

Unit 1: Using Systems and Implementation Science to Improve Literacy Outcomes

SESSION 1

How Does the Science of Reading Support a Schoolwide System for Literacy?

In this session, you will:

- Explain what LETRS is and understand the content it covers
- Cite major sources for understanding the science of reading
- Review important consensus findings of reading science that inform best practices
- Consider the complexity of a school's social system
- Identify how systems thinking can be used to promote sustainable change

Estimated Time: 90–100 minutes

- 50 minutes online
- 40–50 minutes reading in your LETRS for Administrators manual

SESSION 2

How Do Administrators Evaluate a Schoolwide System and Change Literacy Achievement?

In this session, you will:

- Understand the need for implementation planning and preparation
- Create a sense of urgency to promote change by using past and current data
- Discuss the components of a schoolwide system for implementing a successful literacy initiative
- Understand the structure of the Administrator's Literacy Framework
- Explain the process for using the Administrator's Literacy Framework with the leadership team

Estimated Time: 95 minutes

- 45 minutes online
- 40–50 minutes reading in your LETRS for Administrators manual

SESSION 3**What Are the Essential Stages for a Successful Implementation?**

In this session, you will:

- Understand the necessary stages for planning and preparing for the implementation of a science of reading model
- Discuss the parts of the Plan-Do-Study-Act cycle
- Explain how to launch the implementation of the literacy initiative
- Identify the ongoing refinements, recursive improvements, and sustainability planning needed to reach and maintain goals

Estimated Time: 100 minutes

- 50 minutes online
- 40–50 minutes reading in your LETRS for Administrators manual

SESSION 4**Are Educators Prepared to Teach and Lead Literacy Instruction?**

In this session, you will:

- Understand the research on how well teachers are being prepared to teach reading and how results have changed over time
- Describe how the lack of quality professional development in the science of reading affects school, teacher, and student performance
- Identify key findings on how principals affect students and schools
- Define the importance of knowledge in the science of reading for district and school leaders
- Explain actions that states can take to improve literacy outcomes

Estimated Time: 90–100 minutes

- 50 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

Unit 2: Universal Instruction at the Word Recognition Level

SESSION 1**What Do Administrators Need to Know About Why Reading Is Challenging?**

In this session, you will:

- Understand why reading is difficult
- Understand the foundations on which reading depends
- Review conceptual and theoretical models discussed in LETRS
- Discuss the subtypes and causes of reading difficulties

Estimated Time: 90–100 minutes

- 50 minutes online
- 40–50 minutes reading in your LETRS for Administrators manual

SESSION 2**What Do Administrators Need to Know About Phonological Awareness?**

In this session, you will:

- Understand phonological skills, how they develop, and what should be taught
- Make connections between phonics and the conceptual and theoretical models
- Describe the phonemes of English
- Discuss phonological and phonemic awareness assessments
- Identify what good phonological and phonemic awareness instruction looks like in the classroom
- Understand the LETRS Application of Concepts tool: Section I
- Understand your role in the LETRS Bridge to Practice activities

Estimated Time: 125 minutes

- 75 minutes online
- 40–50 minutes reading in your LETRS for Administrators manual

SESSION 3**What Do Administrators Need to Know About Phonics, Word Recognition, and Spelling?**

In this session, you will:

- Review the importance of code-emphasis instruction
- Make connections between phonics and the conceptual and theoretical models
- Understand the routines and techniques in a phonics lesson plan
- Observe the Phonics and Word-Reading Survey
- List the tools and resources teachers need to implement a successful phonics lesson
- Understand the LETRS Application of Concepts tool: Section II
- Understand your role in the LETRS Bridge to Practice activities

Estimated Time: 110 minutes

- 70 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

SESSION 4**What Do Administrators Need to Know About Advanced Decoding, Spelling, and Word Recognition?**

In this session, you will:

- Describe the components of advanced word study
- Discuss the five organizing principles of English orthography
- Discuss the role of syllables and morphology in advanced word study
- Discuss the LETRS spelling screeners
- Understand the LETRS Application of Concepts tool: Section III
- Understand your role in the LETRS Bridge to Practice activities

Estimated Time: 90 minutes

- 50 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

Unit 3: Universal Instruction at the Language Comprehension Level

SESSION 1**What Do Administrators Need to Know About Oral Language and Vocabulary Instruction?**

In this session, you will:

- Understand the importance of vocabulary instruction and explain the connection to conceptual and theoretical models
- Examine the dimensions of word knowledge
- Analyze the relationship between vocabulary and comprehension
- Determine how to properly select vocabulary words for instruction
- Understand the elements of an explicit routine for instruction of a new word
- Understand the LETRS Application of Concepts tool: Section IV
- Understand your role in the LETRS Bridge to Practice activities

Estimated Time: 120 minutes

- 70 minutes online
- 40–50 minutes reading in your LETRS for Administrators manual

SESSION 2**What Do Administrators Need to Know About Reading Comprehension?**

In this session, you will:

- Understand reading comprehension and how it is assessed
- Understand how the mental model supports comprehension
- Examine why comprehension is challenging
- Identify the importance of text structures for comprehension
- Examine effective comprehension strategies for challenging sentences and texts
- Understand how to plan for comprehension lessons
- Understand the LETRS Application of Concepts tool: Section V
- Understand your role in the LETRS Bridge to Practice activities

Estimated Time: 95 minutes

- 55 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

SESSION 3**What Do Administrators Need to Know About the Reading–Writing Connection?**

In this session, you will:

- Understand the challenges of writing and review the foundational and compositional skills for writing
- Examine the complexities of writing and the instructional practices supported by research
- Recognize the importance of handwriting and spelling instruction
- Understand the LETRS Early Childhood Application of Concepts tool: Section III
- Understand your role in the LETRS Bridge to Practice activities

Estimated Time: 85 minutes

- 45 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

SESSION 4**What Do Administrators Need to Know About Intervention Research?**

In this session, you will:

- Understand the components of a successful response to intervention model
- Analyze the research on effective interventions
- Define the components of high-quality interventions

Estimated Time: 115 minutes

- 45 minutes online
- 60–70 minutes reading in your LETRS for Administrators manual

Unit 4: Leadership, Assessment, Data-Based Decision-Making, and Literacy and Intervention Block Design

SESSION 1

How Do Administrators Develop Collaborative Leadership?

In this session, you will:

- Define the purpose of a leadership team
- Develop the norms, roles, and responsibilities of a leadership team
- Understand how the leadership team uses data to support and monitor successful implementation

Estimated Time: 100 minutes

- 60 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

SESSION 2

What Are the Critical Components in a Comprehensive Assessment Plan?

In this session, you will:

- Examine the purpose of a comprehensive assessment plan
- Understand the types of assessments and how they work together
- Connect the comprehensive assessment plan to data-based decision-making

Estimated Time: 100 minutes

- 60 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

SESSION 3

How Do Administrators Design a Dynamic, Data-Based Decision-Making Model?

In this session, you will:

- Understand the components of the Outcomes-Driven Model
- Explain the processes and infrastructures of a successful data protocol
- Examine how assessment tools can support decision-making to plan differentiated, skill-based, small-group instruction
- Develop and set goals throughout the process

Estimated Time: 90 minutes

- 50 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

SESSION 4**How Do Administrators Implement Exemplary Literacy and Intervention Blocks?**

In this session, you will:

- Examine the critical elements and applications of explicit instruction
- Understand the components of a well-designed literacy block from preschool through the elementary grades
- Identify strategies for maximizing instructional time
- Analyze the steps for creating a schoolwide schedule and instructional blocks
- Understand how to choose quality materials for literacy instruction
- Determine whether an intervention is appropriate and is being implemented with fidelity
- Examine options for finding time for interventions

Estimated Time: 115 minutes

- 45 minutes online
- 60–70 minutes reading in your LETRS for Administrators manual

Unit 5: Professional Development, Community and Family Involvement, Problem-Solving, and Sustainability Planning

SESSION 1**What Should a Successful and Ongoing Professional Development Plan Look Like?**

In this session, you will:

- Identify the features of effective professional development design
- Examine the elements of effective professional development design
- Analyze a framework for the design of the infrastructures for a professional development plan
- Review the End-of-Year Protocol for setting yearly goals for professional development

Estimated Time: 100 minutes

- 60 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

SESSION 2**How Do Administrators Involve Caregivers and the Community in the Literacy Initiative?**

In this session, you will:

- Understand the research behind the importance of caregiver and community involvement in improving literacy outcomes
- Evaluate strategies for partnering with caregivers and community members in ways that are culturally and linguistically responsive
- Examine various ideas for school practices and infrastructures that support literacy knowledge for caregivers

Estimated Time: 75 minutes

- 35 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

SESSION 3**How Do Administrators Manage Change and Problem-Solve Difficult Situations?**

In this session, you will:

- Understand the Conscious Competence Learning Model and how it applies to teachers learning new skills
- Analyze a framework for thinking through adaptive challenges in implementation
- Review a case study of a school's turnaround
- Explore suggestions for overcoming obstacles

Estimated Time: 70 minutes

- 30 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual

SESSION 4**How Do Administrators Plan to Sustain the Literacy Initiative?**

In this session, you will:

- Understand the importance of sustainability planning
- Analyze the difficulties of implementing and sustaining a literacy initiative
- Examine each component of the schoolwide system for literacy with guiding questions for successful sustainability planning

Estimated Time: 85 minutes

- 45 minutes online
- 30–40 minutes reading in your LETRS for Administrators manual