensure that instruction is effective and responsive to student needs.

- **Differentiated Instruction:** While Tier 1 is designed for all students, it should also incorporate strategies for differentiating instruction to meet the diverse needs of learners within the classroom.

WHY

- **Prevents Learning Gaps:** Strong Tier 1 instruction can reduce the need for more intensive interventions (Tiers 2 and 3) by addressing the needs of students in a general classroom setting.

- **Promotes Fairness:** By providing high-quality instruction to all students, Tier 1 helps to ensure that all learners have the opportunity to succeed, regardless of their background or learning needs.

HOW

- Clear and consistent instruction

- Engaging activities

- Positive classroom environment

- Regular feedback

- Collaboration

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Tier 3 Instructional Model

- **Tier 1: Quality classroom instruction aligned with Mississippi standards.**

- Tier 2: Focused supplemental instruction.

- Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

If Tier 1 and 2 instruction is unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the local team responsible for interventions developed at Tier 3. Each school must have a TST implemented in accordance with the process developed by the Mississippi Department of Education.

https://mdek12.org/elementaryedu/interventionservices/

8 The Difference Between Intervention, Remediation, and Enrichment

Understanding and effectively implementing intervention, remediation, and acceleration strategies are vital for supporting the diverse needs of all students.

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	REMEDIATION	ENRICHMENT	INTERVENTION
FOCUS	Addressing learning gaps and providing additional instruction to help students master previously taught concepts at grade level.	Providing opportunities for students to explore their interests and delve deeper into subjects beyond the core curriculum at/above grade level.	Proactive and targeted support for students who are struggling or at risk of falling below grade level.
GOAL	To help students catch up and reach grade-level proficiency.	To develop critical thinking skills and promote higher-order thinking.	To prevent academic difficulties from escalating and to provide timely support.
EXAMPLES	Reteaching, providing extra practice, and using different instructional strategies.	Advanced projects, independent research, and specialized courses.	Small group instruction, one-on-one, and differentiated instruction.
TIMING	Implemented after learning gaps have been identified during Tier 1 instruction (Reading Block).	Implemented throughout the school year, providing opportunities for students to engage in instruction at a higher level during Tier 1 instruction (Reading and/or Plus Block).	Implemented early, before significant gaps in learning develop. Frequency, duration, and intensity determines the tier of instruction (Plus Block).
TRACKING AND ASSESSMENT	Informally monitored or tracked (Based on lack of skills mastered)	Informally monitored or tracked (Based on skills mastered)	Progress Monitoring (Specific to deficit area)

9 Professional Learning Communities

The main purpose of Professional Learning Communities (PLCs) in education is to foster collaboration and shared responsibility among educators to improve teaching practices and ultimately enhance student learning and achievement.

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WHAT

- Focus on student learning

- Collaboration and shared responsibility

- Inquiry and reflection

- Decision making

WHY

- Professional growth

- Improved teaching practices

- Enhanced student achievement

HOW

- Schedule a rotation of the following:
  - Data-Analysis
  - Content
  - Preparation
- Collaboratively create norms and assign roles

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Resources for Administrators

If you have questions, please email **askacoach@mdek12.org**

The "*Ask A Literacy Coach*" button is also available on the MDE Literacy > Resources for Teachers webpage.

Ask a Literacy Coach

WHAT

The process of providing **specific**, **timely**, and **actionable** information to educators that helps them **improve their teaching practices** and **enhances student learning**
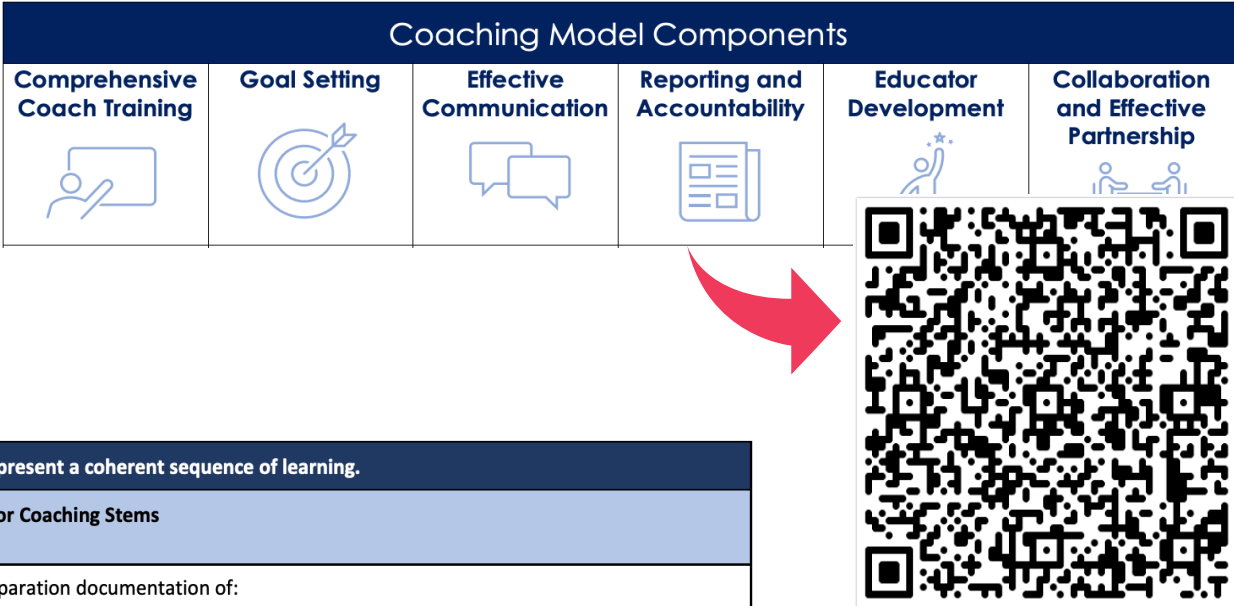
WHY

- Improves teaching quality

- Boosts student outcomes

- Fosters collaboration

- Supports ongoing growth through data and insights of teaching practices and performance

HOW

- Provide **actionable feedback** that teachers can use to improve immediately.

- **Regular check-ins** help track progress over time.

- Tailor feedback to each teacher's **unique** teaching style and needs.

- Align feedback to specific HQIM lessons and focus

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Mississippi Department of Education's COACHING MODEL

Coaching Model Components

Comprehensive Coach Training	Goal Setting	Effective Communication	Reporting and Accountability	Educator Development	Collaboration and Effective Partnership

DOMAIN 1: LESSON DESIGN

Standard 1: Lessons are aligned to standards and represent a coherent sequence of learning.	
PGS Indicators of Highly Effective Practice	**Literacy Look-Fors and/or Coaching Stems**
Are fully aligned to current MCCRS or Framework	Lesson Planning and Preparation documentation of: ● Instructional routines that support age- and developmentally appropriate practices to teach the Five Components of Reading through RF, RI, RL, SL, L, and W standards with applicable evidence of best practices of instructional routines for teaching reading for 1st-5th grades or Kindergarten ● Practices and material alignment with the Science of Reading through high quality instruction with grade level, complex text ● Annotated plans when using High Quality Instructional Materials (HQIM) that include preparation for whole and small group instruction based on current MCCRS *and* student needs

Professional Growth System (PGS) Literacy Look-Fors and Coaching Stems

Learning Walk Protocols

Enhancing Instructional Leadership Cohort
Learning Walk Modules

Literacy Support Non-Negotiables

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