

Welcome to the OLC June Literacy Virtual Round Table

We will get started soon!

Please take a minute to make sure:

- *Your name is correct on your zoom screen (if you need to change it, click on the three dots on the upper right corner of your square)*

Agenda

9:30 - 9:35 **Welcome**

9:35- 9:48 **Curriculum**

9:48-10:01 **Teacher Support**

10:01-10:14 **Breakout 1**

10:14-10:27 **Assessments**

10:27 -10:40 **Tiered Support**

10:40-10:50 **Breakout 2**

10:50-11:00 **Wrap Up**





OAKLAND SCHOOLS LITERACY ROUNDTABLE

AS THE SCHOOL YEAR COMES TO AN END JOIN US IN A VIRTUAL REFLECTIVE DISCUSSION WHERE WE WILL EXPLORE BEST LITERACY PRACTICES FROM ACROSS OAKLAND SCHOOLS, CREATE OPPORTUNITIES FOR CONNECTION AND UNDERSTANDING, AS WELL AS ALIGN FOR THE 2023-2024 SCHOOL YEAR.



DATE
JUNE 6, 2023



TIME
9:30 - 11:00 AM

[register now](#)



speaker
ROMY TRIGG-SMITH



speaker
JASMIN TOW



speaker
ERIN COX

Curriculum



SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

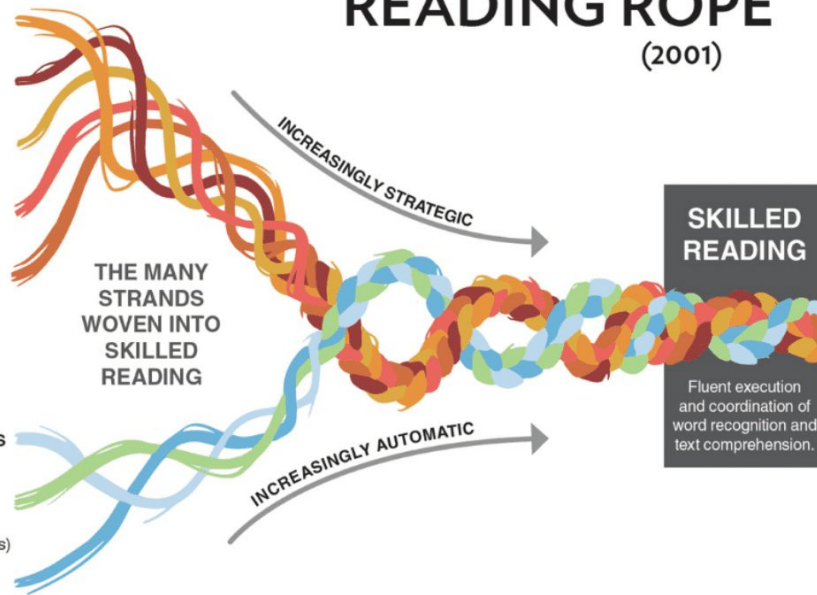
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Teacher Support

We found five problems accounted for most of the implementation challenges across the curricula we studied:

1. “Nobody asked me.”

Leaders are engaged in curriculum adoption, but teachers are left out - leading teachers to feel like the decision is forced on them and their students.

2. “You are telling me to do different things.”

Teachers are on board and excited, but leaders are not engaged in the process and don't understand the materials, so they end up undermining the materials by giving feedback in tension with the curriculum's design, creating mixed signals about what matters most.

3. “I feel like a robot.”

Teachers are asked to be so strict in their fidelity to the curriculum that they cannot meet students' needs, students struggle, and ultimately everyone rejects the materials.

4. “I use it as a resource.”

Without training or a specific plan for how the materials should be used, teachers' well-intentioned adaptations get out of hand and dilute the materials, so students don't end up mastering the standards.

5. “We'll do it because we have to, but this too shall pass.”

The whole curriculum implementation effort is treated as another exercise in compliance rather than rooted to a meaningful vision for teaching and learning.

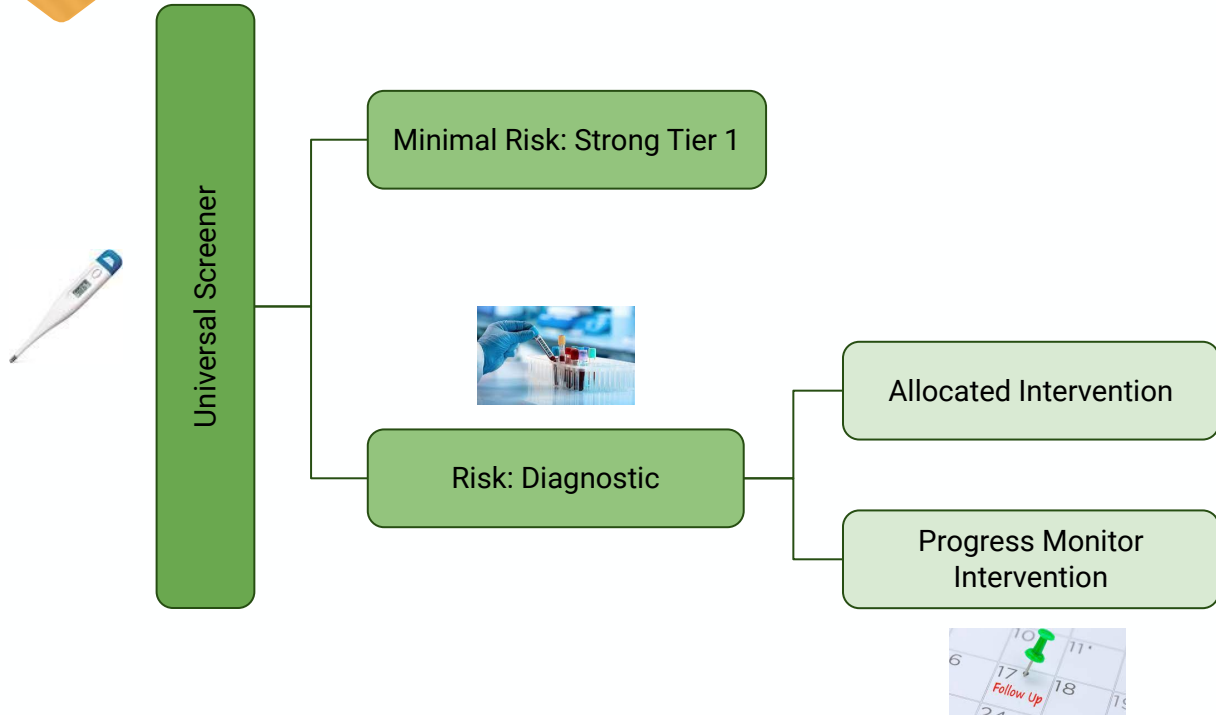


Breakout 1

Use the breakout to discuss 1 potential strategy that might support or elevate any of the 'calls to action' shared by panelists. Outline your strategy in the Jamboard

[May Forum Session #1](#)

Assessment



Tiered Support

Tier 1: Instructional Program	Tier 2: A Little More	Tier 3: Additional Support
<p>Classroom Teacher</p> <p>Whole class/small group</p> <p>Aligned to grade level standards</p>	<p>Relationship Based</p> <p>Smaller group</p> <p>Increase explicitness of teaching</p> <p>Increase practice opportunities</p> <p>Add multimodal/model sensory components</p> <p>Instructor</p>	<p>Increase the intensity of intervention designed to meet the scholar's needs</p>

Summary

	Curriculum	Assessment	Teacher Supports	Tiered Supports
Romy OUSD	Expeditionary Learning (EL) + SIPPS	iReady DIBELS/IDEL	Curriculum Specific PD	SIPPS
Erin Aspire	Wit and Wisdom + OCR/SIPPS	mCLASS	Science of Reading PD Tiered Coaching	SIPPS
Jasmin EFC	Fishtank + Being a Reader/SIPPS	FastBridge	Ongoing Collaboration	SIPPS

Breakout 2

Use the breakout to discuss 1 potential strategy that might support or elevate any of the 'calls to action' shared by panelists. Outline your strategy in the Jamboard

Jamboard link: [Jamboard May Forum #2](#)



Announcements & Survey

- [Forum survey](#)
- Symposium RFP Now Open
- Learn more about OLC membership
Yareli@oaklandliteracycoaliton.org

