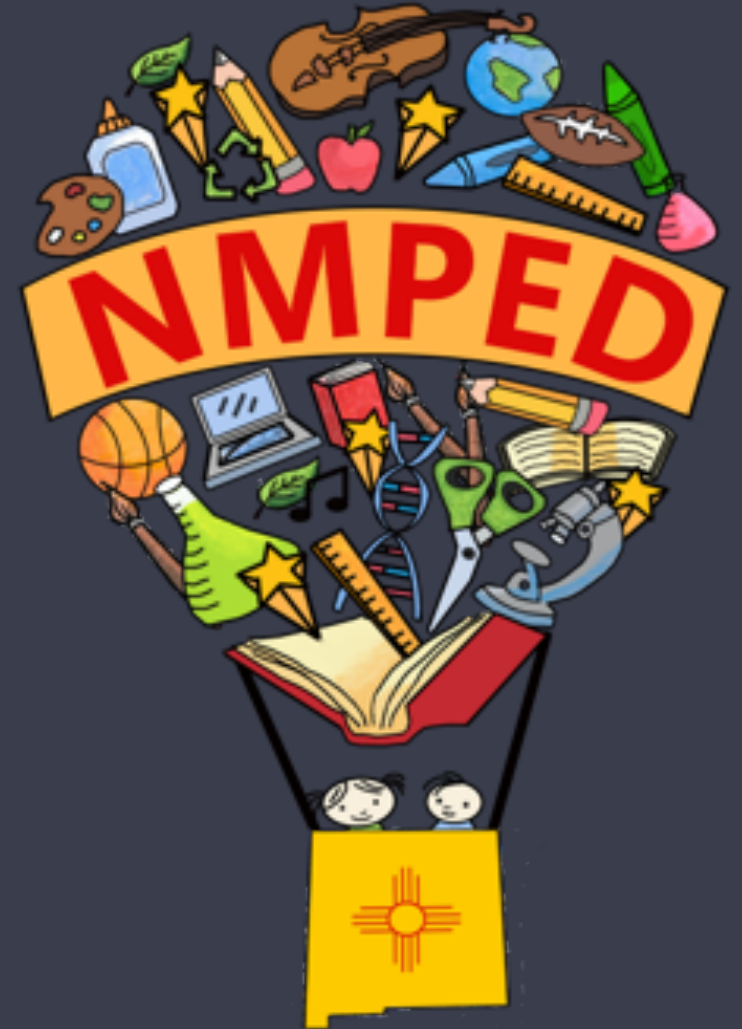


## Implementation of Section 22-13-32 NMSA 1978 (SB 398)

*Investing for tomorrow, delivering today.*



# NMPED's flexibility with districts and charter schools

- New Mexico is a state that is grounded in diversity, and this strength should allow us to demonstrate equity, inclusivity, and creativity in supporting the needs of all students.
- Emphasize relationships and connectivity in this new learning environment
- Prioritize socio-emotional wellness equally to academic engagement
- Recognize that decisions impact and must support all students
- Establish a consistent and agreed upon framework of expectations, communication models, and practices that all stakeholders share and can participate in
- Provide support and professional development for all staff who will implement the Continuous Learning Plan
- Be flexible and ready to adapt or pivot as needs arise
- Encourage patience and support and extend grace to all

# Structured Literacy PD Phase One & Literacy Plan Presentation Overview

- Why New Mexico is utilizing Structured Literacy
- How we learn to read
- Why Structured Literacy is beneficial to all students
- How to implement Structured Literacy in the classroom
- Incorporating PED sponsored PD into district and charter schools' Literacy Professional Development Plans
- Plan review process (including budget for SEG portion)
- Structured Literacy Coaches
- Questions and discussion

# 22-13-32 NMSA 1978 (SB 398)

## Key Components

- All schools come up with a literacy plan to address the needs of struggling readers in the early grades
- All elementary teachers receive professional development in Structured Literacy
- Every first grader in New Mexico is screened for dyslexia on a yearly basis



# Requirements and responsibilities related to 22-13-32 NMSA 1978 (SB 398, 2019)

## **District responsibilities:**

1. Screen all first graders for dyslexia
2. Provide appropriate classroom interventions or refer to a student assistance team students demonstrating characteristics of dyslexia and who is having difficulty learning to read, write, spell, understand spoken language or express thoughts clearly
3. Provide timely, appropriate, systematic, scientific, evidence-based interventions prescribed by the student assistance team
4. Provide progress monitoring to determine the student's response or lack of response
5. Develop and implement a literacy professional development plan that includes:
  - i. A detailed framework for structured literacy training by a licensed and accredited or credentialed teacher preparation provider for all elementary school teachers and
  - ii. Training in evidence-based reading intervention for reading interventionists and special education teachers working with students demonstrating characteristics of dyslexia or diagnosed with dyslexia
6. Train school administrators and teachers who teach reading to implement appropriate evidence-based reading interventions
7. Train special education teachers to provide structured literacy training for students who are identified with dyslexia as a specific learning disability and who are eligible for special education services

## **PED responsibilities:**

1. Provide list of recommended teacher professional development materials
2. Provide list of opportunities for teachers and school administrators regarding evidence-based reading instruction for students at risk for reading failure and displaying the characteristics of dyslexia
3. Provide technical assistance for special education diagnosticians and other special education professionals regarding the formal special education evaluation of students suspected of having a specific learning disability, such as dyslexia
4. Adopt rules, standards and guidelines necessary to implement this section

# 22-13-32 NMSA 1978 (SB 398) is a paradigm shift from intervention to prevention

- Moves from being reactive to being proactive
- Instead of waiting for students to fail before we intervene, we provide the appropriate support *before they fail*

# The science of reading

- To prevent reading failure, educators must understand and act on scientific evidence.
- Through understanding how reading develops and why many students have difficulties, we can prevent most if not all reading failure.
- Educators must have basic information about scientific knowledge—how reading instruction is developed and how that knowledge should guide the selection and implementation of instructional programs, strategies, and approaches.
- Scientific research done over the last several decades has revealed that effective reading instruction and interventions can be placed under the general umbrella of Structured Literacy.

# How we learn to read

- Reading is a learned activity. Our brains are not hard-wired to attach sounds to symbols & print sequences.
- Neurological patterns must be developed to attach sounds to symbols and to derive meaning.
- Brain research indicates that there are several specific areas of the brain that work in conjunction with each other to facilitate this process (phonological processor, orthographic processor, meaning processor).

Moats, 2014

# Differences in approaches to reading

- **Whole language**

A philosophy of reading that is based upon the premise that learning to read, especially for young children, comes naturally to humans in the same way that learning to speak develops naturally.

- **Balanced Literacy**

A philosophical orientation that assumes that reading and writing achievement are developed through instruction and support in multiple environments using various approaches that differ by level of teacher support and child control.

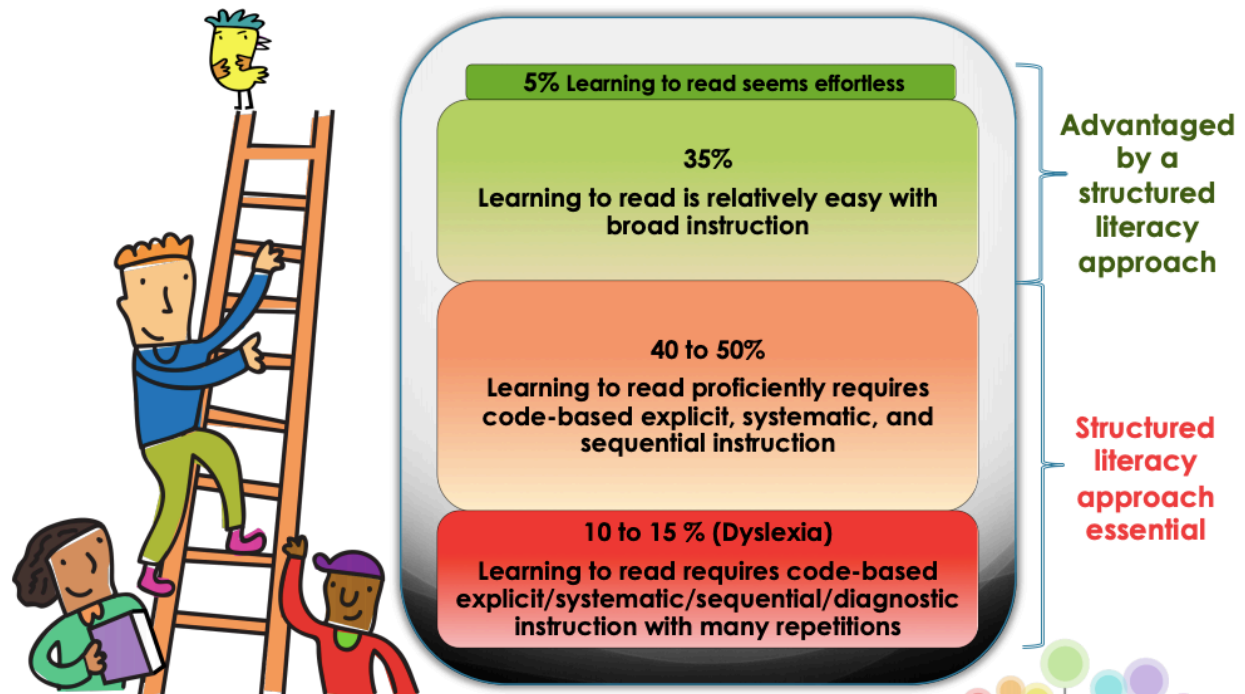
- **Structured Literacy**

Explicit, systematic teaching that focuses on phonological awareness so it provides a foundation to reading that has been lost in other approaches.

# Structured Literacy is beneficial to *all* students

“Explicit teaching of alphabetic decoding skills is helpful for all children, harmful for none, and crucial for some”  
(Snowling, Hulme, Snow and Juell 2005).

## The Ladder of Reading



© N. Young, 2012 (Updated 2019)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

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# Evidence-based reading instruction

*Structured Literacy should be taught in a structured, sequential, cumulative, and multi-sensory fashion.*

- Begin teaching phonemic awareness directly.
- Explicitly teach each sound symbol correspondence.
- Teach common, highly regular sound-spelling relationships.
- Teach students exactly how to segment and blend sounds to read and spell words.
- Use connected, decodable text for students to practice the sound-spelling relationships they have learned.
- Use authentic enriched literature & non-fiction text to develop language comprehension and vocabulary as well as to access higher level text (read alouds).
- Extended and repeated practice.

# Phonological awareness is the foundation for reading and spelling

*Phonological awareness is the ability to notice, think about, or manipulate word parts, words or sounds.*

- This level of awareness is required in order to understand the way that oral language is represented in written form but is not required for speaking and listening
- In order to access written language students must develop phonological awareness
- We know from research that students with language difficulties acquire reading and spelling skills through explicit, direct teaching beginning with phonological awareness skills
- Helps the learner construct the link between symbols and reading
- Develops the explicit awareness of the sound structure of the English language system
- Establishes a framework for the development of reading skills

# Structured Literacy components

Prepares students to decode words in an explicit and systematic manner and is comprised of the following essential components:

1. Phonology
2. Sound-Symbol Association
3. Syllable Instruction
4. Morphology
5. Syntax
6. Semantics



# Characteristics of Structured Literacy

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- Systematic
- Cumulative
- Explicit
- Diagnostic
- Instruction in multi-sensory fashion (multimodal)

# Structured Literacy in lesson plans

- Delivered daily
- 30-90 minutes per day
- Small groups
- Homogeneous groupings



# Statutory requirement for Literacy Professional Development Plan

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“Within the course of the 2019-2020 and 2020-2021 school years, every school district and charter school shall develop and implement a literacy professional development plan that includes a detailed framework for structured literacy training by a licensed and accredited or credentialed teacher preparation provider for all elementary school teachers and for training in evidence based reading intervention for reading interventionists and special education teachers working with students demonstrating characteristics of dyslexia or diagnosed with dyslexia” (Section 22-13-32 NMSA 1978).

# Guidance for Literacy PD Plans

An effective New Mexico school district literacy plan should address the following components:

- Rationale for the development of a literacy plan: Why do we need a plan?
- District Literacy Goals (to be revised yearly)
- Action Plan for each goal
- Plan for Multi-Layered Systems of Support
- Plan for Professional Development
- Plan for assessing progress toward goals
- District supports for schools



# Funding partnership between PED and districts and charter schools in compliance with legislative requirements

- “The general fund appropriation to the state equalization guarantee distribution includes ten million dollars (\$10,000,000) for school districts and charter schools to provide evidence-based structured literacy interventions and develop literacy collaborative models that lead to improved reading and writing achievement of students in kindergarten through second grade” (HAFC/H 2 and 3, aa-Page 178).
- “The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for early literacy interventions and collaborative models and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2020” (HAFC/H 2 and 3, aa-Page 178).

2020/2021 PED funding	2020/2021 SEG district and charter school funding
\$2,875,000	\$10,000,000
PD for all first grade teachers	Stipends for PD
	Supporting Structured Literacy coaches identified by districts and charter schools

# Structured Literacy Coaches identified by districts and charter schools

**Coaches designated by districts and charter schools will become a state-wide community of practice supported by the PED.**

Key qualities for districts and charter schools to identify in coaches:

- Ability to work with adult learners
- Open to learning and teaching in structured literacy
- Flexibility

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**Mandi Torrez, NM Teacher of the Year 2020**

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# Discussion and questions

