



NEW MEXICO STATEWIDE LITERACY FRAMEWORK

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»»» NEW MEXICO'S VISION AND GOAL

ROUTE TO 66 » EVERY STUDENT SUCCEEDS » KIDS FIRST, NEW MEXICO WINS

New Mexico is on a strategic course to ensure all students in New Mexico have the skills needed to graduate college and be career ready. After several years of strategic and thoughtful research and collaboration, Governor Susana Martinez and a team of stakeholders from the higher education community, laid out the ambitious *Route to 66* plan¹. The *Route to 66* plan establishes a rigorous yet attainable target that 66 percent of working-age New Mexicans will earn a college degree or post-secondary credential by the year 2030².

In order to meet the ambitious goal set forth in *Route to 66*, stakeholders have strategically developed the *New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act*³ and the *New Mexico Public Education Department's (PED) Strategic Plan 2017-2020: Kids First, New Mexico Wins*⁴. These aligned plans define strategic goals and a bold vision for the state of New Mexico.

Route to 66 Goal: By 2030, 66% of working-aged New Mexicans will earn a college degree or post-secondary credential.

New Mexico ESSA Academic Achievement Goal: By 2022, 64.9% of New Mexico public school students will be proficient on *Partnership for Assessment for Readiness for College and Careers (PARCC)* ELA and 61.2% of students will be proficient on *PARCC Math*.

NM PED Strategic Plan 2017-2020 - Kids First, New Mexico Wins Vision and Goals: By 2020, New Mexico will be the fastest growing state in the nation when it comes to student outcomes.

- By 2020, more than 50% of students will be academically proficient in ELA and mathematics;
- By 2020, more than 80% of students will graduate high school; and
- By 2020, no more than 25% of college enrollees will require remediation.

“The PED believes that every one of New Mexico's children can succeed. A student's ethnic background, socio-economic status, primary home language, prior academic experience, or home community within the state is not an excuse to lower expectations for our students, our schools, or our educators that serve them. The goals above set New Mexico on the path to achieve the *Route to 66* goal, and are grounded in metrics that take into account where the state is now, without compromising a clear vision of where the state should be in the near future.”

*New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act,
New Mexico Public Education Department, 2017*

1 New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, New Mexico Public Education Department, 2017
2 New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, New Mexico Public Education Department, 2017
3 New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, New Mexico Public Education Department, 2017
4 PED's Strategic Plan 2017-2020: Kids First, New Mexico Wins, New Mexico Public Education Department, 2017

»»» NEW MEXICO'S CURRENT ACHIEVEMENT

ACCOUNTABILITY » STUDENT OUTCOMES » ACADEMIC ACHIEVEMENT TRENDS

The use of data lays the foundation for education reform efforts by improving systemic processes and student learning. Data can assist reform efforts by providing a clear understanding of student achievement gaps, identifying needs to target programs and services, ensuring effective and efficient use of funding, and continuing effective practices.⁵

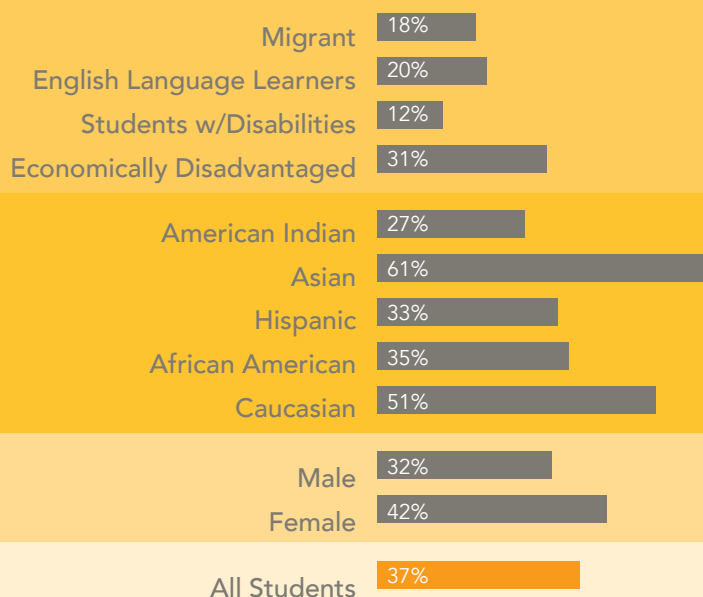
New Mexico's demographics are distinctive: 49% of the state's population is Hispanic, 38% is White, 11% is Native American, 3% is African American, and 1% is Asian or of other ethnicity. New Mexico is ranked 36th in overall population size, has the fifth largest landmass in the U.S. (121,665 square miles), and ranks 45th in the nation in population density. Further, with only 17 people per square mile, New Mexico faces unique challenges in educating students in rural areas, particularly on vast American Indian reservations.

LITERACY ACHIEVEMENT IN NEW MEXICO

From kindergarten to grade three, children learn to read. From fourth grade on, children read to learn. The goal for all students to acquire critically-needed early literacy skills by the end of third grade is paramount in reaching New Mexico's literacy goals. A 2011 report by the Annie E. Casey Foundation found that students who were not proficient readers by the end of grade 3 were four times more likely to drop out before graduation.⁶

The rate at which certain subgroups of New Mexico students earn a score of *proficient* or above in reading is depicted in the graph below. These data indicate that only 37% of students in grades K-12 scored at proficient or above in reading in 2016:

PERCENT OF NEW MEXICO STUDENTS SCORE PROFICIENT OF ABOVE IN READING (2016)*



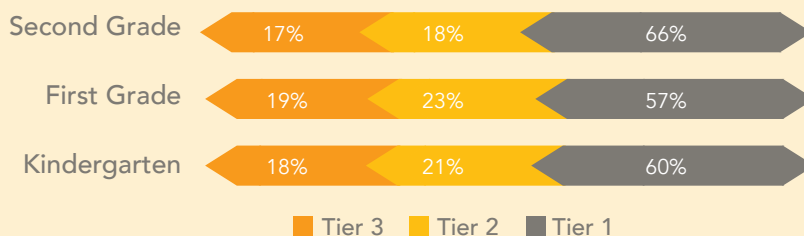
* This figure includes results from five assessments: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA and Math; and 5) DIBELS Reading.

5 Bernhardt, Victoria. (2003). *Using Data to Improve Student Learning*. Eye on Education: Larchmont, NY.

6 Hernandez, D, et. al. (2011). *Double Jeopardy*. Retrieved from <http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport040511FINAL.pdf>

In reviewing the early literacy indicator data, as measured by the *Istation*, only 60% percent of kindergarten students in New Mexico met this important literacy benchmark, 57% of first graders met the end of the year benchmark, and only 66% of second grade students met their end of the year benchmark. These data indicate that by the end of second grade, more than a third of New Mexico students are at-risk (18%) or substantially at-risk (17%) for not reaching subsequent benchmarks or grade-level goals without highly effective and systematic instruction and interventions.

EARLY LITERACY BENCHMARKS (*ISTATION*) BY GRADE - 2016



PERFORMANCE ON A NATIONAL READING ASSESSMENT

*National Assessment of Educational Progress (NAEP)*⁷ is the largest nationally representative and continuing assessment of America's academic achievement. Every two years, grade 4 and grade 8 students across the U.S. take the *NAEP* reading assessment, which provides an opportunity to examine how well New Mexico students perform when compared to other students across the nation. On the *NAEP*, student scores are divided into four categories: Below Basic, Basic, Proficient and Advanced.

The 2015 NAEP reading results indicate that only 27% of New Mexico fourth grade students scored at or above proficient or advanced in reading. Similarly, only 21% of New Mexico eighth grade students scored at or above proficient or advanced in reading. In 2015, the average score of fourth-grade students in New Mexico was 207, which is not significantly different from their average score in 2013 (206) and in 1998 (205). The score of 207 earned by New Mexico students (NAEP 2015) was lower than the average score of 221 for public school students in the nation.⁸

The data clearly reveal that New Mexico is not sufficiently closing the literacy gap. New Mexico must improve student achievement. A statewide focus on literacy through the systematic use of the *New Mexico Literacy Framework* will align efforts and supports to improve student achievement and to close the pervasive achievement gap.

NEW MEXICO GRADUATION RATE

The ultimate goal of educators is for students to graduate with the skills necessary to be college and career ready and contributing members of society. Research is clear that literacy is highly correlated with graduation rates. Additional findings of the 2011 report by the Annie E. Casey Foundation⁹ included:

- About 16 percent of children who are not reading proficiently by the end of third grade do not graduate from high school on time; a rate four times greater than that for proficient readers.
- For children who were poor for at least a year and were not reading proficiently in third grade, the number that don't finish school rose to 26 percent. That's more than six times the rate for all proficient readers.
- Graduation rates for Black and Hispanic students who were not proficient readers in third grade lagged far behind those for White students with the same reading skills.

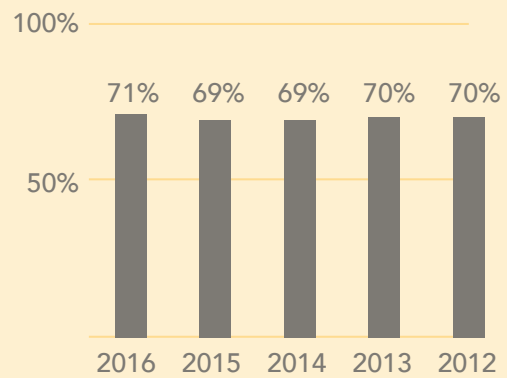
⁷ National Center for Education Statistics. (2015). *A Nation's Report Card*. Retrieved from <http://nces.ed.gov/nationsreportcard/>

⁸ National Center for Education Statistics. (2015). *A Nation's Report Card*. Retrieved from <http://nces.ed.gov/nationsreportcard/>

⁹ Hernandez, D, et. al. (2011). *Double Jeopardy*. Retrieved from <http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport040511FINAL.pdf>

A review of the New Mexico graduation data (4-year cohort) indicates that despite efforts, there are significant numbers of New Mexico students who are not graduating from high school.

PERCENT OF NEW MEXICO STUDENTS GRADUATING: 4-YEAR COHORT (2012-2016)



Collectively, New Mexico educators and communities must have a sense of urgency in addressing New Mexico’s persistent achievement gaps – targeting early literacy, leveraging effective instruction and interventions (K-12), and engaging students so they graduate college and are career ready.

»»» NEW MEXICO BIRTH TO PRESCHOOL

ENGAGING CHILDREN AND FAMILIES » FULL PARTICIPATION » SUPPORTING STAFF

Scientific research (Gebhard, 2009) demonstrates that early childhood is a vital period in children’s learning, care, and development. Decades of brain research confirms that the early years establish the foundation on which later development is built because, during those formative years, the structures supporting social, emotional, and mental development are developed and the capacity to build those foundations decreases over time.

In short:

1. Neural circuits, which create the foundation for learning, health, and behavior, are most pliable during the early years;
2. Safe and supportive environments with responsive adults and good nutrition are the key to brain development; and
3. Social/emotional development and physical health are the foundation for future cognitive and language development¹⁰.

New Mexico has built a “system of systems” to support children, families, and the infant-toddler workforce throughout our state. This coordinated early learning system focuses on building high-quality, comprehensive, community programs that work together when provided a common focus – ensuring that each child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential¹¹. This aligned system includes programs from the Children, Youth, and Families Department (CYFD), New Mexico Public Education Department (NMPED), and Department of Health (DOH). Each agency manages its programs in order to support children and families.

NEW MEXICO'S EARLY LEARNING SYSTEM OF SYSTEMS

| AGES | | | | | |
|------------------|--|-----|-----|---|----------------------------------|
| PRENATAL | BIRTH TO ONE | ONE | TWO | THREE | FOUR TO KINDERGARTEN ENTRY |
| Home Visiting | | | | | |
| | IDEA Part C Early Intervention - NM FIT | | | IDEA Part B EC Special Education Program | |
| | Title 1 | | | | |
| | Child Care | | | | |
| Early Head Start | | | | Head Start | |
| | | | | Early PreK | NM PreK |

¹⁰ Developmental Interaction Approach
¹¹ CYFD Focus

Every child in New Mexico has diverse strengths rooted in his or her family’s unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child¹². The programs provide structures and opportunities to support children in developing physically, socially, emotionally, and academically. Caregivers, teachers, and families are given the tools to support children by being present, responsive, and knowledgeable adults.

»»» NEW MEXICO PRE-KINDERGARTEN (NM PREK)

RAISING READERS » EVERY STUDENT SUCCEEDS » KIDS FIRST, NEW MEXICO WINS

New Mexico's state-funded PreK program is operated in two agencies: Children, Youth, and Families Department (CYFD) and PED. CYFD funds programs in private and non-profit childcare, tribal, Head Start, and private schools. There are 3,248 four-year-old children, with 2,826 in extended-day programs, and 997 three-year-old children funded in CYFD programs. PED serves 5,229 four-year-old children in 54 of the 89 school districts and six state charter schools, with 1,781 of these children receiving extended-day service.

The agencies have aligned program standards, with differences in professional development, staff degree, and licensure requirements. NM PreK met eight of 10 of the *National Institute of Early Education Research (NIEER)* benchmarks for 2016, and will meet eight of the 10 more quality-focused benchmarks for 2017. PED-funded PreK programs met all 10 of the 2016 and 2017 NIEER benchmarks.

All NM PreK programs must adhere to their respective agency's *FOCUS Quality Rating and Improvement System* criteria. PED developed the agency's *FOCUS* criteria through the Race to the Top—Early Learning Challenge Grant (RTT-ELC) to improve instructional practices and increase the number of children educated in the least restrictive environment. Through the support of former Secretary of Education, Hanna Skandera, Title 1 and special education (619) preschool programs also adopted the *FOCUS* quality standards. While *FOCUS* requires the following in all three public school preschool programs, each superintendent, principal and PreK coordinator in a district or charter that receives the NM PreK grant must sign assurances to:

1. Ensure daily, intentional, developmentally appropriate early literacy practices:
 - phonological awareness activities (i.e., songs, finger-plays, rhyming, beginning sounds)
 - oral language and vocabulary activities
 - alphabet knowledge activities
 - concepts of print activities
 - daily read alouds with comprehension strategies (First Read, Second Read, Third Read) and twice per day in 900-hour classrooms
 - daily small group (4-6 children) early literacy activities; twice per day in 900-hour classrooms
 - daily, ongoing individual and small group (2-3 children) read alouds with documentation that each child is read to at least once weekly in 450-hour programs and twice weekly in 900-hour programs, in addition to larger group reading activities
 - daily opportunities for developmentally appropriate writing activities
2. All teachers must complete a weekly lesson plan using the PreK form and maintain archived lesson plans for the consultant and PED site monitoring team.

NEW MEXICO EARLY LEARNING GUIDELINES (ELG)

The *New Mexico Early Learning Guidelines, Birth to Kindergarten*, are the standards and benchmarks used in all early childhood programs that are publically funded and/or participate in *FOCUS*. The Children, Youth and Families Department and the Public Education Department gathered stakeholders from New Mexico, as well as national experts, to develop and periodically revise the criteria. The PED also engaged WestEd to review and revise the *ELG* for use as a kindergarten entry assessment, resulting in changes to preschool and kindergarten indicators and rubrics. The preschool-kindergarten section was last updated in 2017 to put a greater emphasis on early literacy skills and alignment with grade-level expectations. The infant-toddler section is currently under revision. The *ELG* aligns with the *Common Core State Standards*, the *New Mexico Standards for Excellence*, the *Early Childhood Outcomes (ECO)* for preschool special education, and the *Head Start Child Outcomes*.

The *New Mexico Early Learning Guidelines (ELGs)* have been developed for educators working with young children and their families across the early childhood system, including but not limited to:

- Family Child Care
- Center-Based Child Care
- Home Visiting
- Early Intervention
- Early Head Start
- Head Start
- New Mexico PreK
- Early Childhood Special Education
- Preschool
- Kindergarten
- Training, Technical Assistance, Coaching, and Consultation Programs
- Higher Education

The *ELGs* are structured to:

- Encourage educators to recognize, understand, and respect the diversity and impact of family culture, language, learning styles, abilities, and rates of development as they make decisions regarding individual learning and progress.
- Create a continuum of early learning, growth, and development from birth through the kindergarten year that captures child development in action.
- Provide a common framework that educators and families members can use for discussion and reflection, curriculum planning, and assessment for young children. The *ELGs* have been cross-walked with other frameworks, i.e., *Head Start Outcomes*, special education *Early Childhood Outcomes (ECO)*, and *National Common Core State Standards*.
- Support family engagement, professional development, and training and technical assistance regarding the learning and development of children from birth through kindergarten age.
- Assist families and educators in transitioning children from one program to another by providing common vocabulary to reflect child development.
- Contribute to a unified vision for early care and education and family support across the state.
- Build an early learning “system of systems.”
- Serve as a bridge between preschool and first grade

Curriculum models adopted by the school/district must align with the *ELG* and *NM PreK's Authentic Observation, Documentation, and Curriculum Planning Process (AODCP)* as in the following diagram:

**THE NM PREK AUTHENTIC OBSERVATION, DOCUMENTATION,
AND CURRICULUM PLANNING PROCESS (AODCP)**



ASSESSMENT

The *New Mexico Early Learning Guidelines* are used in a criterion-referenced assessment process by all early childhood sectors. NM PreK programs have used the *PreK Observational Assessment Tool* for over 10 years. Through the Race to the Top Early Learning Challenge Grant, the state, and partner WestEd, used the PreK assessment as the foundation to develop a kindergarten entry assessment, the *NM Kindergarten Observation Tool (KOT)*. The *KOT* was piloted in fall 2014, field tested in 2015, and fully implemented across the state in fall 2016. The PED Information Technology Bureau developed a web-based application, which allows teachers to store observation notes, assign ratings, and print reports for teacher, administrator, family, and state use. The PreK assessment was incorporated into this application, now called the *Early Childhood Observation Tool (ECOT)* and will be used by teachers in all public school preschool programs in SY2017-18. The child-level reports will track progress throughout the preschool years through the *KOT*. Preschool children in NM PreK, Title 1 and special education preschool classrooms are assessed three times per year:

- Beginning of Year (BOY): within 45 days (calendar) of the first day of school (special education within 30 days to meet federal reporting guidelines)
- Middle of Year (MOY): due the first Friday in February
- End of Year (EOY): two weeks prior to the last day of child attendance.

Educators determine each child's performance related to the indicators through observation supported by anecdotal documentation and work sampling. This information is used to individualize instruction and formulate goals and objectives that are meaningful for the child and family. When considering a referral for special services, the *ECOT* results can be used to indicate the need for further assessment with norm-referenced screening tools or other assessment instruments.

The *ELG* contain 10 early literacy essential indicators that are assessed in preschool programs. The chart below illustrates the literacy indicators in both the preschool assessment and the kindergarten entry assessment. Those with an asterisk are documented through a portfolio form which includes the anecdotal description of the child's performance which may be accompanied with a work sample, photo, or video.

| DOMAIN 2: LITERACY | | | |
|--|--|----------------------------|--------------------------|
| Outcome | ESSENTIAL INDICATOR | 2017-18 PREK EIS | 2017-18 KOT EIS |
| 5. The child demonstrates understanding and function of both receptive and expressive vocabulary. | 5.2 Demonstrates the ability to attend, understand, and follow increasingly complex directions. | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5.3 Demonstrates increasing abilities to understand and use language by the number, variety, and complexity of words across varied purposes. | | <input type="checkbox"/> |
| 6. The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL). | 6.1 Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The child engages in activities that promote the acquisition of foundational reading skills. | 7.2 Demonstrates comprehension of a story “read aloud” by asking relevant questions or providing key details in literacy texts. | <input type="checkbox"/> * | |
| | 7.3a Shows an understanding of the basic concepts of print. | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7.3b Understands that print carries meaning. | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7.4a Recognizes and generates rhyming sounds in spoken language. | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7.4b Demonstrates understanding of spoken words, syllables, and sounds (phonemes). | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7.5a Shows an understanding of alphabetic knowledge. | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7.5b Knows and applies letter-sound correspondence and beginning sound-recognition skills. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The child engages in activities that promote the acquisition of emergent writing skills. | 8.3 Understands how to apply the early stages of drawing and writing to convey meaning. | <input type="checkbox"/> * | <input type="checkbox"/> |
| Total Essential Indicators Domain 2: | | 10 | 10 |

PRESCHOOL EARLY LITERACY PROFESSIONAL DEVELOPMENT

Over 600 teachers and administrators across New Mexico public school preschool programs have met the *FOCUS/PreK* requirement to successfully complete the three-day *Language Essentials for Teachers of Reading and Spelling for Early Childhood (LETRS—EC)* training.

PED implemented a train-the-trainer model to build the capacity of PreK, *FOCUS*, and district instructional coaches. PreK coaches are currently developing follow-up modular training to reinforce specific early literacy skills. In addition, the state developed one-page evidence-based literacy resources for teachers including early literacy strategies and a required lesson plan format that addresses daily intentional early literacy practices.

»»» LITERACY FRAMEWORK'S PURPOSE

SYSTEMATIC » DYNAMIC » EVIDENCE-BASED

The ultimate responsibility of all educators is to prepare **ALL** students for meaningful post-secondary opportunities including post-secondary education, meaningful employment, lifelong learning, and roles as contributing members of communities. Reading, while not the only key skill necessary to access these opportunities, is one of the most essential skills to be mastered for academic and long-term success.

To New Mexico educators, who embrace that every child - regardless of background or zip code - is capable of achieving at the highest levels¹³, it is clear that a well-coordinated literacy effort that begins at birth and proceeds persistently and systematically through high school is paramount. This enormous and complex task must be embraced and systemically implemented at the state, district, school, and classroom levels.

“
**TEACHING READING
IS ROCKET SCIENCE.**”

- L. C. MOATS

*From Teaching reading is rocket science: What expert teachers
of reading should know and be able to do.*

***The New Mexico Literacy Framework* provides clear guidance on the components of a comprehensive literacy system to build, implement, and strengthen literacy instruction in New Mexico. It is designed to strategically address the persistent achievement gap for New Mexico students by developing common evidence-based practices, a consistent voice, and a sense of urgency around literacy.**

The *New Mexico Literacy Framework* serves as the cornerstone to ensure positive learning outcomes for New Mexico's children and is in direct alignment with PED's *New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act*¹⁴ and the *PED's Strategic Plan 2017-2020: Kids First, New Mexico Wins*¹⁵.

DEFINITION OF LITERACY

Simply, literacy can be defined as the ability to read and write. However, the definition of literacy has evolved and expanded over the past several decades. In the 21st century, literacy includes the ability to locate, evaluate, and communicate through a wide range of resources including text, visual, audio, and video sources. In other words, literate individuals: demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and come to understand other perspectives and cultures¹⁶.

13 New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, New Mexico Public Education Department, 2017

14 PED's Strategic Plan 2017-2020: Kids First, New Mexico Wins, New Mexico Public Education Department, 2017

15 New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, New Mexico Public Education Department, 2017

16 Common Core State Standards Initiative [CCSS]. (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Retrieved from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

WHY A FOCUS ON READING?

The ability of a student to read and write tends to be a common, if not a simplistic, definition of literacy. This basic definition of literacy has expanded to include skills such as reading, writing, listening and speaking. In addition, to truly be literate includes:

- The integrating of listening, speaking, writing and critical thinking across all media types
- The knowledge to recognize and use language appropriate to a situation
- The ability to think, create, question, solve problems and reflect

These are undisputedly critical skills for student success. However, for the purpose of this framework, reading will be the primary focus due to the fact that it is such a critical skill and research provides clear guidance on how and what to teach in terms of reading.

“The reality is that much more scientific evidence exists about what schools can do to teach students the literacy skills they need in reading than all other areas of literacy combined. In reading, we know **what to teach** and **when to teach it**. We know what strong reading instruction looks like in the classroom and we know how to support teachers to provide that instruction. We know how to measure reading outcomes as well as critical indicators of those outcomes ... This is not true of other areas of literacy including writing, speaking, and listening.”

Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009

In addition, starting with reading allows educators to identify and delineate variables directly under the school's control - such as group size, instructional time, or materials - to optimize student learning.

The *New Mexico Literacy Framework* provides a systematic reading roadmap for designing systems and instruction that must be well-designed, implemented, and evaluated throughout K-12. The framework is designed to be systematic, strategic, and dynamic.

Systematic: The framework contains implementation steps and practices that are crucial for achieving reading outcomes and goals for all students in New Mexico.

Strategic: The framework is thoughtfully designed to ensure progress toward the goal that all students acquire the reading skills that will assist them in graduating college and career-ready.

Dynamic: The document was designed with the expectation that it will continue to evolve by incorporating new information and research as warranted.

»»» NEW MEXICO LITERACY FRAMEWORK'S CRITICAL COMPONENTS

LEADERSHIP » INSTRUCTION/INTERVENTIONS » ASSESSMENT »
PROFESSIONAL DEVELOPMENT » FAMILY ENGAGEMENT

The *New Mexico Literacy Framework (NMLF)* is comprised of the five critical components of an effective literacy program, rooted in a foundation of evidence-based programs and practices, and a continuous improvement model. The five critical components rooted in evidence-based programs and practices include *informed and effective leadership*, *assessment*, *instruction and interventions within a multi-tiered system of support*, *professional development*, and *family engagement*.

Leadership provides guidance, expectations, learning, and accountability within the school setting. Reliable and valid assessments are used to determine if students have met key reading goals. For students who have met reading goals, instruction is provided to ensure they continue to be on track and accelerates their reading development. For students who have not met reading goals, intervention is provided that allows them to reach these goals and to further enhance their reading achievement. Assessment also provides progress monitoring to ensure that instruction and interventions are being effective. Family engagement develops parent, guardian, and community partnerships to support student success across all grade levels. Professional development ensures all educators have the skills, knowledge and support for engaging in educational practices leading to increased student achievement and outcomes.¹⁷

The core of the model is the “Route to 66 goal” - 66% of working-age New Mexicans will earn a college degree or post-secondary credential by 2030. The *New Mexico Literacy Framework* defines a strategic course of action to achieve this over-arching, critical goal.

NEW MEXICO LITERACY FRAMEWORK



NEW MEXICO LITERACY FRAMEWORK'S CRITICAL COMPONENTS DEFINED

Leadership: Leaders at the state, tribal, district, building, and classroom levels collaborate to build shared ownership and direction toward sustaining an effective approach to literacy.

Instruction and Intervention: Research-based approach to instruction that meets individual student needs within a three-tiered system of support; clear expectations for what children will know and be able to do. Quality standards combined with evidence-based curriculum and learning material supports serve as the foundation of literacy in New Mexico.

Assessment: Comprehensive identification of literacy needs using valid and reliable screening, formative, diagnostic, and outcome measures to target instruction and monitor progress.

Professional Development: Coordinated professional development activities and resources that enhance literacy learning for learners, educators and providers.

Family Engagement: Implement and enhance partnership opportunities with families and communities to support literacy efforts and initiatives. Free culturally relevant resources for parents and families in English, Spanish, Native American, when possible, and other languages.

The subsequent sections within this framework will guide New Mexico educators in gaining a working understanding of each of these critical components as well as how to effectively implement these components to optimize literacy outcomes for all student in New Mexico.

ESSENTIAL ELEMENTS OF *NMLF* COMPONENTS



THE FOUNDATION
Why is this principle important?



ESSENTIAL ELEMENTS
What do I need to know?



IMPLEMENTATION
What do we need to do?

This document provides the framework for literacy across New Mexico. It is grounded on the most rigorous and robust body of research available and founded on lessons learned from other high performing states. Just as important, it is developed to meet the unique cultural and linguistic needs of New Mexico students and communities.

**Commitment is required at every level to reach the goal of "Route to 66".
It requires a shared vision and unwavering belief that literacy achievement
is attainable for all New Mexico students.**

LEADERSHIP GOAL:

To create school district, community, tribal and state-level capacity for organizing and implementing a strategic and rigorous approach to literacy development for all students.



THE FOUNDATION - WHY IS THIS PRINCIPLE IMPORTANT?

Successful implementation of a research-informed literacy framework requires effective leadership that promotes shared responsibility and commitment for supporting children's literacy development.

At the district and school levels, leaders will establish and maintain the infrastructure necessary to support teachers in the delivery of effective reading instruction that enables students to meet key reading goals. In addition, school leaders are responsible for collecting and analyzing valid and reliable data to determine whether students have met key reading benchmarks. School leadership will also regularly evaluate classroom reading instruction to determine how professional development and other resources can be used to support teachers to provide the highest quality reading instruction.

Positive student literacy outcomes start with **informed and effective** leadership committed to implementing, supporting, and sustaining a quality literacy program. Effective leadership incorporates extended time for literacy, collaborative teacher teams, and collective instructional leadership focused on improvements in student achievement.

For the school's literacy plan to endure, school leaders will intentionally implement and build the plan by expanding and adapting it over time, reflecting on what is (and is not) working, and how the school can do even better¹⁸. Leadership from committed administrators, teachers, and parents will promote sustainability by anticipating, influencing, and effectively responding to changing conditions that affect progress.



ESSENTIAL ELEMENTS - WHAT DO I NEED TO KNOW?

Research is clear. Effective school leadership is positively correlated with student learning, second only in magnitude to effective instruction. The impact of leadership on student performance is particularly important in schools that serve students at risk for learning difficulties or dropping out of school.¹⁹

The essential elements of school leadership include that school administrators and leadership teams:

- work together to create a coherent reading plan
- focus on ALL students meeting or exceeding grade-level reading goals
- are knowledgeable about reading standards, assessments, and instructional programs and materials
- ensure that leadership structures exist at multiple levels

¹⁸ Greenburg, J. (2010). *Managing Behavior in Organizations*. Pearson.

¹⁹ Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). *Review of research How leadership influences student learning*. New York: The Wallace Foundation.

SCHOOL ADMINISTRATORS AND LEADERSHIP TEAMS WORK TOGETHER TO CREATE A COHERENT PLAN FOR READING INSTRUCTION.

It is critical that the principal, literacy coach, and school leadership team work together to create a coherent plan for literacy.²¹ Ongoing communication and consistency within and between each of these levels of shared leadership is critical. Combining knowledge, experiences, and shared expertise, these leaders will develop a schedule that:

- maximizes and protects instructional time
- organizes resources and personnel to efficiently support all students in the building
- ensures that instruction in special programs (e.g., Title, Special Education, ELL) is coordinated with and is complementary to the reading instruction provided in general education

Through grade-level/department-level teams, professional learning communities, and the school leadership team, educators will leverage the opportunity to collaborate and to plan instruction for students that is aligned with a coordinated school's literacy plan and their *NM DASH (Data, Accountability, Sustainability, and High Expectations) 90-day Plan*.

SCHOOL ADMINISTRATORS AND LEADERSHIP TEAMS FOCUS ON ALL STUDENTS MEETING OR EXCEEDING GRADE-LEVEL READING GOALS.

School-level leadership will prioritize the attainment of reading goals for ALL students. If students are not meeting reading goals, school leadership provides clear communication about which reading goals have not been met and which goals have achieved. School leaders examine and present data to identify possible reasons why students did not meet reading goals and will make clear those variables the school has the ability to change. In some cases, structural variables such as scheduling, grouping, and choice of instructional and intervention materials may be hindering student progress and in other cases barriers to high quality, effective implementation may be the cause. In some instances, multiple structural, quality of instruction, and implementation variables may be causing insufficient reading development among students.

Successful school leaders will identify the variables under the school's control that may be contributing to poor reading outcomes. Then, they will facilitate the continuous improvement process by establishing plans to change or alter those variables, implementing the plan, and collecting data to determine whether the changes made resulted in better student reading outcomes.

For example, analyzing school-based data may reveal:

- an unusually high percentage of students began the school year reading below grade level
- some students made less progress than expected
- after implementation data is collected and analyzed, some students may have received less instructional time directly with the teacher than was specified in the school's literacy plan

Part of the solution to improve reading outcomes for these groups of students could be to arrange the reading schedule for the following year so that these students spend more time directly with the teacher each day for explicit reading instruction. Then, data would be collected to determine how well the plan was implemented and whether it resulted in better reading progress and outcomes for this group of students. This would be considered a structural change.

²⁰ Adapted from *Oregon K-12 Literacy Framework*, Oregon State Board of Education, 2009

²¹ Torgesen, J., Houston, D., Rissman, L., & Kosanovich, M. (2007). *Teaching all student to read in elementary schools: A guide for principals*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

If a sufficient number and percentage of students are meeting reading goals, and other data indicate that the quality of daily reading instruction is strong, then school leadership will focus on reinforcing the instruction that school staff is providing to students. In this case, the school leader will engage in the following:

- acknowledging and celebrating the dedicated work of staff, which directly tied to successful outcomes for students and is powerful within the school community
- highlighting details of effective classroom practices associated with improved outcomes for students, which affirms these effective practices and provides specificity for replication
- acknowledging the attainment of challenging reading goals, which will help the school maintain its focus on reading goals and effective instruction
- celebrating these significant accomplishments, which communicates the central importance of effective instruction in the school's service to its students and families

In schools where students are meeting reading goals, effective leadership will emphasize the importance of continuous improvement. The leadership will identify effective specific instructional practices and supports for teachers and other staff, including the school leaders themselves. This process will assist in developing and maintaining a cohesive and collaborative group.

Specific instructional goals can also be identified for small group instruction based on student reading performance, classroom observations, and other sources of trustworthy data. Identifying school goals and instructional goals demonstrates a school's commitment to success through continuous improvement and also supports the vision of providing instruction for all students so poor readers become good readers and good readers become great readers.

SCHOOL ADMINISTRATORS AND LEADERSHIP TEAMS ARE KNOWLEDGEABLE ABOUT READING STANDARDS, ASSESSMENTS, AND INSTRUCTIONAL PROGRAMS AND MATERIALS.

To effectively work toward all students being grade-level readers or above, educators will understand how reading standards, assessments, and instruction work together to support successful outcomes for all students. The five components of the *New Mexico Literacy Framework* provide guidance for implementing a school plan; one that is based on student data and supports every reader to reach the grade level reading goal. Principals and school leadership teams will have a thorough understanding of what the priority reading skills are, when they are to be met, and how the instruction necessary for successful reading development will be delivered. Principals accumulate this knowledge over time by studying the standards, attending professional development activities designed for teachers, and working closely with consultants provided to assist with implementation of specific reading programs and practices. Finally, principals and leadership staff will have thorough knowledge of the assessment system, including what the measures are, the schedule for administration, how to interpret the results, and how to use the data collected to make sound decisions regarding the instruction provided to students.

Principals and the school leadership staff will be well-versed in the Common Core State Standards <http://www.corestandards.org/ELA-Literacy/RF/introduction/>

A deep knowledge of classroom reading instruction and the schoolwide assessment plan enables principals to make informed instructional decisions. For example, a principal who understands essential and detailed aspects of instruction and assessment will schedule initial student screening within the first few weeks of school so that instructional groups can be formed, and differentiated reading instruction will begin as early as possible.

Similarly, a principal who understands the importance of intense reading instruction will place the most effective reading teachers with groups of students who need the most intensive support.²² Understanding that only teachers with special training in the necessary interventions can effectively teach students with instructional needs that cannot be met within the core reading program is critical to successful instruction for these students.

22 Gersten, R. C. (2009). *Assisting students struggling with reading: Response to intervention and multi-tier intervention in primary grades*. Washington, DC: U.S. Department of Ed.

LEADERSHIP STRUCTURES EXIST AT MULTIPLE LEVELS—PRINCIPAL, LITERACY COACH, GRADE-LEVEL AND DEPARTMENT-LEVEL TEAMS/PROFESSIONAL LEARNING COMMUNITIES, AND THE SCHOOL LEADERSHIP TEAM—TO MAINTAIN THE FOCUS ON ALL STUDENTS READING AT GRADE LEVEL OR ABOVE AND TO ESTABLISH MECHANISMS TO SUPPORT STUDENTS' READING PROGRESS.

Leaders at the district and schools levels not only need to be relentlessly invested in pursuing successful outcomes for students, they also will be actively invested in consistently connecting, communicating and collaborating among distributed leadership in order to sustain successes. There are two concepts that guide how effective leadership at the school level can be organized:

1. **Distributed leadership:** Distributed leadership helps ensure that the range of important leadership tasks can be accomplished through multiple individuals sharing responsibility for schoolwide leadership. Distributed leadership builds the capacity within the school to provide effective reading instruction, and it promotes shared accountability among the staff for ensuring that students reach reading goals.
2. **Leadership Functions:** Leadership tasks and responsibilities are conceptualized as leadership functions, and are not linked to specific individuals or even positions. Certainly, the dedication and skill that individuals bring to their leadership responsibilities will influence leadership quality and student reading achievement. However, important leadership positions are described in terms of the key functions they address, and these key functions are integrated within the culture of the school.

For example, instead of relying on the position of a reading coach to successfully implement the literacy plan, the key functions a coach performs and how these functions can be carried out must be determined and described. One typical coaching function is observing instruction in classrooms and providing feedback. A school might use a peer coaching model to accomplish this task, or a grade-level team leader in each grade might conduct observations and provide feedback. Conducting classroom observations is the key function, and the school should specify in the school's literacy plan how this function is to be carried out. Likewise, for the most rural schools in New Mexico, these tasks may be delegated to a smaller group of strong leaders.

As personnel within the school change over time, foundational features of the reading program, including leadership functions, do not change simply as a consequence of staff turnover or elimination of certain positions.

Within the school, functions associated with the principal, a reading coach, grade-level and department level teams/professional learning communities, and the school leadership team contribute to effective implementation of the *New Mexico Literacy Framework*. Key functions within and among these levels of distributed leadership are described in the following sections.

Principal: Within the school, the principal is most responsible for developing the infrastructure necessary for teachers to provide effective reading instruction to all students.²³ Given the extensive range of a principal's responsibilities, principals may require time and assistance to become knowledgeable in all areas of the framework and the school's literacy plan. However, even initially, principals will understand essential issues in key areas and be engaged in school decision-making in relation to these areas.

Ultimately, it is the principal who ensures that all components of the literacy plan are implemented consistently with the school's *NM DASH (Data, Accountability, Sustainability, and High Expectations) 90-Day Plan* and the district's literacy framework. The principal also ensures that teaching and learning in the classroom is continually enhanced. Below, the key responsibilities for principals in developing and supporting the school's literacy plan are outlined.

23 NASSP. (2005). *Creating a Culture of Literacy: A Guide for Middle and High School Principals*. Reston: NASSP.

PRINCIPALS FACILITATE PLANNING FOR INSTRUCTION

Effective classroom instruction is the centerpiece of a school's reading program. To that end, planning done by teachers and others to prepare for effective instruction in the classroom is a critical school priority. That is why it is essential that principals designate time for teachers to plan reading instruction.

By participating in the planning process in an active and supportive way, principals also will ensure that the planning time is used effectively. While principals' schedules will not allow them to participate in all of the instructional planning meetings, it is critical that principals be as engaged as possible, particularly at the beginning of the year when screening data are used to form instructional groups and develop instructional support plans.

Part of this planning for elementary schools will involve how the core reading program, supplemental materials, and intervention programs will be used as part of daily reading instruction. In middle schools and high schools, much of the planning will focus on how to integrate reading strategies into course content so students can access the information from their subject-area textbooks. Principals will know enough about the programs and textbooks to engage meaningfully in these initial planning sessions and throughout the year as teachers use data to make instructional changes.

PRINCIPALS MAKE DATA-BASED DECISIONS

Principals will have strong expertise in all facets of the school's assessment system to determine whether students are meeting goals. Because principals ensure that schoolwide assessment data (see http://www.ped.state.nm.us/ped/Assessment_index.html) used for formative or summative purposes are appropriate for those purposes, they must understand how to interpret data.

Specifically:

- When students are screened for reading problems at the beginning of the year, or when outcome data collected at the end of year are used as screening data for the following year, principals will ensure interpretations about reading performance are appropriate.
- When progress-monitoring data are analyzed, principals will determine whether individual students, or groups of students, are making progress, and whether progress is sufficient for students to reach reading goals.
- When outcome data are analyzed, principals, as part of a team, will determine when students have met reading goals and how well the school is doing over time (e.g., successive years) in improving reading instruction and student outcomes.

Principals must then utilize screening, progress monitoring, and outcome data to drive decision making.²⁴ For example, a principal and staff will begin by determining the most important goals and objectives for students to accomplish by the middle of the year and by the end of the year in each of the five foundations of reading (see Instruction and Interventions). The principal then leads the staff through an examination of the data from the middle of the year. As they consider how they are doing, they can ask questions such as:

“Are students in each class at each grade level on track for successful reading outcomes?”

“What percentage of students made adequate reading progress from the beginning of the year to the middle of the year (fall to winter)?”

If student progress is not sufficient to meet reading goals, it is critical that the principal and staff identify those grades or groups of students that are not making adequate progress and devise a plan to improve performance.

PRINCIPALS OBSERVE READING INSTRUCTION IN THE CLASSROOM

Classroom observations conducted by principals serve several purposes, including:

- Classroom observations of reading instruction are one of the most important and valuable ways for principals to gather information about effective reading instruction in the classroom. Principals can use what they observe in the classrooms of their master teachers to gain a vision of what instruction could look like in all classrooms.
- By dedicating time to observe in classrooms on a regular basis, principals demonstrate to staff that effective reading instruction is an essential school priority.
- Most importantly, regular observations allow principals to understand how reading instruction is being delivered in the classrooms and to use that information to support teachers' efforts to provide effective instruction.

District Supported Reading Coaches: Whenever possible, a reading coach is assigned to each school to work with classroom teachers and school-based teams to support effective reading instruction in reading classes and effective reading instruction across the instructional areas. Coaching is a critical part of professional development.²⁵

In elementary schools, a coach's key role is typically to improve reading instruction by facilitating the implementation of multiple tiers of reading support aligned with student need. In middle schools and high schools, the typical role of literacy coaches is to improve instruction for all students by working collaboratively with teachers across the content areas,²⁶ although secondary coaches also support reading teachers working with struggling readers.

Across coaching models in which the key role of the coach is to help improve classroom instruction, there is general consensus that coaches should support, guide, and mentor teachers. Moreover, these models suggest that at different times, coaches take on the role of instructor, curriculum expert, school-level planner, data analyst, and researcher.²⁷ Please note: the functions described can be distributed among team members; however, for the purposes of description, they are delineated as part of coaching duties.

These different roles can be summarized into three major coaching functions.

1. Coaches work with teachers in the classroom to help them provide robust reading instruction and subject-specific instruction that is aligned to state standards and the instructional needs of students. To accomplish this challenging agenda, teachers need feedback and support. The coach serves this supportive function.
2. Coaches ensure that the objectives of the school reading plan are being implemented throughout the school. These objectives include having established measurable goals, conducting reading assessments, providing effective instruction, providing leadership, engaging in ongoing professional development, and sustaining a commitment to all students reading at grade level or higher. A coach, for example, can ensure that assessments are administered on schedule, that staff is trained to reliably administer the measures, and that the data are entered into a database in a timely fashion.
3. Coaches assist grade-level and department-level teams/professional learning communities in using student reading data to make decisions about reading instruction and reading instruction across the content areas.

Instructional and literacy coaches should be excellent classroom teachers who have received extensive professional development on how to be an effective coach, including specific preparation in the skills coaches need to work effectively with adults.²⁸

Coaches need professional development above and beyond classroom teachers on the following:

- effective reading programs and strategies
- the use of course textbooks to teach reading
- reading assessments

25 Bean, R. M. (2008). A review of the research on instructional coaching. *American Educational Research Association Conference*. New York.

26 Bean, R. M. (2008). A review of the research on instructional coaching. *American Educational Research Association Conference*. New York.

27 Walpole, S. &. (2004). *The literacy coach's handbook: A guide to research-based practice*. New York: Guilford Press.

28 Bean, R. M. (2009). Literacy coaching in middle and high schools. In K. D. Wood, *Literacy instruction for adolescents research-based practice* (pp. 107-124). New York: The Guilford Press.

- Common Core State Standards
- data-based decision making

The foundation of effective coaching communication is to focus on what students need instructionally to meet reading goals, not on what teachers should do differently to teach more effectively, or whether the teacher is doing a “good job.”

School Implementation Teams: School teams oversee the day-to-day implementation of reading instruction across the content areas throughout the school. It is best to have two types of teams to serve this purpose:

1. One team includes members that cut across multiple grades or departments, which is frequently referred to as the school leadership team.
2. A second type of team is a grade-level team at each grade in elementary school, and a department-level team in middle school and high school. The focus of both types of teams is on the attainment of reading goals and objectives. The teams use assessment data and other data to make decisions about the overall system of teaching reading across the instructional areas. The teams also focus on the reading development of individual students who are not making sufficient reading progress.

Professional Learning Communities provide structure and enhance the effectiveness of these teams. Specifically, Professional Learning Communities (PLCs) provide a system and protocol to facilitate and ensure that teachers are engaging in ongoing action research and collective inquiry. Establishing PLCs within a school culture and ensuring that the foundational structure of the PLC is implemented with fidelity is an essential role of school leadership.

Within a PLC model, school educators come to consensus on a shared mission, vision, values, and goals. Then, they systematically and continuously ask these four essential questions²⁹:

1. What do we want students to learn? (essential standards)
2. How will we know if they have learned? (team-developed common assessments)
3. What will we do if they don't learn? (systematic interventions)
4. What will we do if they already know it? (extended learning)

Regular meetings focus on using formative and summative assessment data to guide the selection of instructional programs and implementation of practices in each classroom. At the beginning of the school year, these teams examine screening data to determine the level of instructional support in reading each student needs to meet reading goals and academic expectations.

Within each grade, three levels or tiers of support will be provided to differentiate the type of reading instruction students will receive to meet reading goals and reading demands across the content areas.

Three tiers of support are aligned to meet the needs of students who are at no, moderate, or high risk for not meeting formative and summative reading goals. This multi-tiered framework is consistent with *New Mexico's Response to Intervention (RtI) Framework* (see [http://ped.state.nm.us/ped/RtIdocs/RtI%20Manual%20most%20updated%20\(2.15\).pdf](http://ped.state.nm.us/ped/RtIdocs/RtI%20Manual%20most%20updated%20(2.15).pdf)). The teams must determine how instruction will be differentiated for students in each tier.

During the school year, grade-level and department-level teams/Professional Learning Communities closely examine progress-monitoring data to evaluate the effectiveness of each of the multiple tiers of instructional support. When progress is not sufficient, these teams identify ways to change instruction in the relevant tier of support. When students are not making adequate reading progress, the team targets the manipulation of variables that are most directly under the school's control and that are likely to have the greatest positive impact on progress. A tool that can help identify instructional variables under the school's control is the “Alterable Variables Chart.” This chart provides teams with a continuum of increasingly intense instructional options on five instructional dimensions.³⁰

29 DuFour, R., DuFour, R., Eaker, R., & Many, T. W. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work: A Practical Guide to Action for PLC Teams and Leadership, Third Edition*. Bloomington: Solution Tree.

30 Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009

IMPLEMENTATION ELEMENTS ALTERABLE VARIABLES CHART

| SPECIFIC ADJUSTMENTS | | | | | |
|-----------------------------|--------------------------------------|--------------------------------------|--|---|--|
| LESS INTENSE | | | MORE INTENSE | | |
| TIME FOR INSTRUCTION | Increase student attendance | Provide instruction daily | Increase opportunities to respond | Vary schedule of easy/hard tasks/skills | Add another instructional period (double dose) |
| PROGRAM EFFICACY | Pre-teach components of core program | Use extensions of the core program | Supplement core with appropriate materials | Replace current core program | Implement specially designed program |
| PROGRAM IMPLEMENTATION | Provide model lesson delivery | Monitor implementation frequently | Provide coaching and ongoing support for teacher | Provide additional professional development | Vary program/lesson schedule |
| GROUPING FOR INSTRUCTION | Check group placement | Reduce group size | Increase teacher-led instruction | Provide individual instruction | Change instructor |
| COORDINATION OF INSTRUCTION | Clarify instructional practices | Establish concurrent reading periods | Provide complementary reading instruction across periods | Establish communication across instructors | Meet frequently to examine progress |

Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009

At the end of the school year, grade-level teams and department-level teams/Professional Learning Communities evaluate the overall impact of reading instruction provided through multiple tiers of support by calculating the percentage of students who met formative and summative reading goals within each tier and across all tiers.

Depending on the data being reviewed, this evaluation may occur at an overall staff meeting, especially at the secondary level. The data will help these teams reach conclusions regarding which instructional programs and practices are working effectively and should be maintained, and which are not working as well as planned and should be modified somewhat or changed extensively. In areas where changes are needed, the teams discuss the adjustments that will be implemented by the beginning of the next school year. The rule of thumb is that the degree of adjustment should correspond to the data. For example, there should be fewer and smaller adjustments, on average, in grades where 90% of the students met end-of-year goals compared to grades where 50% of students met end-of-year goals.



IMPLEMENTATION - WHAT DO WE NEED TO DO?

In order to meet the “*Route to 66* goal” and ensure students graduate from New Mexico schools college and career ready, district and school leaders must ensure effective and robust implementation of a literacy model, evidence-based instruction, increased and ambitious literacy goal. School leaders should engage in the following activities to obtain optimal learning by their students:

SCHOOL LEADERSHIP IMPLEMENTATION CHECKLIST³¹

- ☐ Ensure leadership is distributed among different individuals and groups within the school and conceptualized as leadership functions, not linked to specific key individuals (i.e., Principal, Vice-Principal, Literacy Coach)
- ☐ Ensure that the instructional leadership is knowledgeable in evidence-based practices in elementary and secondary literacy, as well as have strong communication and instructional leadership skills
- ☐ Identify, articulate, and monitor grade-level reading goals
- ☐ Prioritize the attainment of reading goals for all students
- ☐ Actively ensure that all teachers provide classroom instruction that meets student needs through thorough and frequent walk-throughs and meaningful feedback and dialog
- ☐ Ensure there is sufficient time for planning instruction and that this time is used productively
- ☐ Regularly observe classroom reading instruction to understand how instruction is being delivered and use this information to support teachers so they provide effective instruction to all students
- ☐ Ensure that classroom teachers and school-based teams have ample opportunity to work with a literacy coach on: (a) reading instruction this is highly effective, (b) evidence-based interventions for students in Tier 2 and Tier 3, and (c) assessment and progress monitoring
- ☐ Elementary (K-3): Schedule an uninterrupted reading block and specified time for tiered interventions
- ☐ Elementary (4-6) and Secondary: Schedule specified time for tiered interventions
- ☐ Ensure the day-to-day implementation of reading instruction and subject-specific reading instruction during each literacy block and across the content areas
- ☐ Ensure that subject-specific reading instruction and literacy instruction across the content areas is based on the *Common Core State Standards*
- ☐ Ensure a targeted focus on the attainment of reading goals and objectives
- ☐ Develop an environment that fosters common planning time and collaboration for instructional improvements within a Professional Learning Community including elementary to middle grade and middle to high school transitions
- ☐ Develop, implement, and evaluate a school literacy plan that aligns with *NM DASH 90-Day Plan*

INSTRUCTION AND INTERVENTION GOAL

Implement research-based instruction, strategies, and interventions that promote active student engagement while meeting the literacy needs of all children, including children with diverse learning needs in a developmentally appropriate and culturally relevant manner.



THE FOUNDATION - WHY IS THIS PRINCIPLE IMPORTANT?

In New Mexico, educators are committed to ensuring that every student is a graduate who has successfully completed a rigorous, meaningful curriculum that will prepare him/her for careers, college, and citizenship.

Effective reading instruction should recognize and honor cultural and linguistic diversity. At the same time, it is essential that students receive the highest quality, engaging instruction to optimize acquiring essential literacy skills and subject area content. This requires that all teachers firmly understand:

- the stages of reading development
- how to effectively teach reading
- how to scaffold instruction
- how to align instruction to the *CCSS*
- how to identify and implement interventions for students who are identified as at-risk
- how to measure student's progress and use data to inform instruction

Early literacy plays a key role in enabling the kind of early learning experiences that research shows are linked with academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life.

Effective reading instruction is built on a foundation that recognizes that reading proficiency is determined by multiple factors. Initial reading instruction requires that children:

- use reading to obtain meaning from print
- have frequent and intensive opportunities to read
- be exposed to frequent, regular spelling-sound relationships
- learn about the nature of the alphabetic writing system
- understand the structure of spoken words

Through explicit instruction, students will be taught how, why, and when to use reading strategies to support comprehension. When teachers model through “thinking out loud” when teaching a strategy, students can better understand the process. Guided practice follows modeling as students use the strategy with support from the teacher and peers. Students then need opportunities to independently practice the strategy and apply it to different texts.

The goal is for students to learn the alphabetic system (phonemic awareness, alphabetic principal, fluency, and comprehension skills) before grade 3, but all students will have a thorough command of it no later than grade 3. A deep knowledge of the alphabetic system allows students to transition from “learning to read” to “reading to learn.”³² Then, during grades 4-12, directing students’ academic focus toward learning deep, grade-level reading comprehension skills and strategies is important in order for them to apply the skills and strategies across the instructional areas—allowing students full content access.³³

32 Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009.

33 Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009.

“For students who are not successful readers in grade 3, it will be more difficult for them to direct their academic attention on developing reading comprehension strategies or on using their reading skills to develop subject-area knowledge. After grade 3, the odds are against students becoming grade-level readers without intense intervention. Therefore, what schools do to teach children to read in the early years of schooling matters greatly.”

Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009.

According to the National Reading Panel³⁴, students should have a firm understanding of the “5 Big Ideas of Reading” – phonemic awareness, alphabetic principal, fluency, comprehension, and vocabulary. In the later grades, effective reading instruction is characterized by explicitly teaching students how to read, comprehend, and engage in higher order conversation with an array of texts including descriptive, narrative, expository, argumentative, and literature.

Pacific Resources for Education and Learning has identified five stages of reading development³⁵. The *Stages of Reading Development* is a continuum that explains how students’ progress as readers. These stages are based on the students’ experience and not their age or grade level. Knowing these stages is helpful when developing materials for specific types of readers.

Emergent readers need enriching and enjoyable experiences with books, especially picture books. Students can become comfortable with books even before they can read independently; recognizing letters and words and even language patterns. They are able to work with concepts of print and are at the beginning stages of developing the ability to focus attention on letter-sound relationships. Sharing books over and over, extending stories, relating experiences to both print and pictures, and guiding students to “read,” helps children begin to make predictions about what they are reading.

Early readers are able to use several strategies to predict a word, often using pictures to confirm predictions. They can discuss the background of the story to better understand the actions in the story and the message the story carries. It is this time in the reader’s development that the cueing systems are called upon significantly, so they must pay close attention to the visual cues and language patterns, and read for meaning. It is a time when reading habits of risk-taking, and of predicting and confirming words while keeping the meaning in mind are established.

Transitional readers often like to read books in a series as a comprehension strategy; the shared characters, settings, and events support their reading development. They read at a good pace; reading rate is one sign of a child’s over-all comprehension. At this stage, children generally have strategies to figure out most words but continue to need help with understanding increasingly more difficult text.

Fluent readers are confident in their understandings of text and how text works, and they are reading independently. The teacher focuses on students’ competence in using strategies to integrate the cueing systems. Students are maintaining meaning through longer and more complex stretches of language. An effective reader has come to understand text as something that influences people’s ideas.

The *New Mexico Literacy Framework* addresses the critical role schools play in teaching all students to be grade-level readers or above in grades K-3 and the equally critical role schools play in teaching all students to maintain and advance grade-level reading skills in grades 4-12.

34 National Reading Panel. (2000) *Report of the National Reading Panel--Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Washington, D.C.: National Institute of Child Health and Human Development.

35 Learning, P. R. (2012). *Stages of Reading Development*. Retrieved from Reading Rockets: <http://www.readingrockets.org/article/stages-reading-development>.



ESSENTIAL ELEMENTS - WHAT DO I NEED TO KNOW?

The ability to read proficiently is critical for school success and learning throughout life. Teaching all students how to read is an essential school responsibility and plays a central role in education throughout grades PreK-12, not just in the first few years of school.

High-quality reading instruction in grades PreK-12 involves the integration of eight essential elements³⁶:

1. Sufficient time for reading instruction and using that time effectively
2. Data to form fluid instructional groupings
3. Focused instruction on the essential elements of reading
4. A Three-Tier Model of Student Intervention (RtI)
5. Research-based strategies, programs, and materials to target the essential elements of reading
6. Instruction aligned to *CCSS*
7. Differentiated instruction based on student need
8. Effective instruction

ESSENTIAL ELEMENTS OF INSTRUCTION AND INTERVENTION³⁷

SUFFICIENT TIME FOR READING INSTRUCTION AND USING THAT TIME EFFECTIVELY

One of the essential elements of high-quality reading instruction is that sufficient time is allocated and that the time is used effectively. It is critical that enough time is scheduled during the school day for explicit reading instruction. This allocation of time in the school's master schedule should be of the highest priority and considered a non-negotiable. In elementary, it is important that assemblies, fire drills, class parties, class pictures, or other special events are routinely scheduled outside of the literacy block. In secondary, it is important that instruction time in every instructional area be protected not only to provide sufficient time for students to master the course content and skills, but also because the teaching of reading specific to the instructional area occurs in all middle school and high school classes.

RECOMMENDED TIME ALLOCATIONS FOR READING INSTRUCTION FOR ALL STUDENTS³⁸

| | AMOUNT OF INSTRUCTION | PER | PURPOSE |
|----------------|---|-----|--|
| INFANT-TODDLER | Literacy instruction should be embedded in all activities throughout the day. | Day | <p>Learning the language of one's family is a primary task for infants and toddlers. Educators should communicate with the children in their home language, modeling language usage for infants and toddlers. Teachers should elicit language from them and build on their communication through meaningful conversations, descriptions of what they're doing, and open-ended questioning. In addition, looking at and reading books, and giving children opportunities to draw and make marks with writing tools build on their communication skills as they move toward understanding of the written word³⁹.</p> <p>Essential elements of beginning reading with infant-toddlers: phonological awareness, vocabulary, oral language development, oral comprehension, and environmental print.</p> |

³⁶ Adapted from *Oregon K-12 Literacy Framework*, Oregon State Board of Education, 2009.

³⁷ Adapted from *Oregon K-12 Literacy Framework*, Oregon State Board of Education, 2009.

³⁸ Adapted from *Oregon K-12 Literacy Framework*, Oregon State Board of Education, 2009.

³⁹ ELG early learning guidelines

RECOMMENDED TIME ALLOCATIONS FOR READING INSTRUCTION FOR ALL STUDENTS³⁸

| | AMOUNT OF INSTRUCTION | PER | PURPOSE |
|-----------|--|-----|--|
| PRESCHOOL | Literacy instruction should be embedded in all activities throughout the day. | Day | <p>NM PED preschool programs are required to implement daily, intentional, developmentally appropriate early literacy practices:</p> <ul style="list-style-type: none"> • phonological awareness activities • oral language and vocabulary activities • alphabet knowledge activities • concepts of print activities • daily large group read alouds with comprehension strategies • daily small group (4-6 children) early literacy activities • daily, ongoing individual and small group (2-3 children) read alouds • daily opportunities for developmentally appropriate writing activities |
| K-3 | 90 minute reading block | Day | <p>The 90-minute block is dedicated to providing instruction on the five essential elements of beginning reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Additional instructional time will need to be scheduled to ensure adequate time to teach other areas of literacy such writing.</p> <p>For grades K-3, students who have not met grade-level reading goals, more than 90 minutes of daily reading instruction should be provided</p> |
| 4-5 | 90 minute reading block and literacy-connected learning across the instructional areas | Day | <p>During the 90-minute block, students receive daily, focused reading instruction on the essential elements of reading with an emphasis on advanced phonics skills, fluency, vocabulary, and comprehension. In grades 4-5, students begin working regularly with texts in social sciences, science, math, and other instructional areas.</p> <p>For grades 4-5, students who have not met grade-level reading goals, more than 90 minutes of daily reading instruction should be provided.</p> |
| 6-8 | <p>40-60 minute reading class for all students (grouped based on skill level) and separate from English language arts</p> <p>2-4 hours of literacy-connected learning across the instructional areas</p> | Day | <p>In grades 6-8, a 40-60 minute class designated specifically for reading instruction is recommended for all students. Students should be assigned to a reading class based on reading proficiency data (this reading class may range from remedial to high enrichment). In addition to the reading class, students should receive reading instruction across all content areas on content-specific advanced word study, comprehension, and vocabulary.</p> <p>If resources are limited and a separate reading class for all students is not feasible, another option is for middle schools to make the language arts period longer than other classes to provide extra time to focus on reading instruction for all students. Students who are reading well below grade level could participate in both the extended language arts period as well as an additional reading intervention class.</p> |
| 9-12 | 2-4 hours of literacy-connected learning across the instructional areas | Day | <p>In grades 9-12, the recommendation is for two to four hours of literacy-connected learning across the content areas daily. High school teachers provide increasingly more rigorous vocabulary and comprehension instruction and practice to students each year of high school across the content areas, preparing them to exit grade 12 reading at grade level or above.</p> |

As noted above, for students who are not yet reading at grade level (Tier 2 and Tier 3), the number of minutes of daily or weekly reading instruction will be increased above these minimum amounts. The amount of extra time is based on how far students are below grade level.

DATA TO FORM FLUID INSTRUCTIONAL GROUPINGS

In birth-preschool setting, programs will adjust the time allocated for whole/large group and small group instruction to meet the needs of individual children in the program. As children progress towards preschool programs, time in whole group settings could be expanded to up to fifteen minutes. Small group instruction (2-6 children) will be used to target specific early literacy skills for durations of time not to exceed fifteen minutes. Additionally, all children in birth-preschool settings will have books read to them in whole group and individual settings daily.

For preschool, *ECOT* data is used to create flexible groups to meet the needs of individual children across all developmental domains. Teachers use the various *ECOT* reports to plan small group instruction each day to target specific academic or learning and social skills. With targeted instruction, children gain the skills necessary to succeed academically and/or socially.

In grades K-3, schools will use time allocated for reading instruction to provide both whole/large group and small group instruction. All students will receive both large and small group instruction each day. While large group instruction is important, small group instruction is the most effective way to provide students with intense reading instruction that focuses on their specific learning needs.⁴⁰ Student reading skills will be used to determine the composition of reading groups, particularly for small group instruction. If all students in the group are at approximately the same instructional level, teachers can target a narrower range of skills, which intensifies the instruction.

To make small group instruction as effective as possible for all students, it is critical reading teams at each school review student data regularly and use this information in revising the composition of small and large groups to ensure fluidity. Data will be used to not only make decisions about the initial grouping, but also for movement among groups. The size of small groups and other recommendations are depicted in the table below.

| RECOMMENDATION FOR SMALL GROUP INSTRUCTION IN GRADES K-3 ⁴¹ | | |
|--|------------------------------|---|
| STUDENT SKILL LEVEL | NUMBER OF STUDENTS PER GROUP | COMMENTS |
| Tier 2/3: Well Below Grade Level | 3 -5 | At least 30-60 minutes per day in small group instruction |
| Tier 2: Somewhat Below Grade | < 9 | At least 30 minutes per day in small group instruction |
| Tier 1: Grade Level Or Above | < 13 | Need the opportunity to work in small group formats each day throughout grades K-3 For those exceeding reading goals, small group instruction is one of the best ways for schools to provide the accelerated instruction higher performing students need |

40 Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvin, C. (1999). *Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction*. Journal of Educational Psychology, 91, 579-593.

41 Adapted from Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009.

In grades 4-8, reading instruction will be provided in two fundamental ways:

1. In grades 4-8 reading classes, students are explicitly taught strategies and skills that are common to both informational and literary text and that will help them read at grade level or above. It is recommended that ALL students in grades 4-8 be taught reading as a separate class from English language arts; the composition of the class is homogenous but fluid based on reading proficiency data, and the contents of the class is aligned to the CCSS. These reading classes are designed to:
 - help students continue to develop foundational reading skills, and
 - support students by providing instruction followed by practice on those specific essential elements of reading that will accelerate their growth as readers.
2. In addition to receiving reading instruction in a separate class, reading strategies and skills will be taught across all content areas; devoting a portion of the instructional time to teaching students the reading strategies necessary to access and comprehend subject-specific texts and extend the foundational skills and comprehension.

In grades 6-8, within the content area, teachers support and expand on the strategies and skills students learn in reading classes.

In grades 6-12, where in most cases, students attend separate classes for each subject, a subject-specific approach to teaching and supporting reading across all instructional areas is essential.⁴²

In grades 9-12, teaching and supporting subject-specific reading across the instructional areas is critical as high school teachers are the sole providers of reading instruction for most high school students. It is essential that high school students who are reading below grade level or significantly below grade level receive reading instruction through a separate reading class will allow the teacher to target the specific skill deficits of the student.

English Learners Student Focus (EL): Small Groups

There are exceptions to the value of homogeneously grouping students for reading instruction. An important exception is with English learners when the instructional focus is specifically on vocabulary and reading comprehension. For these instructional focus areas, it is valuable for English learners (and English only students also) if students with differing levels of English proficiency are taught in the same group. In this case, more proficient students will have the opportunity to serve as stronger language models for less proficient English learners. Because instruction during these specific times should be highly rich in student language, it is best if small groups of students with different levels of English language proficiency are convened. The recommended size of these groups should range from 3 – 6 students⁴³. If adequate time is devoted to this instruction, each English learner will have multiple opportunities to actively engage in high-quality instructional interactions with the teacher and peers focusing on vocabulary and comprehension.

Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009.

42 Heller, R. and Greenleaf, C.L. (2007, June). Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement. Washington, DC: Alliance for Excellent Education.

43 Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective literacy and English language instruction for English learners in the elementary grades: A practice guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>.

For children Birth-Grade 3, systematic, explicit instruction on the 5 components of reading is essential. When students acquire these essential skills by the end of third grade, they are prepared to make the transition from learning to read to reading to learn.

5 BIG IDEAS OF EARLY READING⁴⁴

1. **Phonemic awareness:** the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes. Children who are read to at home—especially material that rhymes—often develop the basis of phonemic awareness. Children who are not read to will probably need to be taught that words can be broken apart into smaller sounds.

Phonological awareness instruction is heavily emphasized from birth through the first part of grade 1.

2. **Phonics:** the knowledge that letters of the alphabet represent phonemes, and that these sounds are blended together to form written words. Readers who are skilled in phonics can sound out words they haven't seen before, without first having to memorize them.

Phonics instruction begins in kindergarten and grade 1, with teaching children sound symbol relationships and how to decode many simple words. In birth to preschool programs exposure to text and environmental print sets the foundation for phonics instruction in kindergarten and grade 1. Phonics instruction progresses in grades 2 and 3 to include letter and vowel combinations and more difficult word types. (Students in grades 4 and above focus on advanced word study.)

3. **Fluency:** the ability to recognize words easily, read with greater speed, accuracy, and expression, and to better understand what is read. Children gain fluency by practicing reading until the process becomes automatic; guided oral repeated reading is one approach to helping children become fluent readers. Guided oral reading is reading out loud while getting guidance and feedback from skilled readers. The combination of practice and feedback promotes reading fluency.

Fluency instruction receives greater instructional attention as students develop proficiency in phonics. Fluency instruction begins in grade 1 and is heavily emphasized in grades 2 and 3. (For some students, fluency should continue to be a major instructional focus through grade 8 and above.)

4. **Vocabulary:** teaching new words, either as they appear in text, or by introducing new words separately. This type of instruction also aids reading ability.

Vocabulary instruction is systematically taught throughout grades K-12. In birth to preschool programs, vocabulary is introduced in the context of the language-rich environment and activities. Teachers introduce new concepts and words throughout the day, and embed language development in all activities and through high-quality children's books. In the early grades, much of the content of vocabulary instruction is from books and other curriculum materials. As students begin to read on their own and read increasingly complex texts across the content areas, they encounter words that are not a part of their oral vocabulary, and their vocabulary expands more rapidly.

5. **Reading Comprehension:** techniques for helping individuals to understand what they read. Such techniques involve having students summarize what they've read, to gain a better understanding of the material.

Oral language comprehension serves as the foundation for reading comprehension and is developed through language-rich interactions in the birth to preschool settings. Comprehension instruction shifts from a listening comprehension focus in grades K-1 to a mostly reading comprehension focus beginning in grade 1 and continuing on through grade 12.

44 National Reading Panel. (2000) *Report of the National Reading Panel--Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Washington, D.C.: National Institute of Child Health and Human Development; Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009.

A THREE-TIER MODEL OF STUDENT INTERVENTION/RESPONSE TO INTERVENTION

A Three-Tier Model of Student Intervention or Response to Intervention (RtI) integrates instruction, assessment, and intervention in a way that allows schools to match the level of intensity and instructional support to student needs in essential academic areas, such as reading.

In New Mexico, RtI is an **organizational framework** by which schools assess student needs, strategically allocate resources, and design and deliver instruction to all students within the school. The RtI framework addresses student achievement and positive behavior for all students by the use of appropriate, research-based instruction and/or interventions. Student progress is monitored over time and then that data are used to guide instructional decisions and behavioral strategies.

New Mexico's RtI framework is supported by state rule and is known as *The Three-Tier Model of Student Intervention*. It consists of a three-tiered, problem-solving model that uses a set of increasingly intensive academic and/or behavioral supports based on the data collected from progress monitoring of student response to the instruction and/or intervention and includes:¹⁶⁴⁵

TIER 3—SPECIAL EDUCATION

- few students
- provides individualized, intensive, specially-designed instruction and services

TIER 2—STUDENT ASSISTANCE TEAM (SAT) PROCESS

- some students
- provides supplemental, targeted individualized interventions prescribed by the SAT

TIER 1

- universal screening, appropriate core instruction with universal interventions
- all students

In New Mexico, the ten key RtI components include⁴⁶:

1. High-Quality Classroom Instruction
2. High Expectations
3. Assessments and Data Collection
4. Problem-Solving Systems Approach
5. Research-Based Interventions
6. Positive Behavioral Support
7. Fidelity of Program Implementation
8. Staff Development and Collaboration
9. Parent and Family Involvement
10. Disability Determination

For more information on *New Mexico's Response to Intervention* model, visit: http://ped.state.nm.us/ped/RtI_index.html

45 New Mexico Public Education Department. (2009). *A Guidance and Resource Manual for New Mexico's Response to Intervention (RtI) Framework*. <http://ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf>

46 New Mexico Public Education Department. (2009). *A Guidance and Resource Manual for New Mexico's Response to Intervention (RtI) Framework*. <http://ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf>

RESEARCH-BASED STRATEGIES, PROGRAMS, AND MATERIALS ARE ADOPTED AND USED SCHOOLWIDE WITH A HIGH LEVEL OF FIDELITY

As a result of the magnitude of available reading research, in general, reading strategies, programs, and materials are constructed in a manner aligned to the best research evidence available on design of instruction.

EVIDENCE-BASED VS RESEARCH-BASED

Reading strategies, programs, and materials should be supported by evidence from experimental research that clearly demonstrates their effectiveness. That is, they need to be *evidence-based* or *research-based*.

- **Evidence-based** refers to a program, materials, and strategies that have actual scientific evidence of effectiveness that has been demonstrated through a well-designed (peer-reviewed) study that clearly describes how the research was conducted.
- **Research-based** refers to strategies, programs, and materials that have been designed based on components that scientific research has been verified as effective. While the exact program itself may not have been evaluated, it is based on components and techniques proven effective in other research studies.

Core, Supplemental, and Intervention Materials

Regardless of the grade level, schools will have continuum of instructional reading materials to meet the needs of ALL students (Tier 1, Tier 2, and Tier 3 as well as the diverse needs within each tier). Schools will systematically research and identify programs to provide evidence- and/or research-based core, supplemental, and intervention instruction.

Infant-Toddler: Infant-toddler programs follow the *New Mexico Developmental Interaction Approach* (http://www.newmexicokids.org/?smd_process_download=1&download_id=1668) to engage children.

Preschool: Curricula used in preschool programs must align to the *NM ELG*. The *ELG* serve as the framework to connect academic and learning and social skills instruction to content expectations in subsequent grades. The *NM ELG* are aligned to *CCSS*.

Grades K-5/6: Most elementary schools' reading initiatives include a core reading program, supplemental programs and materials, and intervention programs (specifically designed for students who are well below desired reading expectations).

Grades 6-12: In secondary schools, reading textbooks, subject-area texts, and other materials will be used effectively with students reading at grade level or somewhat below. Supplemental programs may also be implemented with students reading somewhat below grade level. However, for students well below grade level, intervention programs that systematically target the foundational aspects of reading (*5 Big Ideas of Reading*) will be used.

CONTINUUM OF READING INSTRUCTION AND MATERIALS ACROSS GRADES

| | ELEMENTARY | SECONDARY |
|------|--|--|
| CORE | <p>What is the Core?:</p> <ul style="list-style-type: none"> in elementary schools, a core program is a basal reading program that can be purchased for use as the basis of reading instruction <p>Used With:</p> <ul style="list-style-type: none"> students who are meeting or exceeding reading goals, or students who are close to meeting reading goals. <p>Note that students who are performing well-below grade level should also be instructed in parts of the core program as well.</p> <p>Keys to Effective Implementation:</p> <ul style="list-style-type: none"> should comprehensively address all five Big Ideas of beginning reading provide explicit and systematic instruction be sequenced in a way so that if it is taught by teachers with fidelity, students will develop the necessary skills to meet reading goals and expectations teachers need extensive professional development to use a core program effectively and with fidelity; professional development provided by publishers is insufficient for effective implementation of the program to occur <p>Benefits:</p> <ul style="list-style-type: none"> if used with fidelity, students have the greatest opportunity to learn the knowledge and skills they need to meet CCSS in ELA a quality core program is sequenced carefully within and between grades so as students move through the grades, the content knowledge addressed builds on previous knowledge a common core program makes planning easier for teachers as well as provides a basis for effective staff communication about goals and objectives, instruction, and student performance for districts with high mobility, a common core program provides consistency in instruction from school to school | <p>What is the Core?:</p> <ul style="list-style-type: none"> similar to elementary programs, basal reading programs can be used in grades 6-8 as part of the curriculum for reading classes at the secondary level, most teachers do not implement a core reading program, rather reading instruction is taught across the content areas “core instruction” at the secondary level refers to the reading instruction that all teachers provide in every course subject-area texts are analogous to core reading programs in earlier grades |

CONTINUUM OF READING INSTRUCTION AND MATERIALS ACROSS GRADES

| | ELEMENTARY | SECONDARY |
|---|--|---|
| SUPPLEMENTAL PROGRAM AND MATERIALS | <p>What are Supplemental Programs /Benefits?:</p> <ul style="list-style-type: none"> • provides deeper instruction and additional practice on a particular essential element or subset of essential elements • may focus on phonological awareness and phonics for students in kindergarten and grade 1 or a supplemental fluency program may be used with students in grades 4-5 • may provide deeper instruction for a particular concept or skill, which is more extensive than it would normally be presented in the core program • teachers have more extensive opportunities to model a skill or task • students have more opportunities to practice applying what they have learned in the core program <p>Why use a Supplemental Program?</p> <ul style="list-style-type: none"> • after analyzing the core reading program, the school-based team may find that the design for teaching all five essential elements of reading is not of strongly designed , thus, a school may “supplement” the core program with a supplemental program. In this case, the supplemental program would be used with ALL students who receive instruction • schools may consider the use of supplemental programs to address the needs of a subset of students for whom the instruction provided in the core program, though designed well, is not sufficient to meet their specific needs (Tier 1 and Tier 2) | <p>What are Supplemental Programs/Benefits?:</p> <ul style="list-style-type: none"> • reading teachers and specialists can utilize assessment data to determine specific areas of need for students who are not reading at grade level and provide supplemental instruction – for example, some students may need explicit instruction on strategies to decode multisyllabic words, while others may need to build reading fluency. The school can then select a supplemental program to target the specific data-based needs of their students. <p>How to Schedule Supplemental Time:</p> <ul style="list-style-type: none"> • in grades 6-8, where the recommended practice is to include a reading class for all students, schools can include the supplemental program as part of the reading instruction provided during reading class to those groups of students who need it. • a common method to implement a supplemental program in grades 9-12 is to utilize homeroom, study hall, or elective periods to implement the supplemental programs <p>For all Teachers:</p> <ul style="list-style-type: none"> • it is critical that secondary teachers provide opportunities for advanced word study, fluency building activities with subject-area texts, explicit vocabulary instruction, and direct comprehension strategy instruction across all content areas • while secondary teachers do not implement supplemental reading programs in their courses, their role in helping all students to access required text or other text specific to a subject area is significant • it is important that all students, including those who are struggling readers, be given opportunities to read texts across the content areas |

CONTINUUM OF READING INSTRUCTION AND MATERIALS ACROSS GRADES

| | ELEMENTARY | SECONDARY |
|------------------------------|--|--|
| INTERVENTION PROGRAMS | <p>What are Intervention Programs?:</p> <ul style="list-style-type: none"> • are intense reading programs designed to address the needs of students who are well below grade-level goals • instruction is usually more explicit and systematic • emphasis is placed on the concept of mastery learning - there are clear criteria for what students must do to demonstrate they have learned instructional content before teachers move to the next lesson in the sequence • student progress on formative reading goals is carefully monitored – the goal is that students will make sufficient progress in the intervention program to exit the program and receive their instruction in the core program or in a grade-level reading class instruction being provided in the core program or grade-level class <p>Keys to Effective Implementation:</p> <ul style="list-style-type: none"> • to select the most effective intervention programs, schools should identify evidence-based or research-based programs – intervention programs may just target one skills such as fluency or comprehension • select interventions to meet the targeted needs of you students, for example, some students may be reading or decoding with a high level of accuracy, but their rate of oral reading continues to be slow, thus, the intervention to be designed to increase reading • many core reading programs now include intervention materials - one benefit of utilizing intervention programs that are designed to go with a core reading program is the consistency in the scope and sequence between the core and intervention for items such as the order of introduction of sounds, high frequency words, and word types • in some cases, the core-based intervention programs may not be intensive enough to meet the needs of the students and a more intensive intervention is needed | <p>What are Intervention Programs?:</p> <ul style="list-style-type: none"> • are designed to differentiate instruction to close the gap for intensive struggling readers are also necessary • typically, interventions are provided by reading specialists or teachers who have undergone thorough professional development to help them understand the program and intensive reading instruction • placement begins with initial screening to identify those students who need extra help and is followed up by a deeper diagnostic assessment to provide details on the student's literacy strengths and weaknesses |

Effective literacy programs (K-12) require a well-articulated, coherent set of goals based on CCSS. Standards provide schools with necessary information for identifying what students need to know and be able to do at each grade level. Articulation is needed between all levels, but especially at important transition points, (i.e., pre-school to kindergarten; elementary school to middle school; and middle school to secondary school). For more information on these critical transitions as detailed in the *New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act*, see Appendix A.

GUIDELINES FOR ALIGNING INSTRUCTION TO THE STANDARDS⁴⁷

Birth-Preschool

New Mexico, *Early Learning Guidelines (ELG)*, provides parents and educators with the guidelines for content that can be taught prior to the kindergarten year.

Implications for instruction:

- modeling correct language (e.g., describing what a child is doing or restating what a child has communicated) provides rich exposure to language and provides the foundation for children to learn new words and expand their ability to communicate
- very young children benefit from a great deal of teacher support in the form of modeled instruction. In reading, this includes the Read Aloud, where teachers or parents read a story to the child, thinking aloud to model their thought processes
- reading to young children exposes learners to various skills and strategies that must be developed for successful reading
- re-reading familiar books allows young learners to participate in the reading
- emergent learners need to have access to a variety of books
- independent “pretend reading” leads to practice with text reading. This can also enhance oral language and vocabulary development

Grades K-5

The CCSS for English Language Arts provide the content that needs to be addressed at each grade level. These standards are the expectations we should have for all students. Systematic and effective literacy instruction in the primary grades is essential for preventing future reading difficulties and provide the students with the skills that they need to be college and career ready. To view the CCSS, visit: <http://www.corestandards.org/ELA-Literacy/RF/introduction/>

Implications for instruction:

- teach the foundational skills (print concepts, phonological awareness, phonics, fluency) explicitly and provide opportunities for students to apply what they are learning
- coordinate and integrate the teaching of word-identification skills and comprehension skills/strategies
- provide explicit instruction that enables students to apply problem-solving, monitoring, and self-correcting strategies when they are reading
- provide opportunities for students to read and discuss a variety of interesting and appropriate texts from multiple genres
- recognize that reading, writing, speaking, and listening are closely intertwined. Thus, classroom practices should be planned so they emphasize these connections (e.g., writing in response to reading)
- there are evidence-based practices that support students in the classroom and enable educators to effectively implement standards-based instruction

Refer to the Institute of Education Sciences' (IES) *Improving Reading Comprehension in Kindergarten through 3rd Grade: A Practice Guide*⁴⁸. Five specific recommendations include:

- teach students how to use reading comprehension strategies
- teach students to identify and use the text's organizational structure
- guide students through focused, high-quality discussion on the meaning of text
- select texts purposefully to support comprehension development
- establish an engaging and motivating context in which to teach reading comprehension

Grades 6-12

The *CCSS* for English Language Arts provide the content that needs to be addressed at each grade level. These standards set the expectations New Mexico educators should have for all students.

Implications for instruction:

- expose students to a variety of texts for a variety of purposes, providing explicit explanations and guidance as needed so that learners can comprehend texts across the content areas
- teach specific strategies for navigating informational text across content areas
- increase text complexity to develop strategic readers with strong analytical skills
- provide instruction in the analysis and evaluation of a variety of texts to determine theme, style, likenesses, etc.
- provide opportunities for students to examine text from a literary perspective to understand the craft of the writer

Refer to the IES's publication entitled *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide*⁴⁹. This guide recommends that educators:

- provide explicit vocabulary instruction
- provide direct and explicit comprehension strategy instruction
- provide opportunities for extended discussion of text meaning and interpretation
- increase student motivation and engagement in literacy learning
- make available intensive individualized interventions for struggling readers
- that can be provided by qualified specialists

DIFFERENTIATED INSTRUCTION BASED ON STUDENT NEED

For **ALL** students to be able to meet yearly reading goals, instruction should to be differentiated based on student need. This is a critical component of providing highly quality instruction within a multi-tiered system of support.

For students who are on track for successful reading achievement require core reading instruction that:

- meets *CCSS*
- allows students to meet or exceed *CCSS*
- allows students to read texts and other material across the content areas with comprehension

For students who are not on track (i.e., those students who are not meeting formative reading goals and are not meeting proficiency on *PARCC*)—reading instruction will be differentiated from standard core instruction, so that students can make progress toward reading at grade level.

48 The Institute of Education Sciences-IES, 2010, *Improving Reading Comprehension in Kindergarten through 3rd Grade: A Practice Guide*, <http://files.eric.ed.gov/fulltext/ED512029.pdf>

49 The Institute of Education Sciences-IES, 2008, *Effective Classroom and Intervention Practices Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf

EFFECTIVE INSTRUCTION

Whereas the essential elements of reading instruction can be clearly defined and program materials analyzed to determine their alignment with the essential elements, these variables do not hold power if they are not utilized in the classroom by effective teachers. How teachers deliver reading instruction through the use of strong programs and materials plays a major role in whether students are actively or passively engaged in learning and to the degree that students learn.

Teachers who deliver reading instruction effectively by utilizing effective teaching practices and engaging students make potentially difficult material accessible to all students, from advanced learners to students who are struggling. The effective delivery of instruction is what most people think of when they think of an effective teacher.

The nine features of effective teacher delivery are applicable grades K-12; they are essential for initial reading instruction in kindergarten and continue to be essential through elementary, middle, and high school as teachers instruct students on how to access content from texts.

NINE FEATURES OF EFFECTIVE TEACHER DELIVERY*

1. Teacher models instructional tasks
2. Teacher provides explicit instruction
3. Teacher engages students in meaningful interactions with language
4. Teacher provides multiple opportunities for students to practice instructional tasks
5. Teacher provides corrective feedback after student responses
6. Teacher encourages student effort
7. Teacher engages students during teacher-led instruction
8. Teacher engages students during independent work
9. Teacher facilitates student success

* Additional, specific guidance on how to implement these features will be incorporated in supplemental *New Mexico Literacy Framework* materials.

English Language Learners (ELL): Schools throughout New Mexico are striving to meet the academic and linguistic needs of English Language Learners (ELLs). New Mexico classrooms serve the highest percentage of Hispanic students in the nation and, after Alaska, the second highest percentage of Native American students. In addition to Spanish, there are eight different indigenous languages spoken in New Mexico, some of which are oral languages only. It is the goal of NM educators to reach all students and provide opportunities for achieving at high linguistic and academic levels in an environment that recognizes, values and celebrates these cultural diversities.

Through activities, discussions, and reading materials teachers can help students make the connection of what they know with the academic literacy of school. Effective reading instruction for English language learners will include providing high-quality vocabulary instruction throughout the day. Teachers will model and students will practice relating what they already know to the text, making predictions about the text before reading, constructing mental images and summaries during reading, and asking questions and seeking clarification after reading.



IMPLEMENTATION - WHAT DO WE NEED TO DO?

SCHOOL INSTRUCTION AND INTERVENTION IMPLEMENTATION CHECKLIST

- ☐ District and school leaders purchasing a variety of programs will study how programs will align. Often the scope and sequence of intervention programs and core curriculums are not aligned. Minimally, special planning time will be provided to teachers to make the necessary adjustments so as not to confuse struggling learners who are receiving instruction in several programs.
- ☐ Provide professional development activities for teachers to develop a critical understanding of the *CCSS*.
- ☐ Provide ongoing professional development in the effective use and implementation of core curriculum and supplemental materials.
- ☐ Ensure K-3 goals target how well students are learning phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension skills; goals in 4-12 focus on both foundational reading skills and the ability to apply skills and strategies to read proficiently across the instructional areas.
- ☐ Ensure literacy goals are clearly defined and quantifiable at each grade level.
- ☐ Ensure that the school's literacy plan allocates a sufficient amount of time for instruction and follows minimal recommended times for daily reading instruction as presented in the *New Mexico's Literacy Framework*:
 - a. Birth-Preschool: literacy will be embedded throughout the course of all daily interactions
 - b. Grades K-3: 90 minute reading block daily
 - c. Grades 4-5: 90 minute reading block daily and literacy-connected learning across the instructional areas
 - d. Grades 6-8: 40-60 minutes daily dedicated specifically to a reading class for all students (as data dictates) in addition to the literacy-connected instruction and practice that takes place across the instructional areas
 - e. Grades 9-12: 2-4 hours of daily literacy-connected instruction and practice
- ☐ Ensure that in elementary, the school uses time allocated for reading instruction to provide both whole-class and small- group instruction to all students on a daily basis. In middle school, the size of reading groups is determined by student need and the number of students appropriate for the type of instruction being delivered.
- ☐ Ensure that students who are English learners receive more than the minimal recommended time for reading instruction.
- ☐ Ensure a tiered instructional system (Tier 1, Tier 2, Tier 3) is used to group students for instruction. Reading groupings are fluid and revised regularly based on student reading progress.
- ☐ Ensure instructional materials and programs align with and support evidence-based practices (including the recommendation of the National Reading Panel) as well as *CCSS*. Ensure that explicit and systematic instruction on the essential elements of reading is taught at each grade level.
- ☐ Ensure that core, supplemental, and interventions materials and programs are implemented with fidelity.
- ☐ Ensure teachers are consistently using the "Nine Features of Effective Teacher Delivery".

»»» ASSESSMENT

FORMATIVE » SUMMATIVE » PROGRESS MONITORING » DIAGNOSTIC

ASSESSMENT GOAL

Require all stakeholders be held accountable for literacy development for all children in New Mexico by identifying and using valid and reliable screening, diagnostic, formative and outcome measurement tools that target instruction and align with *NMCCSS*.



THE FOUNDATION - WHY IS THIS PRINCIPLE IMPORTANT?

The use of assessments is critical to improve literacy outcomes in New Mexico. The effective assessment data and information enables evidence-based decision making in the state, tribe, district, school and classroom.

The Role of Assessments in an Educational System

- determine a child's progress toward standards
- ensure students have mastered the skills they need
- identify needs and assist in planning
- guide instruction and identify where intervention is needed
- enable collaboration and communication between teachers and administrators
- inform decisions about policy and investments
- enable districts to evaluate progress and ensure accountability
- set priorities at all levels – individual, classroom, school, district, community and state

A Comprehensive Assessment System: A comprehensive assessment system is a critical element of an effective plan for improving literacy instruction. Key to meeting this goal is accurate, timely assessment that allows the teacher to differentiate instruction according to individual student needs.

Effective teaching begins with assessment; the assessment process influences curriculum planning in order to meet children where they are and to help them make adequate and necessary progress. Because research has repeatedly demonstrated the value of regularly assessing reading progress, a comprehensive assessment system is a critical component of an effective school-level plan for preventing reading difficulties in the elementary grades.

In a comprehensive system, assessment has a specific purpose (e.g., screen, provide formative and summative information, and diagnostic). This information helps educators identify what children can do, not just what they cannot do; and informs and improves teaching in order to meet each child's individual needs.

Progress monitoring is a scientifically based practice that teachers should use to evaluate the effectiveness of their instruction for individual students and their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. According to researchers⁵⁰, the benefits of progress monitoring include:

- accelerated learning for students
- higher expectations for students by teachers
- more efficient and appropriately targeted instructional techniques and goals
- faster attainment of important state standards

Further, according to Torgesen, there are three research-based reasons for using Grade K-2 reading assessments:⁵¹

1. Patterns of reading development are established early and are stable over time unless interventions are implemented to increase student progress.
2. Without intense interventions, struggling readers do not eventually “catch up” to their average performing peers—in fact, the gap between strong and weak readers increases over time.
3. Reading interventions that begin in grade 3 and extend beyond are likely to be less successful and less cost-effective than interventions that begin in the earlier grades. The later interventions begin, the longer they take to work, the longer they need to be implemented each day, and the less likely they are to produce desired effects.

To help schools and districts obtain this critical early literacy data, the PED provides a screening and progress monitoring assessment for school districts for use in planning data-driven instruction in early elementary. Monitoring student progress and tailoring instruction to meet student needs will support all children’s proficiency in reading by the end of third grade.

Older students are assessed using *PARCC*. *PARCC* is administered in grades 4-8, 10, and 11 to determine the level at which New Mexico students achieve the *CCSS* as well as to measure the progress of students over time. In addition, the grade 11 *Standards Based Assessment (SBA)* is used to determine levels of passing required for graduation. Students have the opportunity to retake the assessment two additional times during their senior year.



ESSENTIAL ELEMENTS - WHAT DO I NEED TO KNOW?

A comprehensive, meaningful assessment system provides an essential component for a literacy program. To fully understand the essential elements of assessment, NM educators will:

- know how to ensure the quality of the data collection
- know the types and purpose of assessment
- know what reliability and validity means
- know the New Mexico assessments

ESSENTIAL ELEMENTS OF ASSESSMENT⁵²

KNOW HOW TO ENSURE THE QUALITY OF DATA COLLECTION

Reliable and valid data are essential for making any education decision. Following are steps to ensure that the data are as reliable and valid as possible:

1. Provide high-quality professional development on the administration and scoring of all reading assessments.
2. Provide brief “refresher” trainings for teachers and staff who conduct reading assessments.
3. Have an assessment expert “shadow score” alongside individuals collecting assessment data. The expert can provide feedback to the tester on the standardized administration and scoring procedures and efficient and effective administration.
4. Conduct a retrospective check of scoring accuracy. After all testing is completed, choose a random sample of the tests (approximately 20%) and check scoring according to the guidelines. If scoring errors are identified in more than 10% of the booklets, re-check all of the booklets.
5. Conduct a retrospective check of the data entry of a random sample of scores. If errors in data entry were made in more than 10% of the scores, re-check all data entries.
6. Retest a random sample of students (i.e., approximately 10%) and look for significant score discrepancies.

51 Torgesen, J.K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In McCardle, P. and Chhabra, V. (Eds.), *The Voice of Evidence in Reading Research*. Baltimore, Md.: Paul H. Brookes.

52 Adapted from *Oregon K-12 Literacy Framework*, Oregon State Board of Education, 2009

KNOW THE TYPES AND PURPOSE OF THE ASSESSMENTS

Types of Assessments: There are three main types of assessment used to inform instruction – formative, interim and summative.

Formative: Are they getting it? (Example: *Kindergarten Observational Tool, Istation/ISIP*)

- Given by the teacher during instruction to measure progress (often integrated into the lesson)
- Provides frequent and timely feedback on teaching effectiveness and students' current learning
- Small scale assessment that identifies strengths as well as learning gaps to guide responsive instructional actions

Interim: Have they got it? (Example: short-cycle assessments, *EOC*)

- Given during instruction to measure interim progress (typically every 6-8 weeks) relative to a specific goal or standard
- Medium scale assessments that can be aggregated and reported
- Identifies gaps in learning and timing allows for further instruction before the end of the trimester, semester or school year

Summative: Did they get it? (Example: *PARCC, SBA, NMAPA, ACCESS*)

- Graded assessment, often done statewide and used for planning and identifying areas needing additional focus
- Measure standards-based skills and knowledge at the end of an established time period (end of year, end of course)

| PURPOSE AND FREQUENCY OF ASSESSMENTS | | |
|--------------------------------------|---|---|
| PURPOSE | EXPLANATION | FREQUENCY |
| OBSERVATION TOOLS | Does the child have the knowledge and skills that would predict later academic success? | Preschool: 3 observation periods (beginning, middle, and end of year) |
| | The purpose of the observation tools is to identify the knowledge skills that students have at the time of program entry. The information collected through authentic observations inform instruction to meet the unique needs of children in birth to kindergarten programs. | Kindergarten: first 30 instructional days of school |

PURPOSE AND FREQUENCY OF ASSESSMENTS

| PURPOSE | EXPLANATION | FREQUENCY |
|---|--|--|
| SCREENING/ BENCHMARK ASSESSMENTS | <p>Is the student are risk for reading problems?</p> <p>The purpose of a screening assessment in reading is to identify those students at risk for reading difficulties and those students on track for successful reading outcomes. Screening data are used to make decisions about the level of instructional support students need. Students at high risk—that is, students well below grade-level reading expectations—should receive more instructional support than students who are on track for meeting grade-level reading expectations.</p> <p>Who is assessed?</p> <p>All students</p> | <p>Grades K-8: It is recommended that a screening should be administered to all students at least three times per year (beginning, middle, and end of the school year).</p> <p>Grades K-3: Screening should focus on the early literacy foundational skills.</p> <p>Grades 4-8: Screening should focus on reading fluency and comprehension.</p> <p>Grades 9-12: It is recommended that a screening assessment should be administered at the beginning of the year in grade 9. Regarding more frequent screening assessments in grade 9, and screening assessments in grades 10-12, it is recommended that schools consider administering a screening assessment to some students, particularly to students who are not yet reading at grade-level.</p> <p>Grades 9-12: Screening should focus on reading fluency and comprehension.</p> |
| PROGRESS MONITORING | <p>Is the student making enough progress to reach summative reading goals?</p> <p>Progress monitoring in reading is essential. The reading progress of students who are not reading at grade level should be monitored frequently in between school-wide screening assessments. Frequent progress monitoring is necessary for students who are reading below grade-level expectations because the must make more progress than would be normally expected if they are going to “catch up” to grade-level expectations. In order to reach this goal, schools need timely information on whether students are making enough progress to reach the outcomes in the timeframe for which outcome goals are set.</p> <p>Who is assessed?</p> <p>Students not meeting Reading expectations—not reading at grade level or not reaching key reading goals</p> | <p>Tier 1 (Benchmark): Screening only need to be conducted three times a year.</p> <p>Tier 2 (Moderate Risk): Screenings need to be conducted twice per month (once per month at a minimum).</p> <p>Tier 3: Screenings need to be conducted once a week (twice a month at a minimum).</p> |

PURPOSE AND FREQUENCY OF ASSESSMENTS

| PURPOSE | EXPLANATION | FREQUENCY |
|---------------------------------------|--|--|
| SUMMATIVE EVALUATIONS | <p>Is the student reading at grade level and meeting other reading goals?</p> <p>Grades K-2: The foundation for reading development occurs in grades K-3. <i>PARCC</i> is not administered prior to grade 3; therefore,, formative measures (screenings and progressing monitoring) of reading in grades K-2 are even more significant. In grades K-2, these measures indicate whether students are on track to read at grade level by grade 3, and they may also be used as summative or outcome measures for specific essential elements of reading (phonological awareness, alphabetic principle, and fluency).</p> <p>Grades 3-12: Summative assessments are administered at the end of the school year to determine whether students have met important grade-level reading goals for that year. The most important purpose is to determine whether students: (a) are able to read a variety of grade-level materials with comprehension, (b) have met key formative goals that are important benchmarks of successful overall grade-level reading, and (c) are on track for grade-level reading.</p> <p>Who is assessed?</p> <p>All students</p> | <p>Grades K-2: Formative (screening) assessment should be conducted at a minimum of three times a year (beginning, middle, and end).</p> <p>Grades 3-8 and High School: Summative assessment is conducted at the end of every school year.</p> |
| DIAGNOSING INSTRUCTIONAL NEEDS | <p>What precise instructional needs does a student have that, if identified, will improve his/her rate of progress toward important reading goals?</p> <p>For some students, even when provided with evidence-based interventions and quality instruction, the students continue to fall further behind grade-level expectations. Continued lack of progress increases the urgency of designing and implementing an instructional plan that will improve the students' reading outcomes. In this case, the use of a reliable and valid standardized diagnostic reading assessment may provide information that educators to identify reading challenges and more precisely meet the students' instructional needs.</p> <p>Who is assessed?</p> <p>Students who are not making adequate progress despite the use of intense intervention</p> | <p>Rarely.</p> <p>It should be noted that the administration of formal diagnostic reading assessments means that very intense instructional interventions are needed to increase the reading progress of the student.</p> |

KNOW WHAT RELIABILITY AND VALIDITY MEAN

Both reliability and validity are necessary for making decision based on test scores. For purposes of the *NMLF*, the following descriptors will be used:

Reliability: The degree to which a test score is consistent over repeated administrations, and therefore can be thought of as dependable, replicable and relatively free of errors of measurement. A reliable reading assessment means the same, or very similar, data would be obtained if the student were:

- tested two or more times in a short time span
- tested in two or more different settings or locations
- tested on different versions of the same test (e.g., Form A and Form B)
- tested by different test examiners

If an assessment is not reliable, scores earned from the test will be interpreted cautiously and the information will not be used to make important educational decisions.

Validity: The extent to which a test measures what it was designed to measure. If a test is not valid, the scores earned will not be used for decision making and will be used with caution.

KNOW THE ASSESSMENTS IN NEW MEXICO

The goal of a comprehensive assessment systems is to allow educators to differentiate instruction according to individual students' needs as well as evaluate state, district, school, and grade outcomes and impact. The following table provides an overview of the assessment instruments used and mandated in New Mexico.

| NAME | DESCRIPTION/GENERAL INFORMATION | FOR MORE INFORMATION |
|---|--|---|
| EARLY CHILDHOOD OBSERVATION TOOL | <p>The <i>Early Childhood Observation Tool (ECOT)</i> uses a rubric rating system to observe student behaviors and skills in the natural classroom and school environments in the following seven domains:</p> <ol style="list-style-type: none"> 1. Physical Development, Health, and Well-Being 2. Literacy 3. Mathematics 4. Aesthetic Creativity 5. Scientific Conceptual Understanding 6. Self, Family, and Community 7. Approaches to Learning <p>The purpose of the <i>ECOT</i> is to:</p> <ul style="list-style-type: none"> • Preschool – gather information on what children know and can do at the time of preschool entry and document growth over the preschool year(s); • KOT - gather information on what children know and can do at the time of kindergarten entry; • Assist teachers in data-driven instructional decision making at the child and classroom level • Identify individual children's needs and provide necessary supports to children and teachers • Provide families with information about their children's learning and development • Inform prior education and care stakeholders <p>General Guidelines:</p> <ul style="list-style-type: none"> • For preschool, the <i>ECOT</i> must be implemented three times throughout the year (beginning, middle, and end). • For kindergarten, The <i>ECOT</i> must be implemented within the first 30 instructional days. <ul style="list-style-type: none"> » The <i>ECOT</i> will be implemented for students who have entered the classroom within the first 15 instructional days. » Students who attend 24 out of the 30 instructional days from the beginning of the school year will have a complete record of final ratings submitted. | <p>https://prek.ped.state.nm.us/EarlyLearningGuidelines</p> <p>http://ped.state.nm.us/ped/LiteracyEarlyChildhoodEd/index.html</p> |

| NAME | DESCRIPTION/GENERAL INFORMATION | FOR MORE INFORMATION |
|---|---|---|
| ISTATION/ISIP - INDICATORS OF PROGRESS IN EARLY READING | <p>This is a formative, computer-based assessment <i>for all students in Grades K – 2 and Grade 3 for Reads to Leads</i> schools. Istation/ISIP measures growth in the following areas:</p> <ul style="list-style-type: none"> • Phonemic awareness • Letter Knowledge • Alphabetic Decoding • Vocabulary • Spelling • Comprehension • Fluency <p>In New Mexico, <i>Istation/ISIP</i> is to be administered three times a year. It is available in English and Spanish. For all students who score at ISIP Tier 2 or Tier 3, progress monitoring will be conducted on a frequent basis.</p> <p>General Guidelines:</p> <ul style="list-style-type: none"> • <i>Istation</i> assessments are administered individually to students on a computer (Mac or Windows), Chromebook, or iPad • <i>Istation</i> reading assessments are available in English, also known as, <i>Istation's Indicators of Progress (ISIP)</i> and in Spanish (<i>ISIP Español</i>) • Principals and teachers will have access to the Istation website which includes teacher resources and reports | http://www.istation.com/newmexico |
| PARCC: PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS | <p>PARCC is a consortium of 24 states working together to develop and provide an assessment system aligned to the <i>Common Core State Standards</i>. The assessment is anchored in college and career readiness, provides comparability across states, and is able to assess and measure higher-order skills such as critical thinking, communications, and problem solving that are essential to the new learning standards.</p> <p>The PARCC assessment is for grades 3-11. It tests in the areas of:</p> <ul style="list-style-type: none"> • English language arts/literacy • Mathematics | http://www.ped.state.nm.us/ped/NMPARCCIndex.html |
| SBA: STANDARDS BASED ASSESSMENT | <p>SBA is a statewide assessment, which provides actionable data that will help educators improve academic performance.</p> <p>The SBA assesses the following:</p> <ul style="list-style-type: none"> • Science - Grades 4, 7, 11 (and fall senior retests) • Spanish Reading - Grades 3-8, 10 and 11 (and fall senior retests) | |

| NAME | DESCRIPTION/GENERAL INFORMATION | FOR MORE INFORMATION |
|--|--|---|
| NMAPA: NEW MEXICO ALTERNATIVE PERFORMANCE ASSESSMENT⁵³ | <p>The purpose of the <i>New Mexico Alternative Performance Assessment (NMAPA)</i> is to maximize access to the general education curriculum for students with significant cognitive disabilities, ensure that all students with disabilities are included in New Mexico's statewide assessment and accountability programs, and direct instruction in the classroom by providing important pedagogical expectations and data that guide classroom decisions.</p> <p>The <i>NMAPA</i> is only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).</p> <p>The <i>NMAPA</i> is designed to measure the performance of a small subpopulation of students with significant cognitive disabilities against the New Mexico Extended Grade Band Expectations (EGBEs) and the Common Core Extended Grade Band Expectations (CCEGBEs).</p> | http://www.ped.state.nm.us/ped/Assessment_NMAPA.html |
| ACCESS⁵⁴ | <p><i>ACCESS</i> for ELLs 2.0 is an English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs).</p> <p>The purpose of <i>ACCESS for ELLs</i> is to:</p> <ul style="list-style-type: none"> • Monitor annual progress of the ELLs' English language proficiency in grade levels K-12 • Establish when ELLs have attained English language proficiency • Inform classroom instruction and assessment • Provide a reliable and valid data source for accountability and aid in decision-making <p><i>ACCESS</i> measures students skills in the areas of:</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing | http://ped.state.nm.us/BilingualMulticultural/ACCESS-ELL/index.html |

⁵³ New Mexico Public Education Department. (2017). *Assessment: NMAPA*. Retrieved from New Mexico Public Education Department: http://www.ped.state.nm.us/ped/Assessment_NMAPA.html

⁵⁴ World-Class Instructional Design and Assessment (WIDA) Consortium. (2010). *ACCESS for ELLs - NMPED*. Retrieved from New Mexico Public Education Department: <http://www.ped.state.nm.us/BilingualMulticultural/dl10/ACCESSforELLsPresentation.pdf>



IMPLEMENTATION - WHAT DO WE NEED TO DO?

SCHOOL ASSESSMENT IMPLEMENTATION CHECKLIST

- ☐ Review the section above (i.e., Ensure the quality of data collection) and develop and implement a year-long calendar/schedule that contains each of these tasks.
- ☐ Ensure adequate investment in human and fiscal resources for assessment training including how to use the data to inform instruction. This investment should ensure the successful implementation of the *Mexico Literacy Framework* and maintain a dynamic system for literacy development in districts and schools.
- ☐ Develop and implement a site-based plan for use of formative assessment to monitor student progress toward mastery, inform instruction and interventions, including for diverse populations (Tier 1, Tier 2, and Tier 3).
- ☐ Schedule regular Data Summits or Professional Learning Communities to analyze data and engage in data-based decision making, collective inquiry, and action research.
- ☐ Ensure all assessment administrators receive ongoing training and follow-up observations on standard administration procedures, scoring, and data interpretation on all measures.
- ☐ Ensure screening measures are administered to all students as early as possible in the school year to identify each student's level of reading performance (Tier 1, Tier 2, Tier 3) and determine students' instructional strength, weaknesses, and needs.
- ☐ Ensure progress-monitoring measures are administered formatively at least three times per year to all students in Grades K-5. Students below grade level and all students at risk of reading difficulties in Grades 6-12 are administered progress-monitoring assessments more often (2-4 times per month) based upon each student's level of risk (Tier 2 or Tier 3).
- ☐ Ensure student performance data are analyzed in timely, meaningful manner and routinely used by grade or department-level teams/professional learning communities to for education decision making.
- ☐ Use summative data for decision making at school, department, grade, and student levels (K-12).

»»» PROFESSIONAL DEVELOPMENT

INTENTIONAL » ONGOING » SYSTEMATIC » JOB EMBEDDED

PROFESSIONAL DEVELOPMENT/RESOURCES GOAL

Develop learning opportunities, web-based resources, and coordinated support services to enhance literacy learning for educators. Such opportunities will be based on, but not limited to, best practice concepts including:

- ongoing
- job-embedded when possible
- use of coaches/mentors
- differentiated to accommodate needs of both novice and veteran educators



THE FOUNDATION - WHY IS THIS PRINCIPLE IMPORTANT?

Professional development is critical in order for teachers to learn how to provide the instruction students need to be successful readers. High-quality professional development at the school level addresses both theoretical foundations of effective practice as well as the “how-tos” of delivering effective instruction.⁵⁵

The most effective professional development plans are systematic, intentional, coordinated, ongoing, and guided by student achievement data. In addition to workshop and conferences, job-embedded professional development which is aligned to the school’s literacy plan and *NM DASH* 90-day Plan provides an effective, ongoing, sustained, and focused approach to teacher learning. Examples of professional development within the school setting are professional learning communities, teacher study groups, grade-level and department level meetings to analyze data and to plan and reflect on instruction, focused professional development offered by a master teacher or a coach on a specific aspect of implementation, and ongoing observations by instructional experts and mentors.⁵⁶

“Regardless of how schools are formed or reformed, structured or unstructured, the renewal of staff members’ professional skills is considered fundamental to improvement.”

Guskey, T.R., & Huberman, M. (1995). *Professional development in education: New paradigms and practices*. New York: Teachers College Press.



ESSENTIAL ELEMENTS OF HIGH QUALITY PROFESSIONAL DEVELOPMENT⁵⁷- WHAT DO I NEED TO KNOW?

Six Essential Elements of High-Quality Professional Development:

1. guided by assessment data to attain school reading goals
2. focused on the implementation of research-based programs and practices
3. consistent time allocated for educators to plan, reflect on, and refine instruction
4. multifaceted, coordinated, and ongoing to support teachers and instructional staff on the assessment and instruction of reading priorities
5. differentiated by position and need
6. results in a thorough understanding of, and ability to implement reading priorities and practices effectively

55 Richardson, V. (2003). The dilemmas of professional development. *Phi Delta Kappan*, 84(5), 401–406; National Staff Development Council (2001). *NSDC’s Standards for Staff Development*. Oxford, OH: Author

56 Garet, M., Birman, B., Porter, A., Desimone, L., Herman, R., & Suk Yoon, K. (1999). *Designing effective professional development: Lessons from the Eisenhower program*. Washington, DC: U.S. Department of Education.

57 Adapted from *Oregon K-12 Literacy Framework*, Oregon State Board of Education, 2009

GUIDED BY ASSESSMENT DATA TO ATTAIN SCHOOL READING GOALS

In order to systematically improve reading outcomes, professional development for teachers and those who support teachers must be data-driven.

The goal is to implement professional development that with a high degree of certainty will impact student learning. The selection of the type and content must be driven by data and be intentional. For example, at a middle school, 8th grade data may indicate that fewer than 60% of the students are meeting formative reading goals. In this case:

- the school needs to analyze school-level data and perhaps also examine data from previous grades to pinpoint possible skill deficits of this overall low performance
- after the possible skill deficits have been identified, then the school needs to specifically target the professional development necessary to address this need, such as professional development on how to intensify instruction (e.g., using an intervention program designed to accelerate the progress of students at risk).

FOCUSED ON THE IMPLEMENTATION OF RESEARCH-BASED PROGRAMS AND PRACTICES

Professional development will be differentiated based on the purpose of the instruction. Specifically, the professional development on how to teach students to read differs significantly from the professional development on teaching reading across the content areas.

TEACHING READING

In elementary schools, and in middle schools and high schools when reading is taught separately as a subject, it is important for schools to use research-based reading texts that address one or more of the five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. When teaching a reading class, teachers typically use a combination of the core reading program, supplemental materials, and intervention programs. Each of these require high-quality professional development that focuses precisely on how to use these materials to provide effective explicit reading instruction.

It should be noted that publishers of the programs and materials can provide initial exposure in how programs are organized and a basic overview of how they should be taught in the classroom. However, that is not enough. Relying solely on the publisher's professional development will likely lead to uneven implementation. In order to achieve the high level of expertise required to meet the needs of all students, teachers need more extensive professional development (including mentoring and coaching) on the specific materials and programs.

TEACHING READING ACROSS CONTENT AREAS

Teaching reading across the content areas can be challenging. Professional development targeting the teaching of advanced literacy skills required to comprehend academic content is very different from professional development on how to use texts that focus on reading instruction.⁵⁸ Teachers (Grades 4-12) need effective professional development that addresses two major areas:⁵⁹

1. professional development on effective and explicit content instruction that ensures that students learn key content in their classes, even if students do not have the reading skills to learn this content from reading the course textbooks and other materials
2. professional development that addresses effective and explicit instruction necessary for teaching students to read subject-area texts and ensuring students learn how to read subject-specific texts and materials so they can access content through reading

58 O'Brien, D.G., Stewart, R.A., & Moje, E.B. (1995). Why content literacy is difficult to infuse into the secondary school: The 10% Solution 56 Wisconsin English Journal Volume 52, Number 1 Spring 2010 Complexities of curriculum, pedagogy, and school culture. *Reading Research Quarterly*, 30(3), 442-463.

59 Torgesen, J. H. (2007). *Improving literacy instruction in middle and high schools: A guide for principals*. Portsmouth: RMC Research Corporation, Center on Instruction.

When teaching reading across the content areas, instruction will focus on the following concepts:

- key vocabulary
- the organization of content in the text
- reading strategies students need to use to understand the text.

Although teaching reading across the content areas is different from teaching reading separately as a subject, it contains some pedagogical similarities. Systematically integrating explicit content instruction with explicit reading instruction to teach students how to read and understand content text is critical in grades 4-12. To achieve this goal, systemic and thoughtful professional development is pivotal.

CONSISTENT TIME ALLOCATED FOR EDUCATORS TO PLAN, REFLECT ON, AND REFINE INSTRUCTION

If Louisa Moats is correct, that “*Teaching Reading IS Rocket Science*,” then professional development must involve much more than detailed descriptions of what teachers should do in the classroom to teach reading effectively.⁶⁰ To provide effective instruction in the classroom, teachers need sufficient time to prepare for instruction.⁶¹ Teachers need time before instruction to prepare lessons, and they need time after instruction to evaluate the lessons and determine what changes need to be made. This can be done individually, however, time should also be scheduled to include group reflection such as during a professional learning community. Specifically, through grade-level and department-level team meetings and professional learning communities, time should be allocated for planning reading lessons and determining how reading will be taught across the content areas. Similarly, having a coach, expert teacher, peer, or administrator regularly observe instruction and provide feedback assists teachers in reflecting on and refining their instruction.⁶²

Tips for utilizing a reading coach:

- in grades K-8 reading classes, even brief, five-minute observations can provide teachers with useful feedback on how to refine their instruction to meet student needs
- scheduling longer observations by a coach or expert teacher can provide additional benefit
- observers can collect detailed information on student responses to instruction and this can be used to determine areas of student mastery and difficulty
- in grades 4-12 reading across the content areas, observations can focus on what teachers do to help students with textbook comprehension
- observers can look for instruction that targets subject-specific vocabulary and the use of reading comprehension strategies as they are applied to understanding material
- observers can note the depth of knowledge teachers expect on target vocabulary
- in advancing subject-specific comprehension, observers can provide feedback to teachers on the concreteness of the modeling teachers use to help students understand what is expected when they read the text and what they should do if they encounter difficulty
- observers can prepare comments on the feedback that teachers provide students as students attempt to apply these comprehension strategies during supported practice and during independent practice

By noting the degree to which lessons balance both content instruction and reading instruction for enhanced content understanding, observers can provide valuable information teachers can use to improve their planning and delivery of instruction.

60 Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington D.C.: American Federation of Teachers.

61 Gersten R, Dimino J. The realities of translating research into classroom practice. *Learning Disabilities Research & Practice*. 2001;16:120–130.

62 Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

MULTIFACETED, COORDINATED, AND ONGOING TO SUPPORT TEACHERS AND INSTRUCTIONAL STAFF ON THE ASSESSMENT AND INSTRUCTION OF READING PRIORITIES

Strong professional development goes beyond single session workshops. Instead, it targets repeated exposures to learning and applied-learning opportunities in which new teaching behaviors are learned and practiced in the classroom, over time.⁶³

Professional development that is provided through multiple avenues or sources may result in the adoption of successful new teaching strategies as long as the different activities are focused on a common goal and are based on data.

Although the initial presentation of new teaching strategies or content may be in a large-group format such as a state-level or district-level institute, follow-up formats should assist with embedding new skills within the context of actual classroom practice.

Professional development activities include:

- state or regional institutes
- district-level professional development
- web-based platforms
- school-based consultation and professional development
- grade-level/department-level teams or staff meetings
- classroom observations and feedback

In seeking new or deeper content knowledge, educators should determine the most effective manner to gain the knowledge. The table below provides the most common types of professional development, as well as their advantages and shortcomings.

| TYPE OF PROFESSIONAL DEVELOPMENT: ADVANTAGES AND SHORTCOMINGS ⁶⁴ | | |
|--|---|---|
| TYPE OF PROFESSIONAL DEVELOPMENT | ADVANTAGES | SHORTCOMINGS |
| Training <i>Presenter or a team of presenters shares ideas and expertise through a variety of group based activities. Training format includes large group presentations and discussions, workshops, seminars, etc.</i> | <ul style="list-style-type: none"> • Efficient and cost effective • Provides a shared knowledge base and common vocabulary for participants | <ul style="list-style-type: none"> • Offers few opportunities for choice or individualization • May not be appropriate for varied levels of educators' skill and expertise • Follow-up activities are needed to provide feedback and coaching necessary for the successful implementation of new ideas |
| Observation/assessment <i>Collegial observations to provide educators with feedback on their performance.</i> | <ul style="list-style-type: none"> • Provide important benefits to both the observer and the one being observed⁶⁵ • The observer gains expertise by observing colleague, preparing feedback, and discussing common experiences • The person being observed benefits from another's point of view, gains new insights, and received helpful feedback • Helps break down the isolation of teaching by having colleagues work together on shared goals⁶⁶ | <ul style="list-style-type: none"> • Requires the commitment of significant time for both the observer and the person being observed • Both must be willing to coordinate calendars • Care must be taken to separate the observation with the evaluation process |

63 Torgesen, J., Houston, D., Rissman, L., & Kosanovich, M. (2007). *Teaching all student to read in elementary schools: A guide for principals*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

64 Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

65 Showers, Beverly & Joyce, Bruce (1996), The Evolution of Peer Coaching, Educational Leadership, vol. 53, no. 6, pp 12-16.

66 Ackland, R. (1991). A review of the peer coaching literature. Journal of New Mexico Statewide Literacy Framework

TYPE OF PROFESSIONAL DEVELOPMENT: ADVANTAGES AND SHORTCOMINGS⁶⁴

| TYPE OF PROFESSIONAL DEVELOPMENT | ADVANTAGES | SHORTCOMINGS |
|--|--|---|
| Involvement in development/improvement process <i>Involvement in the research, discussion, and development/improvement of a program, system, or activity.</i> | <ul style="list-style-type: none"> • Participants increase specific content knowledge and skills • Enhance their ability to work collaboratively and engage in shared decision making • Become aware of perspective of others • Become more appreciative of individual differences • Learn about group dynamics | <ul style="list-style-type: none"> • Involvement is generally restricted to a relatively small portion of the staff • Tendency for persuasively argued opinions to take precedence over research evidence and knowledge of best practices |
| Study groups <i>Involves the entire staff finding solutions to common problems.</i> | <ul style="list-style-type: none"> • Brings focus and coherence to improvement efforts • Breaks down isolation of staff • Reinforce the idea of schools as learning communities for both students and educators • Emphasize the continual and ongoing nature of professional development | <ul style="list-style-type: none"> • Potential for some individuals to take over while other remain uninvolved • Tendency for the study group discussion to be opinion-based rather than research-based |
| Inquiry/action research <i>Educators engage in (a) selecting a problem or question of collective interest; (b) collecting, organizing, and interpreting information relates to the problem; (c) studying the professional literature and research; (d) determining possible actions, and (e) taking action and documenting results.</i> | <ul style="list-style-type: none"> • Helps educators become more reflective practitioners, more systematic problem solvers, and more thoughtful decision makers⁶⁷ | <ul style="list-style-type: none"> • Requires significant initiative of participants • May require a substantial commitment of time |
| Individually guided activities <i>Educators determine their own individual professional development goals and then selects the activities that they believe will result in the achievement of those goals.</i> | <ul style="list-style-type: none"> • Flexibility and opportunities they offer for choice and individualization • Format for self-analysis, reflection, and thoughtful decision making | <ul style="list-style-type: none"> • Little collaboration or professional sharing • Notions of shared mission and united purpose can be lost |
| Mentoring <i>Pairing an experienced and highly successful educator with a less experienced colleague.</i> | <ul style="list-style-type: none"> • Offers a highly individualized approach for professional development that benefits both educators • The process can foster lifelong, highly productive professional relationships⁶⁸ | <ul style="list-style-type: none"> • May limit opportunities for broader collaboration and collegial sharing |

Adapted from: Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

⁶⁷ Ackland, R. (1991). A review of the peer coaching literature. *Journal of Staff Development*, 12, 22-27.

⁶⁸ Drago Severson, E. E. (1997). Researching a Principal's Leadership Practices on Behalf of Adult Education: A Four Year Ethnography. Paper Presented at the Annual Meeting of the American Educational Research Association Chicago.

A sequence for systematic professional development could be as follows:

- large-group presentation on research-based strategies
- followed up by contracting with the consultant to provide in-class demonstrations of the strategies and an after-school review of the professional development with the teachers; demonstrations would be based on the core program or subject textbooks adopted by the building; and the consultant may leave several instructional targets or goals for a grade level to focus on after the visit
- a coach or lead teacher could follow up on these targets by reviewing the strategies in grade-level or department-level meetings or professional learning communities
- a coach or lead teacher could observe instruction in the classrooms and provide feedback to the teachers regarding appropriate use of the strategies
- the principal could incorporate these strategies as “look fors” during classroom observations.

This type of multifaceted, professional development needs to be highly coordinated to be effective. A multifaceted approach to professional development allows for ongoing support at increasing levels of intensity and specificity for teachers. Professional development experiences are linked by a common objective—a clear focus on effective instruction and sustainability.

As schools gain experience with programs and practices, they develop their own cadre of experts within the building that can provide ongoing professional development to other staff. Teachers who have taught a program extensively and do so with fidelity and effectiveness can assist other teachers in developing expertise.

DIFFERENTIATED BY POSITION AND NEED

At the school level, the principal, coach, classroom teachers, specialists, instructional assistants, new staff members, and substitutes should receive appropriate professional development in how to implement the school literacy plan. Because different responsibilities are associated with each of these positions, professional development should be differentiated by position. However, because the school team must work as a unit and towards common goals, it is also important that professional development include opportunities for the school staff to learn to work together to implement the school’s literacy plan.

Individuals bring different background experiences, previous professional development experiences, and skills and talents related to their positions. Professional development content should be adjusted based on these factors. A systematic professional development plan that is differentiated by position and need will be detailed in schools' literacy plans and within the *NM DASH 90-day Plan*.

Professional development should have a measurable impact on both teachers’ conceptual understanding of the instruction they are being asked to provide as well as on the effective use of instructional practices in the classroom. Effective professional development results in a thorough understanding of, and ability to implement reading priorities and practices.

A major goal in the *New Mexico Literacy Framework* is that professional development will target both the mechanics of instruction and the underlying conceptions that support the use of specific programs and instructional approaches. That is, professional development must address teachers’ understanding of the scientific basis of reading instruction and give clear demonstrations of what effectively translating that knowledge into classroom practice means.

Whether professional development focuses on the effective implementation of new programs, better use of instructional time, how to provide more effective grouping arrangements with students, or how to use data to provide instruction that is more sensitive to student needs, the end result should be professional development guided by student reading data and focused on the attainment of student reading goals.

The value or success of professional development will be determined largely by whether students are increasing in their reading achievement, rather than the professional development evaluation ratings. Educators must engage in action research and objectively look at the impact of professional development activities as it relates to more effective teaching practices and increased student learning.



IMPLEMENTATION - WHAT DO WE NEED TO DO

SCHOOL PROFESSIONAL DEVELOPMENT IMPLEMENTATION CHECKLIST

- ☐ Ensure that the school has a systematic plan for professional development that is data-based including student achievement data, educator's skill level, and role within the school
- ☐ Ensure professional development resources (time and funding) are aligned with the school's reading goals and are sustained in focus across years.
- ☐ Develop and implement a 3-year literacy professional development plan to meet the needs of school-based educators (PreK-12). Ensure that it reflects the characteristics of effective professional development including:
 - a. Focused on school goals and guided by data collected toward reaching these goals
 - b. Ongoing and includes time for staff to plan, reflect, and refine instruction
 - c. Engaging and interactive
 - d. Collaborative
 - e. Job-embedded
- ☐ Provide quality professional development that is designed to build content knowledge and application (e.g., job embedded professional development, coaching, etc.) in the areas of:
 - a. Response to Intervention
 - b. Aligning instruction to the *CCSS*
 - c. Grade-level instructional effective teaching practices in literacy
 - d. Data-based decision making

»»» FAMILY ENGAGEMENT

MULTI-TIERED LEVELS OF SUPPORT » STANDARDS-BASED » RESEARCH-BASED

FAMILY/COMMUNITY/BUSINESS ENGAGEMENT GOAL

Provide learning opportunities, technical assistance and resources for parents, families and communities that will support student learning in the home and community. New Mexico will ensure that such interactions are culturally respectful, linguistically appropriate and inclusive of the many diverse populations of the state. In addition, New Mexico will explore and implement opportunities for businesses and statewide associations to support literacy efforts.



THE FOUNDATION - WHY IS THIS PRINCIPLE IMPORTANT?

The SEDL report, *A New Wave of Evidence*⁶⁹, synthesizes research from 51 studies over the preceding decade to reach conclusions about the effect of parent involvement on student learning. The results indicate that students with involved parents, no matter their income or background, are more likely to:

- earn higher grades and test scores, and enroll in higher-level programs
- be promoted, pass their classes, and earn credits
- attend school regularly
- have better social skills, show improved behavior and adapt well to school
- graduate and go on to post-secondary education

When parents are engaged in their child's learning then they are more likely to:

- support learning at home
- engage in effective collaboration with teachers and schools to support learning (e.g., shared reading, monitoring homework, goal setting, and communicating with teachers about their child's learning).



ESSENTIAL ELEMENTS - WHAT DO I NEED TO KNOW?

New Mexico is committed to providing learning opportunities, technical assistance and resources for parents, families and communities that will support student learning in the home and community. New Mexico will ensure that such interactions are culturally respectful, linguistically appropriate, and inclusive of the many diverse populations of the state.

At a minimum, to ensure strong parent engagement and to increase student learning:

- families need to have a strong conceptual understanding of the key learning skills for their child's grade level
- families need effective and practical strategies to practice these skills anywhere and anytime
- schools need to build trusting and collaborative relationships between teachers and families

Essential elements in increasing parent engagement include:

- developing relationships
- deepening relationships
- linking families to student learning and sustain relationships
- knowing family engagement resources that support literacy

DEVELOPING RELATIONSHIPS

Perhaps one of the most impactful ways to increase parent engagement in the schools is to develop relationships with parents and families – a relationship that is built on trust and respect.

According to Family-School Partnerships in New Mexico⁷⁰, activities to begin developing relationships include:

- putting out the welcome mat (reserved parking spots for parents and visitors, welcome signs, directions)
- engaging the whole family – tours of the school, home visits, and a mentoring system
- creating a warm, friendly building that reflects the cultural and linguistic diversity of the community
- displaying student work throughout the school buildings with clear explanations and purpose
- making sure that the principal or someone representing him/her is always accessible
- setting customer service standards for office staff and others that greet families and guests
- putting on the personal touch – small meetings, one-to-one talks, a family center

For more information on developing parent relationships, visit: <http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf>

DEEPENING RELATIONSHIPS

Developing relationships with parents is the first step to parent engagement. However, to fully engage parents in their child's learning and the school, educators must deepen the relationship.

According to Family-School Partnerships in New Mexico⁷¹, activities to begin deepening relationships include:

- showing respect at all times
- asking parents for their advice – and taking it
- creating structures for including parents in major decisions about their children and the school
- recognizing families' contributions and thank them for their help
- respecting families' circumstances – offer translators, convenient times, childcare
- setting ground rules together – such as procedures for classroom observations
- accentuating the positive and focus on solutions to challenges – apply no negative labels to anyone

For more information on developing parent relationships, visit: <http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf>

LINKING FAMILIES TO STUDENT LEARNING AND SUSTAIN RELATIONSHIPS

Linking families to student learning and sustaining these essential relationships should be a thoughtful and integral part of a school's culture.

According to Family-School Partnerships in New Mexico⁷², activities to begin linking families to student learning and sustaining relationships include:

- linking parent activities to what students are learning and doing in class

70 Family-School Partnerships in New Mexico. (n.d.). *Developing Positive Relationships with Families*. Retrieved from A Framework for Family School Partnerships in New Mexico: <http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf>

71 Family-School Partnerships in New Mexico. (n.d.). *Developing Positive Relationships with Families*. Retrieved from A Framework for Family School Partnerships in New Mexico: <http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf>

72 Family-School Partnerships in New Mexico. (n.d.). *Developing Positive Relationships with Families*. Retrieved from A Framework for Family School Partnerships in New Mexico: <http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf>

- exhibiting student work and sending graded work home every week
- making home visits to find out child's talents and interests, explain teacher expectations, and leave learning materials families can use with children
- showing parents that student learning is a shared responsibility by keeping parents informed about what their kids are learning and how they can reinforce the learning
- opening a family center – create a warm place to gather, access learning materials and other resources

For more information on developing parent relationships, visit: <http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf>

KNOWING FAMILY ENGAGEMENT RESOURCES THAT SUPPORT LITERACY

The table below provides additional links and resources to support parent engagement in New Mexico schools.

| FAMILY RESOURCES TO SUPPORT LITERACY DEVELOPMENT | |
|---|---|
| <p>A Framework for Family-School Partnerships in New Mexico: http://nmengaged.com</p> <p>NMPED PreK Family Resource Document: https://prek.ped.state.nm.us/FamilyEngagement</p> <p>NMPED PreK Family Materials Document: Family Materials page https://prek.ped.state.nm.us/FamilyMaterials</p> | <p>This website provides a Toolkit for New Mexico School Communities: Family, School, and Community Partnerships, a collaborative project of the New Mexico Public Education Department (NMPED) and the Center for the Education and Study of Diverse Populations (CESDP). This resource-rich toolkit presents a Framework for New Mexico schools based on the <i>National PTA Standards for Family-School Partnerships</i> and is designed to support sustainable family engagement initiatives that build capacity among educators and families to partner with one another around student success.</p> |
| <p>New Mexico Kids.org: https://www.newmexicokids.org</p> | <p>The NewMexicoKids.org website was created in 1996 as a portal for New Mexico families and early care and education personnel to find information for early childhood professional development, training and technical assistance, child care referrals and child development information.</p> |
| <p>Colorín Colorado: www.colorincolorado.org/guides</p> | <p>This website offers free print guides in English and Spanish created for parents, teachers, and anyone who wants to improve the reading achievement of children. The guides can be downloaded and printed for an individual's own use or to distribute to others.</p> |
| <p>Reading Rockets Reading Tips for Parents: www.readingrockets.org/article/18935</p> | <p>These one-page parent tips offer easy ways for families to help children become successful readers. The tips are targeted for babies through third grade and are available in English and ten other languages including Navajo.</p> |
| <p>PBS Raising Readers: http://pbskids.org/island/parents</p> | <p>Multiple resources are available in English and Spanish targeted toward assisting young children.</p> |
| <p>National Parent Teacher Association (PTA): www.pta.org/4446.htm</p> | <p>Parent guides are available in English and Spanish aligned with the <i>Common Core State Standards</i> for kindergarten through grade eight.</p> |



IMPLEMENTATION - WHAT DO WE NEED TO DO?

SCHOOL/FAMILY/COMMUNITY ENGAGEMENT IMPLEMENTATION CHECKLIST

- ☐ Develop a systematic school-based parent engagement plan designed to build, strengthen and sustain parent relationships.
- ☐ Ensure that the school has developed a culture of positive parent engagement in which all staff work together to make parents feel safe, welcomed, and an important partner their child's school success.
- ☐ Actively seek out the involvement of parents and other community members in their literacy efforts (e.g., Reading Buddies).

»»» APPENDIX A: SYSTEMATIC SCHOOL TRANSITIONS

The *New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act* states:

PRESCHOOL/PRE-KINDERGARTEN TO KINDERGARTEN TRANSITION

Through the work of the PED and a number of stakeholders, the *New Mexico Early Learning Guidelines* were developed for children ages 0-5. (<https://prek.ped.state.nm.us/EarlyLearningGuidelines>).

These guidelines along with the Authentic Observation Documentation and Curriculum Planning Process, a system of observation, documentation, and analysis that helps track a child's progress toward meeting early learning expectations, are some of the most important professional tools that early childhood educators use in the classroom. These provide a cross-systems approach to building upon the strengths of each child to facilitate their growth, development, and learning within the context of their family so that New Mexico children are happy, healthy, and ready for success in their k-12 education.

Some of the key factors that may be influencing this disparity is the large number of students with disabilities that receive special education and related services in settings other than the regular classroom. For the 2015-16 school year, 43.86% of preschool students with disabilities received the majority of special education and related services in the regular early childhood program while 42.26% of preschool students with disabilities received special education and related services in a separate special education class, separate school or residential facility. The performance of these students is reflected in the large number of students with disabilities that remain below age expectations after completing a preschool/prekindergarten program, making the argument that providing services to students with disabilities in classrooms with typically developing peers is more beneficial to improved student performance.

New Mexico PreK is a statewide, voluntary preschool program jointly administered by the PED and the Children, Youth, and Families Department available to children who have reached their fourth birthday by September 1st. The purpose of the PreK program is to ensure every child in New Mexico has the opportunity to attend a high quality early childhood education program before entering kindergarten. The purpose of the New Mexico PreK program is to:

- Increase access to voluntary high-quality pre-kindergarten programs
- Provide developmentally appropriate activities for New Mexico children
- Expand early childhood community capacity
- Support linguistically and culturally appropriate curriculum
- Focus on school readiness

To support a high quality prekindergarten program, the New Mexico Race to the Top Early Learning Challenge grant supported New Mexico in developing the *Essential Elements of Quality, FOCUS*, for state funded preschool programs, including Pre-K, special education preschool and Title I preschool programs. This resulted in New Mexico raising the bar and expectations for all early childhood programs in New Mexico, ensuring more students are ready for kindergarten (<http://www.cdd.unm.edu/ecln/ped-focus/>). In order to ensure our students with disabilities receive the maximum benefit from these programs and are given the opportunity to transition into kindergarten, ready to learn, it is important that they participate alongside their non-disabled peers.

In order to assess the benefit of early childhood programs like prekindergarten and ensure students entering kindergarten are ready to learn, the PED has developed an observation-based assessment tool that is used as children enter kindergarten. This improved tool builds on the *New Mexico PreK Observational Assessment*, a similar instrument. The *New Mexico PreK Observational Assessment*, has been used for the last seven years to inform PreK teachers in the development of curriculum and planning for their students. The new assessment, the *Kindergarten Observation Tool*

(*KOT*), incorporates many elements of the *New Mexico PreK Observational Assessment* and is aligned with assessments used for students who have moved into kindergarten. It is designed to provide better information to support children, families and teachers as students transition from early childhood programs to kindergarten including common measures, benchmarks and terminology.

Teachers use a rubric rating system in the *KOT* to observe student behaviors and skills in the natural classroom and school environments. Six developmental domains are observed, giving the teacher a well-rounded view of the whole child that allows teachers to better meet student's individual needs.

The six developmental domains are as follows:

- Physical Development, Health, and Well-Being
- Literacy
- Numeracy
- Scientific Conceptual Understanding
- Self, Family, and Community
- Approaches to Learning

The PED will utilize the competencies outlined in the *NMTEACH* principal evaluation to lead Prek-Grade 3 learning in professional development and guidance for local education agencies.

PED's vision is that every child experiences a high-quality education, every day and every year and will provide guidance to districts to implement a seamless continuum of highly effective learning. Stakeholders at ESSA regional community meetings reported that expansions of early childhood education are working well and that schools are more prepared to support younger students and students are better prepared for elementary school. Stakeholders recommend that access to preschool programs be expanded to all communities.

In response to stakeholder feedback, the PED will continue to provide collaborative technical assistance (Special Education/Title I/Literacy Bureaus) for LEAs on how to expand preschool programs through the allowable use and in combination with federal and state funds.

ELEMENTARY SCHOOL TO MIDDLE SCHOOL TRANSITIONS

The transition from elementary school to middle is one of the most crucial transitions in a student's experience. How this transition is prepared for and executed is critical to ensure future student success, as the number of students that arrive at middle school underprepared is significant.

In order for students to be prepared for this transition it is critical that proper academic preparation take place. To support this need for better preparedness, New Mexico's K-3 Plus program is in place to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between at-risk students and other students, increases cognitive skills and leads to higher test scores for all participants. The program extends the school year for grades K-3 by 25 instructional days and is prioritized to those schools with high percentages of students in poverty and chronically failing schools.

Identifying students with issues that negatively affect their ability to learn is a priority for all schools. The earlier a student is identified the more effective interventions are. To leverage this best practice, New Mexico has developed a *Response to Intervention Framework (RtI)* by which schools assess student needs, strategically allocate resources, and design and deliver instruction to all students within the school.

This framework addresses student achievement and positive behavior for all students through the use of appropriate, research-based instruction and/or interventions. Student progress is monitored over time and data is used to guide instructional decisions and behavioral strategies. *New Mexico's RtI Framework* is a problem-solving model that uses

a set of increasingly intensive academic and/or behavioral supports. This 3-tier model of student intervention is based on data collected from progress monitoring of student response to the instruction and/or intervention. Schools are required to implement the model and operate using the state's guidance manual available on this website. RtI framework is not a student placement model, an Individual Education Plan replacement, a special education initiative or a quick fix for low achievement. It is a sustained framework that provides supports to students before extreme intervention is needed. The earlier the identification of issues and plans to assist the student address these issues, the more effective the plan will be and the more successful students will be.

In conjunction with the *RtI Framework*, New Mexico has developed a Student Assistance Team (SAT) process that works with students in Tier 2 of the RtI process as well as at-risk students and English Learners. These students are provided a higher level of individualized support when other interventions prove unsuccessful. The SAT process is one way in which at-risk learners' needs are met in order to support appropriate promotion practices and reduce the risk of students dropping out of school. Although the majority of SAT interventions occur in elementary and middle schools, SAT plans can be developed and implemented in high school.

Recently, guidelines covering the SAT process was expanded to ensure that students who are experiencing homelessness or in foster care may move from school to school while not experiencing undue delay for an evaluation for special education and related services. This is expected to provide a smoother transition for these students at time when they are under extreme pressure and need extra support.

New Mexico statute also supports remediation programs. School districts are required to develop remediation programs and academic improvement programs to provide specialized instructional assistance to students. In addition, parents are required to be notified no later than the end of the second grading period when the student is not academically proficient. A parent-teacher conference is held and a written intervention plan is developed to include timelines, academic expectations and the measurements to be used to verify that the student has overcome the academic deficiencies. Decisions for students with disabilities who are struggling academically or behaviorally are addressed through the students' Individualized Education Program (IEP) team.

Additional academic supports are available to students from low-income families or those students in foster care in order to provide appropriate promotion practices and decrease the risk of dropping out.

These include:

- Students deemed eligible for free or reduced-price school meals, or a student who has been
- identified by the children, youth and families department as being in the custody of the state, shall be deemed indigent for the purposes of remediation programs.
- Parents or guardians of a student who has not applied for free or reduced-price school meals shall be notified in writing by the local school board or governing body of a charter school of the
- availability of remediation at no charge upon an eligibility determination for free or reduced-price school meals.

Success for these students as they transition is also supported by the *New Mexico's State Systemic Improvement Plan (SSIP)* also known as *Results Driven Accountability (RDA)* which supports K–3 students with disabilities and at-risk learners in Title I schools. RDA focuses on providing support for teachers through job-embedded professional development and coaching in the areas of reading, math and positive behavioral interventions and supports (PBIS). The SSIP is implemented through the department's Title I Bureau and is funded through the *State Personnel Development Grant* (IDEA Part D), IDEA B state directed activities funds, and in-kind contributions from the Title I Bureau. This program has shown great success with the at-risk populations it serves including many of our Native American students.

MIDDLE SCHOOL TO HIGH SCHOOL TRANSITIONS

Many of the supports used to establish proper transitions between elementary and middle schools are also applied in the transition from middle school to high school, including: the aforementioned remediation programs, promotion policies, *RtI Framework* and *SAT*. These processes are applicable in the transition to middle school as well.

In addition, to support students as they begin thinking and planning for life beyond high school, New Mexico requires that each student develop a *Next Step Plan (NSP)* beginning at age 14. This plan is a personal, written plan that is developed by each student at the end of middle school. The purpose of the plan is to target the student's postsecondary interests, and establish a plan of study he or she will complete during high school in order to be on track for graduation and begin preparation for college or the workplace. The student reviews and updates his or her *NSP* annually during grades 9 through 11, to help direct the next steps of the educational path. During senior year, the *NSP* is used to ensure each student knows what he or she is doing next, whether the plan is university, community college, technical program, the military, or straight into a career. Students with disabilities also develop a *NSP* and those requirements are included in their transition *Individualized Education Program (IEP)* which is updated at least annually.

HIGH SCHOOL TO COLLEGE AND CAREER

The transition from high school to college or the workplace is a significant jumping off point for students and the preparation for this endeavor is critical. In 2016, the graduation rate for New Mexico reached an all-time high of 71%. It is important to note that graduation rates for students who are Hispanic, low income and English Learners grew at a faster rate than the rest of the state. While better, it still points to the need for continued focus on reforming our education practices in New Mexico.

Another key factor in the growing success of New Mexico's students is performance in Advanced Placement (AP). In a state with high poverty rates, the ability for students to take AP courses and tests has the potential to reduce the money needed for these students to finish college. Since 2010, the number of students taking AP exams increased by 90% saving New Mexico's families more than \$3.5 million annually. To support this resource, New Mexico, along with the College Board subsidizes the cost of these tests to the extent that students only pay \$3 dollars per test. This has improved access for our neediest students, supporting the dream to attend college.

In New Mexico, students whose high school experience includes three or more career technical education (CTE) classes are considered CTE concentrators. For 2016, CTE concentrators graduated at a rate much higher than the state average: 86.7%. Therefore, CTE is an important component of New Mexico's plan to increase graduation rates for all students.

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Our future starts with our children and schools are where it all begins. If we produce high achieving students, we produce a community and an economy that is successful!

FOOTNOTES

- 1 Torgesen, J., Houston, D., Rissman, L., & Kosanovich, M. (2007). Teaching all student to read in elementary schools: A guide for principals. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- 2 Gersten, R. C. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention in primary grades. Washington, DC: U.S. Department of Ed.
- 3 NASSP. (2005). Creating a Culture of Literacy: A Guide for Middle and High School Principals. Reston: NASSP.
- 4 Torgesen, J. H. (2007). Improving literacy instruction in middle and high schools: A guide for principals. Portsmouth: RMC Research Corporation, Center on Instruction; Torgesen, J. H. (2007). Teaching all students to read in elementary school: A guide for. Portsmouth: RMC Research Corporation, Center on Instruction.
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