



DC Literacy Task Force

August 1, 2023 | Division of Teaching and Learning

Task Force Commitments

The members of the DC Literacy Task Force (LTF) commit to:

- Respect all voices – speak up or step back
- **Respect confidentiality – “honor the process”**
- Respect differing opinions
- Respect each other’s sacrifice of time to be here and strive to start and end on time
- Understand the incredible opportunity we have as a group and the impact we can make on the lives of DC students



Agenda

- ❑ Discussion of Report
 - ❑ What's in the report
 - ❑ Recommendations alignment
 - ❑ Questions
- ❑ Next Steps





Literacy Task Force Report

Status of LTF Report

- The LTF Report is currently being drafted
- The draft report must go through multiple reviews and revisions
- We are on track for final review and submission to DC Council and Mayor Bowser by **Sept. 30, 2023**


Introduction to Task Force Recommendations

- As previously discussed, recommendations need to be presented in a way that will ensure all 115 public elementary schools across the District, including DCPS and DC Public Charter Schools, follow through with implementation.
 - The task force concluded that the report's recommendations should be primarily **operationalized via legislation**.
 - Furthermore, the task force recommended that OSSE enforce the recommendations.
- The recommendations included in the report will be informed by the members of the literacy task force.
- These recommendations provide baseline expectations for LEAs to meet for literacy instruction and can be supplemented/ built upon.

Feedback

- If there is additional feedback you would like to provide regarding the LTF Report recommendations reviewed today, please send it in writing to the following individuals by **Tuesday, Aug. 8 at 12 p.m.**
 - Megan Dumond, Megan.Dumond@dc.gov
 - Celina Ketelsen, Celina.Ketelsen@dc.gov
 - Elizabeth Ross, Elizabeth.Ross@dc.gov
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Summary of Recommendations

Recommendation 1 : Strengthen tier I instruction by mandating competency in structured literacy instruction for all:

- Grade K-5 general education;
- K-12 Special education teachers; and
- K-5 English learner teachers.

Recommendation 2: Require specialized structured literacy training for school-based administrators and instructional coaches working in public elementary schools across DCPS and DC public charter schools who are responsible for evaluating or supporting teachers.

Recommendation 3: Provide on-the-job support to educators working in public elementary schools through direct coaching and the development a walkthrough tool for structured literacy to provide feedback and support.

Recommendation 4: Collect and publish information from LEAs regarding instructional materials in use for transparency and create a list of high-quality instructional materials rooted in the science of reading.



Recommendation 1

Recommendation 1

Recommendation 1: Strengthen tier I instruction by mandating competency in structured literacy instruction for all grade K-5 general education, special education, and English Learner (EL) teachers in public elementary schools across DCPS and DC public charter schools.

- **Recommendation 1.1:** All kindergarten through grade 5 general education, K-12 special education, and K-5 EL teachers in public elementary schools across DCPS and DC public charter schools will demonstrate competency in structured literacy through one of three pathways (proof of prior training, completion of training, or competency assessment).
- **Recommendation 1.2:** OSSE will research available options and generate a list of approved vendors for structured literacy trainings. LEAs must select a training for their teachers using the approved list.
- **Recommendation 1.3:** OSSE will create and make publicly available on the Learning Management System (LMS) a structured literacy competency assessment and professional development modules on vocabulary, reading comprehension and writing.
- **Recommendation 1.4:** Additional structured literacy training options should be made available to include bilingual structured literacy training, training for early childhood educators, training for adolescent educators (grades 6 – 12), training for middle and high school administrators, training for instructional coaches, and training for school-based librarians.
- **Recommendation 1.5:** LEAs will be responsible for tracking completion regarding structured literacy training and report to OSSE for compliance purposes.
- **Recommendation 1.6:** All kindergarten through grade 5 general education teachers, special education teachers and EL teachers will be required to demonstrate ongoing competency in structured literacy every five (5) years.

Recommendation 1.1: Structured Literacy Competency

- All **grade K-5 public elementary school general education teachers, K-12 special education teachers** and **K-5 EL teachers** who are employed full-time across all DCPS and DC public charter schools must demonstrate competency in structured literacy
- By mandating that all K-5 educators demonstrate competency in structured literacy through one of the three options outlined, we can strengthen tier I (core) instruction
- OSSE will develop and maintain a list of **approved vendors for structured literacy training**
- *For discussion:*
 - Should this training be required for **all** K-5 general education teachers or just those **primarily responsible for ELA instruction?**
 - Should training be recommended for **K-5** special education teachers or **K-12** special education teachers?

R1.1 Pathways to Structured Literacy Competency

Option 1:

Proof of prior completion of approved structured literacy training within the last five years

Option 2:

Completion of OSSE-approved Structured Literacy Training

Option 3:

Competency Assessment

R 1.1 Structured Literacy Training Definition

"Structured literacy training" means professional development instruction on:

- (A)** Effective and systematic instructional practices in reading, including phonemic awareness, phonics, fluency, vocabulary and comprehension; **and**
- (B)** The use of empirically validated instructional methods that are appropriate for early, emergent and struggling readers.

R 1.1 Four-Year Phased Implementation of Structured Literacy Training

Year 1

- All K-2 general education teachers, all K-12 special education teachers, and all school administrators with responsibility for evaluating K-5 literacy teachers (general education and special education) shall be required to satisfy the pathway requirements for structured literacy training

Year 2

- All grade 3 general education teachers and K-5 EL teachers working in public elementary schools receive structured literacy training shall be required to satisfy the pathway requirements for structured literacy training

Year 3






- All grade 4 general education teachers working in public elementary schools receive structured literacy training shall be required to satisfy the pathway requirements for structured literacy training

Year 4

- All grade 5 general education teachers working in public elementary schools receive structured literacy training shall be required to satisfy the pathway requirements for structured literacy training

Recommendation 1.2: Structured Literacy Trainings

- OSSE will research available options and generate a list of approved vendors for structured literacy trainings. LEAs must select a training for their teachers using the approved list
- Examples of potential structured literacy trainings:

 Language Essentials for Teachers of Reading and Spelling (LETRS) 3rd Edition	 Comprehensive Orton- Gillingham Plus Training	 Orton-Gillingham Classroom Educator Level	 Keys to Literacy	 DC Reading Clinic	 Science of Reading Course (TNTP)
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Recommendation 1.3: Resources on OSSE Learning Management System (LMS)

- OSSE will develop and make freely available on the Learning Management System (LMS) the following **professional development modules**:
 - Vocabulary
 - Reading comprehension
 - Writing
- OSSE will also create and make available a **structured literacy competency assessment**
- OSSE will partner with **research-based organizations** to develop these professional learning materials

Recommendation 1.4: Additional Structured Literacy Training Availability

- The task force affirms that training in structured literacy **will** be made available for:
 - Early childhood educators
 - Adolescent educators (grades 6 – 12)
 - School-based librarians
- Furthermore, the task force affirms that **bilingual structured literacy training** options should be made available, as available and relevant to the DC market
- OSSE will continue to maintain structured literacy training on the OSSE LMS for all interested DC educators

Recommendation 1.5: Tracking Training Completion

- LEAs will be responsible for collecting completion data from teachers aligned with the timeline for training. This includes collecting information regarding trainings completed within the last five years and completion of new training options
 - LEAs can only accept prior completion documentation from OSSE-approved training vendors
 - While LEAs will follow reporting in alignment with the timeline for training, they will also need to collect this information from new teachers that join their LEA
- OSSE will collect and publish teacher and administrator structured literacy training completion data from LEAs
- Where possible, OSSE will align reporting timelines for structured literacy compliance data with existing data collection (i.e., dyslexia and other reading difficulties legislation)

Recommendation 1.6: Structured Literacy Competency Assessment

- OSSE will create and make publicly available on the LMS a structured literacy competency assessment
- Educators will be required to demonstrate ongoing competency by completing this assessment and receiving a passing score on a **five-year cadence**
- *For discussion:*
 - *Should OSSE leverage its pilot coaches to conduct observation-based assessments of a teacher's structured literacy competency?*

Recommendation 1 Discussion

Does Recommendation 1, and its subparts, meet the literacy needs of our students, teachers, and District?



Recommendation 2

Recommendation 2

Recommendation 2: Require specialized **structured literacy training for school-based administrators and instructional coaches** working in public elementary schools across DCPS and DC public charter schools who are **responsible for evaluating or supporting teachers**.

Recommendation 2: Structured Literacy Training for Administrators

- All **grade K-5 school-based administrators** who are **responsible for evaluating or providing instructional support to teachers** will complete structured literacy training
 - This training will be specific to administrators
 - Administrators should have the **option** to also complete the teacher training
 - Other school-based leaders, such as “Deans of Behavior,” etc. who are not directly responsible for the evaluation or instructional support of educators will have the **option** to complete structured literacy training
- Educator Preparation Program (EPP) faculty should receive training in alignment with [OSSE Science of Reading Standards](#)

Recommendation 2 Discussion

Does Recommendation 2 meet the literacy needs of our students, teachers, and District?



Recommendation 3

Recommendation 3

Recommendation 3: Provide on-the-job support to educators working in public elementary schools through direct coaching and the development a walkthrough tool for structured literacy to provide feedback and support.

- **Recommendation 3.1:** Develop a pilot program for literacy coaches to provide direct support to classroom teachers
- **Recommendation 3.2:** Develop a walkthrough tool for structured literacy instruction to provide feedback as part of a cycle of continuous improvement for structured literacy instruction

Recommendation 3.1: Literacy Coaching Pilot Program

- The LTF recommends a **coaching pilot program** to work with highest-needs schools first and evaluate program effectiveness. This would include **up to 10 coaches**, each working with **up to 5 schools**, for a reach of **up to 50 schools**
- OSSE **directly hires and manages** literacy coaches to support public elementary schools across the District
 - This would require a **change in OSSE's hiring authority**

Recommendation 3.1: Developing Structured Literacy Experts

- Possible consideration: Pathways to become a literacy coach
 - OSSE should review existing Reading Specialist credential
 - OSSE should develop a **new Literacy Coach** credential

Recommendation 3.2: Walk-Through Tool

- OSSE will develop a **walk-through tool** to be used by coaches and instructional leaders to support and evaluate literacy instruction
- This tool will provide education professionals with structured literacy instructional “look fors” through a template that can be used to provide meaningful feedback to teachers about next steps to improve overall implementation
- **The walk-through tool would be a lever in the cycle of continuous improvement and not be a high-stakes evaluation tool of teacher practice**
 - Rather, this tool would provide **consistency and excellence in literacy instruction** across various LEAs/schools to promote equity of instruction

Recommendation 3 Discussion

Does Recommendation 3, and its subparts, meet the literacy needs of our students, teachers, and District?



Recommendation 4

Recommendation 4

Recommendation 4: Collect and publish information from LEAs regarding instructional materials in use and create a list of high-quality instructional materials rooted in the science of reading

- **Recommendation 4.1:** OSSE will collect information regarding ELA curriculum from all LEAs and publish the information for transparency
- **Recommendation 4.2:** OSSE will create and maintain a list of high-quality instructional materials to be used for structured literacy instruction

Recommendation 4.1 and 4.2: Instructional Materials

- OSSE will collect information regarding literacy curricula across **all LEAs** during the first year of implementation.
- Simultaneously during the first year, OSSE will work with a credible partner (such as EdReports) to develop and publicly share a list of **recommended** high-quality literacy curricula.
- In the second year, OSSE will make all literacy curricula data **publicly available** on OSSE's website.
- **IMPORTANT NOTE:** DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020
 - **Sec. 107.** Science-based reading program.
 - Beginning with School Year 2024-2025, **each LEA shall adopt a science-based reading program.**

Instructional Materials

Phase 1

- OSSE collects information from LEAs regarding **curricular materials in use**
- OSSE publishes a list of **recommended high-quality instructional materials** (in partnership with an organization like EdReports)

Phase 2

- OSSE publishes a list of **curricular materials being used by LEAs**

Phase 3

- OSSE **annually updates** any LEAs that have changed their curricular materials
- OSSE **annually updates** recommended list of high-quality instructional materials

Recommendation 4 Discussion

Does Recommendation 4, and its subparts, meet the literacy needs of our students, teachers, and District?

Overview of Phased Roll-out

Phase 1

- All K-2 general education teachers and all K-12 special education teachers working in public elementary schools shall be required to satisfy the pathway requirements for structured literacy training
- School-based administrators and instructional coaches shall be required to satisfy the pathway requirements for structured literacy training
- OSSE provides additional structured literacy training options, as available, to include bilingual structured literacy training, training for early childhood educators, training for adolescent educators (grades 6 – 12), training for middle and high school administrators, training for instructional coaches, and training for school-based librarians
- OSSE collects literacy curriculum information from LEAs
- OSSE creates a list of high-quality instructional materials for structured literacy instruction
- Literacy coaching pilot program is launched
- Walk through tool for structured literacy instruction is developed
- LEAs provide annual reporting to OSSE on training completion compliance

Phase 2

- All grade 3 elementary teachers and all K-5 EL teachers working in public elementary schools shall be required to satisfy the pathway requirements for structured literacy training
- OSSE publicly posts all curriculum information from LEAs on a publicly available webpage
- Literacy coaching pilot program continues, and training is provided on walk through tool
- LEAs provide annual reporting to OSSE on training completion compliance and updated curricular materials

Overview of Phased Roll-out

Phase 3

- All grade 4 general education teachers working in public elementary schools shall be required to satisfy the pathway requirements for structured literacy training
- LEAs provide annual reporting to OSSE on training completion compliance and updated curricular materials
- Annual updates are made to curricular materials lists
- Literacy coaching program continues and walk through tool continues to be available
- OSSE maintains additional trainings on LMS

Phase 4

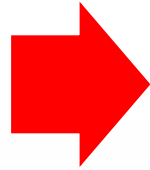
- All grade 5 general education teachers working in public elementary schools shall be required to satisfy the pathway requirements for structured literacy training
- Structured literacy competency assessment is completed and available on the OSSE LMS in preparation of demonstrated competency on a 5-year cadence
- LEAs provide annual reporting to OSSE on training completion compliance and updated curricular materials
- Annual updates are made to curricular materials lists
- Literacy coaching program continues and walk through tool continues to be available
- OSSE maintains additional trainings on LMS



Next Steps

Next Steps for Report and Implementation

OSSE includes feedback from Aug. 1 LTF meeting and finalizes report



Report is sent to Mayor Bowser and the DC Council by Sept. 30, 2023. Report is also posted to OSSE's website.



OSSE and other stakeholders prepare for 2024-25 roll-out

Feedback

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Gratitude for Task Force Members

thank
you

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