

Re-visioning and Building Capacity for Literacy Instruction in the 21st Century



Webinar
May 25, 2021

Welcome! We will begin shortly.

If you can see the
slide and hear the
music, you are all set.

All attendees are muted upon entry.
Please use the chat feature for comments
and questions during the webinar.


THE PROFESSIONAL LEARNING ASSOCIATION

Let's get started



Frederick Brown
Moderator

Chief Learning
Officer/Deputy

Learning Forward

The screenshot shows the Learning Forward website homepage. At the top right, there are navigation links: "Become a member today!" (green), "Join now" (green), "Log in" (blue), and "Career center" (orange). The logo for Learning Forward, "THE PROFESSIONAL LEARNING ASSOCIATION", is on the left. Below the logo is a "Menu" button. A search bar with a magnifying glass icon is on the right. The main content area features a large background image of a person at a computer workstation. Overlaid on this image is the text: "We build educators' knowledge and skills to lead and sustain highly effective professional learning." Below this is a sub-headline: "Our members learn how to leverage professional learning to ensure every student has an equal opportunity to learn at high levels." Two blue buttons are present: "VISION, MISSION AND BELIEFS" and "BECOME A MEMBER TODAY!". At the bottom, there is a navigation menu with four items: "Join Our Community", "Advocacy & Policy", "Professional Services", and "Standards for Professional Learning" (with a right-pointing arrow).

Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

Professional learning and curriculum

Learning Forward believes that schools will experience the real benefit of collaborative professional learning when teachers engage in ongoing, job-embedded professional learning aligned with the curriculum they use with students.

Taylor, J.A. et al., (2015). *An efficacy trial of research-based curriculum materials with curriculum-based professional development*. <https://files.eric.ed.gov/fulltext/ED556336.pdf>; Toon, D. & Jensen, B. (2017).

Teaching our teachers: A better way. Developing partnerships to improve teacher preparation. <http://www.learningfirst.com/wp-content/uploads/2018/03/2columnslTECoPPaper2PartnershipsFINAL17Nov17.pdf>; Wiener, R. & Pimentel, S. (2017). *Practice what you teach: Connecting curriculum and professional learning in schools*. The Aspen Institute.



Participants will ...

- Learn about the meaning of “blended literacy.”
- Gain insight into a professional learning model to support schools and districts in transitioning to a blended literacy model for K–5 literacy instruction.
- Access a rubric to support school and district leaders in goal setting and implementation planning for a blended literacy model.

I understand what blended literacy is.

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly disagree

Panel discussion



Nirvani Budram

Senior Program Officer
Robin Hood Learning &
Technology Fund
NYC, NY



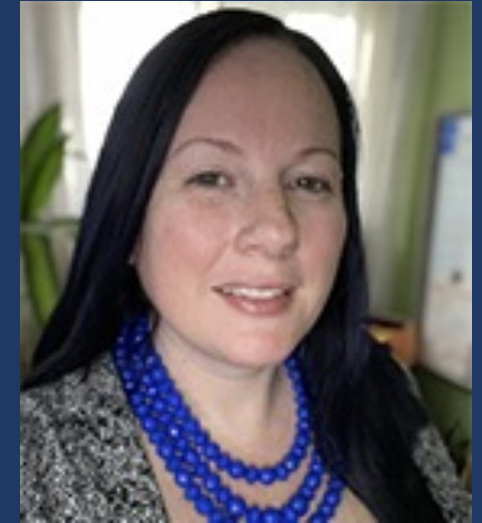
Jacqueline Kennedy

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Curriculum Specialist
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Irene Spence

District Support
Liaison
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NYC, NY

Overview

Nirvani Budram

ROBIN HOOD
LEARNING  **TECHNOLOGY FUND**

IN PARTNERSHIP WITH **OVERDECK FAMILY FOUNDATION
AND SIEGEL FAMILY ENDOWMENT**

Mission and Strategies

Mission

The mission of the Fund is to unlock the potential of technology to transform learning and advance achievement for low-income students in New York City.

Targeted Strategies

Blended Literacy



Improve ELA achievement by combining the advantages of a personalized and blended approach with content-rich literacy instruction across the curriculum.



Invest in curriculum, professional development and organizational providers in collaboration with high-poverty NYC schools.



Outperform NYC average by 20 percentage points on state ELA exams; Avg. 1.5 years of reading growth on criterion-referenced tests.

Computational Thinking



Integrate computing education and computational thinking across the elementary curriculum to develop CT skills and improve academic proficiency.



Invest in teacher training, preservice and inservice, in collaboration with high-poverty NYC schools.



Build the research base; Improve CT skills; Increase math and literacy test scores.

Theory of Action

The mission of the Fund is to unlock the potential of technology to transform learning and advance achievement for low-income students in New York City.

Blended Literacy

Invest in curriculum, professional development and organizational providers



Focus on augmenting and enhancing existing models vs creating new

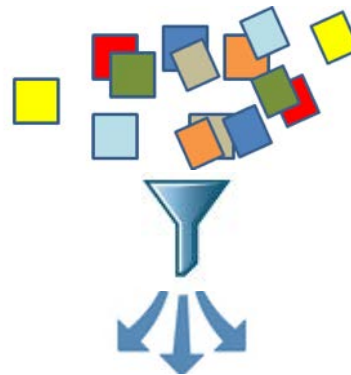


Computational Thinking

Invest in teacher training, preservice, and inservice



Test promising models in high-need schools to identify what works (student outcomes)

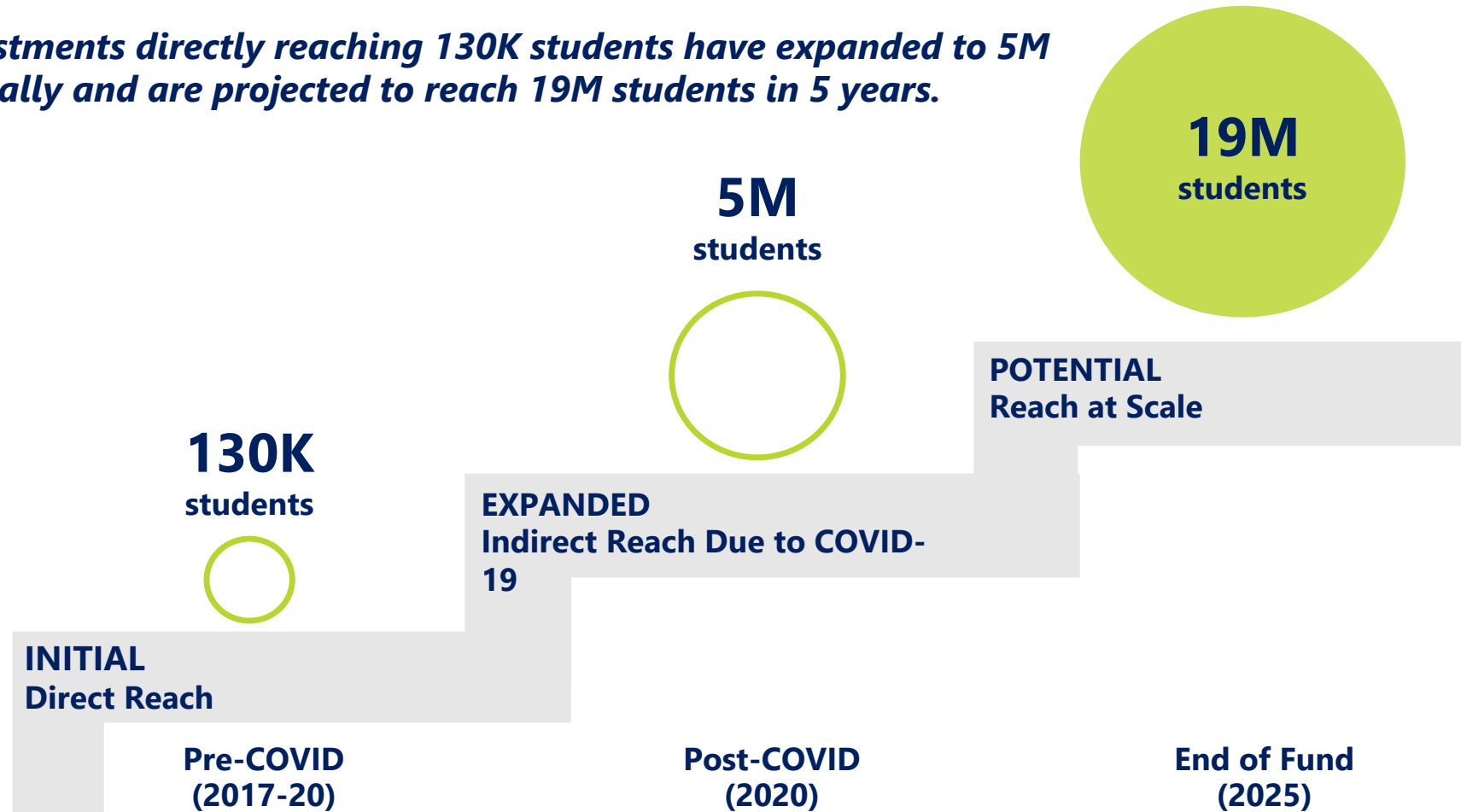


Scale models with the greatest potential for impact

Potential Reach at Scale

COVID-19 dramatically increased demand for high-quality, tech-enabled solutions.

Our initial investments directly reaching 130K students have expanded to 5M students nationally and are projected to reach 19M students in 5 years.



Note: Does not include partners we no longer fund



Responding to the Current Context

We have shifted our investment thesis to reflect the current context: continued virtual learning and school closures, shifting priorities, budget constraints, and lack of assessments.

Expansion of Current Priorities



- **Online student- and teacher-facing materials**
- **Codification of promising models**
- **Family and student engagement**
- **Alignment to high-quality instructional materials**

New(er) Areas



- **Rapid iterative prototyping**
- **Racial equity and cultural responsiveness**
- **Collaborations among organizations (“Teaming”)**

Discontinuation



- **Models too slow to shift from unplugged to plugged/blended implementation**
- **Programs that cannot pivot meaningfully to all-virtual**

Blended Literacy Community Partners

Curriculum



GREENFIELD



Resources / Awareness



ReadWorks.org



STUDENT
ACHIEVEMENT
PARTNERS

Professional Development



Evaluation



Blended Literacy: A District Partnership

Community School District 19
Brooklyn, NY



Katie Shuman

Curriculum Specialist, Technology Implementation and Reading/Literacy



Jacqueline Kennedy

Senior Consultant, Learning Forward

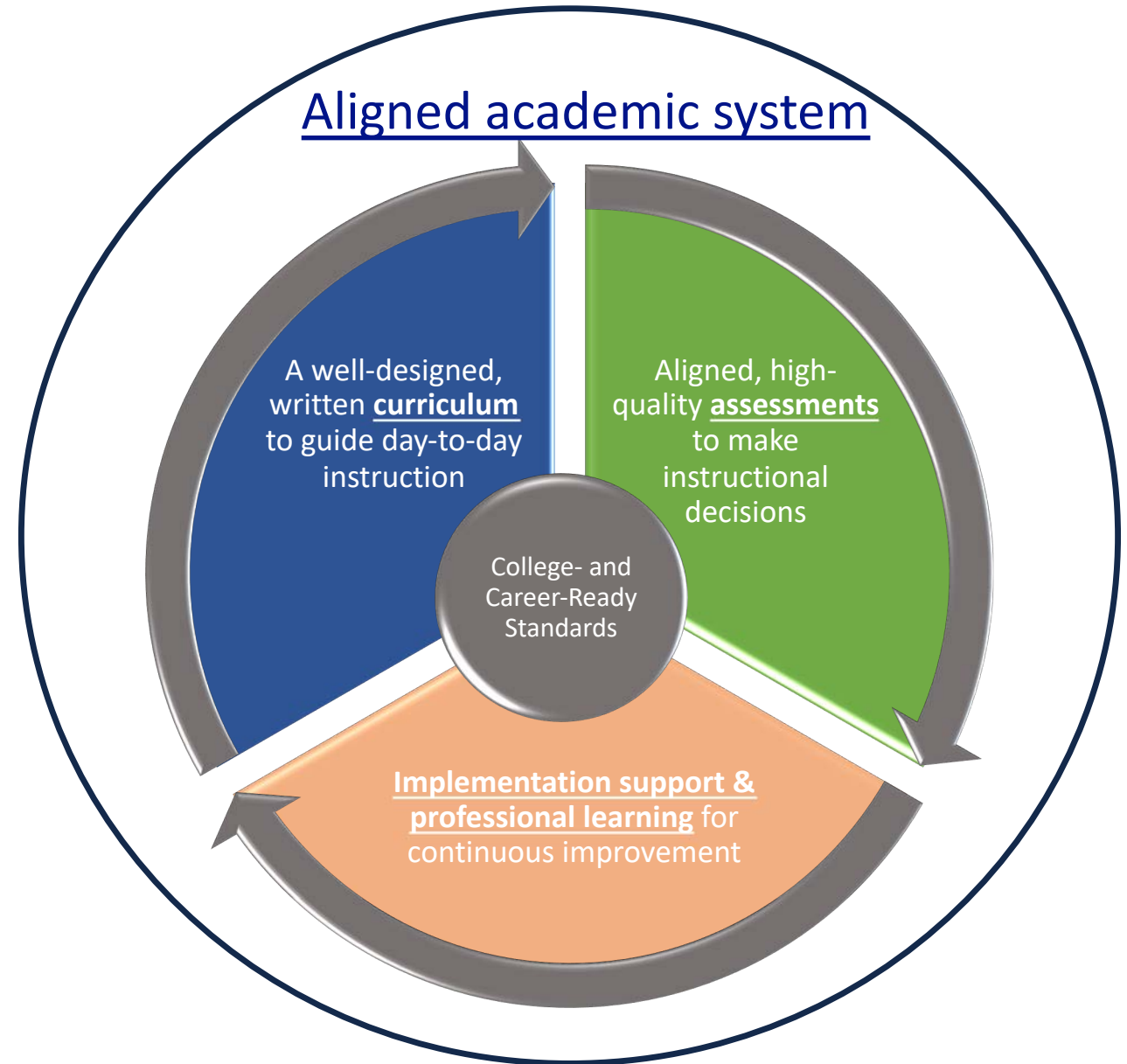


Mission

CenterPoint works with schools, education systems, and like-minded organizations to provide solutions that **catalyze teacher practice, deepen student learning, fuel meaningful policy, and promote equity.**

Theory of Action

Student achievement in literacy can be significantly increased when teachers are provided **professional learning** that is intentionally designed to guide them **in using data**, as they make a transition to a **blended learning delivery model** that aligns with **high-quality literacy curriculum** and increases **personalized learning opportunities** for students.



Replicable,
sustainable
professional
learning model to
support
elementary schools
and districts at the
systems-level in
making a transition
to blended literacy
instruction



Learning Team Cycle

Utilize a teacher-led **cycle of continuous improvement and protocols to analyze data** to pinpoint students' **learning needs** and identify **educator knowledge, skills, and behaviors** to increase effectiveness and improve student learning.



Literacy Content & Blended Approaches

Build teacher knowledge of research-based best practices in literacy and how to utilize blended tools and resources

- Selection and integration of adaptive literacy tech programs within the literacy block
- Post-COVID, focus on priority learning standards (particularly foundational skills) to support teachers' instruction within hybrid and remote learning environments

Blended Literacy Implementation Rubric

Purpose: For leaders to assess the degree to which they are currently implementing a blended literacy model and establish goals for strategic improvement

Description: Outlines the components of a quality blended literacy model anchored in an aligned system of curriculum, assessment, and implementation support

- **Instruction:** Content & Design
- **Student Learning:** Culture & Demonstration of Learning
- **Assessment:** Assessment Design & Implementation
- **Educator Learning:** Culture of Collaborative Inquiry

Header	
—	✓
—	✓

Blended Literacy Implementation Rubric

Each component of the rubric has **three** areas to consider:

- 1. Framing Question:** Essential question to answer about a particular component of the rubric
- 2. Indicators of Performance:** Descriptions of each component to differentiate levels of performance
- 3. Strands:** Indicators of performance organized into strands; Coded to indicate who should be considered in each strand: *Students, Teachers, Leaders, and/or Learning Teams*

Guidance section to help set priorities and goals for implementation

- Analysis & interpretation
- Leader reflection tool

EDUCATOR LEARNING					
Culture of Collaborative Inquiry					
Are all educators engaged in ongoing data-driven, collaborative learning time to solve specific student learning challenges to improve teaching and learning?					
0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED	
0	Teachers are rarely observed by	Teachers are sometimes observed by	Teachers are regularly observed by	All descriptors for	
ASSESSMENT					
Assessment Design & Implementation					
Are there frequent and different types of opportunities to reflect on and show ownership of academic progress using data?					
0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED	
0				All indicators for	
INSTRUCTION					
Instructional Content					
Are all students working with literacy content that aligns with grade-level standards, high-quality curricula and instruction, and students' individual learning goals?					
0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED	
0				All indicators for	
STUDENT LEARNING					
Culture of Learning					
Are all students actively engaged in lessons from beginning to end?					
0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED	
0	Students rarely demonstrate engagement behaviors during online instruction (e.g., Attentive posture, note-taking, avoiding off-task distractions by other students, asking questions, and maintaining pace).	Students sometimes demonstrate engagement behaviors during online instruction (e.g., Attentive posture, note-taking, avoiding off-task distractions by other students, asking questions, and maintaining pace).	Students frequently/always demonstrate engagement behaviors during online instruction (e.g., Attentive posture, note-taking, avoiding off-task distractions by other students, asking questions, and maintaining pace).	All descriptors for Level 3 are met, and at least one of the following types of evidence are present:	
1a. Student Engagement	Students never...				
1b. Task Completion	No students...	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions	
1c. Student Transitions	None of the time...	Students execute transitions (including between virtual and live instruction), routines (including accessing technology, e.g., acquiring hardware, logging on) and procedures in an orderly and efficient manner some of the time and/or require substantial direction from the teacher.	Students execute transitions (including between virtual and live instruction), routines (including accessing technology, e.g., acquiring hardware, logging on) and procedures in an orderly and efficient manner most of the time, but may require some direction from the teacher.	Students execute transitions (including between virtual and live instruction), routines (including accessing technology, e.g., acquiring hardware, logging on) and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. There is a visible method for both teachers and students and the teacher monitors timely progress.	
1d. Pace of Learning	Students move through asynchronous learning at an appropriate pace.	Students move through asynchronous learning at a somewhat appropriate pace.	Students move through asynchronous learning at a mostly appropriate pace.	Students move through asynchronous learning at an efficient and appropriate pace.	
1e. Building Relationships	Teachers invest no time...	Teachers invest some time in getting to know individual students and form relationships to best support their learning.	Teachers invest adequate time in getting to know individual students and form relationships to best support their learning.	Teachers invest ample time in getting to know individual students and form relationships to best support their learning.	



OUR Vision

Superintendent: Dr. Thomas McBryde Jr.
Deputy Superintendent: Dr. Tamra S. Collins
District Initiative Lead: Irene K. Spence

NYC District 19, Brooklyn

The District 19 school community, families, and partners will collaborate to provide a high quality, equitable education that meets the academic and social emotional needs of our scholars by offering exposure and access to opportunities that will create independent thinkers and future leaders.

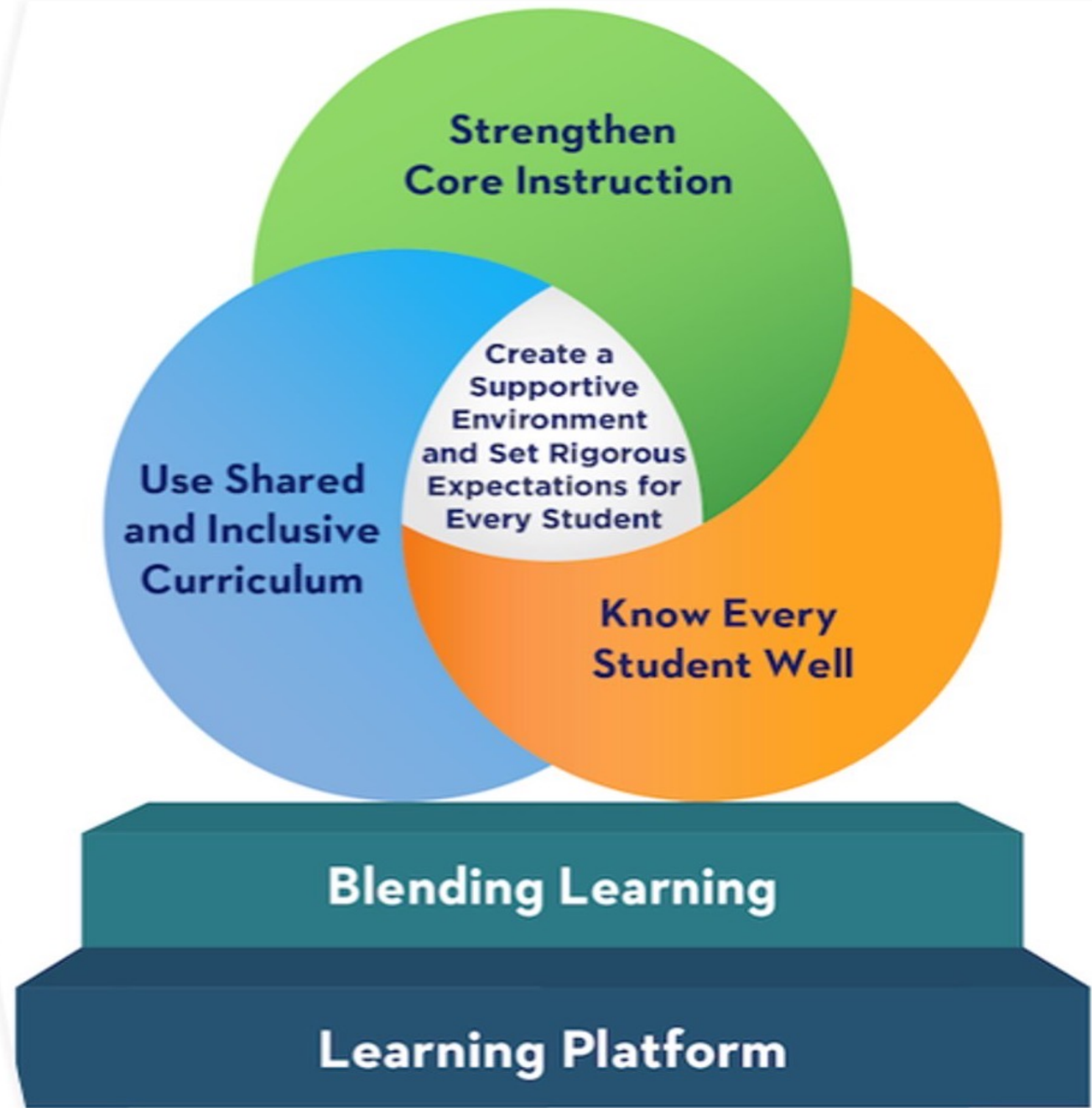
*(...foster learning outside of the traditional classroom in order to ensure access to high quality blended learning opportunities
...honors individuality and diversity
...personalized to meet needs*

Our Scholars will be equipped with the skills needed to move towards mastery, excel at the next level and expand their knowledge of technology as we work to close the digital divide and sustain students' paths toward college- and career readiness.)



Know Every Student Well

Consider the role data plays in knowing our students as individuals and using this information to inform teaching and learning.





Strategic Initiatives: SEL & WELLness

My Brother's
Keeper
(MBK)

Girls
Empowerment
Movement
(G.E.M.)

Community
Wellness
Forums

Yoga &
Mindfulness





Strategic Initiatives: ACAdemics

e-STEM

Shared
Curriculum

Common
Assessments

Blended
Literacy





“A **shared curriculum** seeks to ensure that **high-quality** plans, curricular materials, and instructional protocols are in use in all classrooms as a **platform** for instructional delivery school and district wide.... At scale, **this becomes a matter of equity** for students and their teachers, who do not consistently have **access** to high-quality materials and instructional plans. Shared curriculum means that skills and content are by design taught, reinforced within a content area and across classrooms, and lead to the cyclical development of knowledge, competencies, and skills.”

— Instructional Leadership Framework, NYCDOE



High-Quality Shared Curriculum and Materials

The Importance of Norming Across the District:

- Creates a shared vision, goal and priorities around curriculum and instruction across 35 schools (K–8)
- Improves ability to share resources and tools
- Allows to strategically plan for varied and differentiated professional learning opportunities to support all stakeholders
- Ensures equitable access and opportunities for all students regardless of class or school



High-Quality Shared Curriculum and Materials

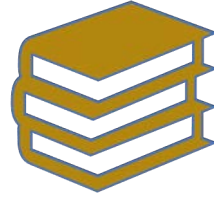
The Results of Norming Across the District:

- Raised expectations for quality instruction across classes and schools
- Development of growth mindset; high expectations for ALL students
- Strategic use of resources/budget aligned to teaching and learning
- Coherence across schools, initiatives, and professional learning
- Selection and creation of common assessments across the district



Blended Literacy Initiative: Supporting the D19 Vision

D19: Creating
Global Citizens
Future Leaders



Literacy as an indicator for success later in life (graduation, college, career)



Access and opportunities to technology to personalize learning to meet student needs (aligned to SDI & UDL focus)



Tools and resources to improve reading and writing (progression and rubric)



Improving the way students learn to read and write with technology



Key Learnings, Impact, & Value

- Providing **shared professional development and experiences**, as well as **personalizing supports for schools**.
- Identifying and analyzing **multiple data sources** to develop responsive instructional plans.
- Strengthening of **literacy knowledge base** for teachers and leaders which impacted planning and instruction.
- Developing clearer understanding of **role of technology in personalized learning**.
- **Ensuring coherence** across initiatives, goals and priorities creates the space for effective implementation and overall success.

Discussion and Questions



Let us hear from you

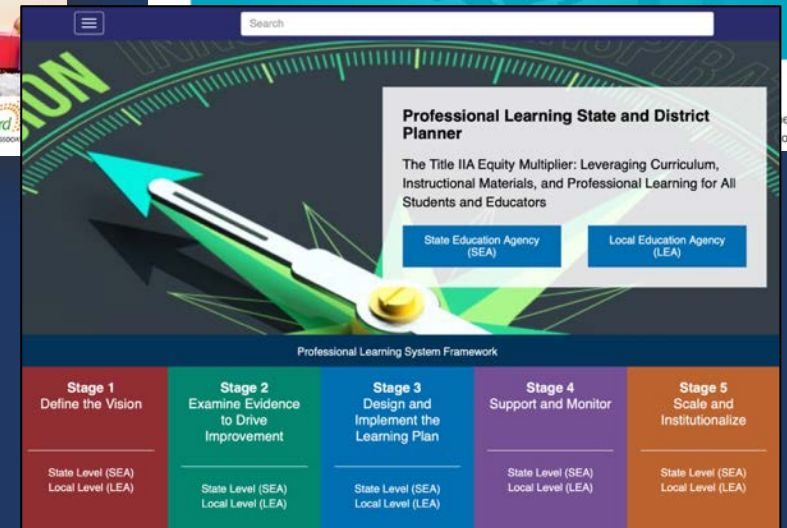
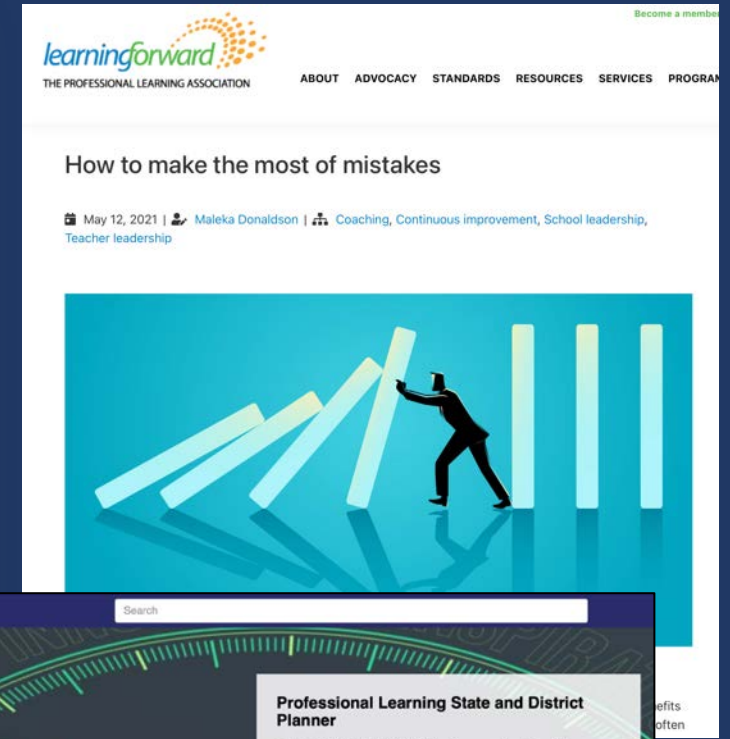
Please fill out our
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survey**

Visit bit.ly/3bC0UPp

Online resources

Look for follow-up resources, including a recording of this webinar and slides

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the planner at [Professional Learning State and District Planner](#)



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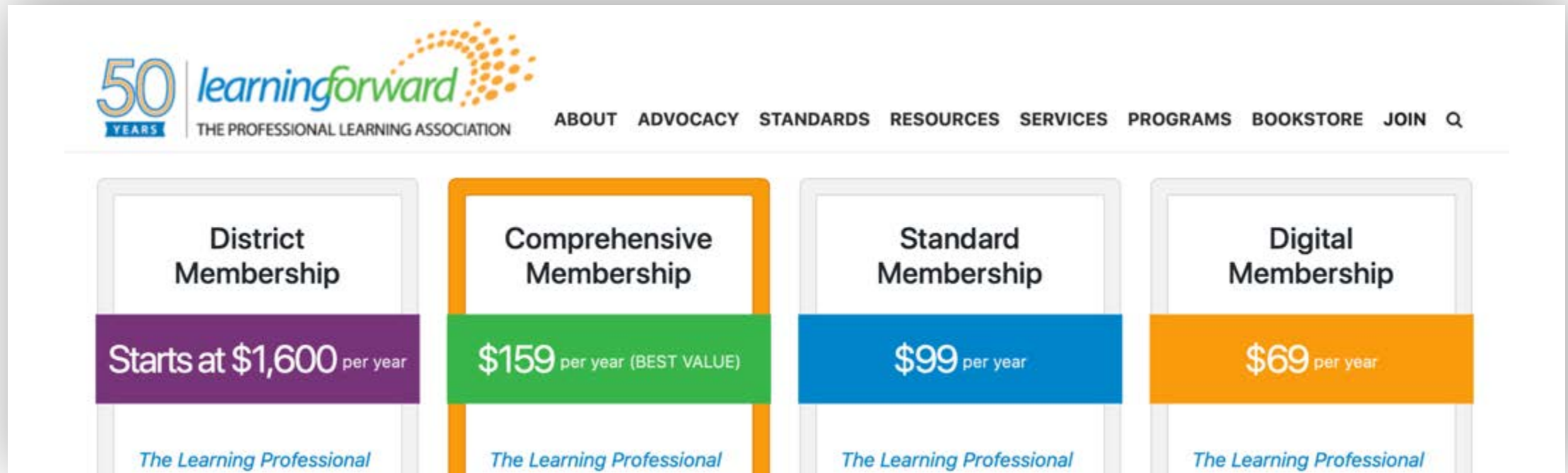
The June 2021 issue of
The Learning Professional
examines how to foster racial
equity in schools, featuring
field leaders' voices, strategies
for action, and new tools.



- **Coaching and cross-district networks to build racial equity**
- **Diversifying the educator workforce**
- **Culturally responsive curriculum and instructional practices**
- **District, state, and agency strategies for equity**
- **... and more**

Learning Forward memberships

- Get \$10 off any new Learning Forward membership
 - Use coupon code **LFWebinars***
 - **Visit** <http://learningforward.org/membership>
- * Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS" and "learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in vertical cards:

Membership Type	Price	Value
District Membership	Starts at \$1,600 per year	
Comprehensive Membership	\$159 per year	(BEST VALUE)
Standard Membership	\$99 per year	
Digital Membership	\$69 per year	

Each membership card also includes the text "The Learning Professional" at the bottom.

Thank You!

