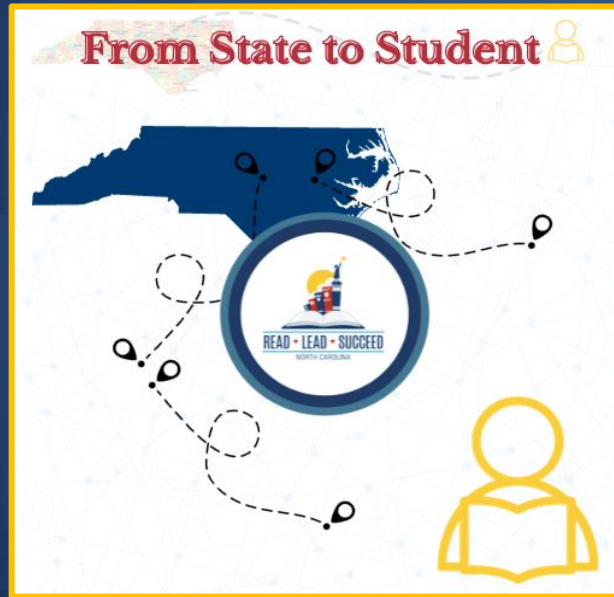


# 2023-24 Early Literacy Specialists Implementation and Impact



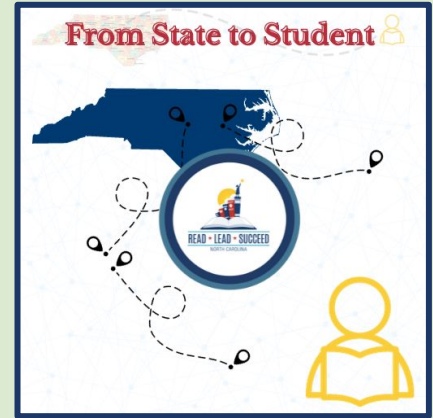
*Amy Rhyne, Ed.S. - Office of Early Learning Senior Director  
Kelley Bendheim - Office of Early Learning Asst. Literacy Director  
Margaret Spicer - Director of Elem. C&I, Surry County Schools  
Abby King - Early Literacy Specialist, Surry County Schools  
Sarah Hesson - Early Literacy Specialist, Charlotte-Meck Schools*



# Agenda

- ★ Overview
- ★ Systems Support
- ★ Voices from the Field





# Overview

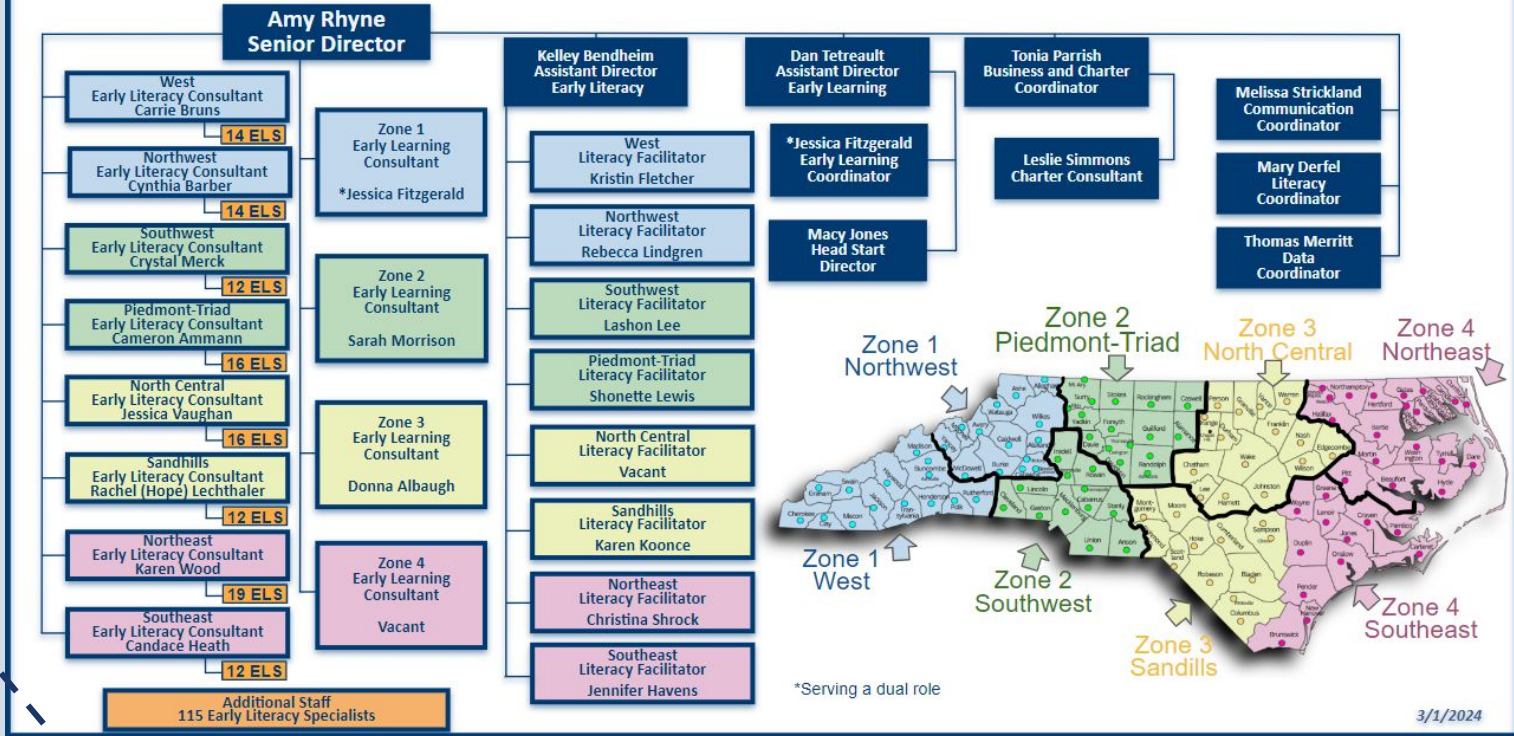


# OFFICE OF EARLY LEARNING

## NC Department of Public Instruction



OEL



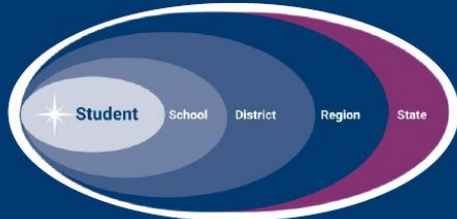
ELS

3/1/2024

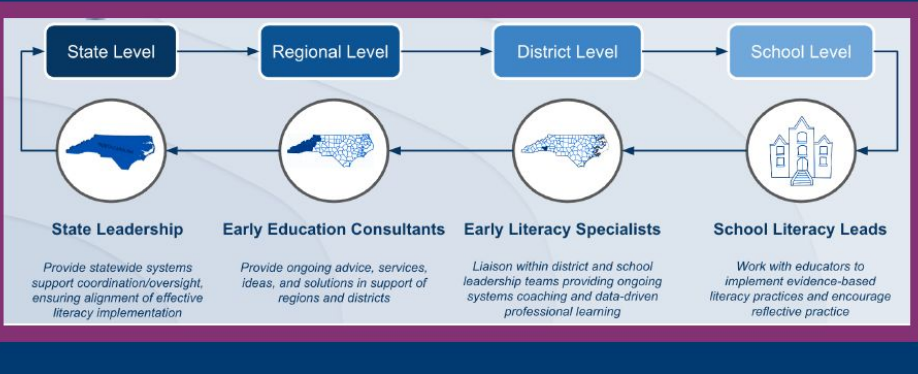




# NC Systems Coaching Literacy Support Model



A Systems Coach serves as a liaison for state teams, district teams, district leadership team(s), and the school's leadership team(s) to guide systems intervention and sustainable organizational change in literacy. Systems Coaches bring informed perspectives of state, district, and school needs.



**OFFICE OF EARLY LITERACY**  
NC Department of Public Instruction

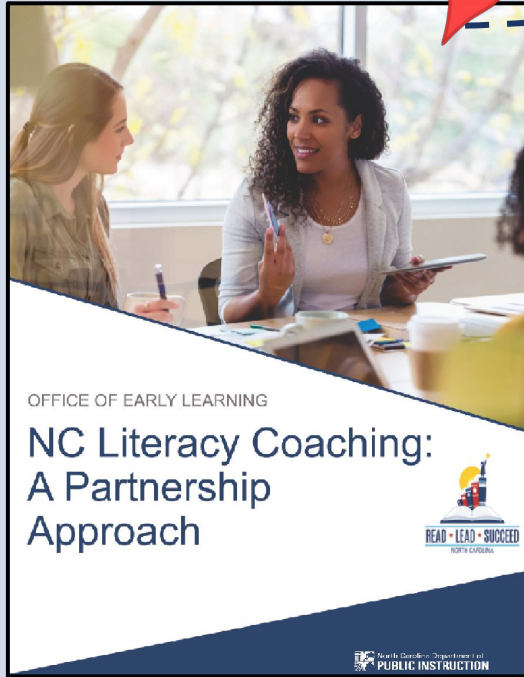
**NC Systems Coaching Literacy Support Model Roles**

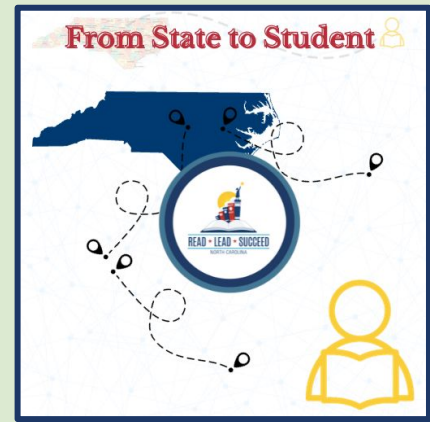
Six Critical Components	State Level Team	Wrap-Around	District Support	State & District Systems Support
	OEL Early Education Consultants	District Team	District Leaders	Early Literacy Specialists
	Designated by State Provide ongoing guidance, assistance, ideas, and solutions in support of regions and districts		Designated by District Design, implement, and communicate common plan in which everyone is accountable and ensure that policies, practices, and resources are aligned	Designated collaboratively by State and District Liaison within district leadership teams providing ongoing systems coaching and data-driven professional learning
	<b>PROVIDE</b>		<b>ENSURE</b>	<b>SUPPORT</b>
<b>Leadership</b>	-state literacy support plans and resources as a collaboration between the OEL Division, additional DPI divisions, NCDPI Leadership and SBE		-a framework is developed that identifies critical roles and responsibilities at the district level to ensure improvement cycles are in place to support to literacy instruction	-districts in developing the framework and providing guidance in making data-based decisions to inform literacy instruction -district leadership teams as they partner with OEL consultants, district leaders, school leaders, and coaches to support continuous growth and implementation of science of reading practices
<b>Building Capacity/Implementation Infrastructure</b>	-resources, technical support, and professional learning to regions and districts through state and regional webinars, in-person meetings, trainings, and protocol development -professional training, coaching, and resources in literacy and adult learning principles to Early Literacy Specialists		-the need for professional learning is based on analysis of data -that a professional learning calendar/scope and sequence is based on readiness and implementation levels within the district -professional learning will be coached and supported at the school level	-sharing and application of professional learning available from the state -the development of a professional learning calendar with a scope and sequence of content based on district and school data -coaching implementation of professional learning -district leaders, coaches, and school level coaches with literacy processes and systems involving the change process.
<b>Communication and Collaboration</b>	-a yearly calendar of regional meetings, webinars, and supports -weekly updates concerning latest policy and		-that yearly calendar and agendas for district team meetings based on district goals is created and shared	-the development of a district yearly calendar and agendas -school leaders and start by sharing

Systems coaching shifts the concept of coaching from improving individual capacity to improving the coordinated capacity of groups of educators.



# Aligned Coaching and Resources



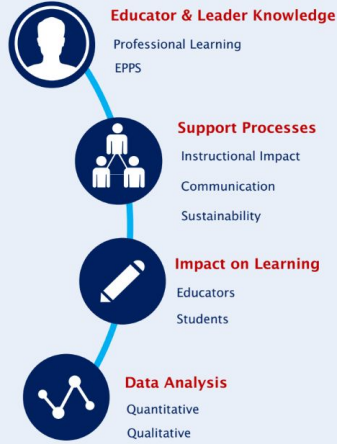


# Systems Support

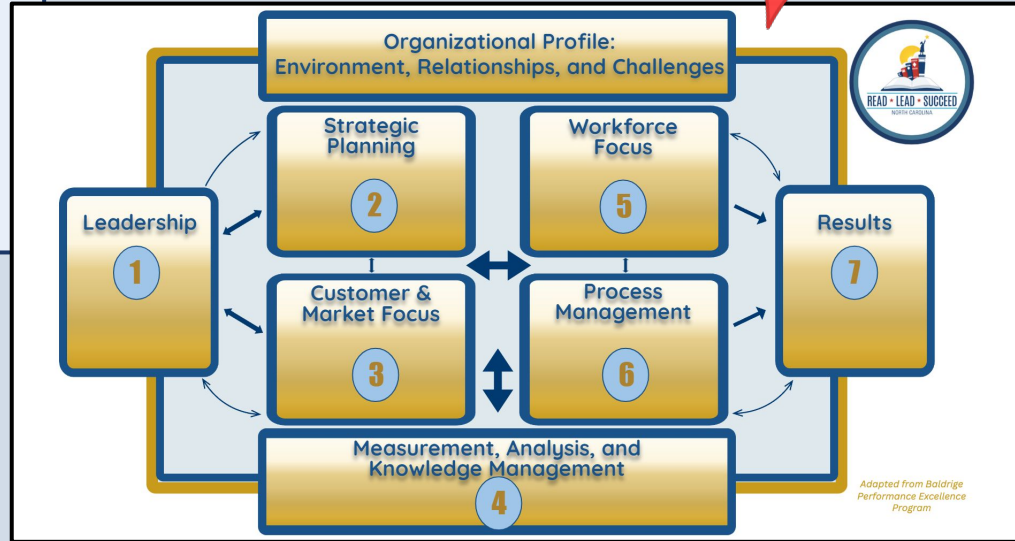


# Excellent Public Schools Act – Read to Achieve

Success Indicators

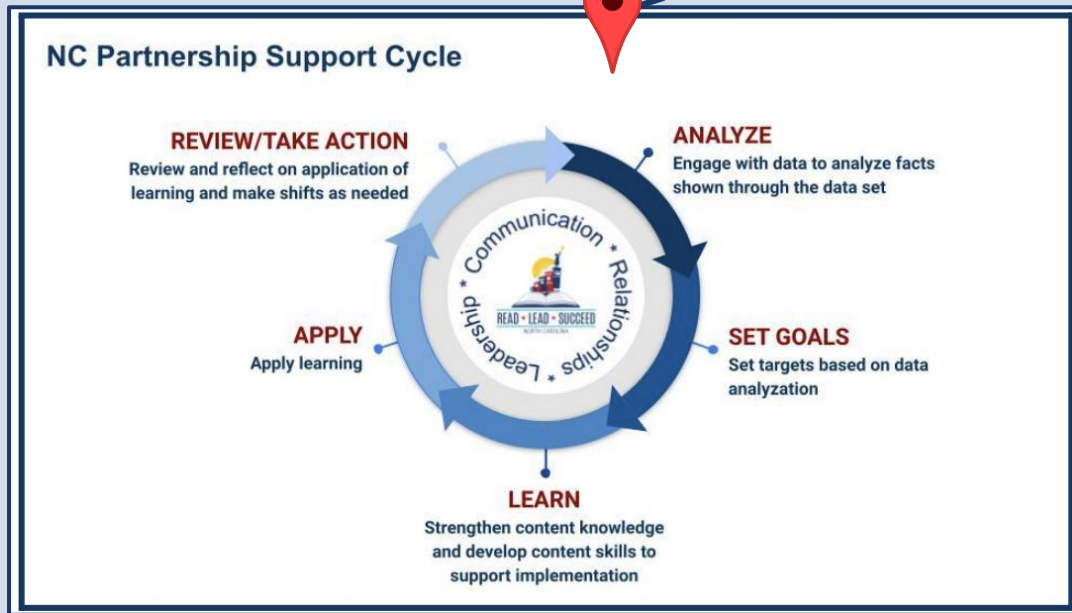


# Supporting Systems Work





# Aligned, Data-Driven Discussions...



## Targeting Data-Driven ELS Support

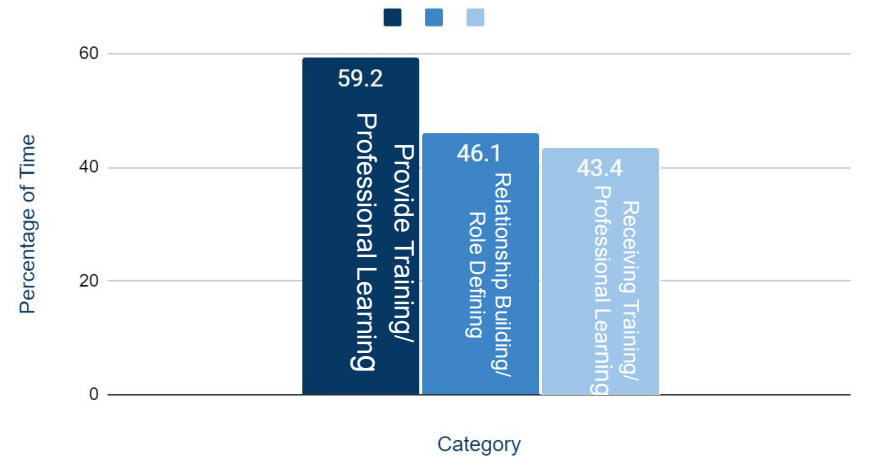
# Tracking Time Tool

## Early Literacy Specialist Time Tracking Tool Overview [Time Tracking Google Form](#)

Items for the time tracking tool will be logged using a [google form](#). This document serves as an overview [for](#) how to use and complete the [google form](#). This will be completed every two weeks beginning 10/6/23.

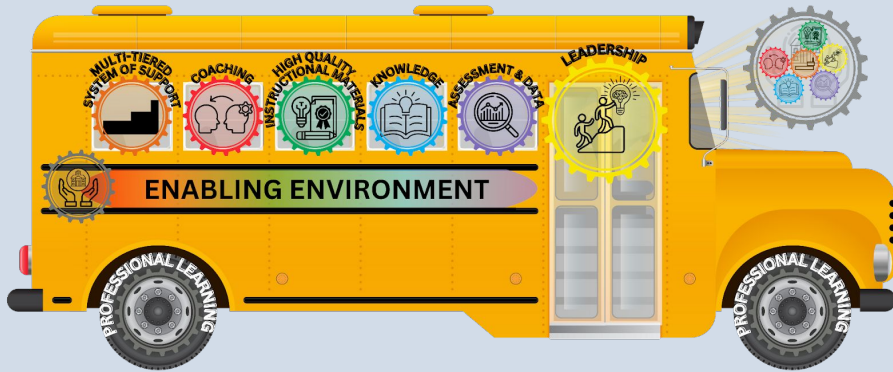
(1) Relationship Building, Role Definition, and Facilitation	(2) NC Partnership Cycle Support - Collaborative Problem Solving	(3) Receiving Training /Professional Learning	(4) Provide Training/ Professional Learning
<b>1a</b> Visit Classroom <b>1b</b> Logistics <b>1c</b> Meetings with district contact <b>1d</b> Meetings with administrators (district & school level)	<b>2a</b> Kick-off meeting <b>2b</b> Partnership support cycle work plan tool <b>2c</b> Collecting data for problem-solving <b>2d</b> Analyzing or preparing data for problem-solving effort collected <b>2e</b> Review/Take Action	<b>3a</b> DPI monthly meetings <b>3b</b> DPI <u>in person</u> partnership in practice meetings <b>3c</b> Reading, watching, and listening to sources of professional information related to <u>content specific</u> skills and knowledge and coaching roles	<b>4a</b> Assessing training/ professional learning needs of the district <b>4b</b> Planning and preparing training/ professional learning <b>4c</b> Providing training/professional learning <b>4d</b> Observing, modeling, or demonstrating lessons, PLC processes and providing feedback <b>4e</b> Evaluating training/professional learning

## ELS Time Tracking

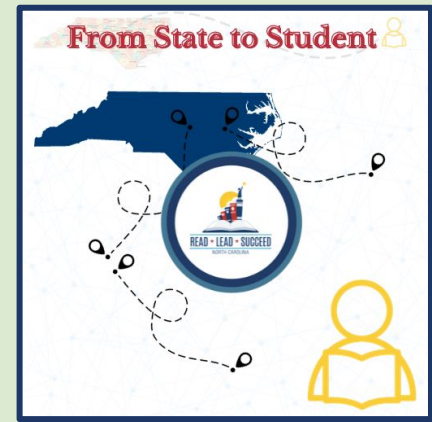


# Literacy Systems Overview

*Leadership drives the bus and professional learning maintains the alignment.*



	<b>Enabling Environment</b> - a safe, welcoming, respectful culture where stakeholders are encouraged to be collaborative leaders with high expectations to support learning for all
	<b>Leadership (Team)</b> - establishes the clear vision, mission and goals of the organization, as well as sets the tone for the organization's environment
	<b>Comprehensive Assessment System</b> - administered to evaluate and prioritize strengths, gaps, and next steps for ongoing improvement
	<b>Knowledge</b> - skills acquired through education or experience (clear understanding)
	<b>High Quality Instructional Materials</b> - evidence-based curricular resources that provide a roadmap for teaching, planning and assessing for ongoing improvement
	<b>Coaching System</b> - person who supports the learning and improvement process
	<b>Multi-Tiered System of Support</b> - evidence-based approach to differentiate and personalize instruction and interventions for students



# Voices from the Field: Surry County Schools

*Margaret Spicer - Director of Elem. C&I, Surry County Schools*  
*Abby King - Early Literacy Specialist, Surry County Schools*



# Effectiveness Checks: Bridging Systems

Focus school opportunities for growth align to district opportunities for growth

## School Level

- School was determined to be In progress of scheduling and implementing evidence-based interventions based on student data.

After the first effectiveness check

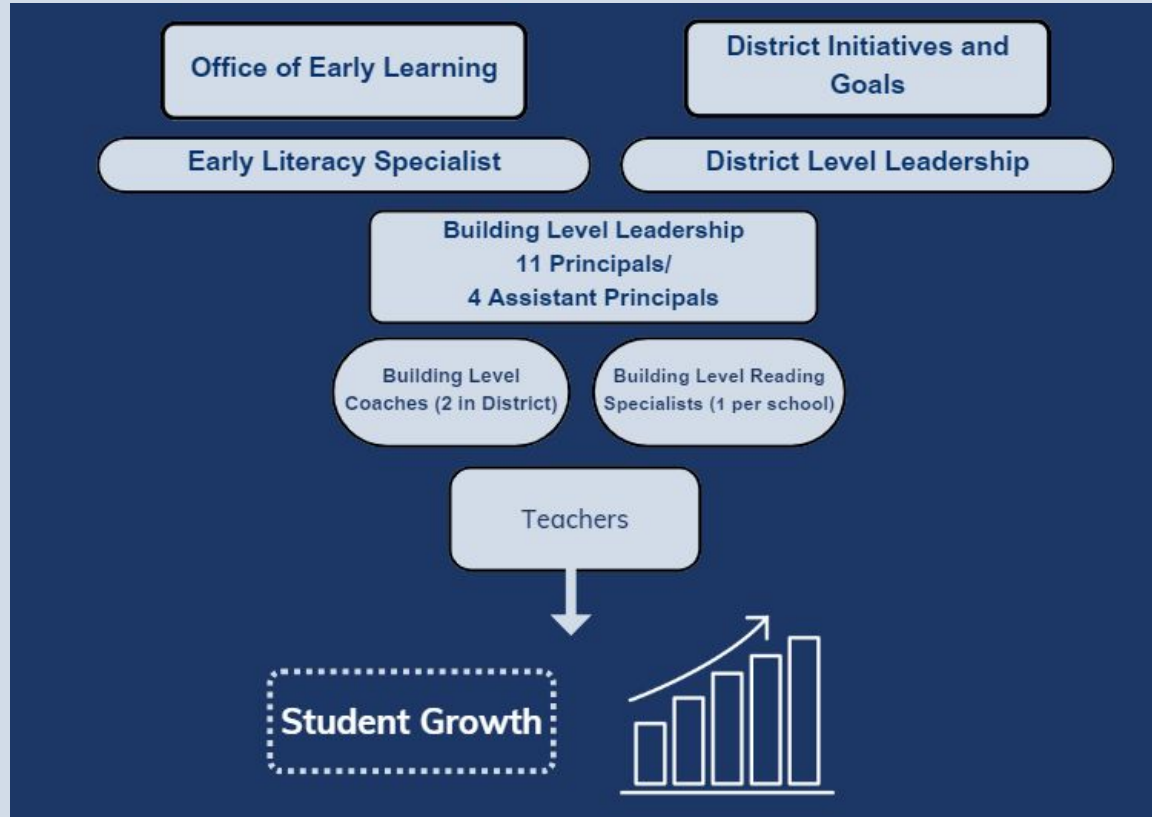


## District Level

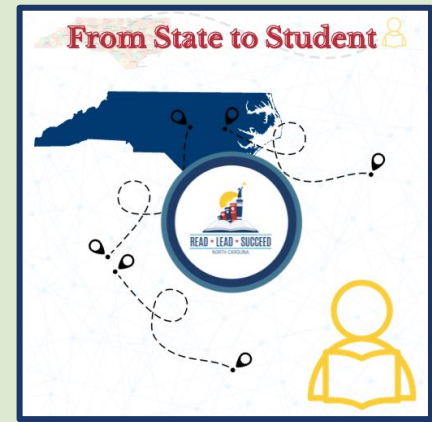
- District determined the same opportunity for growth in other schools.
- District created a plan to build resources, understanding, and knowledge



# Building Leadership Capacity





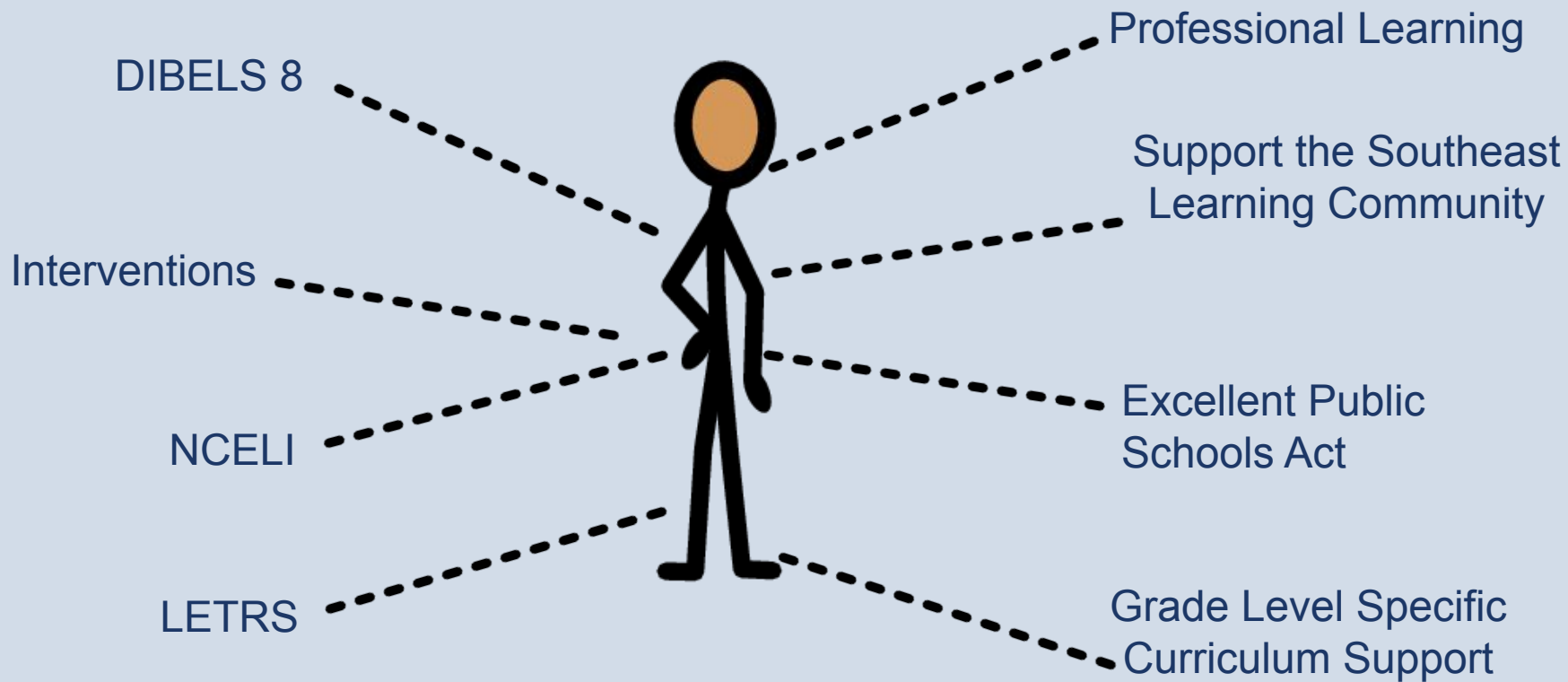


# Voices from the Field: Charlotte-Mecklenburg Schools

*Sarah Hesson - Early Literacy Specialist, Charlotte-Meck Schools*



# District Systems

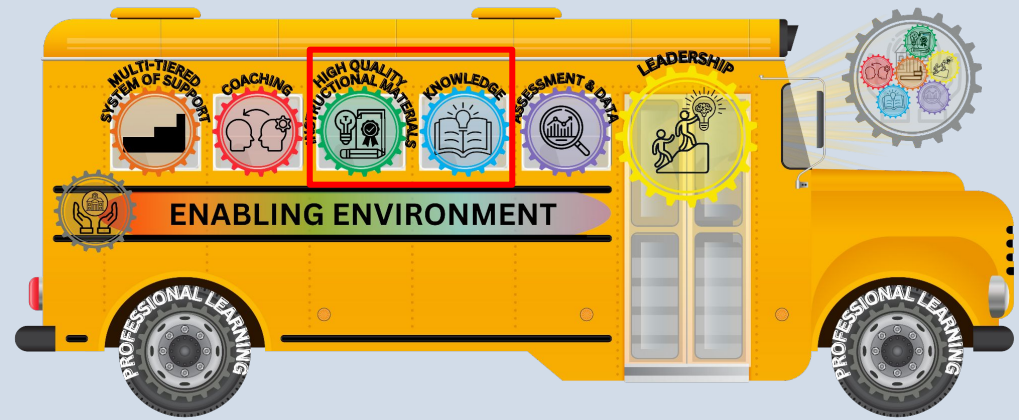


# LETRS Implementation

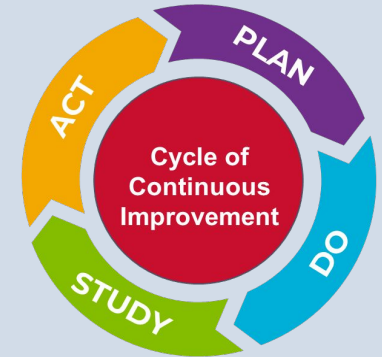
Fall 2021 (Cohort 1)

Who	Completion Rate
2, 332 Teachers	95%
104 Administrators	97%
Pre-K	97%

# School Systems

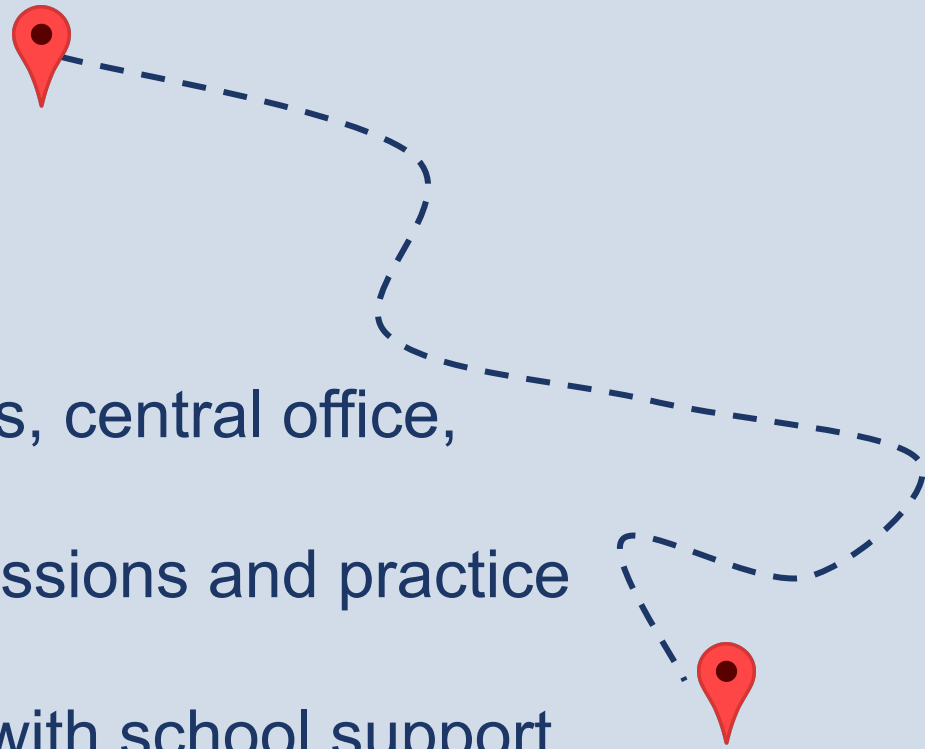


- Instructional materials- why, how, and when to use them/where to locate them
- PD on ALL Block and Skills Block
- Modeled Module Lessons
- Research behind the curriculum and how it aligns with SOR
- Modeled what a PLC can look like for facilitators, teachers, and administrators



# Early Impact

- Relationships: administrators, central office, facilitators, and teachers
- LETRS facilitator support sessions and practice before a training
- Curriculum implementation with school support
- Leveraging OEL resources and connecting new learning into CMS practices



# Questions

