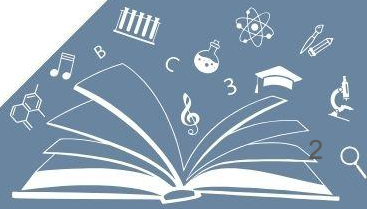
Leading Science of Reading Districts Beyond the MasterClass

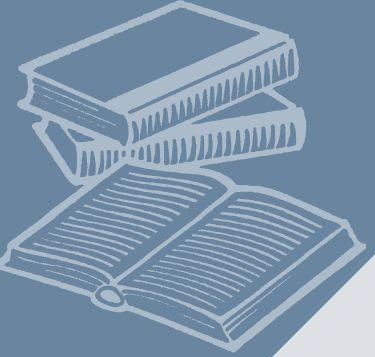
Dr. Guy Stella, SOR Executive Coach
Dr. Matt Conway, Superintendent Derby Public Schools
Erica Forti, Superintendent, East Haven Public Schools

Expected Outcomes

1. Participants will walk away with a clearer understanding of the why, what, and how of CT/CAPSS supported SOR strategy to improve reading for all students, Pre-K - 3

2. Hear the story of two districts two year journey with SOR— commitments made, challenges faced and benefits gained



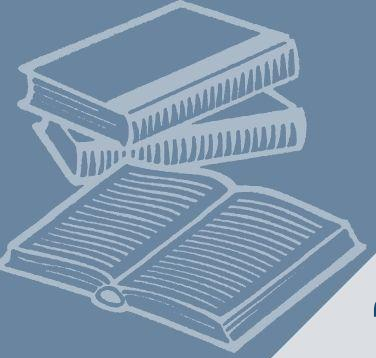


“The Why of SOR”

1. Literacy predicts future success in all aspects of life.
2. Proficiency in reading is a key marker in a child’s educational development.
3. Linked to higher rates of school drop out.
4. Affects earning potential of every child.
5. Impacts happiness and social emotional well-being.

“The Why of SOR”

- In National Interest
- A Civil Rights Issue
- A Moral Imperative

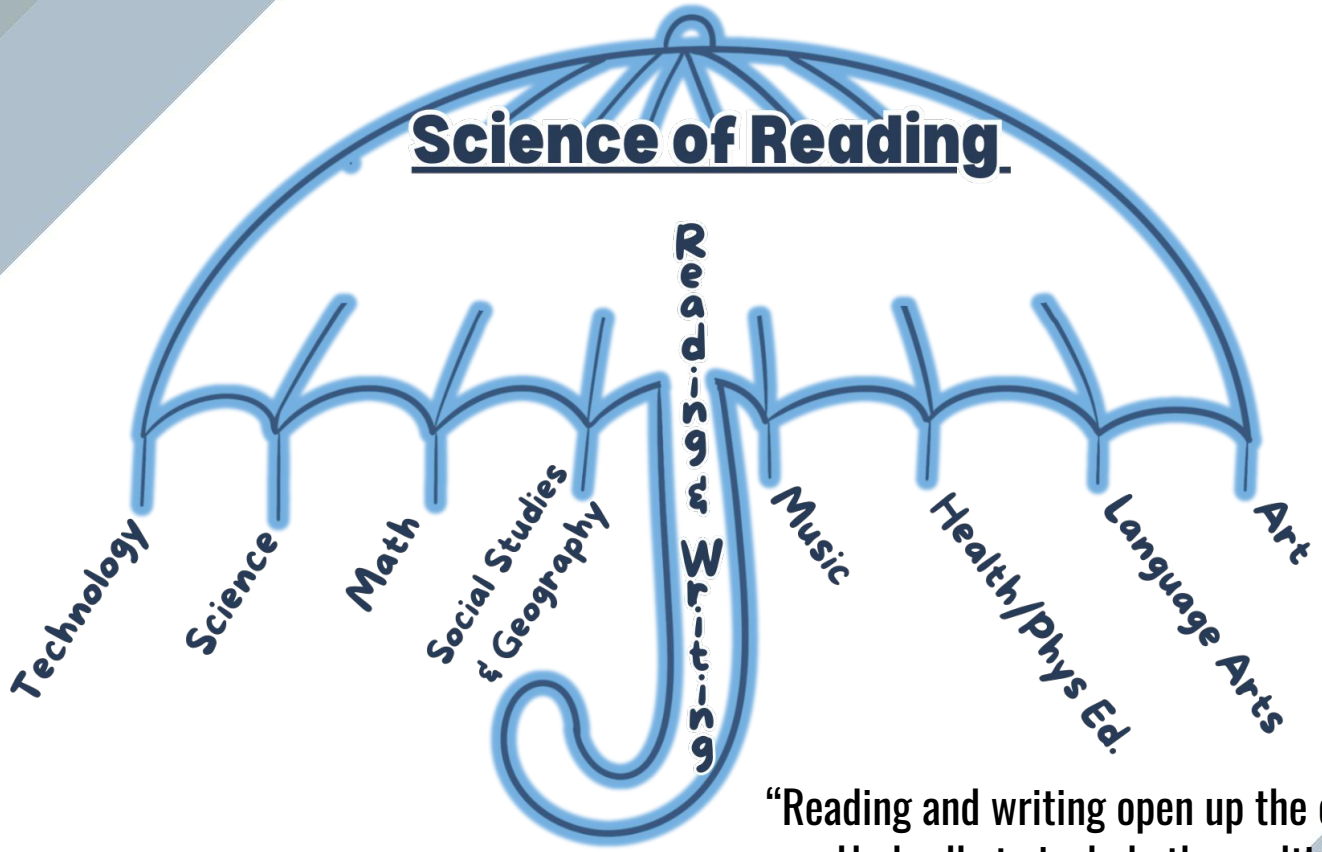


“The Why of SOR”

“Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is both freedom from - from ignorance, oppression, poverty - and freedom to - to do new things, to make choices, to learn.”

Kōichirō Matsuura
Former Director of UNESCO

“The Why of SOR”



“Reading and writing open up the expanded Literacy Umbrella to include the multiple literacies”
-Dr. Guy Stella

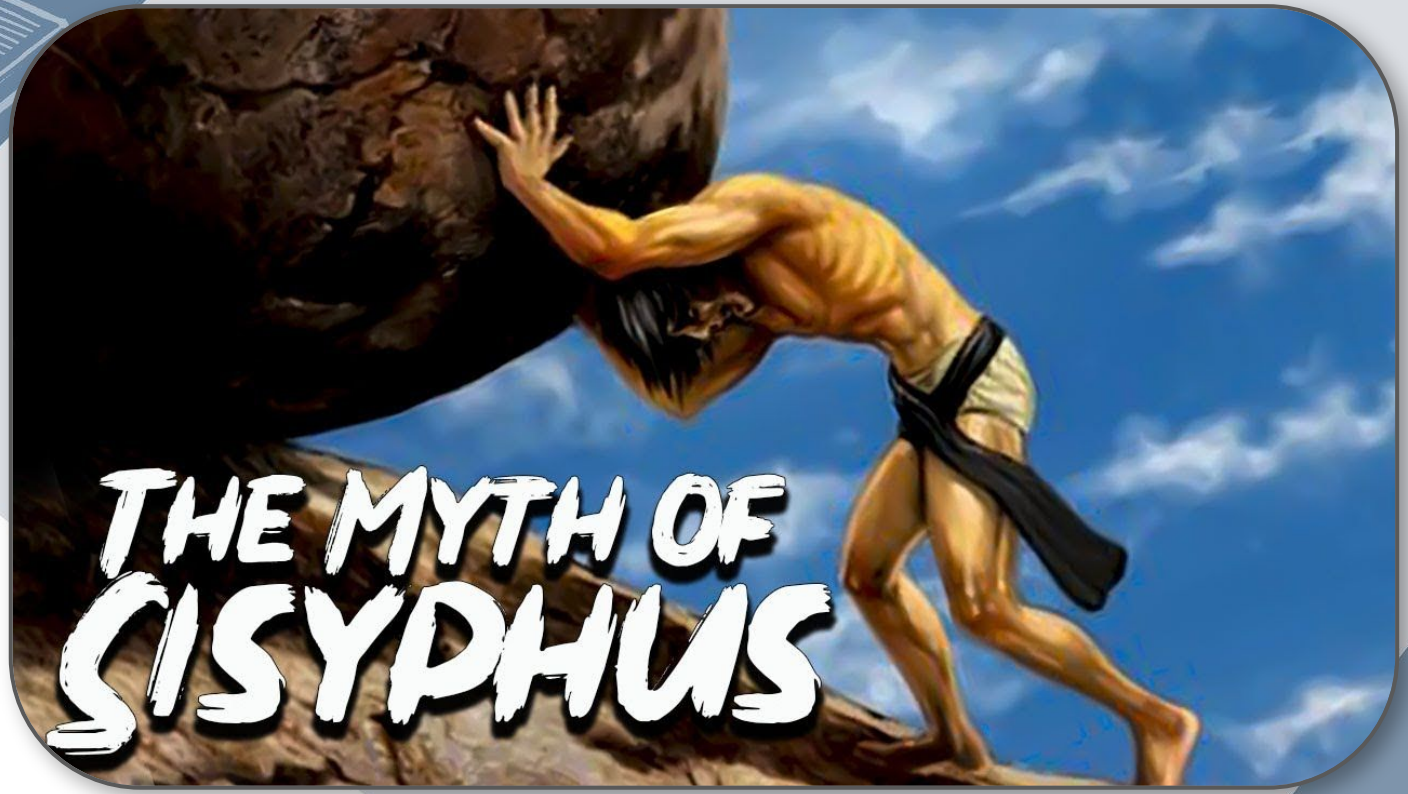
“The Why of SOR”

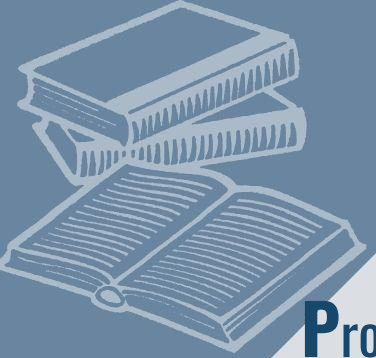
(Data says we have a long way to go.)

- 5% of children come into school knowing how to read
- 95% have to be taught
- A vast amount of children in the United States, especially children of color, are below proficiency in reading

Dr. Margie B. Gillis
President, Literacy How

“The Why of SOR”





What- Science of Reading Master Class

Professional learning and coaching to develop local capacity for science of reading and components of comprehensive K-3 literacy instruction

- Phonemic awareness
- Phonics
- Reading fluency
- Vocabulary development
- Listening and reading comprehension
- Language comprehension

What Participating Districts will get:

- SOR Masterclasses
- Executive SOR and Reading Coaches
- SOR ONline Modules
- Affinity Group Support

What Coaching is & Looks Like

Executive SOR and Reading Coaches:

-Support with building systemic evidence-based literacy aligned to the science of reading including district meetings, building/classroom walk-throughs and affinity circles.

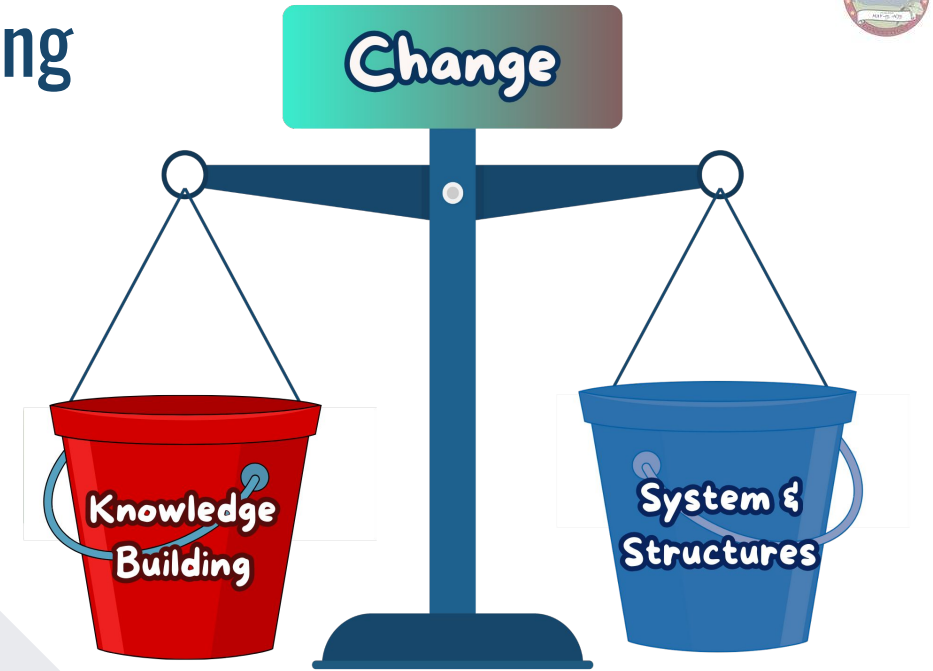
-Thought partner to work out the challenges that come with systemic change.

-Coaching provides another person that can look at practice and implementation

The How of SOR

Knowledge building

Focus on change



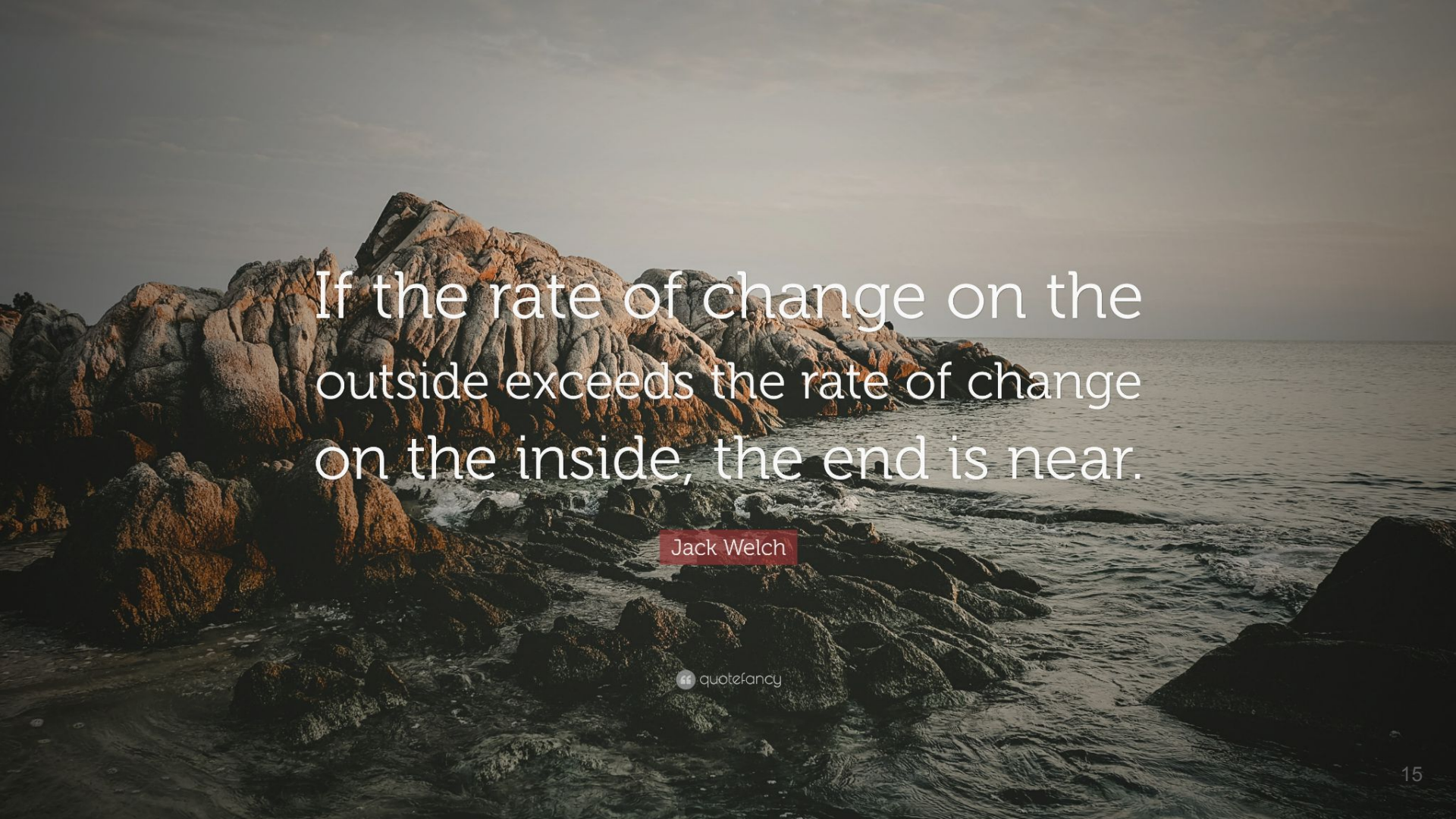
“The Why, How and What of SOR”

Why: Every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade.

How: By leading through change and bridging research to support Connecticut educators, families, policy leaders, and community members in increasing effectiveness of literacy teaching and learning.

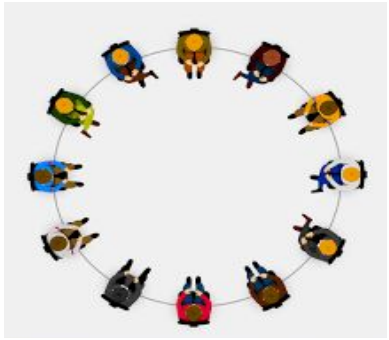
What: Build comprehensive local and regional literacy educational systems based on culturally-responsive, evidence-based literacy teaching and learning practices, strategies, and structures.

"THE ONLY CONSTANT IS CHANGE."
- HERACLITUS


If the rate of change on the outside exceeds the rate of change on the inside, the end is near.
Jack Welch
quotefancy

The Story of the Corn Field
SOR Beyond the Master Class

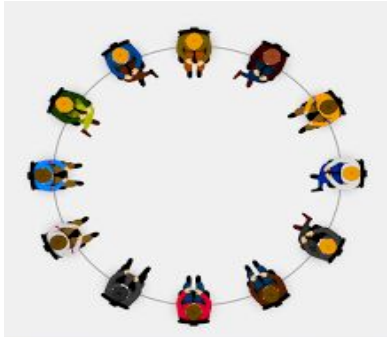
Brainstorming Process (Bird's Eye)



Individual Design Time (4 minutes)	Group Rotation Phase (5 minutes)	Review & Consolidation (4 minutes)	Whole-Group Share (5 minutes)	Compare & Contrast (5 minutes)

SUPERINTENDENTS' NETWORK
professional learning community

1. Individual Design Time - 4 minutes



1. <u>Individual Design Time</u>
   - Independently generate as many ideas in response to: ***What do you believe to be the challenges and benefits of participating in the SoR masterclass and affinity group work based on what Guy has presented and what you already know?***
   - Ideas should be articulated in words or visuals in such a way that others can understand the idea without additional explanation

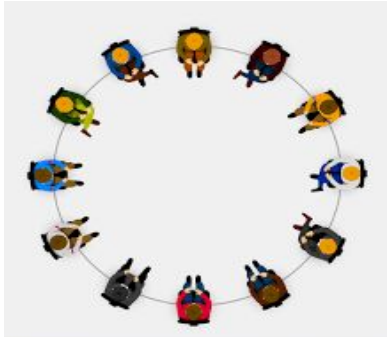
2. Group Rotational Phase - 5 minutes

2. <u>Group Rotational Phase</u>

- Pass around each sheet in clockwise rotations
- Individuals *"add to"* the benefits and challenges with stickies including:
  - **Wonderings-** *"I wonder whether you have considered" "I wonder how this would work with x."*
  - **Friendly Amendments-** *"I think this could work even better if we added (or subtracted)"*

SUPERINTENDENTS' NETWORK
professional learning community

3. Review and Consolidation - 4 minutes



3. Review & Consolidation

- Designers review “wonderings and amendments” to their original ideas.
- Group creates one summary sheet of the collective benefits and challenges.

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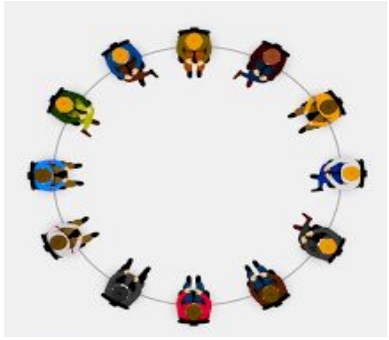
4. Whole Group Share- 5 minutes



4. Whole-Group Share
   - Groups share out a summary of one benefit and one challenge

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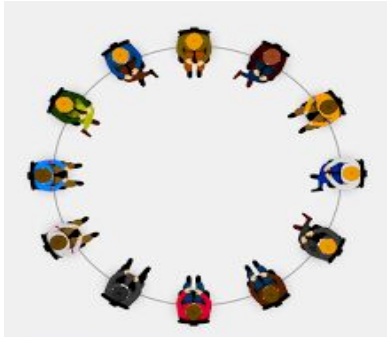
5. Compare and Contrast - 5 minutes



5. <u>Compare and Contrast</u>
   - Designers compare and contrast Affinity group challenges and benefits with the challenges and benefits shared by groups

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5. Compare and Contrast - 5 minutes

Designer Group **Challenges**	Affinity Group **Challenges** (Derby, East Haven, Stratford)
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5. Compare and Contrast - 5 minutes

Designer Groups **Benefits**	Affinity Group **Benefits** (Derby, East Haven, Stratford)

Response to benefits and challenges based on Superintendent's experiences and participation in SOR

Creating a generation of life time readers and learners.