



# WCPSS Curriculum & Learning Update: LETRS

## Wake County Board of Education Student Achievement Committee

September 27, 2021

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# Intended Outcomes

***By the end of this presentation the Board will have:***

- Received an update on the Language Essentials for the Teaching of Reading and Spelling (LETRS) professional learning that focuses on the science of reading.
- Heard reflections from school-based staff regarding their LETRS training and its implications for teaching and learning.
- Learned of possible challenges to an efficient and effective roll-out of the LETRS training.

# LETRS Overview



Professional learning that provides  
K-5 teachers with deep knowledge  
to be literacy and language experts.

SB 387:  
Excellent Public Schools Act of 2021 /  
SL2021-8

# LETRS Overview



Professional learning that provides K-5 teachers with deep knowledge to be literacy and language experts.

After receiving updated numbers from all LEAs, NCDPI made additional changes to the Voyager Sopris (LETRS) contract. Training will now be provided for the following staff at each school:

- Pre-K - Grade 5 Teachers
- One School Instructional Coach
- Elementary EC Resource Teachers
- Elementary ELL Teachers
- One School Administrator



Professional learning that provides K-5 teachers with deep knowledge to be literacy and language experts.

**L**anguage  
**E**ssentials for  
**T**eachers of  
**R**eading and  
**S**pelling

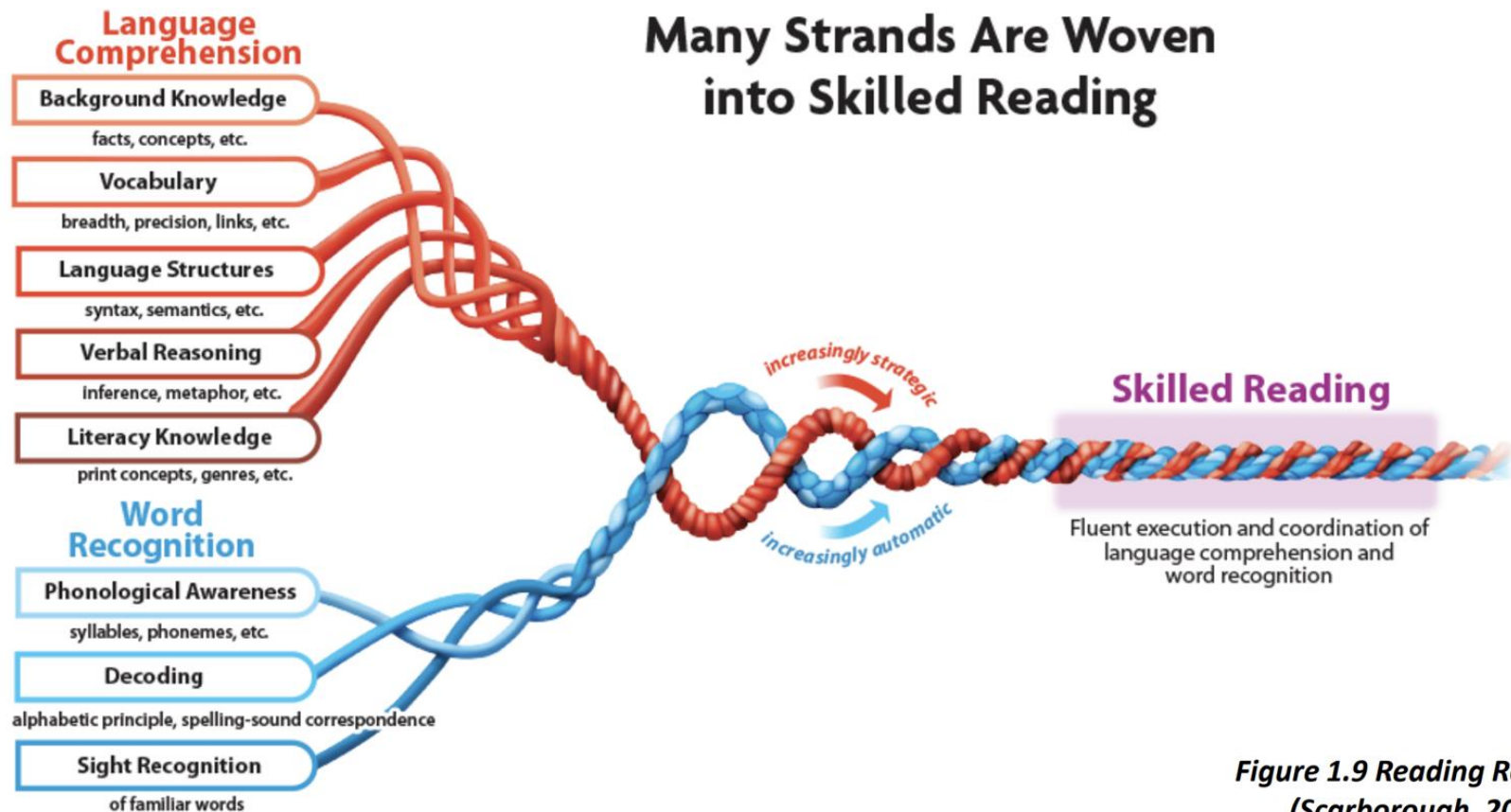


# What is the Science of Reading?

The science of reading is a **body of research** that investigates how people learn to read. As a result of decades of research on literacy instruction (by cognitive scientists, educational researchers, psychologists, and others), we now know **how the brain learns to read** and **instructional methods** that support this process  
[\(Petscher et al., in press\)](#)

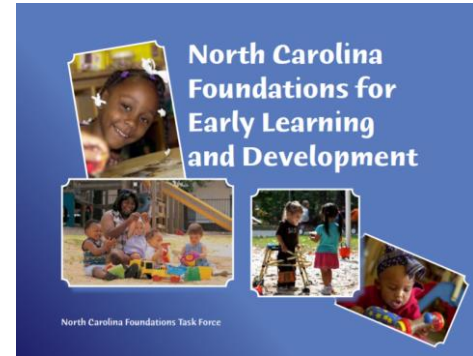
Learning to read is not natural to the human brain, but is **taught through systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension** [\(National Reading Panel, 2000\)](#)

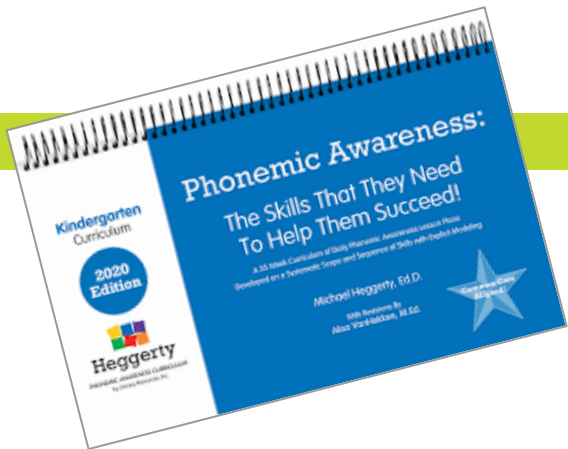
# Many Strands Are Woven into Skilled Reading



*Figure 1.9 Reading Rope  
(Scarborough, 2001)*

- NC Foundations for Early Learning and Development
- The Creative Curriculum for Preschool
- Letterland





Kindergarten ELA Block Guidelines			
<b>Language Acquisition</b>	<b>Phonological Awareness</b>	<b>Reading Comprehension</b>	<b>Writing</b>
<b>21st Century Skills</b>	<b>21st Century Skills</b>	<b>21st Century Skills</b>	<b>21st Century Skills</b>

2nd Grade ELA Block Guidelines: Letterland Focus			
<b>Letterland</b>	<b>Midway</b>	<b>Interactive Read-Aloud</b>	<b>Dear Board Day Time</b>
<b>21st Century Skills</b>	<b>21st Century Skills</b>	<b>21st Century Skills</b>	<b>21st Century Skills</b>



# LETRS Overview



Professional learning that provides K-5 teachers with deep knowledge to be literacy and language experts.

- The knowledge gained from the LETRS professional learning for teachers will allow them to make key decisions as students respond to the word recognition and language comprehension components of the PreK-2 curricula
- LETRS provides teachers with the research, depth of knowledge and tools to teach language and literacy skills to every student

*LETRS knowledge can be used regardless of the literacy program in use*



# LETRS Overview



## Teacher Online Instruction

- 8 units; each unit takes approximately 4-6 hours to complete

## Teacher Integrated Bridge to Practice Exercises

## Teacher Embedded Video Modeling of Instruction

## Teacher and Administrator Professional Learning

- Pre-K: 4 full days of professional learning over 1 year
- K-5: 8 full days of professional learning over 2 years
- Administrator: 2 full days of professional learning



# LETRS Overview

## WCPSS Timeline

### 2019-20

- Trained Cohort 1 of literacy coaches and teachers: Units 1-4
- Identified 25 participants from cohort 1 to be trained as facilitators
- Provided Optional LETRS Training for Administrators

### 2020-21

- Provided online licenses/instruction for Cohort 1 - Units 5-8
- Provided Optional LETRS Training for Administrators
- Provided Vol 1 Facilitators training to establish WCPSS Trainers

### 2021-22 through 2024 Projected

- Provide training for Cohort 1 (Units 5-8)
- Provide Optional LETRS Training for Administrators
- Launch Professional Learning provided by NCDPI (Cohort 2)

## Proposed WCPSS Timeline for NC Legislated LETRS Training

2022

JAN

FEB

MAR

APR

MAY

JUN

JUL

AUG

SEP

OCT

NOV

DEC

### Online Learning & Professional Learning (2 days)

- *Elementary Teachers - Units 1,2*

### Online Learning & Professional Learning (2 days)

- *Elementary Teachers - Units 3,4*
- *LETRS for Administrators Training*

### Online Learning and Professional Learning (1 day)

- *Pre-K Teachers - Units 1,2*

2023

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DEC

### Online Learning & Professional Learning (2 days)

- *Elementary Teachers - Units 5,6*

### Online Learning & Professional Learning (1 day)

- *Pre-K Teachers - Units 3,4*

### Online Learning & Professional Learning (2 days)

- *Elementary Teachers - Units 7,8*

# Voices from the Classroom



## Voices from the Classroom



Jessica VonDerHeide, M.Ed., Reading  
NBCT

Instructional Facilitator, Intervention  
Brier Creek Year-Round Elementary School

## Voices from the Classroom



Emily Murdock, M.Ed., Reading

Literacy Coach, Instructional Facilitator  
Sanford Creek Elementary



## LETRS Overview

**181 Responses**

Feedback from  
Cohort 1 Participants  
2019-20

I found the content to be interesting.	<b>93%</b> <b>Yes</b>
I found the content to be directly applicable to my job as an educator.	<b>94%</b> <b>Strongly Agree or Agree</b>
Would you recommend this training to a colleague?	<b>97%</b> <b>Strongly Agree or Agree</b>

## Points to Consider

Training Requirements	Challenges
Elementary teachers engage in 2 units of online learning each semester for 2 years	Teachers will need time to complete the online work and opportunity to engage in the work with other teacher in their PLT, building or grade level
Elementary teachers attend 2 days of professional learning each semester for 2 years	Substitute challenges
40 participants per session	Large number of sessions will be needed per unit based on total number of teachers that will need to be trained



# QUESTIONS

