

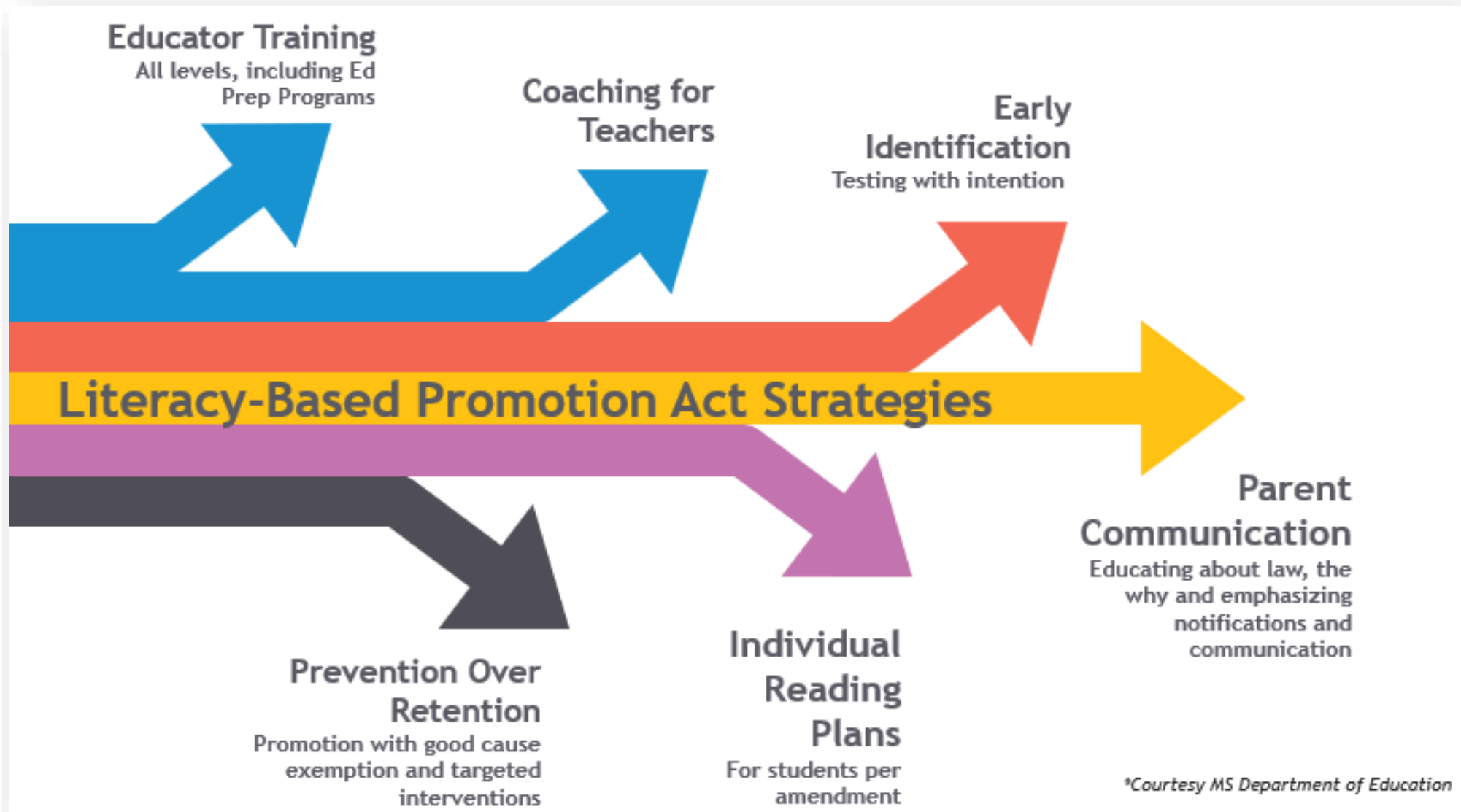


Mississippi Literacy Based Promotion Act

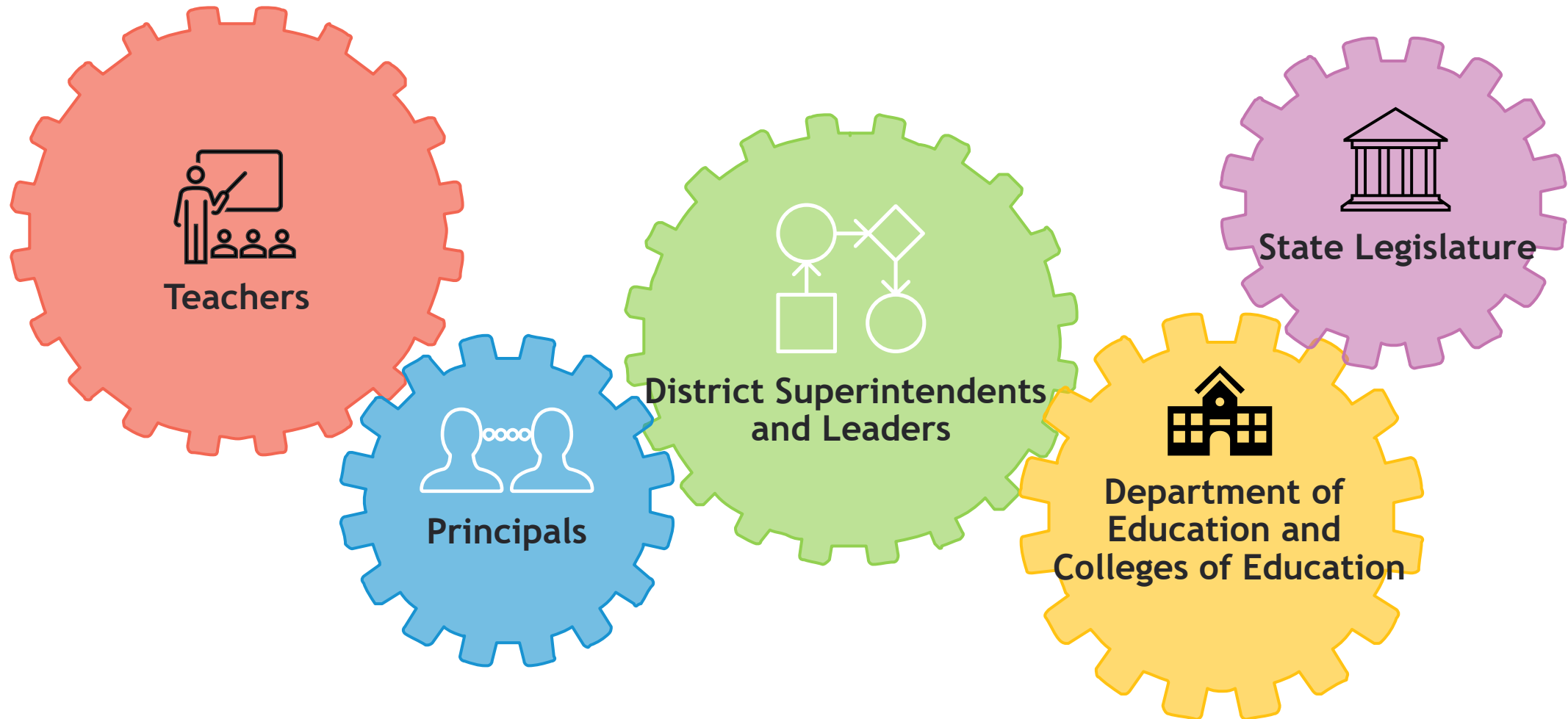
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A Comprehensive Approach

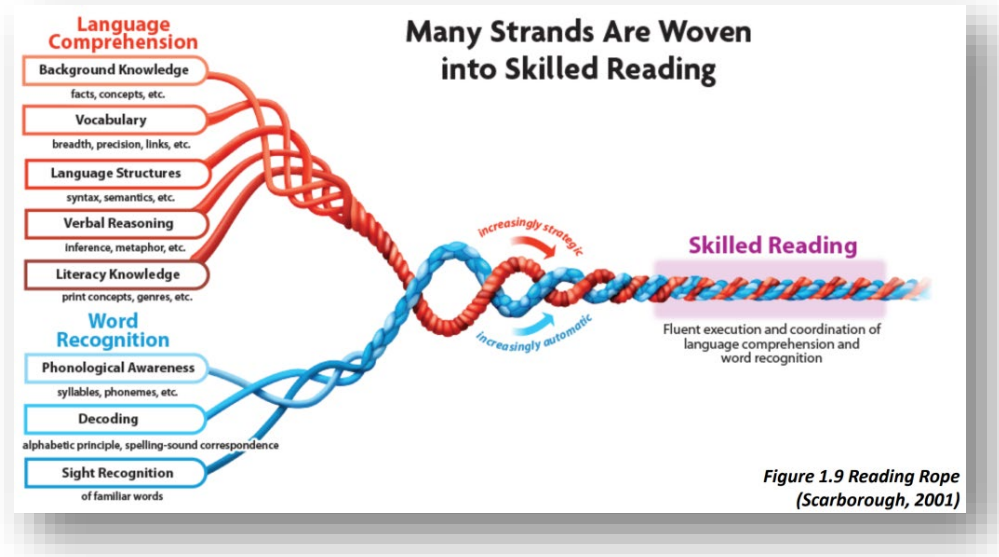


Interconnected System from Policy to Practice





Teachers and leaders need access to:



- ❑ EPPs Aligned to the Science of Reading
- ❑ Intentional Student-Teaching Placements
- ❑ Professional Learning in SOR Evidence-Based Practices
- ❑ Literacy Coaches to Support the Transfer from Theory to Practice
- ❑ High-Quality Instructional Materials
- ❑ Data

Components of a Comprehensive Early Literacy Policy



- **Supports for Teachers and Policy**
 - ☐ Science of Reading (SOR) training
 - ☐ Reading coaches
 - ☐ EPP coursework alignment to SOR + assessment for certification
 - ☐ Funding
- **Assessment and Parent Notification**
 - ☐ Universal and dyslexia screening notification
 - ☐ Parent notification of reading deficiency
- **Instruction and Intervention**
 - ☐ High-quality instructional materials
 - ☐ Elimination of Three-Cueing Instructional Materials
 - ☐ Individual reading plans
 - ☐ Interventions and progress monitoring
 - ☐ Summer Reading Camps
 - ☐ Parent Resources
- **Retention and Intensive Intervention**



COMPREHENSIVE EARLY LITERACY

Model Policy

ExcelinEd Policy Toolkit - 2020

{Title} The *(insert name of Act or policy)*

{Intent} It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading; that district school board policies facilitate reading instruction and intervention services to address student reading needs; and that each student and his or her parent or guardian be informed of that student's reading progress.

(A) System of Support for Educators -The Department shall provide a system of support for all Kindergarten, first, second and third grade teachers to ensure they have the knowledge and skill to teach all students to read. The system of support shall include:

- (1) An approved list of one or more reliable and valid reading assessment systems for school district use for screening and monitoring student progress toward grade level reading. The reading assessment system shall:
 - a) Provide a screener to be administered 3 times per year (fall, winter, and spring) with progress monitoring capabilities and a diagnostic tool to support teachers with targeting instruction based on student needs;
 - b) Measure, at a minimum, phonological awareness, decoding, fluency, vocabulary, and comprehension; and
 - c) Identify students who have a reading deficiency, including identifying students with characteristics of dyslexia.
- (2) In determining which assessment systems to approve for use by school districts, the Department shall also consider, at a minimum, the following factors:
 - i. The time required to conduct the assessment, with the intention of minimizing the impact on instructional time;
 - ii. The timeliness in reporting assessment results to teachers, administrators, and parents; and
 - iii. The integration of assessment and instruction the system provides.
- (3) Professional learning for Kindergarten, first, second, third, and fourth grade teachers on the following:
 - a) the Department approved assessment system(s) selected by school districts to ensure teachers have the knowledge and skill to administer the assessment and use the assessment data to inform instruction based on student needs.
 - b) comprehensive training on the science of reading, including explicit and systematic instruction in phonological awareness, the alphabetic principle, decoding, fluency, vocabulary, comprehension, and building content knowledge, to ensure all teachers have the knowledge and skill to teach all students to read, including students with dyslexia.
- (4) Job-embedded coaching support for K-3 reading teachers that shall include the following:
 - a) Provide on-site teacher training on evidence-based reading instruction and data-based decision making.
 - b) Demonstrate lessons.
 - c) Co-teach and/or observe teaching.
 - d) Provide immediate feedback for improving instruction.
- (5) Educator preparation programs that prepare candidates seeking licensure for elementary education with training and instruction to
 - a) Effectively teach foundational reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - b) Implement reading instruction using high-quality instructional materials;
 - c) Provide effective instruction and interventions for students with reading deficiencies, including students with characteristics of dyslexia; and

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EarlyLiteracyMatters.org

a new **ExcelinEd** initiative



Featuring **early literacy policy** resources for:

Policymakers
State Education Agencies
School & District Administrators
Literacy Coaches
& Teachers

Everyone plays a role in ensuring all children have an opportunity to build a strong foundation in **early literacy**.

Learn why our **comprehensive early literacy** policy is the solution.



Comprehensive How-To Guide:

Approaches to Implementing Early Literacy Policies

How to Identify and Adopt High-Quality Instructional Materials



STATE SPOTLIGHT: NEBRASKA

Nebraska developed the [Nebraska Instructional Materials Collaborative](#) with the goal to increase the capacity of districts by highlighting high-quality, standards-aligned instructional materials. The collaborative also creates opportunities for aligned professional development that ensures teachers can use the materials effectively. Through a clearly defined selection process, districts can determine how strongly instructional materials for English Language Arts are aligned to Nebraska's English

Language Arts (ELA) standards and how the materials support the instructional shifts. The collaborative also developed [Navigating the ELA Instructional Materials Process Guide](#), which provides key actions and considerations that can be adapted to meet local needs as districts navigate selection, adoption and implementation stages of high-quality instructional materials for English Language Arts.



Thank You!

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