

# Systems Alignment



## CLASSROOM TEACHERS

Student's  
Primary Instruction



## INTERVENTIONISTS



## SPECIAL EDUCATION TEACHERS



## TARGETED PROGRAMS

After School  
and Summer Instruction



## ADMINISTRATORS & OTHER TEACHER SUPPORTS

Director of Teaching  
& Learning, Building  
Principal, Special  
Programs Coordinator  
(Title, ADSIS), Literacy  
Coach, Tech Integration  
Coach

# Comprehensive Approach



Build system-wide  
understanding of  
Science of Reading



Identify, provide, and  
USE classroom  
materials that align  
with Science of  
Reading



Ready the system  
to support  
incoming teachers  
in Science of  
Reading

**COMPREHENSIVE APPROACH**

# Commitment to growing system-wide capacity over time



2021-2022	2021-2022	2023-2024	2023-2024
<p><b>EARLY ADOPTERS</b></p> <p>K-5 teachers, 6 interventionists, 3 Special Education teachers, 5 Admin and teacher supports, 3 Early Childhood teachers.</p>	<p><b>READY NOW</b></p> <p>Cohort 2 begins. Again an opt-in cohort with the expectation that teachers choose ready now, or ready next</p>	<p><b>READY NEXT</b></p> <p>Remaining teachers begin. Time is built into teacher day.</p>	<p><b>CONTINUOUS IMPROVEMENT</b></p> <p>Deepening collective practice, new teachers continuously trained.</p>

# Moving classroom materials from balanced literacy to Science of Reading Adoption and Implementation



## Review Materials for Pilot

Materials review teams must rule out myriad potential materials as they do not fit Science of Reading criteria.

## Pilot Materials

Teachers try Science of Reading-aligned materials in classrooms. Admin and support personnel must supply teachers with time, training, collaboration, guidance, and grace as teachers “unpack” and learn to use new materials with students. Teachers must know what to emphasize from materials.

## Select Materials

District investment in materials must be driven by:

1. Alignment to Science of Reading
2. Student learning data
3. Teacher feedback

## Adopt & Continuously Improve Implementation of Materials

Once the decision is made, districts must strategically support teacher use of materials in accordance with Science of Reading. District and building leaders must explicitly, directly, and repeatedly reinforce alignment to Science of Reading instruction.