

Secondary Education and School Improvement

Reading Improvement Services



Overview

Improvement Services in Reading delivered through the *WIIN* Center support educators to build capacity in evidence-based leadership and instructional practices essential to implementing a coherent and comprehensive K-12 Reading System.

Professional learning outcomes for teacher and leader participants include the following:



- **Apply deep understanding** of State standards and evidence-based practices in instruction, assessment, and interventions in reading in order to increase learning outcomes for all students and close achievement gaps;
- **Build effective structures and conditions** to support and sustain system-wide continuous improvement of teaching and learning in reading; and
- **Enhance the capacity of instructional leaders** to support, promote, lead, and sustain professional learning that advances teaching practices, learning outcomes, and student achievement in reading for all students.

Reading Systems Professional Learning Resource Guide

The *Resource Guide* helps schools/districts to implement and enhance their K-12 Reading System. The *Guide* is aligned with the five essential elements of OSPI's *Washington State K-12 Reading Model*: standards, assessment, instruction & interventions, leadership, and system-wide commitment.

Anchored in current research, OSPI's *K-12 Reading Model*, and the recommendations of the *National Reading Panel*, the *Guide* provides clarity and vision for school districts to improve teaching and learning in reading for ALL students.

As indicated in the descriptions that follow, professional development offerings are designed to reflect key elements in the *Guide*:

- Reading Leadership
- Tier I: Effective Core for *ALL*
- Reading Assessment Systems
- Tier II and Tier III Reading Intervention
- System Support

Modules also align with a *Response to Intervention (RTI)* framework, a multi-level instructional system to maximize student achievement.

A copy of the *Resource Guide* is available upon request.

Technical Assistance / Monitoring Implementation and Impact

Each Reading professional development offering generates actionable next steps for district and school leaders. Subsequent technical assistance will support leaders in successfully implementing next steps for improvement. Additional follow-up activities with the school/district include the collection and analysis of evidence of implementation and its impact on student learning.

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Improvement Series 1—Developing a Comprehensive Reading System

Key Elements in the Guide	Module	Participants	Description
Reading Leadership	Reading Leadership and Implementation Research (1 day)	District/school reading leadership teams	Supports participants in establishing a common vision and consensus to support literacy improvement using the <i>Reading Systems Professional Learning Resource Guide</i> . Participants review current research-informed practices in leading, implementing, and monitoring comprehensive reading improvement and apply learning to their specific roles.
Reading Leadership	Reading Systems Gap Analysis (2 days)	District/school reading leadership teams, K-12, Teacher leaders, para-educators	Facilitates teams in systematically reviewing their current K-12 Reading System to (1) provide evidence for strengths and opportunities for growth, and (2) identify systemic “gaps” to guide future planning.
Reading Leadership	Washington State K-12 Reading Model with a Twist of RTI (1 day)	District/school reading leadership teams	Uses OSPI’s <i>Washington State K-12 Reading Model</i> and a <i>Response to Intervention</i> framework to develop structures and supports necessary for implementing a three-phase reading system to improve achievement for all students.
Tier 1: Effective Core for ALL	Standards-Based Alignment (4 days)	District/school reading leadership teams & additional teacher leaders	Enables participants to unpack the <i>Washington State Reading Standards</i> and analyze the alignment of current instructional materials. Facilitates teams in creating curriculum guides to address the use and sequencing of instructional materials, standards alignment, and assessments providing teacher supports to ensure all students have access to standards-based instruction.
Tier 1: Effective Core for ALL	K-5: Getting More From the Reading Core (1 day) 6-12: Getting More In and Beyond the Core(1 day)	District/school reading leadership teams & additional teacher leaders; practitioner oriented	Provides participants with practical classroom applications for Tier I Core Instruction; supports them to increase content and pedagogical knowledge needed to raise reading achievement for all students, including English language learners and students receiving Special Education services.
Tier 1: Effective Core for ALL	Catch Them Before They Fall: Effective Use of Differentiation Strategies (1 day)	District/school reading leadership teams & additional teacher leaders; practitioner oriented	Provides participants an overview of differentiated instruction and ways to modify instruction through content, process, product, and environment; engages participants in quick, effective activities that can be used to differentiate instruction within a variety of grouping formats.

Improvement Series 2—Developing a Comprehensive Reading System—Continued

Tier 1: Effective Core for ALL	Reading/Writing Connection (1 day)	District/school reading leadership teams & additional teacher leaders in grades 3-12; practitioner oriented	Provides participants with literacy strategies that explicitly integrate reading and writing based on research that (1) strongly supports the teaching of the two reciprocal processes together and (2) emphasizes that literate persons are both readers <i>and</i> writers, constructing meaning from the texts which they read and the ones which they write.
Tier 1: Effective Core for ALL	Rethinking Content Area Literacy (1 day)	District/school reading leadership teams & additional teacher leaders in grades 4-12; practitioner oriented	Outlines up-to-date research that indicates adolescents need a higher level of literacy than ever before in order to be prepared for college and career demands; provides content area teachers with practical, effective instructional strategies that support quality adolescent literacy.
Tier 1: Effective Core for ALL	Oral Language Development (1 day)	District/school reading leadership teams & additional teacher leaders in grades K-8	Overviews current research identifying the role of oral language development in subsequent reading achievement; provides participants strategies for classroom application; incorporates use of the English Language Development Standards.
Tier II/III Reading Intervention	Tier 2/Tier 3: From Theory to Practice (1 day)	District/school reading leadership teams & additional teacher leaders in grades K-12	Describes the structures and alignment needed to implement Tier II/III instruction so that it complements Tier I Core Instruction for those students who need additional support; identifies ways to assess and monitor the achievement of students receiving supplemental Tier II/III instruction.
Reading Assessment System	Reading Benchmark Assessments & Supports (4 days)	District/school reading leadership teams & additional teacher leaders; Assessment Directors	Overviews the purpose and test design of the reading benchmark assessments, administration procedures, and the web-based student assessment system. Following each benchmark administration, enables participants to access and analyze data and use student results in an instructional decision-making process.