

Requirements and responsibilities related to 22-13-32 NMSA 1978

District responsibilities:

1. Screen all first graders for dyslexia
2. Provide appropriate classroom interventions or refer to a student assistance team students demonstrating characteristics of dyslexia and who is having difficulty learning to read, write, spell, understand spoken language or express thoughts clearly
3. Provide timely, appropriate, systematic, scientific, evidence-based interventions prescribed by the student assistance team
4. Provide progress monitoring to determine the student's response or lack of response
5. Develop and implement a literacy professional development plan that includes:
 - i. A detailed framework for structured literacy training by a licensed and accredited or credentialed teacher preparation provider for all elementary school teachers and
 - ii. Training in evidence-based reading intervention for reading interventionists and special education teachers working with students demonstrating characteristics of dyslexia or diagnosed with dyslexia
6. Train school administrators and teachers who teach reading to implement appropriate evidence-based reading interventions
7. Train special education teachers to provide structured literacy training for students who are identified with dyslexia as a specific learning disability and who are eligible for special education services

PED responsibilities:

1. Provide list of recommended teacher professional development materials
2. Provide list of opportunities for teachers and school administrators regarding evidence-based reading instruction for students at risk for reading failure and displaying the characteristics of dyslexia
3. Provide technical assistance for special education diagnosticians and other special education professionals regarding the formal special education evaluation of students suspected of having a specific learning disability, such as dyslexia
4. Adopt rules, standards and guidelines necessary to implement this section

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

Overview for 2020/2021 SY Structured Literacy Implementation Guidance

- Why New Mexico is utilizing Structured Literacy
- Why Structured Literacy is beneficial to all students
- Professional development requirements
- Screener guidance
- Targeted instruction and progress monitoring
- Literacy plan and assurance document guidance
- Technical assistance
- Questions and discussion

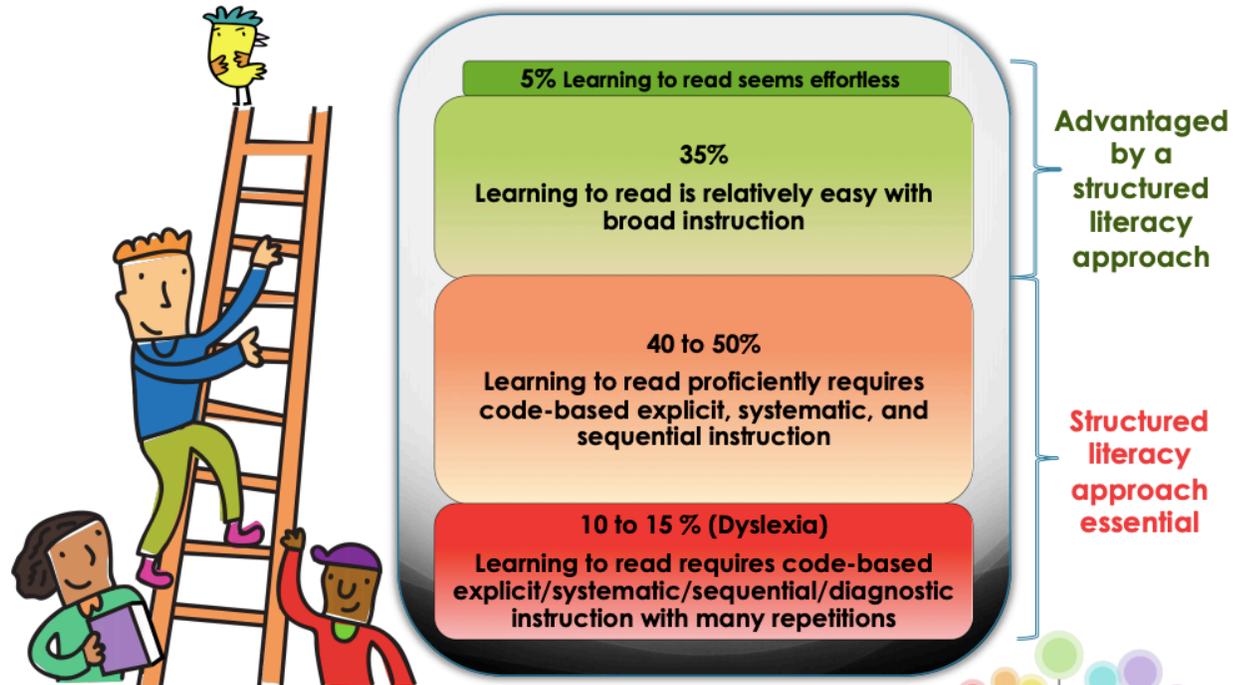
22-13-32 NMSA 1978 (SB 398) is a paradigm shift from intervention to prevention

- 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*

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 and Juell 2005).

The Ladder of Reading



© N. Young, 2012 (Updated 2019)

Artwork by Dean Stanton

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

www.nancyyoung.ca

Nancy Young
B.A., M.Ed.
Reading
Spelling
Writing

22-13-32 NMSA 1978 (SB 398)

Key Components

- All elementary educators and administrators receive professional development in Structured Literacy
 - Every first grader in New Mexico is screened for dyslexia on a yearly basis
 - All schools come up with a literacy plan to address the needs of struggling readers in the early grades
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Structured Literacy and Dyslexia 101 PD

- Required for all first-grade teachers before screening students.
- Highly recommended for all elementary educators and administrators.

Mr. Owl platform: <https://nmped.mrowl.com>

- Teachers will use licensure numbers to set up their account.
- For anyone that needs to access the PD without a licensure number, use **NMPED_19** in place of the licensure number.

Timing and Pacing:

- For the 2020/2021 SY, this PD should be paced with the consideration of being both meaning and manageable for educators.
- This professional development takes approximately 8 hours to complete on the Mr. Owl platform.

Supplemental Materials:

- Supplemental resources for the Structured Literacy and Dyslexia 101 PD are available on the Structured Literacy page of the Mr. Owl platform
- Materials include discussion questions, bridge to practice guidance and live webinars for each unit. Webinars will begin January 20, 2021.

Reporting:

- Upon completion of the course, a certificate of completion is attached to the end of the Structured Literacy and Dyslexia 101 module and emailed to the email address used to set up the account. Please be aware that district firewalls may block this email.
- The NMPED will also pull reports by district at the end of each quarter.
- Either the certificate of completion or the NMPED report can be used by LEAs to verify completion of the course.

LETRS Professional Development

Timelines:

Phase I: October 12, 2020

Phase II: January 4, 2021

Phase III: March 29, 2021

*This professional development is required for all first-grade teachers, as well as all administrators, reading interventionists, and special education teachers supporting first grade in the 2020/2021 SY. If your district would like to include teachers of other grade levels in this year's PED-sponsored cohorts at a cost of \$689.70 per additional participant, please email holly.duffy@state.nm.us.

LETRS Units 1-8

- 8 Units, 10-12 hours self-paced study for each unit, 2 three-hour cohort sessions per unit
- Takes 3-4 semesters to complete

LETRS for Administrators

- 2 Units, 8 hours self-paced study for each unit, 2 three-hour cohort sessions per unit
- Takes 2 semesters to complete

LETRS PD cont., District dates for setup and participation

October 2020:

- Districts identify phase/start date for LETRS PD

November 2020:

- Provide mailing and contact list for participants
- Identify cohort meeting times through survey
- Identify course managers for campus, administrators, and district

December 2020:

- Phase II participants receive log-in information

January 2021:

- Phase II participants receive printed materials and begin Unit 1

March 2021:

- Phase III participants receive log-in information before Spring Break; Receive printed materials and begin Unit 1 after Spring Break

What is a screener and why are we screening all first graders?

- Not a diagnostic tool
- Screeners are brief assessments that are highly predictive of a particular outcome
- Screeners are useful to quickly identify those students who require more intensive intervention and those who do not
- Standardized directions for administration and scoring
- Established reliability and validity standards
- To identify children who are at risk for dyslexia, designed to be used in kindergarten and first grade
- The National Institute of Health has found dyslexia is identifiable from age 5.5 years with 92% accuracy (2017).

Screener Guidance for 2020/2021 SY

Before screening first-grade students:

- It should be clearly conveyed in all relevant communications that a screener cannot diagnose a child with dyslexia. A dyslexia screener will only indicate characteristics of dyslexia for which the classroom teacher will then provide targeted instruction and progress monitoring.
- Teachers should complete the entire Structured Literacy and Dyslexia 101 PD on the Mr.Owl platform before administering a screener: <https://nmped.mrowl.com>
- Students should be screened in their primary language of instruction.

2020-2021 SY timeline for screening all first-grade students:

- During the 2020-2021 SY, using an approved screener, all first-grade students must be screened for dyslexia by the end of the school year.
- For the 2020-2021 SY, if your school or district will only provide distance learning, first-grade students must be screened for dyslexia through an online platform by the end of the school year. If your school or district will provide classroom instruction within the building, through a hybrid model or full-reentry, districts may decide whether to delay screening until students are in the building or to screen students through an online platform.

IN ALL CASES, ALL FIRST-GRADE STUDENTS MUST BE SCREENED FOR DYSLEXIA BY THE END OF THE 2020-2021 SCHOOL YEAR.

Approved screeners and reporting:

- Administration should view each instructional video and/or guide book in order to decide which screener is best for their districts.
- English screeners: Teach Me to Read, Lexercise; Spanish screeners: Istation (ISIP), IDEL
- NMPED Assessment Bureau will provide an online platform for reporting screener data.

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

Resources for Providing Targeted Instruction and Progress Monitoring

- Local Literacy Coaches and Reading Interventionists
- Structured Literacy and Dyslexia 101 PD
- SLD 101 PD Supplemental Materials
- LETRS PD
- Progress Monitoring through Istation
- MLSS Guidance
- Structured Literacy office hours are every Monday, Wednesday, and Friday, 12 p.m. to 2 p.m.

Requirements for 2020/2021 SY Literacy Plans

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

- Vision:
- District Literacy Goals (to be revised yearly):
- Screeners:
- Plan for progress monitoring students:
- Plan for Professional Learning:
- Curriculum:
- Plan for integration with the Multi-Layered Systems of Support:
- 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.

2021/2022 Curriculum adoption timeline

April/May 2021: NMPED will provide list of evidence-based curriculum vetted through state review process

June 2021: Structured literacy review and adoption aligned with K-8 ELA review and adoption process so that materials are available sooner and aligned with K-8 ELA adoption

July 2021: Districts will get funding with guidance for materials for intervention as well as a short list of pre-approved curriculum prior to summer 2021

August 2021: Districts will purchase curriculum and begin curriculum PD

**An approved Structured Literacy Supplemental Materials list will be published in the fall of 2020.*

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](#)



NM PED Structured Literacy Working Group acknowledgments:

Senator Mimi Stewart

Gwen Perea-Warniment, Ph. D., Deputy Cabinet Secretary of Teaching Learning and Assessment

Jacqueline Costales, Division Director for Curriculum and Instruction

Severo Martínez, NMPED Literacy Director

Birgit Maurer, NMPED K-5 Plus Program Coordinator

Jessica Powell, Structured Literacy Dyslexia Specialist

Holly Velazquez-Duffy, Structured Literacy Project Manager

Marit Andrews, Project Manager for the Comprehensive Literacy State Development (CLSD) grant

Allison Briceno, NMPED Managing Director

Kelley Alsup, Deputy Director of Regional Education Cooperative VIII

Amy Miller, Executive Director of May Center for Learning

Dr. Carmen González, VP Emeritus NMSU, SFPS school board member

Zoe Ann Alvarez, District Reading Specialist/Resource/PD, Albuquerque Public Schools

Rachel Gudgel, LESC Director

Lisa Chacon-Kedge, Director of Ancillary Services at Cooperative Education Services

Dena Strickland, Elementary Special Education Coordinator, Hobbs School District

Andrea Ochoa, Program Manager, Multi-Layered Systems of Supports, Albuquerque Public Schools

Tawnya Yates, Special Education Reading Resource Teacher, Albuquerque Public Schools

Brenda Kofahl, NMPED Director of Early Childhood Bureau

John Sena, NMPED Director of Policy Bureau

Denise Terrazas, NMPED Policy Analyst

Dr. Steve Sanchez, Retired Educator

Katie Avery, NMPED Director of Strategic Outreach

Dr. Antonio Fierro, National Literacy Consultant

Elsa Cárdenas-Hagan, Ed.D., President of the Valley Speech Language and Learning Center

Esther Peterson, Curriculum and Instruction Coordinator for K-12 ELA, Las Cruces Public Schools

Dr. Wendi Miller-Tomlinson, Deputy Superintendent, Division of Teaching, Learning, & Research, LCPS

Mandi Torrez, NM Teacher of the Year 2020

Ricky Williams, Superintendent of Hagerman Municipal Schools

Questions and discussion

