

LEARNS

Workgroup:

Literacy - 8/4

# Agenda

- **Background**
  - *Meeting norms*
  - *Literacy Workgroup charge*
  - *Scope and sequence*
- **Literacy Coaches**
  - *Overview*
  - *Discussion*
- **Third Grade Retention**
  - *Overview*
  - *Discussion*
- **Closing**

# Meeting Norms

## During Meeting

- Keep feedback centered on topic at hand.
- Stay engaged
- Be mindful of how much “air time” each member receives.
- All ideas are valued.

***Materials (notes, slides) will be posted after the meeting for members who can not attend.***

# Literacy Workgroup Charge

This work group is focused on Literacy. LEARNS calls for new rules or policy on:

- High-Impact Tutoring
- Literacy Notification to Parents about Student Progress
- Individual Reading Plans
- K-3 Reading Supports
- Literacy Coaches Performance

Engagement from this group and other stakeholders is essential to ensure that the policy on literacy is representative of the perspectives of all part of the state's school system.



# Scope and Sequence

To accomplish the timeline outlined in LEARNS, this group will meet 4 times and discuss the following topics. Adjustments may be made at a later date based on the pace and timing of work group meetings.

Date	Anticipated Topics
<del>7/7/23</del> (virtual)	<del>Overview of LEARNS and Right to Read Act</del>
<del>7/21/23</del> (virtual)	<del>Literacy Notification to Parents of Student Progress and Individual Reading Plans</del>
<del>7/28/23</del> (virtual)	<del>Reading Supports: Intervention, High-Impact Tutoring, Literacy Tutoring Grant</del>
8/4/23 (in person)	Literacy Coaches, Third Grade Retention

# Literacy Workgroup: Additional Feedback and Key Takeaways

Additional feedback and key takeaways from Meetings 1-3:

- **Meeting 1**
  - Overview of LEARNS and Right to Read Act
- **Meeting 2**
  - Literacy Notification to Parents of Student Progress and Individual Reading Plans
- **Meeting 3**
  - Reading Supports: Intervention, High-Impact Tutoring, Literacy Tutoring Grant

**Any other takeaways or pieces of feedback from the last three meetings?**



# LEARNS Background: Literacy Coaches

Beginning with the 2023-2024 school year, with full implementation no later than the 2025-2026 school year, ADE shall ensure **every kindergarten through grade three (K-3) teacher in a public school earning a “D” or “F” rating has access to a Literacy Coach.**

The LEARNS Act outlines a number of specifics related to Literacy Coaches including their qualifications and responsibilities.



# Literacy Coaches: Qualifications

**LEARNS** clearly articulates that **Literacy Coaches** must have:

- Expertise in both pedagogy and the Science of Reading;
- Evidence of success in coaching and classroom instruction;
- An understanding of learning disabilities in reading; and
- An understanding of the Child Find Mandate of the Individuals with Disabilities Education Act.



# Literacy Coaches: Responsibilities

## **LEARNS also sets out clear responsibilities for Literacy Coaches:**

- Engaging in instructional coaching cycles with teachers;
- Leveraging knowledge of evidence-based instruction and practices aligned to the Science of Reading to support teachers;
- Delivering consistent and frequent job-embedded professional learning and supporting teachers to integrate learnings into instructional practice;
- Assisting teachers in analyzing data to inform instructional adjustments;
- Partnering with principals or school leadership to connect school-wide literacy goals; and
- Providing feedback on teachers' evidence-based instruction and practices that may be used for teacher evaluations.

# Upcoming Implementation: Literacy Coaches

**Literacy coaches will be placed in schools with a “D” or “F” rating, beginning early in the 2023-2024 school year.**

- In their first weeks in schools, Literacy Coaches will prioritize building strong relationships with teachers and school administrators to establish trust and rapport.
- ADE will provide Literacy Coaches with a suite of supports, ensuring that they:
  - Are aligned with the state’s vision for literacy instruction; and
  - Have the tools and resources they need to successfully coach literacy teachers through observations, feedback, and job embedded professional learning opportunities



# Discussion: Literacy Coaches

The group will break up into smaller groups for 20 mins to discuss the following questions. Please identify someone to share out key takeaways and capture notes.

## Discussion questions:

- What would characterize a strong relationship between a Literacy Coach and a teacher?
- What are ways that Literacy Coaches can build these relationships with teachers and school leaders?
- How can the state support Literacy Coaches in building positive coaching relationships with teachers that lead to improvements in instruction?

# LEARNS Background: Third Grade Retention

**LEARNS requires that by the beginning of the 2025-2026 school year, if a public school student has not met the third-grade reading standard, as defined by the state board, or the student does not have a good-cause exemption, shall not be promoted to fourth grade.**

Good-cause exemptions include:

- Limited English Proficiency students
- Students with a disability who are not eligible for the alternate assessment and who have an individualized education program or a 504 plan<sup>1</sup>
- Students who have been previously retained
- Students who can demonstrate that they are successful and independent readers and can perform at or above grade level (*alternate assessments must be approved by the state*)
- Other students with necessary, justifiable good-cause exemptions identified as appropriate by the state board, in consultation with reading experts.

# LEARNS Background: Third Grade Retention

**Districts must support students who are retained or promoted through good-cause exemptions by:**

- Providing at least 90 mins of daily, evidence-based literacy instruction;
- Placing students in the classroom of a high-quality teacher (e.g., top quartile VAM);
- Providing parents or guardians with a read-at-home plan;
- Notifying parents or guardians of eligibility for tutoring grants; and
- Giving the family the option to have their child participate in additional evidence-based intervention programming.

# Discussion: Third Grade Retention

The group will break up into small groups for 20 mins to discuss the following questions. Please identify someone to share out key takeaways and capture notes.

## Discussion questions:

- What additional ways can districts can support students who are retained beyond what is required in LEARNS?
- Are there supports the state can provide districts to support students who are retained?

# Closing

This was the final meeting of the literacy workgroup!

Thank you for your participation, engagement and insight. Your feedback will guide ADE as the team implements the requirements of the LEARNS Act and considers how to best support young readers in Arkansas.

Date	Anticipated Topics
<del>7/7/23</del> (virtual)	Overview of LEARNS and Right to Read Act
<del>7/21/23</del> (virtual)	Literacy Notification to Parents of Student Progress and Individual Reading Plans
<del>7/28/23</del> (virtual)	Intervention, Retention, and High Impact Tutoring in Schools
<del>8/4/23</del> (in person)	Literacy Coaches & Performance Criteria, Retention

