


2018 WEBINAR SERIES

**Champion Change:
How Teacher Knowledge
Impacts Student Success**

 VOYAGER SOPRIS
LEARNING®


Presented by Dr. Carol Tolman
LETRS® Co-Author and National Literacy Consultant

WELCOME

Thank you for joining our webinar

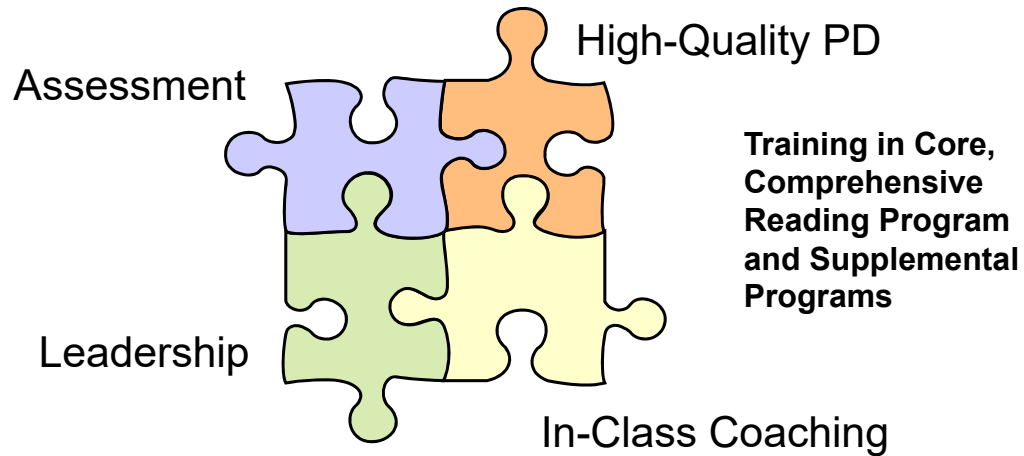
Today's Goals:

- Long-term literacy planning: making a difference for all children.
- Building teacher knowledge of the science of reading through innovative PD approaches.
- How new *LETRS* for 2018 improves teacher instruction with flexible online training, text, face-to-face sessions, and facilitators.

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Multiple Components of a Literacy Initiative

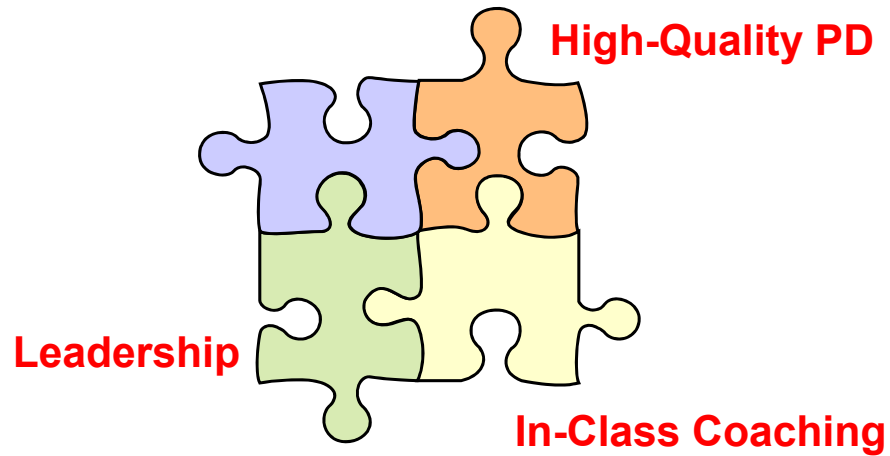


LETRS, Module 1 (Moats and Tolman, 2015)

My PD Evolution

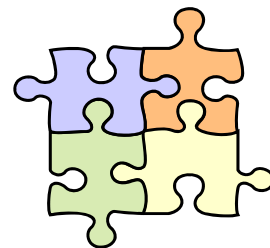
- Initial big ballroom 'Spray and Pray' mentality
- Informs many
- Great for initial overview, exposure
- Acts as a 'springboard' for future initiatives
- Often lacks depth
- Cannot provide continued feedback loop
- Lacks implementation at the child level

Multiple Components of a Literacy Initiative



Literacy Plan Components

- Prepare teachers at the beginning of the year to teach core reading and intervention programs and use all supplemental materials.
- Provide training on the administration of assessments and use of assessment data to inform instruction.
- Provide training for administrators, instructional leaders, reading coaches, and teachers.
- Include follow-up sessions and ongoing support for classroom implementation throughout the year.
- Coordinate among the state, district, and local levels.



PD Models that Work!

- **Teacher PD**
 - Instructional mentoring follow-up
- **Summer PD**
 - Monthly follow-up meetings
 - Instructional modeling
- **Continual PD**
 - Quarterly follow-up meetings
 - Data analysis
 - Instructional coaching
 - Observational rounds

Gillis, M., IDA
McCutchen
Tolman



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Sample PD Timeline

First Summer

- Scientifically-based reading research and instruction
- Understanding and implementing assessments
- Program-specific training, as needed

Ongoing training during the school year (year 1)

- General and program-specific assessment data use
- Problem solving (e.g., intervention strategies, teaching routines)
- Continued program-specific training and support

Second Summer

- Problem solving using data and year one implementation experiences
- Deepen and extend scientifically based reading research and instruction
- Additional, more in-depth program-specific training, as needed

Ongoing training during the school year (year 2)

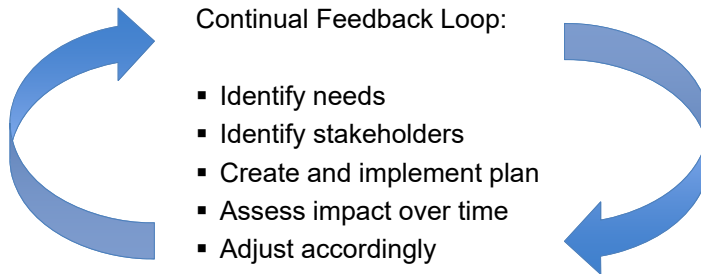
- Continued support in all areas
- Continued development of the knowledge and skills introduced in year one



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District PD

Allows for big-picture, long-term planning



Teacher Knowledge

Teacher knowledge of the content they teach is a consistently strong predictor of student performance.

—Center for Public Education

We Know How to Tell. We Know Less About How to Teach.

What combination and sequence of experiences create the most indelible insights for teachers in training?

What will engage them so that they persist with challenging students and advocate for them?

How can teachers' prior beliefs be surfaced, discussed, and challenged (if necessary) in ways that engender cognitive shifts?

Within the confines of training programs, what concepts are most important to convey and in what order?

Moats, 2014



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What Research Suggests

- **Professional development priorities:**

- Based on teacher and student needs
- Progresses in a logical sequence
- Begins with an understanding of scientifically-based reading research
- Continues with in-depth training and support

Center on Instruction. (2006)



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What is *LETRS*?

The Relationship Between Teacher Knowledge and Effective RTI: When We Know Better, We Do Better

Tolman, IDA Perspectives, 2017

What do these misspellings suggest?

Target Word	Misspelling	What's next?
slit	sit	PA with CCVC
black	blac	ORTH
road	rode	SEM, ORTH

Developing Self Efficacy

- “I think I can, I think I can!”
- **Teachers need to know that they have the power to impact positive changes with their students.**
- **Ways to empower self efficacy:**
 - Mastery Experiences (Bridge to Practice)
 - Vicarious Experiences (Master Teacher Video Clips)
 - Verbal Persuasion (F2F sessions)
- **Why self efficacy? It influences:**
 - Task persistence
 - Emotional response

Martinussen, R. et.al. (2015)

Why *LETRS*?

Address Big Ideas Thoroughly

- What do you need to know?
- Who needs to know it?
- When do they need to know it?
- Why do they need to know it?
- How does this translate into the classroom?

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LETRS Results

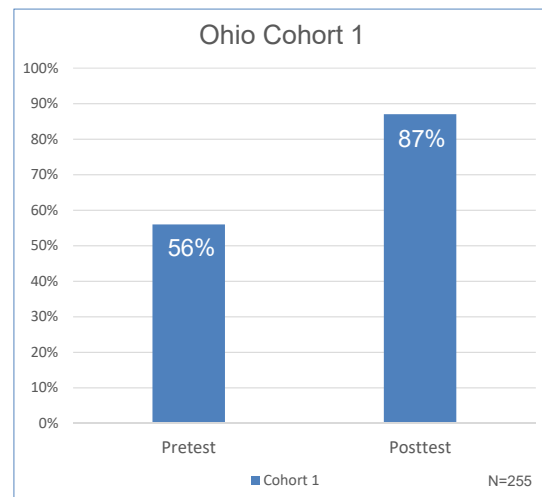


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LETRS Results

According to the Center for Public Education, “Teachers’ knowledge of the content they teach is a consistently strong predictor of student performance.”

During the 2016/2017 school year, 255 teachers across the state of Ohio completed Units 1-4 of *LETRS*. On average teachers in *LETRS* learned the content extremely well, progressing from a baseline of 56% questions answered correctly to a final score of 87% correct.



Our Goals

- Long-term literacy planning: making a difference for all children.
- Building teacher knowledge of the science of reading through innovative PD approaches.
- How new *LETRS* for 2018 improves teacher instruction with flexible online training, text, face-to-face sessions, and facilitators.

Rome was not built in a day, so go slow to go fast!



<http://www.istockphoto.com/photo/piazza-del-popolo-rome-20397946?st=f21d0c0>



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Thank You!



**Children for years to come will benefit
from your passion and knowledge.
We are 'Championing Change' with *LETRS*!**



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References

- Center on Instruction. (2006) *Designing high quality professional development: Building a community of reading experts in elementary schools.*
- RMC Research Corporation, Portsmouth, NH: Author. 2006
- Download at www.centeroninstruction.org
- Martinussen, R., Ferrari, J., Aitken, M. & Willows, D. (2015). *Pre-service teachers' knowledge of phonemic awareness: relationship to perceived knowledge, self-efficacy beliefs, and exposure to a multimedia-enhanced lecture.* Ann. of Dyslexia, 65:142–158
- Moats, L.C. (2014): *What teachers don't know and why they aren't learning it: addressing the need for content and pedagogy in teacher education*, Australian Journal of Learning Difficulties

Q & A

A photograph of a classroom scene. A female teacher with dark hair, wearing a red cardigan over a black top, is smiling and looking at a tablet she is holding. She is surrounded by several young students of diverse backgrounds. Some students are also holding and looking at tablets. They are seated at their desks in a classroom setting with a blue bulletin board in the background.

Thank you
for attending
today's webinar

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