



Science of Reading: What, Why, & How

Waterford Leadership Academy
2022-2023

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01

Theory of Action

Theory of Action + Alignment

If teachers understand the **what** and **why** behind the shifts towards the Science of Reading and Structured Literacy instruction, then they will better understand **how** to effectively analyze universal screening data and plan evidence-aligned tier 1 instruction that is targeted towards individual student needs in reading.

Waterford Public School's Strategic Coherence Plan

- **Goal 2: Rigor and Assessment:** *The district is committed to delivering high-quality instruction and assessing progress in a consistent, accurate, and timely manner in order to ensure student progress and success.*

02

SOR

Presentation


What & Why



SOR Presentation

Participants will learn:

- **WHAT** is the science of reading?
- **WHY** is it important?
- **HOW** do we apply the science to practice?



SAVE THE DATE

Live Virtual Event


**SCIENCE OF
READING**


WHAT, WHY, & HOW

PRESENTED BY JANICE YANNI
OSW LITERACY INTERVENTIONIST

PARTICIPANTS WILL LEARN:

WHAT IS THE SCIENCE OF READING?
WHY IS IT IMPORTANT?
HOW DO WE APPLY THE SCIENCE TO PRACTICE?




Thursday, April 20, 2023
3:30-4:00

Zoom Link

Session will be recorded for those who
are unable to attend.

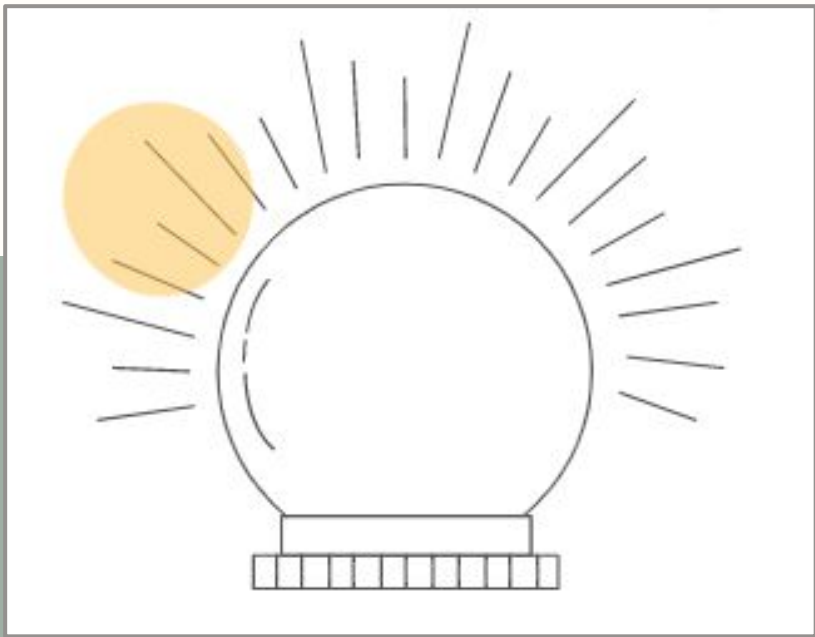
03

Data Analysis Toolkit

How



Data Analysis Toolkit



"Objective data from a valid, predictive, reliable early literacy screener isn't a collection of meaningless numbers; it's the closest thing we have to a crystal ball, showing us exactly where we need to focus in order to ensure educational equity."

Right to Read Project (2021, November 8)

Data Analysis Toolkit



UNIVERSAL
SCREENING



DATA DIVE
MEETING

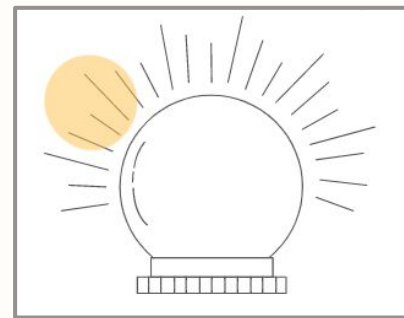


DATA
ANALYSIS
TOOLKIT



Data Dives

Goal was to leverage data to impact positive outcomes in Tier 1 literacy instruction.



- October & February Interventionists and Coaches met with teachers in grades K-2 for 3 hours to review universal screening and classroom data
- Specifically scheduled after the administration of universal screenings and data collection in the classroom

Data Analysis Toolkit

From Data to Instruction



3x/year data is collected on your students. Different assessments collect different types of data. Some data you will collect yourself, and other data will be given to you from a universal screen.



Once you have received or collected your data, you will analyze it to determine areas of strength and weakness. Data should be analyzed for the group, as well as individual students.



Based on their performance on assessments, students will be placed along the developmental continuum of reading. This will start to identify groups of students who need similar instruction.



Finally, you will plan instruction based on your student's developmental needs. Instruction might be for the whole group, small groups, or individual students.

04

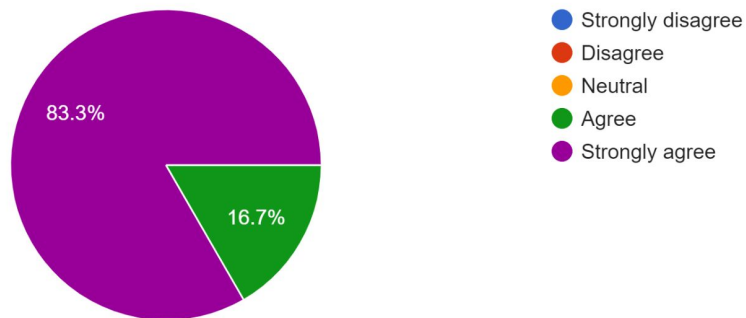
Outcomes & Reflections



OUTCOMES

The Data Dive meetings have helped improve my practice around collecting, analyzing, and using data to drive instruction.

6 responses

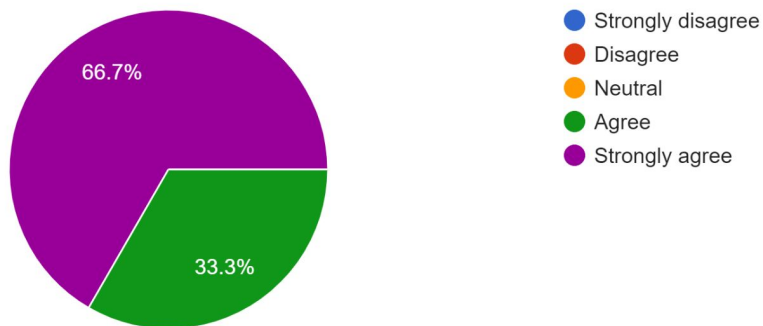


OUTCOMES

“Our time with you was worth time away from students.”

I have a better understanding of the stages of reading development and can use data to determine where my students fall on that continuum.

6 responses



Reflections



[Effective Leaders] desire to work with adults is grounded in their belief that systems-level change will positively impact student learning, and that their contributions to the profession are important and needed.

Framework, (2009).

-Teacher Leadership Skills

Glow:

- Collaboration
- Communication
- Knowledge of content and pedagogy

Grow:

- Working with adult learners
- Systems Thinking
- Equity Lens

