

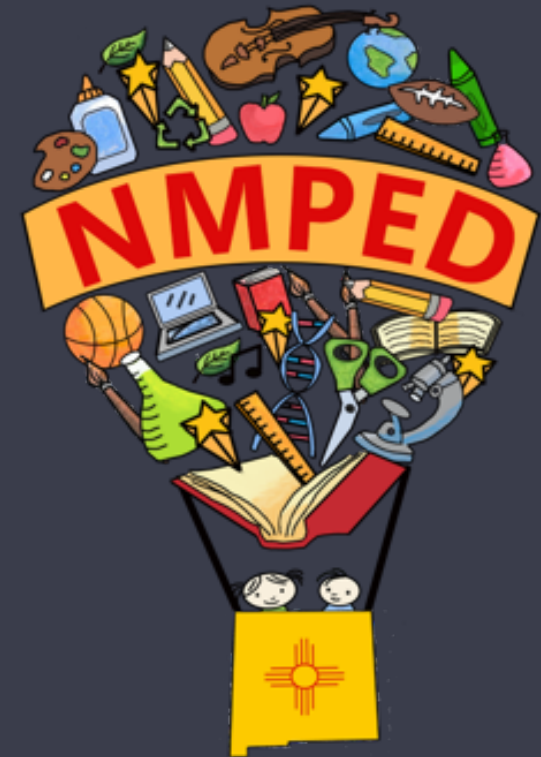
Structured Literacy plans and the MLSS framework

§22-13-32 NMSA 1978

6.30.17 NMAC

Gwendolyn Perea Warniment, PhD, Deputy Cabinet Secretary of Teaching, Learning and Assessment

Investing for tomorrow, delivering today.



Curriculum & Instruction Convening

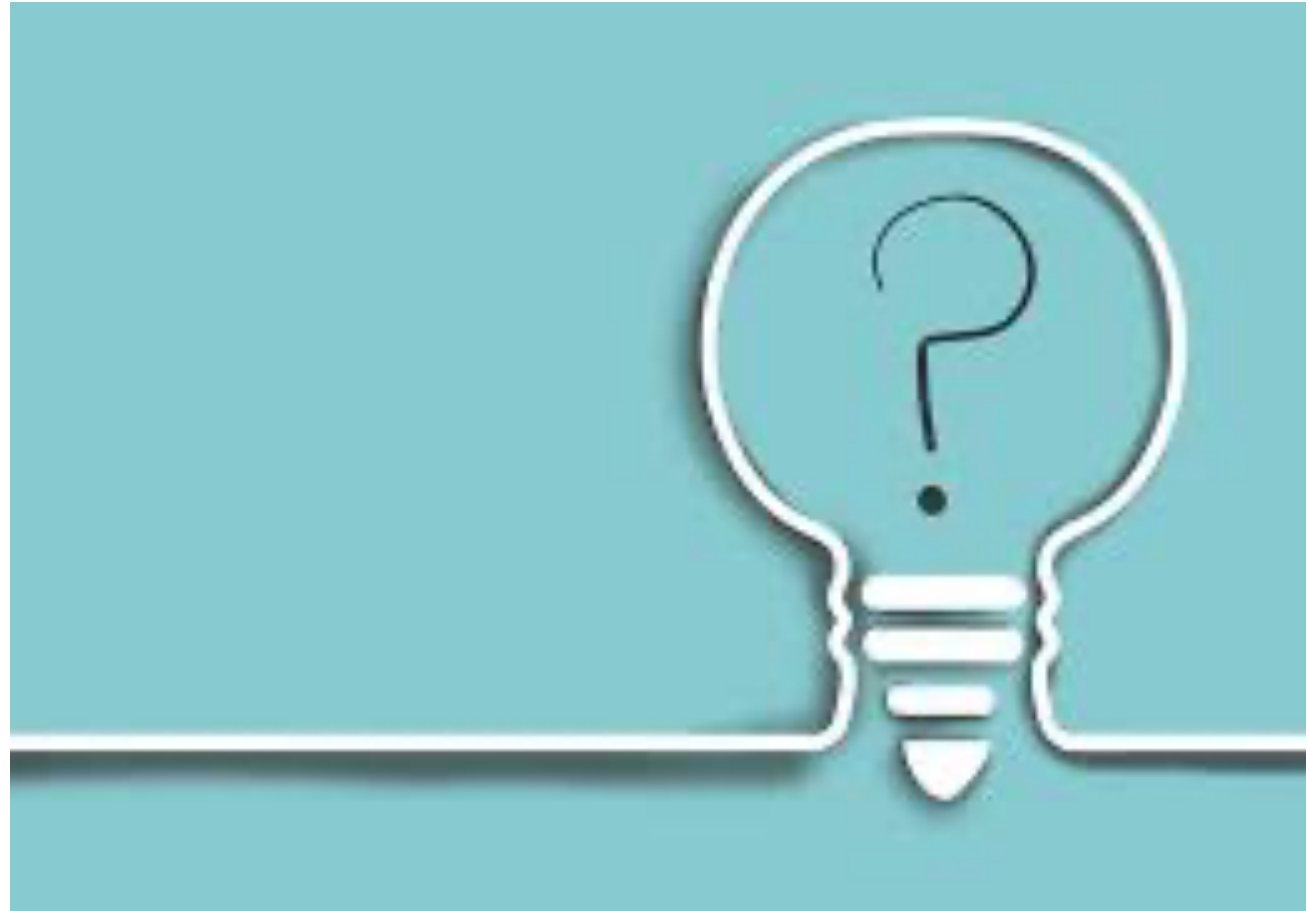
December 2, 2020

NMPED's flexibility with districts and charter schools

- New Mexico is a state that is grounded in diversity, and this strength should allow us to demonstrate equity, inclusivity, and creativity in supporting the needs of all students.
- Emphasize relationships and connectivity in this new learning environment
- Prioritize socio-emotional wellness equally to academic engagement
- Recognize that decisions impact and must support all students
- Establish a consistent and agreed upon framework of expectations, communication models, and practices that all stakeholders share and can participate in
- Provide support and professional development
- Be flexible and ready to adapt or pivot as needs arise
- Encourage patience and support and extend grace to all

Questions

Please write down three questions you are hoping to have answered in today's session.



Overview for Structured Literacy plans and the MLSS framework presentation

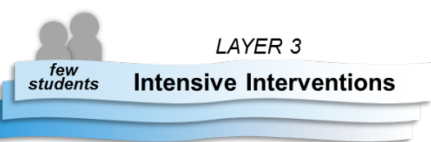
- What is MLSS?
- Structured Literacy instruction
- Literacy Plan guidance
- Technical assistance
- Questions and discussion

Multi-Layered Systems of Support

The focus of **Layer 3** intensive interventions is to provide students with instruction to meet their individualized and significant learning, behavioral, or social-emotional needs. Students receiving Layer 3 interventions require varying levels of intervention provided through Layer 3, Layer 2, and Layer 1. Layer 3 evidenced-based interventions may be provided for a longer duration than Layer 2 interventions, may be provided more frequently, be provided in smaller groups, or otherwise be more intensive. Students receiving Layer 3 interventions receive all Layer 1 and 2 interventions needed for the student to achieve a desired pattern of learning.

The focus of **Layer 2** interventions is to provide students strategic, evidenced-based and targeted interventions and supports so they can successfully acquire the core curriculum-related knowledge and skills, and based upon data-informed decisions, return to exclusive Layer 1 instruction and interventions. Students continue to receive high-quality Layer 1 core curriculum and instruction and interventions but with the benefit of more targeted Layer 2 interventions. The objective of Layer 2 interventions is to provide supplemental, strategic, and targeted support to students for whom Layer 1 instruction and universal interventions prove insufficient.

The focus of **Layer 1** is delivery of high-quality differentiated core curriculum and instruction, school-wide implementation of positive behavioral interventions and supports, data-driven instruction, targeted interventions to support the acquisition of core content, universal screening or assessment, and English Language Development (ELD) for students identified as English Learners (ELs). Layer 1 academic and behavioral supports are proactive and preventative.



LAYER 3

Intensive Interventions



LAYER 2

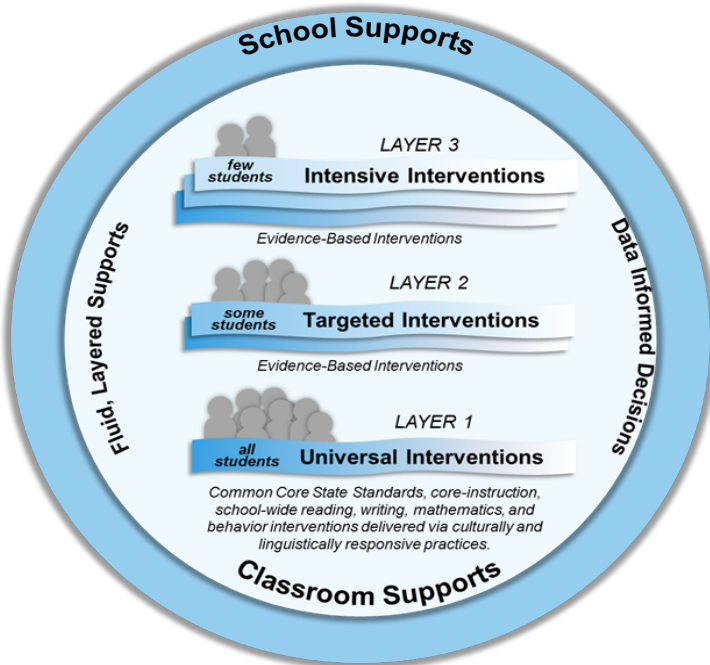
Targeted Interventions



LAYER 1

Universal Interventions

Core elements of MLSS



- **Classroom supports** are provided by the instructor in a responsive, data-driven, and efficient manner. Each of the three-layers of the MLSS takes part in the classroom.
 - High-quality core instruction and interventions
 - Data-driven instruction and data-informed decision making
 - As educators see a need for more intensive academic and behavioral supports it is essential to remember that:
 - students may now move up and down through the layers without having to “live” in one area;
 - though our students are diverse and have a variety of strengths and needs, they all have a right to access universal, Layer 1, interventions;
 - at each layer, interventions must have evidence to support their effectiveness.
- **School supports** provide educational professionals with the climate and systems necessary to address student needs within the classroom:
 - Informed and effective school leadership and systems
 - Collaboration and processes for providing a layered continuum of supports
 - Positive school culture and climate
- **Family engagement supports** student success by providing parents with strategies and skills to support their children in meeting learning targets:
 - Quiet time at home
 - Volunteering at school
 - Reading to students
 - Communicating with teachers
 - Parent teacher conferences
 - Case management

Note: All supports and interventions that live inside the classroom are supplemented by the school, health & wellness, community, and family in a fluid and consistent manner.

New Mexico is in a paradigm shift from intervention to prevention

Structured Literacy (22-13-32 NMSA 1978)

- Moves from being reactive to being proactive
- Instead of waiting for students to fail before we intervene, we provide the appropriate support *before they fail*

MLSS Framework

- MLSS empowers teachers to use their professional judgment and make data-informed decisions regarding the students in their classrooms.
- MLSS reinforces the fact that ALL students are general education students first.
- MLSS moves away from the “wait to fail” model.

Structured Literacy instruction

Pedagogical principles:

- **Explicit instruction:** Explicit instruction means that students are directly taught each language skill and given many opportunities for guided and independent practice. Teachers provide modeling of each skill and “in the moment” feedback.
- **Systematic and cumulative instruction:** Skills are taught in a logical order, moving from the most foundational skills to the more complex ones. Students learn and master skills to automaticity before moving on to more complex skills. The goal of systematic and cumulative instruction is to make sure that students have the foundational knowledge they need to learn a new skill. Teachers who use this type of teaching also continue to practice and review previously learned skills.
- **Diagnostic instruction:** Teachers use informal and formal assessment to continuously monitor progress and identify the skill level and needs of individual students. Students must reach a level of automaticity with each skill before they are ready to move on to a more complex one.
- **Multisensory Instruction:** Research demonstrates that the most successful Structured Literacy programs utilize multisensory methods of instruction that simultaneously activate the visual, auditory, kinesthetic, and tactile. Multisensory modes of learning lead to the production of new neural pathways, which lead to automaticity (Pickering, 2003).

Delivery of instruction:

- Delivered daily
- 30-90 minutes per day
- Small groups
- Homogeneous groupings

How can reading skills be taught to students with dyslexia and other reading difficulties?

- By using an effective method of reading instruction which is evidence-based, systematic, direct, structured, multisensory (visual, auditory, kinesthetic, and tactile) and cumulative.
- Teaching sound/symbol correspondence as well as the structure of the English language (syllable types, spelling rules etc.). “**Structured Literacy**”
- Continuously review and reteach.

Requirements for 2020/2021 SY Literacy Plans

Districts and Charter Schools shall develop and implement a literacy professional development plan that includes a detailed framework for structured literacy training in evidence based reading. (22-13-32 NMSA 1978)

For the 2020/2021 SY each district literacy plan should address the following components, including intention, steps, and resources to address each:

- Vision
- District Literacy Goals
- Screeners
- Plan for progress monitoring students
- Plan for Professional Learning
- Curriculum
- Situation within the Multi-Layered Systems of Support Framework
- District Literacy Leadership

Please use these templates: [Number 1](#) and [Number 2](#) , [as well as this survey link](#) to submit these plans from **November 13, 2020 to January 29, 2021**.

*Districts that have already submitted a SRCL or CLSD literacy plan may upload that plan along with the Early Literacy Allocation assurance document by January 29, 2021 in order to fulfill the literacy plan requirement for Structured Literacy.

Vision

“the ability to think about or plan the future with imagination or wisdom”



Literacy Goals

This section should state the literacy goals for the district; it should be revised on a yearly basis to reflect progress toward goals and next steps. Goals should be developed for district, students, and professional staff.

Goals should address the following:

- Screening all first graders in the first 40 days of school
- Analyzing the screener data and making instructional choices based on the screener data
- Implementing structured literacy pedagogy and curriculum in the general education classroom
- Implementing effective structured literacy intervention for those students exhibiting characteristics of dyslexia as indicated by the screener

Goals should include:

- Timeline for Completion of Each Action Step
- Person Responsible for each Action Step
- Measure of Success (How will you know you are making progress to complete goal?)

Dyslexia Screening

This section should state the tools identified for screening students and process for training in application and data analysis.

Dyslexia Screening should include:

- Plan for communicating screener requirements and results to caregivers
- Process for identifying appropriate dyslexia screeners and training educators in application and data analysis
- Plan for using data to make instructional decisions for each student

**Please see Additional Screener Guidance for Districts document for instructions for accessing screeners and how-to videos/guidebooks.*

1

SUMMARY
Dyslexia Screener
LEVEL 2
Spring of Kindergarten and Fall of First Grade

Name _____ Grade _____ Teacher _____ Date _____

Components of Dyslexia Screener:

I. Alphabet Knowledge

A. Letter Recognition _____
B. Sound/Symbol Recognition _____

Section I: Total missed _____ (Missing 14 or more out of 58 items = Fail) **Circle: Pass or Fail**

II. Sequencing the Alphabet: Total Missed _____ (Missing more than 3=Fail) **Circle: Pass or Fail**

III. Phonological Awareness:

A.) RHYMING
1.) Recognizing Rhyming _____
2.) Recognizing Words That Do Not Rhyme _____
3.) Generating Words That Rhyme _____

B.) SEGMENTATION
1.) Segmenting Words Into Syllables _____
2.) Segmenting Sounds _____

C.) SOUND MANIPULATION
1.) Sound Deletion _____
2.) Sound Substitution _____

D.) PHONOLOGICAL MEMORY
1.) Digit Memory _____
2.) Word Memory _____

Section III: Total Missed _____ (Missing 10 or more out of 40 items = Fail) **Circle: Pass or Fail**

IV. RAPID NAMING: Section IV: Total seconds _____ (50 seconds or more=Fail) **Circle: Pass or Fail**

V. READING: Section V: Total missed _____ (Missing 3 or more=Fail) **Circle: Pass or Fail**

VI. SPELLING: Section VI: Total missed _____ (Missing 3 or more =Fail) **Circle: Pass or Fail**

IMPORTANT: Interpreting scoring results:

- A student who FAILS Section III Phonological Awareness automatically fails the screener.
- A student who FAILS any two sections fails the screener.



Progress Monitoring Plan

This section should address the process for assessing individual student reading progress as well as for assessing how the district is progressing toward its literacy goals.

Progress Monitoring should include:

- Identification of a common formative assessment progress monitoring tool and timeline for monitoring progress
- Outline of layered support using systematic, cumulative, explicit, diagnostic, and multi-sensory interventions
- Timeline for re-evaluating instructional choices for each student throughout the year in consideration of progress monitoring data
- Process and timeline for district evaluating and reflection of progress monitoring goals

MLSS guidance on progress monitoring:

There are teacher team meetings to review data and support student achievement through differentiation and Layer 1 interventions prior to Layer 2 interventions. There is a regularly scheduled time for teacher teams (grade-level, PLC, or other teams) to meet with an agenda which supports the review of individual student data in comparison to classroom data and benchmark data. Additionally, teacher teams identify curricular or instructional changes that their data analysis supports. Teacher teams should include non-teacher staff such as paraprofessionals, counselors, administrators, and ancillary staff as appropriate to identify needed instructional changes or interventions.

Layer 1 (Benchmark): Assessments only need to be conducted three times a year.

Layer 2 (Moderate Risk): Assessments need to be conducted at least one time per month, but two times per month is recommended.

Layer 3: Assessments need to be conducted once a week (twice a month at a minimum).

Professional Learning Plan

This section should address when and how all elementary teachers, special education teachers, and administrative staff will receive training in structured Literacy, the science of reading, from an accredited professional development provider in this field.

Professional Learning Plan should include:

- Professional development programs; including time and resources allocated to support educators
- How the district plans to provide ongoing literacy support for schools, including how literacy coaching/mentorship will be consistently provided to teachers



Curriculum

This section should address how curriculum is aligned and/or utilized in accordance with Structured Literacy or the Science of Reading.

Curriculum aligned with Structured Literacy should include the following elements:

- Phonology – the study of the sound structure of spoken words
- Sound-Symbol Association - the ability to map phonemes to printed letters
- Syllable Instruction – instruction of the six basic syllable types in the English language: closed, vowel-consonant-*e*, open, consonant-*le*, *r*-controlled, and vowel pair as well as division rules for decoding and spelling multisyllabic words
- Morphology – the study of morphemes including base words, roots, prefixes, and suffixes
- Syntax – the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning (includes grammar, sentence variation, and the mechanics of language).
- Semantics – the aspect of language concerned with meaning (instruction includes comprehension of written language)

Structured Literacy instruction should:

- Directly teach phonemic awareness.
- Explicitly teach each sound-symbol correspondence.
- Teach common, highly regular sound-spelling relationships.
- Teach students exactly how to segment and blend sounds to read and spell words.
- Use connected, decodable text for students to practice the sound-spelling relationships they have learned.
- Use authentic enriched literature & non-fiction text to develop language comprehension and vocabulary as well as to access higher level text (read alouds).
- Extended and repeated practice.

Integration with MLSS Framework

This section should describe how the MLSS framework will be utilized to ensure that all students are placed appropriately, progress is monitored regularly, and appropriate levels of intervention are provided.

Integration with MLSS should:

- Identify and define layered interventions for phonology, orthography, syntax, morphology, semantics, and organization
- Outline how teachers receive training and feedback on implementing interventions
- Plan for school administrators to monitor interventions systematically
- Address the process for referring a student for a full diagnostic evaluation

*For more information on MLSS, please consult the MLSS guidance document:

https://webnew.ped.state.nm.us/wp-content/uploads/2020/10/MLSS_Manual_2020.pdf

District Literacy Leadership

This section should identify the roles of the members of the District Literacy Leadership Team and explain how these members will receive ongoing professional development in Structured Literacy best practices.

District Literacy Leadership should include:

- Professional development for leadership in science of reading, including how to support teachers with data analysis
- Timeline for observation and feedback cycles to monitor and support teachers in identifying and using the most effective evidence-based interventions
- System to monitor implementation of strategies obtained in professional learning sessions

MLSS guidance on district leadership:

Distributed leadership structures and practices among school staff facilitate a collaborative approach to identifying, organizing, and providing data-driven and data-informed interventions with fidelity to achieve optimal student outcomes. Instructional leaders use observation and feedback cycles to monitor and support teachers in identifying and using the most effective evidence-based interventions. To support high fidelity implementation of interventions, educators receive ongoing job-embedded professional learning follow-up support (coaching, mentoring, etc.). Administrators have systems in place to monitor implementation of strategies obtained in professional learning sessions. Programs and practices align to effectively leverage school, district, and State resources to benefit students.

Technical Assistance

Document Hyperlinks:

[Statewide Literacy Framework](#)

[Dyslexia Handbook: A guide to teaching ALL students to read through structured literacy](#)

[Multi-layered System of Supports](#)

[TEAM Manual](#)

Office Hours:

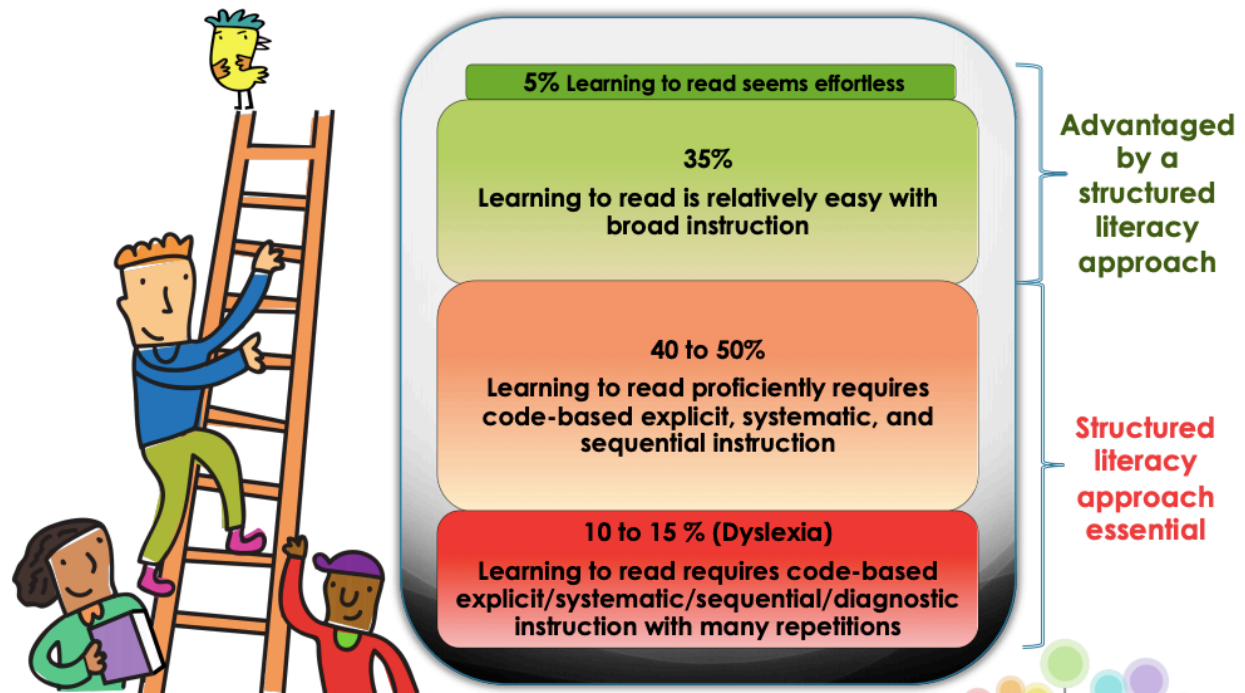
Monday, Wednesday, Friday, 12 p.m. to 2 p.m.

[Links for Office Hours](#)

Structured Literacy is beneficial to *all* students

“Explicit teaching of alphabetic decoding skills is helpful for all children, harmful for none, and crucial for some”
(Snowling, Hulme, Snow & Juell 2005).

The Ladder of Reading



© N. Young, 2012 (Updated 2019)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

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Mandi Torrez, NM Teacher of the Year 2020

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Questions and discussion

