

2019

- SB398 signed into law
- Structured Literacy Working Group began

2020-2021

- LETRS training begins for 1st grade, Special Education teachers, Reading Interventionists and Administrators
- Structured Literacy and Dyslexia 101 Course launched
- All 1st graders screened for dyslexia

2021-2022

- Kindergarten, 2nd grade teachers and administrators added to LETRS
- Secondary Canvas courses launched

2022-2023

- 3rd grade teachers and administrators added to LETRS
- Coaching Supports launched
- Spotlight Schools identified
- Updated Canvas courses

Future

- 4th and 5th grade teachers and administrators
- Focus on Secondary Literacy

All new educators will be enrolled in training upon new appointment in a district.

Districts that choose to add in additional educators (4th and 5th grade) before their enrollment year can do so.

PreK educators are also trained in LETRS-EC.

Initiative Timeline

6.30.17 NMAC: Dyslexia Screening and PD

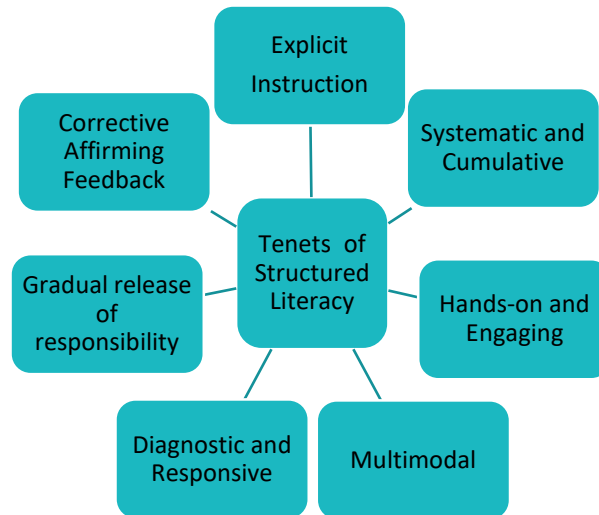
Terminology

Science of Reading

- Interdisciplinary body of research
- Research informs
 - How students learn to read
 - Why some students have difficulties
 - How to teach all students to read
 - How to intervene effectively when students struggle

Structured Literacy

Research-based practices within the classroom



Language Essentials for Teachers of Reading and Spelling (LETRS)


- PD investment in teachers
- Bridge from Research to Practice
- Giving teachers the “why” and the “how”
- Impacts instructional decisions based on new learning and understandings
- Not a program or curriculum (program agnostic)

NMPED Statewide Literacy Initiative in Structured Literacy (Statute: 6.30.17 NMAC)


- All first grade students shall be screened for dyslexia
- Provide timely, appropriate, systematic, scientific, evidence-based interventions
- Monitor students' progress
- Districts and charter schools develop and implement a literacy plan
- Professional Development for all teachers and administrators who teach reading

Theory of Action

If teachers participate in the LETRS professional learning, their knowledge in Structured Literacy will increase.



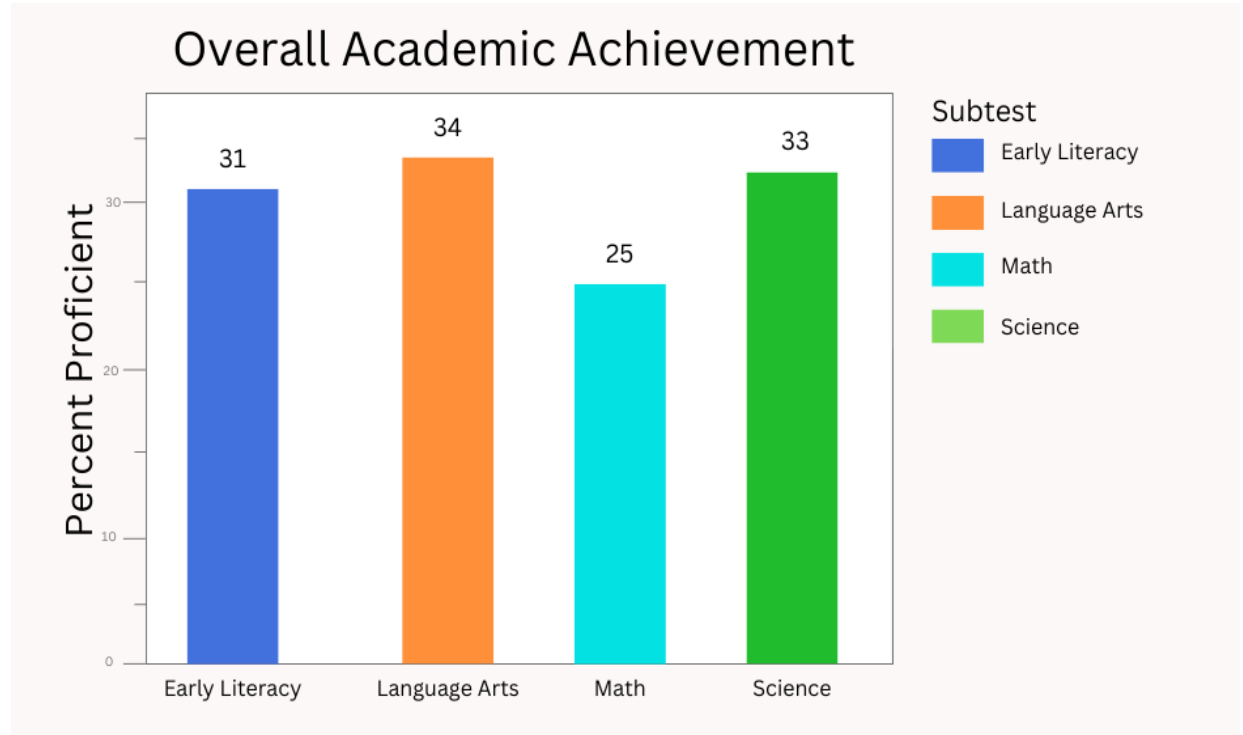
If teachers participate in the LETRS professional learning and receive coaching support, their practices will change to reflect the research-based practices of Structured Literacy.



If teacher practices change and classroom instruction reflects a Structured Literacy approach, then there will be an increase in student reading proficiency.

The Literacy Imperative - Our Why

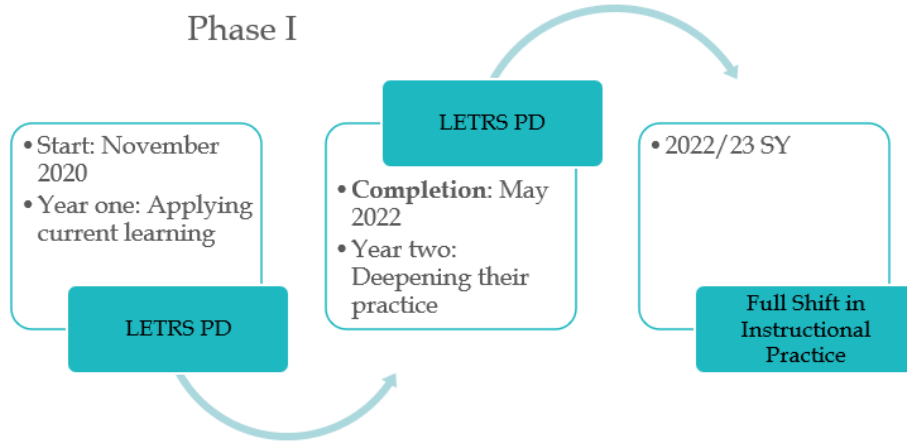
- New Mexico **reading achievement data necessitates an urgent need for change** in literacy practices.
- In 2019, the NMPED adopted a **Structured Literacy statewide initiative** based on the science of teaching reading as the approach to literacy instruction in New Mexico.



Commitment of NM Educators

- LETRS Professional Learning participation:
 - In training: 6,033 teachers, reading interventionists, and special education teachers
 - 696 administrators (principals, assistant principals, C&I leaders)
 - 154 LETRS facilitators across the state
 - 747 educators finished as of May 2022
 - 350 educators to complete by December 2022
- Structured Literacy and Dyslexia On-demand PD:
 - 3,893 certificates of completion

Projected Impact



Educators of 1 st Grade	Phases I-III <ul style="list-style-type: none"> • Nov 2020-May 2022 • Jan 2021-May or Nov 2022 • April 2021-Dec 2022
Educators of Kinder & 2 nd grade	Phases IV-VI <ul style="list-style-type: none"> • Oct 2021-May 2023 • Nov 2021-May 23 • Jan 2022-Nov 23
Educators of 3 rd grade	Phases VII-VIII <ul style="list-style-type: none"> • Oct 2022-May 2024 • January 2023-November 2025
Educators of 4 th & 5 th grade	Phases IX-X (Projected) <ul style="list-style-type: none"> • October 2023-May 2025 • January 2024-November 2026

Teacher Responses to PD



“As always – I loved it! Very useful information/insights – **cannot wait to apply in my classroom!**”

“LETRS has helped me understand the importance of oral language (words and language structures) used by my students and the important role teachers play as language models.”

“The first four units have been extremely interesting and overwhelming. I feel that with application of [this] knowledge and reflecting on my instruction **[will] help me become a better teacher of reading and writing.** I hope the district extends this training to upper-grade teachers as well.”

Tools and Supports for Bilingual Learners

The Science of Reading for Emergent Bilinguals in New Mexico

*A Review for the New Mexico
Public Education Department*

Linda Cavazos, PhD

November 2021

AUGUST 1, 2022

New Mexico Public Education Department Biliteracy Guidance

THE SCIENCE OF READING FOR ENGLISH LEARNERS

NMPED, LINDA CAVAZOS, PHD, AND DUAL LANGUAGE EDUCATION NEW MEXICO

NMPED Courses for Teachers

FREE Self-Paced Training 





Structured Literacy and Dyslexia for Diverse Learners 2.0

FREE Self-Paced Training 



Structured Literacy and Dyslexia for Bilingual



Structured Literacy and Dyslexia for Bilingual

FREE Self-Paced Training 





Teach Me to Read Dyslexia Screener

FREE Self-Paced Training 





Effective Structured Literacy Instruction for Adolescent Students

2,818 teachers have accessed the course

427 teachers have accessed the course

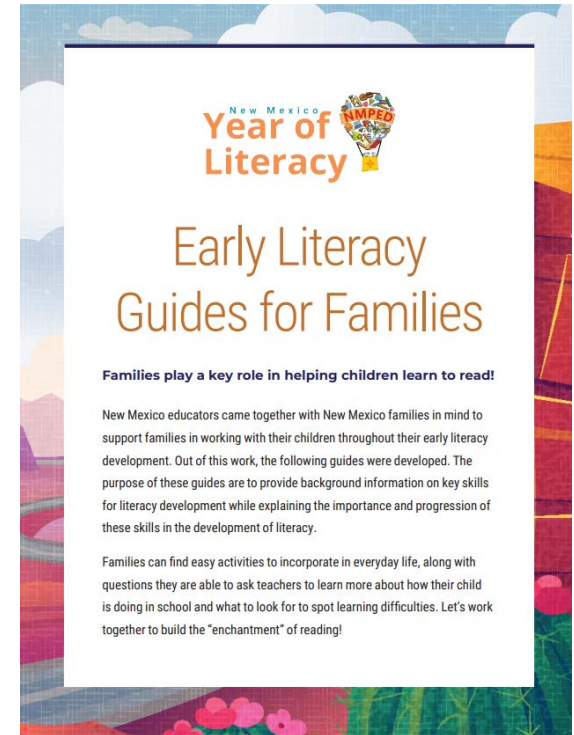
719 teachers have accessed the course

311 teachers have accessed the course

NMPED Supports for Parents, Families and Caretakers

- Early Literacy Family Guide
- **Guías de Alfabetización Temprana para Familias**
- Family Literacy Academy
- Academia de Lectura para Familias

Early Literacy Guides for Families



Literacy Plans


Tool for School-Wide Plans

- Local level development based on data
- Overview & needs
- Dyslexia screening plan
- Core curriculum and training
- Plan for SEG early lit allocation
- Goal setting
- Multi-Layered System of Supports (core and interventions)
- Monitoring and Support by Administration (PD, feedback, coaching, stakeholders)

Support and Monitoring by NMPED

- K-5th grade schools
- Technical assistance
- On-demand PD and LETRS
- Plan template and guidance
- Open office hours
- Review of Literacy Plan with specific feedback
- Optional Secondary Plan with supports

Dyslexia Screening of 1st Grade Students



Instructional Focus	<ul style="list-style-type: none">• Information for lesson planning• Support for each student
All First Grade Students	<ul style="list-style-type: none">• Noting reading struggles early to target instruction• By the 40th day in STARS
Teacher Training	<ul style="list-style-type: none">• On-demand in Canvas• Efficient support for administration

What Can We do?

Emphasis on
Core Instruction

Structured Literacy is
for ALL

Research shows 95%
of students can learn
to read with effective
instruction

Coaching Opportunities

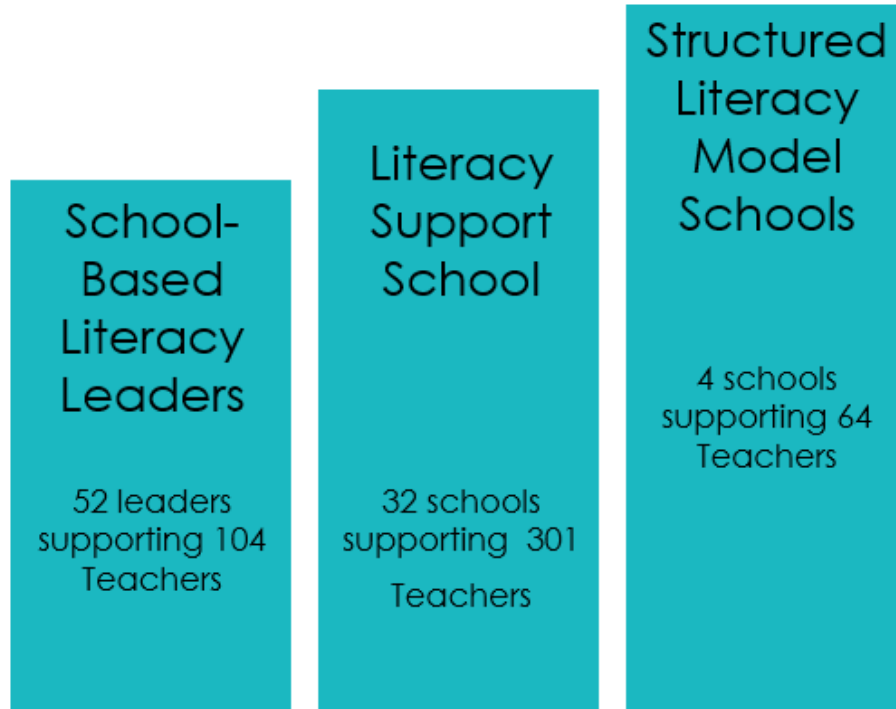


LETRS is the First Step

	OUTCOMES		
Training Components	Knowledge	Skill Demonstration	Use in the Classroom
+ Theory and Discussion	10%	5%	0%
↓			
+ Demonstration in Training	30%	20%	0%
↓			
+ Practice & Feedback in Training	60%	60%	5%
↓			
+ Coaching in Classroom	95%	95%	95%

Why Coaching?

Literacy Support Options



Model Schools

- Serve as an exemplar of literacy instruction based in a Structured Literacy approach for New Mexico
- Have already begun the journey to implement Structured Literacy within the school, and staff have an understanding of the components of a Structured Literacy approach
- All teachers participate in LETRS and receive coaching support
- Lab Classroom development to allow for teachers, coaches, and administrators to observe instruction

Literacy Support Schools

- A Literacy Support School requesting support for the implementation of Structured Literacy research-based practices across the school
- Coaching supports for at least 50% of teachers
- Professional Learning (LETRS) for all teachers receiving coaching
- Prioritized based on need and availability of coaches

Literacy Leaders

- An educator with expertise in the Science of Reading, the instructional implementation of Structured Literacy based practices, and LETRS principles
- The goal of the School-based Literacy Leader is to build capacity in the instructional implementation of these practices by building sustainable systems within their school
- Literacy Leaders support two teacher-colleagues in the implementation of the Science of Reading, Structured Literacy based practices, and LETRS principles

Considerations for Next Steps

Continued recurring funding in the following areas:

- Ongoing phase-in of educators, administrators, and facilitators in LETRS training
- Increase the number of Model/Literacy Support Schools
- Increase the number of Literacy Leaders
- Increase the number of Regional Literacy Coaches
- Training on Secondary Literacy
- Teacher Residency programs emphasizing Structured Literacy
- Focus conversations occurring regarding Educator Prep Programs integrating science of reading/structured literacy into course work

