



CLSD Models of Professional Learning

August 16–17, 2023 • Nashville, Tennessee





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Wrangling Literacy Outcomes: Texas' Approach to Professional Learning

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Texas CLSD Project Overview



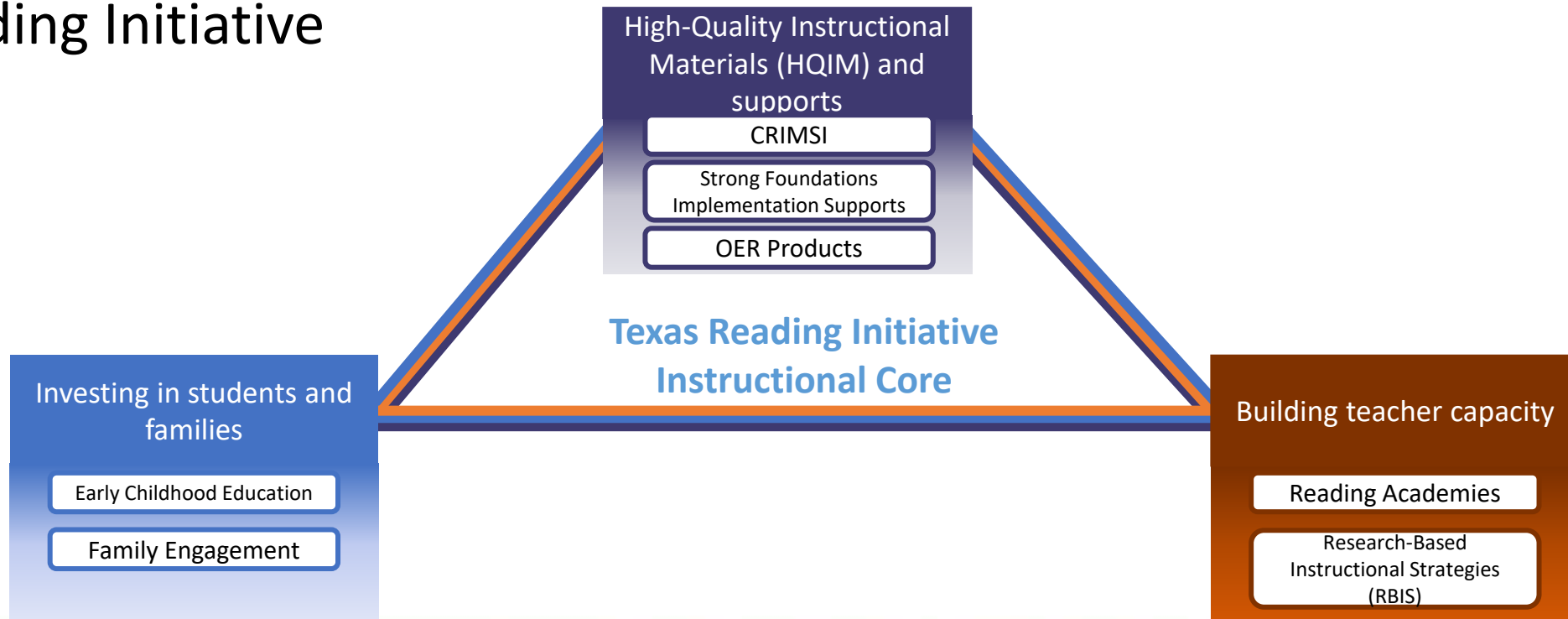
- Texas Reading Initiative
- **Number of Awards:** 33 unique awards held by 22 unique subgrantees (LEAs, ESCs, and non-profits)
 - Adding ~38 awards in Cohort 2 in Fall 2023
- **Funding amount:** ~\$22.7 million
- **Subgrant priorities:** Economically disadvantaged students, emergent multilingual students, rural areas, and children with disabilities



How Do We Wrangle Literacy?

Overall Goal: To get all students on reading level

Action Plan: Align CLSD grant activities with gap opportunities in Texas Reading Initiative





The Texas Reading Initiative

Building teacher capacity

- Research-Based Instructional Strategies (RBIS)
 - demonstrate **why** HQIM is important, the instructional strategies that need to be present in HQIM and implemented for student success.
- Reading Academies
 - Required training on the Science of Teaching Reading
- CLSD Coaching and Professional Development
 - Supports LEAs on the Science of Reading, HQIM Implementation and the RBIS



Literacy coaching pipeline has supported **94,270 teachers**

High-Quality Instructional Materials (HQIM) and supports

- Open Education Resource (OER) Products
 - Tier 1 and supplemental HQIM products that are aligned to Texas Standards and free to use
- CRIMSI Pilot
 - Provides comprehensive training and support for educational leaders, coaches and teacher implementing TEA's OER products
 - Used as the “test kitchen” for all implementation strategies
- Strong Foundations Implementation
 - Long-term model for comprehensive professional learning for LEAs implementing OER Products



Nearly **11,000 teachers** received comprehensive training



Texas CLSD Grant Activities

Texas Reading Initiative Instructional Core



Texas Reading Initiative: Literacy Coaching and Professional Development



Books Beginning at Birth (B3) Program

Description: Provide reading materials to children ages 0-5
Grade: 0-preK
Funding: \$630,000
Subgrantees: 1



K-5 Coaching and Professional Development

Description: Provide literacy coaching and conferences
Grade: K-5
Funding: \$1.68M
Subgrantees: 18



6-12 Coaching and Professional Development

Description: Provide literacy coaching and conferences
Grade: 6-12
Funding: \$1.68M
Subgrantees: 16

Texas Tackles Literacy Professional Learning



K-12 Literacy Coaching

Activities:

- Provide literacy coaching support to ESCs, Districts, and Charters.
- Monthly Communities of Practice for grade bands K-5 and 6-12

Priority:

- Emergent bilingual students, children from low-income households, and students with disabilities

Connecting to the Texas Reading Initiative:

- All coaches complete Reading Academies and RBIS training



K-12 Literacy Conferences

Activities:

- Provide 4 regional literacy conferences to each grade band (K-5 and 6-12) focused on HQIM Implementation, RBIS, and the science of teaching reading
- Bi-monthly Communities of Practice

Priority:

- Emergent bilingual students, children from low-income households, and students with disabilities

Connecting to the Texas Reading Initiative:

- Conferences provide opportunities to reiterate and solidify concepts in the RBIS and Reading Academies



Yeehaws (Highlights)



K-12 Literacy Coaching

Highlights:

- Cohort 1 focused on supporting our Science of Teaching Reading Certification, Reading Academies, and the RLA RBIS
- Cohort 2 is focusing on supporting HQIM Implementation and the RLA RBIS



K-12 Literacy Conferences

Highlights:

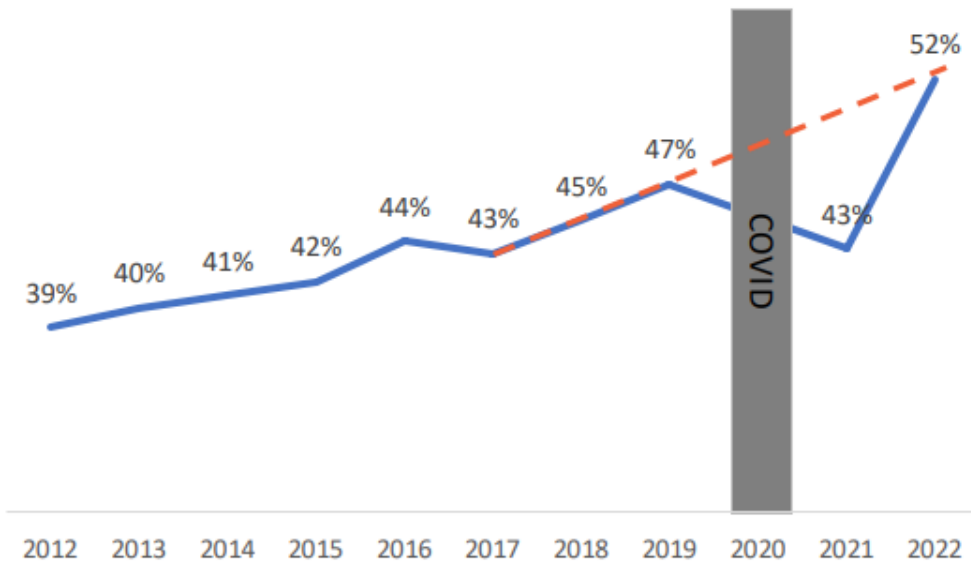
- Provide overview on the RLA RBIS
- Development of family engagement sessions
- Continued professional development beyond the conference through podcasts and follow-up sessions
- Flexibility to fit local context
- Conferences have highlighted speakers who are leaders in education including: Dr. Cardenas-Hagan, Natalie Wexler, and Ms. Montserrat Garibay
- Conferences include multiple attendants from multiple states and countries

The STAARs at Night are Big and Bright...

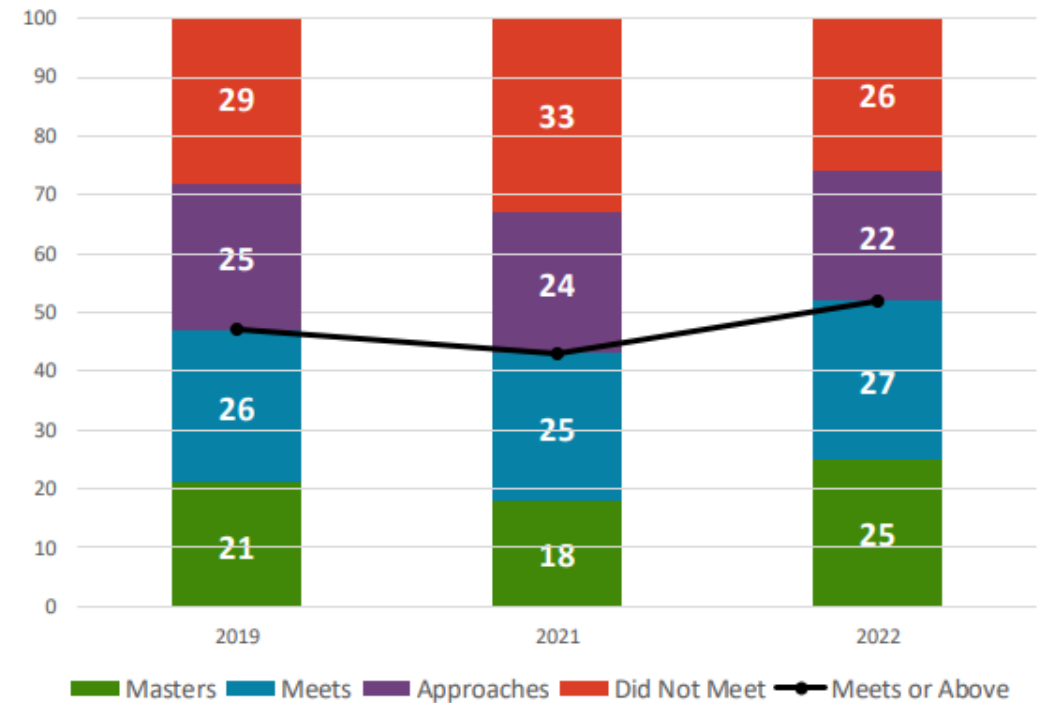


State test scores indicate increase in positive student outcomes

Percent of Students that Met Grade Level or Above in Reading Language Arts (Grades 3-8, English I & II)



Percent of Students by Performance Level in Reading Language Arts (Grades 3-8, English I & II)





Literacy Coaches Shine

22-23 Literacy Coaching Survey

Metric	Score	Context
Coach effectiveness	4.33/5	Teacher perceived their coaches to be highly effective
Teacher preparedness	3.98/5	Teachers perceived that they were prepared to teach materials as intended.

Reception from the field

- “We saw an **increase** in [RLA standardized test scores] for our district when comparing Y1 data to Y2 data.”
- “As a highlight, we saw **tremendous growth** in our writing abilities from the beginning of the year to the end. This came from intentional process-based instruction and coaching teachers in this area.”
- “By the end of the year, nearly all teachers were **effectively implementing these strategies into their lessons**. The success of our partnership led to the district secondary curriculum specialist asking to add their other middle school to our coaching cycle to implement consistent instructional practices across the district.”



Don't Mess with Texas Literacy Conferences

22-23 Literacy Conference Attendance

Metric	Value	Context
Teachers receiving training	1,728	Teachers received training and support on the science of teaching reading, HQIM products, or on knowledge building curriculum. Increase of ~400 teachers from last year
Districts implementing HQIM	147	Districts implementing curricular-based training with fidelity.

Reception from the field

- " Our conference is in our third year, so our sessions are more about implementation of materials. Our speakers are more internal and are able to **use evidence and growth they are seeing themselves.**"
- "We received very **high scores on efficacy** from teachers and the **STAAR scores in our district are higher** compared to others nearby after districts revamped their entire curriculum to add Tier I materials."
- "The ones who have attended our conference have said they get so much out of it and a lot of veteran teachers (vs new) are saying they are **understanding ELAR standards even better** than they have."



Lessons Learned from the Lone Star State



K-12 Literacy Coaching

- Have a training plan in place for new coaches to be more effective.
- Engage with districts actively pursuing changes to curriculum and teaching strategies aligned with research.
- Limit allowable activities



K-12 Literacy Conferences

- Our regional centers are better equipped to handle conferences at a larger scale than LEAs.



Next Steps: Striving for Tex-ellence



Create

In-person professional development opportunities for coaches that are grounded in effective coaching practices, the science of teaching reading, research-based instructional strategies and HQIM Implementation.



Keep

Regional literacy conferences

- Build capacity in ESCs and expand to sustainable model



Build

Literacy coaching pipeline to support expansion of HQIM Implementation



Resources and Contact Information

- [High-Quality Instructional Materials | Texas Education Agency](#)
- Grant Operations: Nowlan Savage Nowlan.Savage@tea.Texas.gov
- HQIM and RBIS Content: Rhonda Leon Rhonda.Leon@tea.Texas.gov

Feedback

- Please provide feedback on the session you just attended:
 - 9) Grantee Bright Spot: Texas Education Agency – Wrangling Literacy Outcomes: Texas’ Approach to Professional Learning (In-person and Virtual)
 - <https://forms.office.com/r/76zJ2vJFhi>

CLSD August Topical Meeting:
Models of Professional Learning -
Session Feedback

