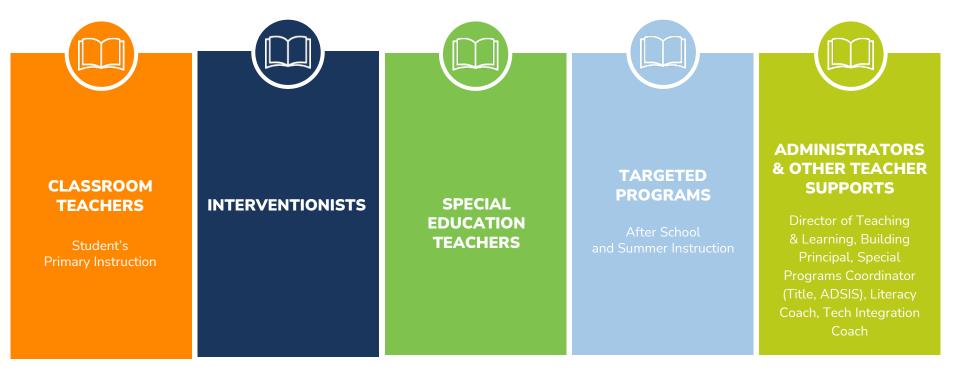
Systems Alignment

••••••••••••••••





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



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

•••••••••••••••••



Materials review teams must rule out myriad potential materials as they do not fit Science of Reading criteria. 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. District investment in materials must be driven by: 1. Alignment to Science of Reading 2. Student learning data 3. Teacher feedback

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.

PUBLIC SCHOOLS