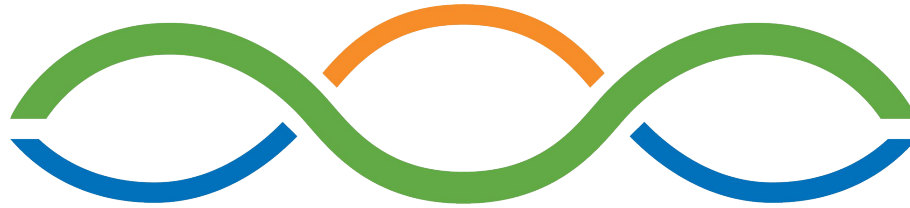


LETRS for Principals February 2022



Green Hills AEA

Serve • Support • Advocate



PROFESSIONAL
DEVELOPMENT

KICK-OFF SESSION

Lexia®



What is LETRS?

L Language
E Essentials for
T Teachers of
R Reading &
S Spelling



Why LETRS?

Teachers Matter

more to student success than any other aspect of schooling! Teachers, not programs, teach students how to read.

LETRS and the Data

- [Research Foundation](#)
- [LETRS White Paper](#)
- [Educator outcomes associated with implementation of Mississippi's K-3 early literacy PD initiative](#)

When teachers know more, students learn more. When general education and intervention teachers learn and apply the information contained in LETRS and when a supportive context is in place, such substantive professional development has been shown to have powerful beneficial effects on student learning. Overall achievement levels increase and fewer children experience reading difficulties (Carlisle, Correnti, Phelps, & Zeng, 2009; Foorman, Schatschneider, Eakin, Fletcher, Moats, & Francis, 2006; McCutchen et al., 2002; McCutchen, Green, Abbott, & Sanders, 2009; Moats & Foorman, 2008).

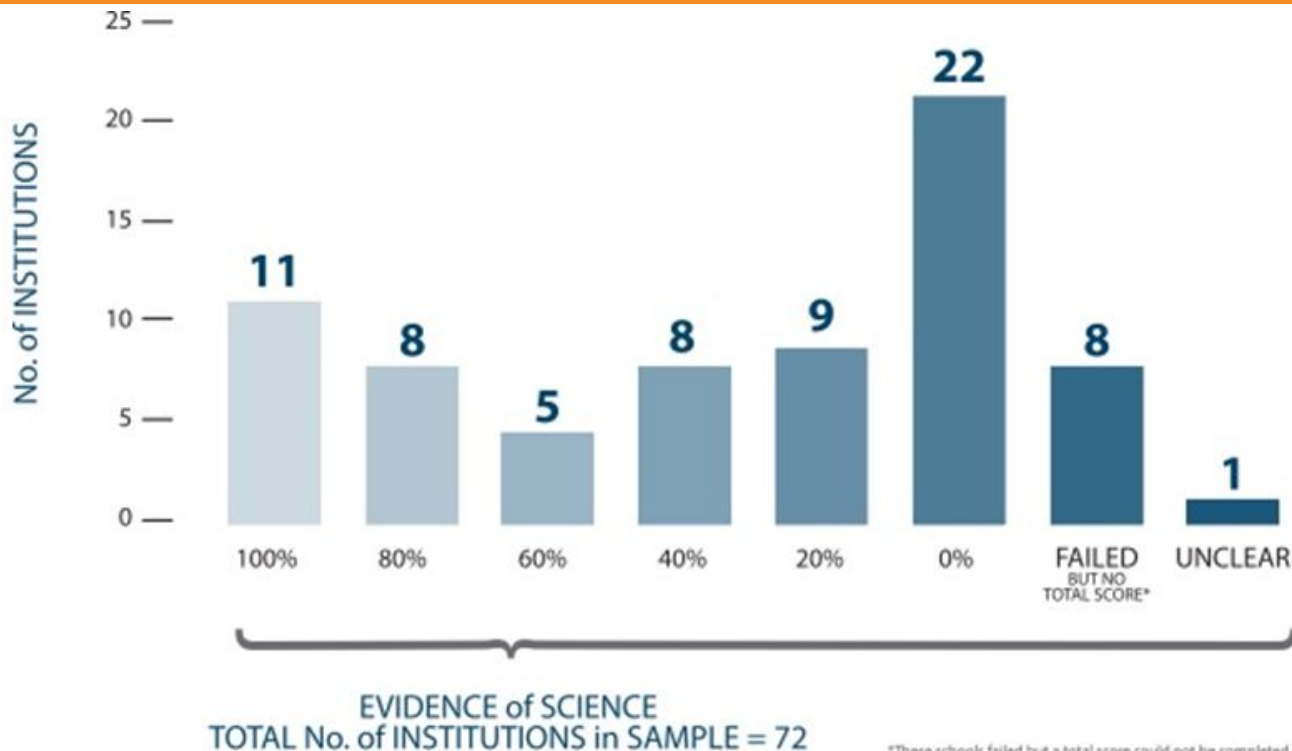
Professional Learning Grounded in Research

More than two decades of research in the science of reading proves that *LETRS* develops more knowledgeable, more skillful, and more effective teachers of reading.

- Educator Outcomes Associated with Implementation of Mississippi's K–3 Early Literacy Professional Development Initiative performed by the Regional Educational Laboratory of the Southeast
- *LETRS* meets Every Student Succeeds Act (ESSA) Evidence criteria
- Accredited by the International Dyslexia Association®



How much of the science of reading are IHLs teaching?



*These schools failed but a total score could not be completed.

[Literacy PD : 10 Reasons why it is essential](#)

The LETRS Suite



* Images are links

Current Training Capacity of GHAEA

Early Childhood LETRS	Vol. 1 LETRS	Vol. 2 LETRS
2 facilitators	10 facilitators	5 facilitators

Alignment of Units to Modules

3rd Edition Units	2nd Edition Modules
Unit 1	1
Unit 2	2, 5, 8
Unit 3	3, 5, 7, 8
Unit 4	3, 8, 10
Unit 5	4
Unit 6	6
Unit 7	6
Unit 8	9

2nd Edition Modules 11 & 12 no longer taught

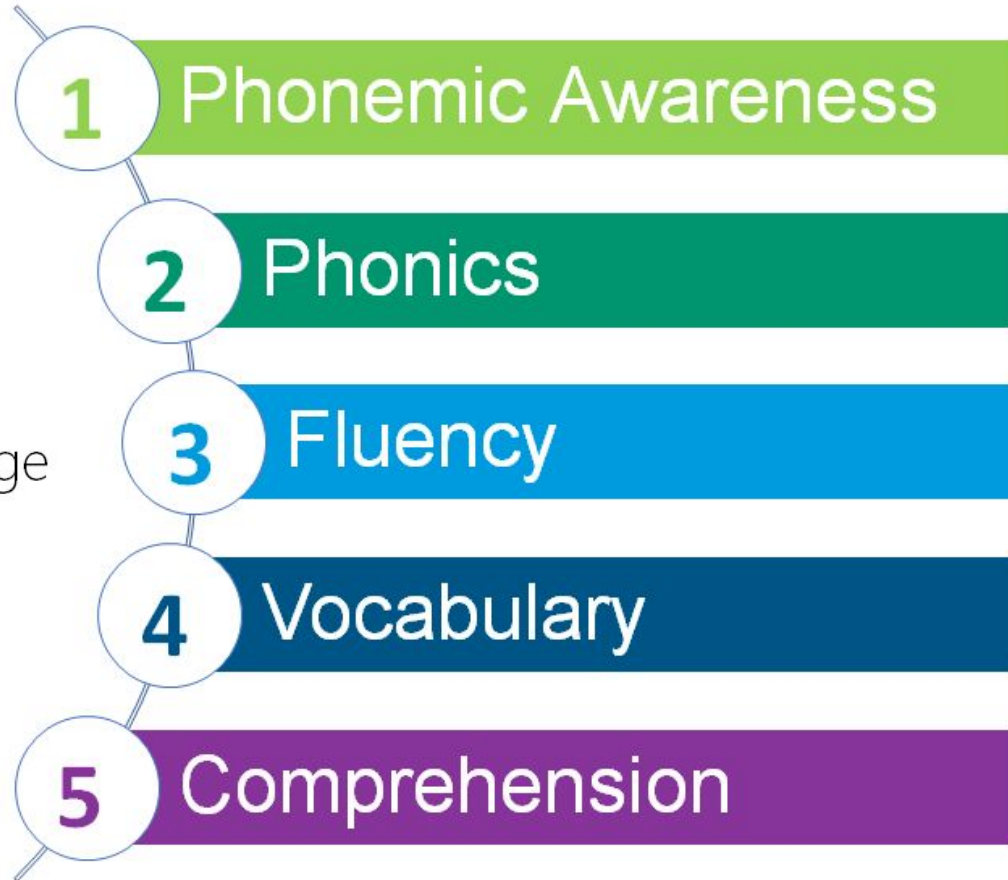


Green Hills AEA
Serve • Support • Advocate

Essentials of Literacy

FOUNDATION OF LETRS

Writing • Spelling • Oral Language



Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

Inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

Many Strands Are Woven into Skilled Reading

increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Volume 2 - Year 2 Reading Comprehension & Writing

Unit 5: Might Word Oral Language & Vocabulary

Unit 6: Digging for Meaning: Understanding Reading Comprehension

Unit 7: Text Driven Comprehension Instruction

Unit 8: The Reading-Writing Connection

Unit 1: The Challenge of Learning to Read

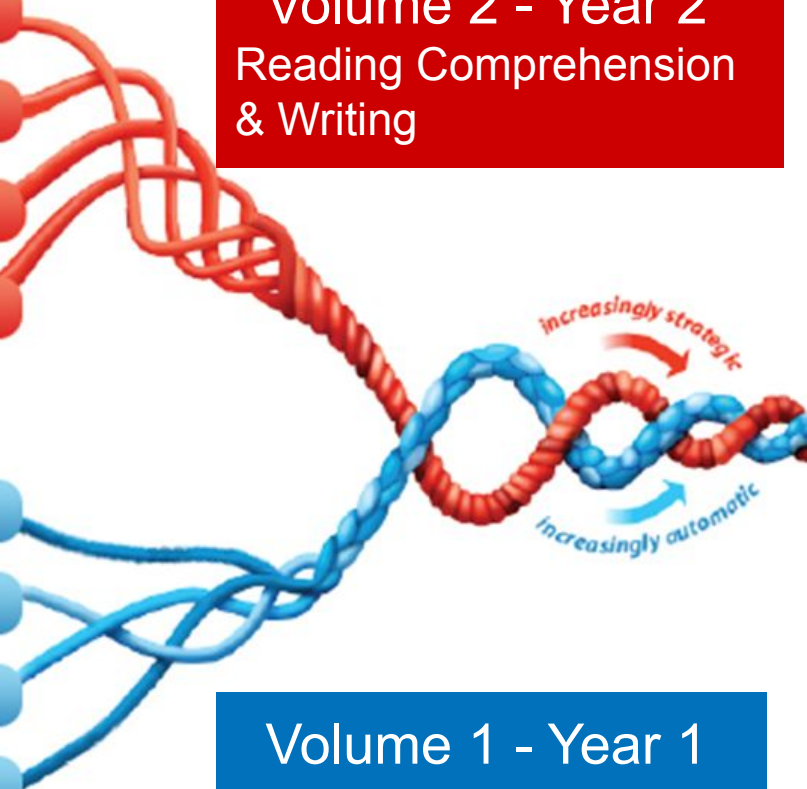
Unit 2: Speech Sounds of English

Unit 3: Teaching Beginning Word Recognition Phonics & Spelling

Unit 4: Advanced Decoding, Word Recognition and Spelling

Volume 1 - Year 1 Foundational Skills

increasingly strategic
increasingly automatic



What does it look like? The Implementation Plan



Online



Print



Face-to-Face
Course Content & Coaching



Green Hills AEA

Serve • Support • Advocate

LETRS 3rd Edition

Volume 1 = Units 1-4 = 1 year

Volume 2 = Units 5-8 = 1 year

- Each unit is made up of 6 to 8 online sessions
- Each online session is approximately 1.5 hours - approx 40 hours of online learning in Vol 1
- Pacing for each session is approx one-two weeks
- Additional Bridge to Practice Activities for classroom implementation with coaching follow ups from AEA consultants
- 24 hours of Face to Face PD
- PD can be delivered in 4 full days throughout the year or as early outs, TBD by school schedule
- Renewal Credit & Graduate Credit offered

LETRS

Suggested Course of Study

Organization of Group Study Sessions for Year 1 (Volume 1, Units 1–4)			
	Independent Participant Learning	Facilitated Learning via Face-to-Face Workshop	Ongoing Facilitated Support
Step 1	Participants complete the Introduction Unit Participants complete the Units 1–4 Pretest		
Step 2		Unit 1 Workshop (6 hours)	
Step 3	Unit 1		Weekly or biweekly group meeting or PLCs scheduled to support participants' Bridge to Practice and deepening of LETRS content
Step 4		Unit 2 Workshop (6 hours)	
Step 5	Unit 2		Weekly or biweekly group meeting or PLCs scheduled to support participants' Bridge to Practice and deepening of LETRS content
Step 6		Unit 3 Workshop (6 hours)	
Step 7	Unit 3		Weekly or biweekly group meeting or PLCs scheduled to support participants' Bridge to Practice and deepening of LETRS content
Step 8		Unit 4 Workshop (6 hours)	
Step 9	Unit 4		Weekly or biweekly group meeting or PLCs scheduled to support participants' Bridge to Practice and deepening of LETRS content
Step 10	Participants complete the Units 1–4 Posttest		

Sample Plan

Implementation Model

Goal: Complete Units 1 – 4 in 20-21 School Year

Start Date: August 25th

End Date: May 29th

Face-to-Face Training Dates	
August 25 th	Complete Unit 1
November 19 th	Complete Unit 2
February 22 nd	Complete Unit 3
May 29 th	Complete Unit 4

This pacing calendar is a suggested guide and is intended to be modified as needed.

Date	October	November	December	January	February	March	April	May	June
1			Saturday	No School		Unit 3 Session 1			Saturday
2			Sunday	No School	Saturday	Saturday		Unit 4 Session 4	Sunday
3		Saturday		Unit 2 Session 1	Sunday	Sunday			
4		Sunday					Unit 3 Session 7	Saturday	
5		Unit 1 Session 2		Saturday	Unit 2 Session 6			Sunday	
6	Saturday		Unit 1 Session 6	Sunday			Saturday		
7	Sunday					Unit 2 Session 2	Sunday		
8			Saturday					Unit 4 Session 5	Saturday
9			Sunday	Unit 2 Session 2	Saturday	Saturday			Sunday
10		Saturday			Sunday	Sunday	Unit 3 Session 8		
11		Sunday						Saturday	
12		Unit 1 Session 3	Unit 1 Session 7	Saturday	Unit 2 Session 7			Sunday	
13	Saturday			Sunday		Unit 3 Session 3	Saturday		
14	Sunday						Sunday	Unit 4 Session 6	
15			Saturday	Unit 2 Session 3					Saturday
16			Sunday		Saturday	Saturday	Unit 4 Session 1		Sunday
17		Saturday			Sunday	Sunday		Unit 4 Session 7	
18		Sunday	Unit 1 Session 8					Saturday	
19				Saturday	Unit 2 Session 8	Unit 3 Session 4		Sunday	
20	Saturday			Sunday			Saturday		
21	Sunday	No School					Sunday		
22		No School	Saturday	Unit 2 Session 4			Unit 4 Session 2	Unit 4 Session 8	Saturday
23		No School	Sunday		Saturday	Saturday			Sunday
24		Saturday	No School		Sunday	Sunday			
25		Sunday	No School			Unit 3 Session 5		Saturday	
26		Unit 1 Session 4	No School	Saturday	Tchrs Post Units 1-2: Training Class 1		Unit 4 Session 3	Sunday	
27	Saturday		No School	Sunday	Tchrs Post Units 1-2: Training Class 2		Saturday		
28	Sunday		No School		Tchrs Post Units 1-2: Training Class 3		Sunday	Tchrs Post Units 3-4: Training Class 1	
29	LETRS Kick Off		Saturday	Unit 2 Session 5		Unit 3 Session 6		Tchrs Post Units 3-4: Training Class 2	Saturday
30	Unit 1 Session 1	Unit 1 Session 5	Sunday			Saturday		Tchrs Post Units 3-4: Training Class 3	Sunday
31			No School			Sunday			

Sample Pacing Guide

- 4 Units
- 8 Sessions per Unit
- Teachers need approx 1.5 – 2 hours per week to complete Vol 1 in one year

LETRS Training Includes

Cost is \$319 per teacher for each volume and includes online training (one year access), textbook, face to face, and coaching.

- Building or district wide with face to face delivered on site.
- Coaching by assigned consultants during PLCs or designated PD time
 - Follow-up coaching focusing on application of content
 - Discussions of Bridge to Practice activities
 - Collaboration on case study students (3 per participant)

LEA Responsibilities

- Targeted Audience Elementary Staff & Secondary working with struggling readers
- Current Cost is \$381 per teacher for each volume
- 24 hours of PD time
- Approx 40 hours for participants to complete Vol 1 online sessions in PLT's or as individuals
- Time for Coaching during PLTs

AEA Responsibilities

- Provide 4 full days of PD time (24 hours) - can be full days or early outs
- Onsite coaching around Bridge to Practice approx monthly- can customize by district needs
- Submit grades for Grad Credit or Renewal Credit when applicable

Not Sure You are Ready for Building-Wide LETRS?

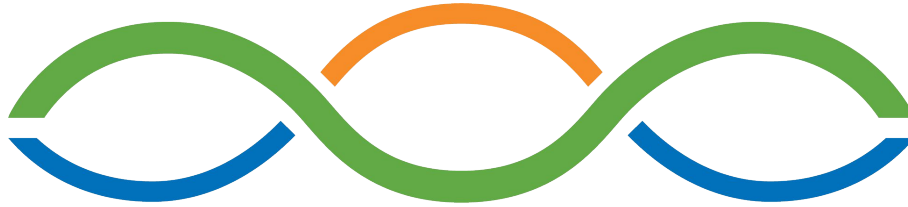
Coaches Cohort may be the answer.

- Target audience: Instructional coaches attending a year ahead of building-wide
- Coaches will NOT become trainers from this experience alone! This is not a substitute for building-wide.
- Build connections with other instructional coaches & school leadership
- May have new teachers from other districts who have completed Vol 1 of LETRS
- Locations and dates TBD by GHAEA
- Number of attendees will be limited

Next Steps

- **Feb 10 - LETRS Principals' zoom, recording will be emailed by the end of the day along with slides**
- **Feb 18 - Interest forms due**
- **Present to March 7 - Follow-up meetings with those interested**
- **March 15 - GHAEA will contact selected schools with agreements**
- **April 1 - Signed Agreements are due back to GHAEA**

Thank You!



Green Hills AEA

Serve • Support • Advocate
