How to Effectively Implement the

SCIENCE OF READING

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WHAT IS THE SCIENCE OF READING?

The Science of Reading (SOR) is an understanding of how people learn to read that's based on a hundred years of research. The SOR is grounded in over 100,000 studies that include theoretical models and empirical research, from multiple fields (cognitive science, developmental psychology, educational psychology, neuroscience, linguistics, and others).

The SOR is not simply a static body of knowledge, as new research emerges, our understanding of the SOR evolves.

SOR is grounded in the "Big 5" principles of reading:

1. **Phonemic Awareness** - The ability to identify and use individual sounds in spoken words.
2. **Phonics** - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.
3. **Fluency** - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.
4. **Vocabulary** - Knowing what words mean and how to say and use them correctly.
5. **Comprehension** - The ability to understand what you are reading.

**Learn More:
National Center on
Improving Literacy
www.improvingliteracy.org**

SCIENCE OF READING

IMPLEMENTATION PLAN

1 DEVELOP CONTENT & PEDAGOGICAL KNOWLEDGE

Needs assessments are critical to providing differentiated learning opportunities for educators.

2 CHOOSE EFFECTIVE LEARNING MODELS

Learning models must include opportunities for educators to apply their learning, receive feedback and coaching.

3 BUILD COACHING CAPACITY

Schools and districts must build coaching capacity to ensure the implementation of SOR in all classrooms.

4 MONITOR EFFECTIVENESS

Utilize a variety of data to monitor implementation and effectiveness. Provide ongoing training and coaching support based on these results.

> # IF A CHILD MEMORIZES TEN WORDS, THE CHILD CAN READ ONLY TEN WORDS.

BUT IF A CHILD LEARNS THE SOUNDS OF TEN LETTERS, THE CHILD WILL BE ABLE TO READ 350 THREE-SOUND WORDS, 4,320 FOUR-SOUND WORDS & 21,650 FIVE-SOUND WORDS.

DR. MARTIN KOZLOFF
Professor of Education, UNC Wilmington

01.
DEVELOP CONTENT & PEDAGOGICAL KNOWLEDGE

As you consider your school or district's professional learning needs it's important to understand that developing content and pedagogical knowledge in the science of reading (SOR) will need to be **differentiated** to meet your educators' needs.

When it comes to the SOR, it's likely that educators have a range of knowledge and abilities of the "big 5" principles.

CONDUCTING NEEDS ASSESSMENTS

Leaders should conduct professional learning needs assessments, or surveys, to identify the specific training topics, modalities and needs of their educators. These data are essential to differentiating any professional learning.

Free Resource: Professional Development Needs Assessment

CLICK HERE

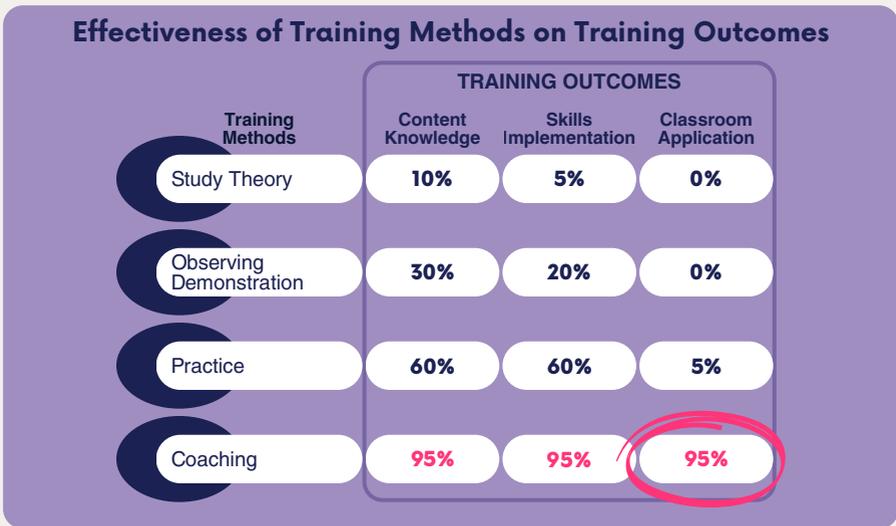## BENEFITS OF DIFFERENTIATED TRAINING

- Empowers educators in their professional learning
- Maximizes resources by
  - aligning support to educators' needs
  - prioritizing resources based on needs
  - ensuring internal and external training partners deliver meaningful and aligned professional development
- Identifies teacher leaders who can support implementation and build educator capacity.

02.
CHOOSE EFFECTIVE LEARNING MODELS

Research confirms that teachers' learning outcomes are substantially improved by coaching, compared to other training methods (Joyce and Showers, 2002). In fact, classroom application of new learning only occurs with practice, and it is significantly improved with coaching.

Effectiveness of Training Methods on Training Outcomes

Training Methods	TRAINING OUTCOMES		
	Content Knowledge	Skills Implementation	Classroom Application
Study Theory	10%	5%	0%
Observing Demonstration	30%	20%	0%
Practice	60%	60%	5%
Coaching	95%	95%	95%

In other words, coaching support is critical, and should be **prioritized** by leaders, in order to translate teachers' professional learning of SOR into changes in their classroom behaviors and practice.
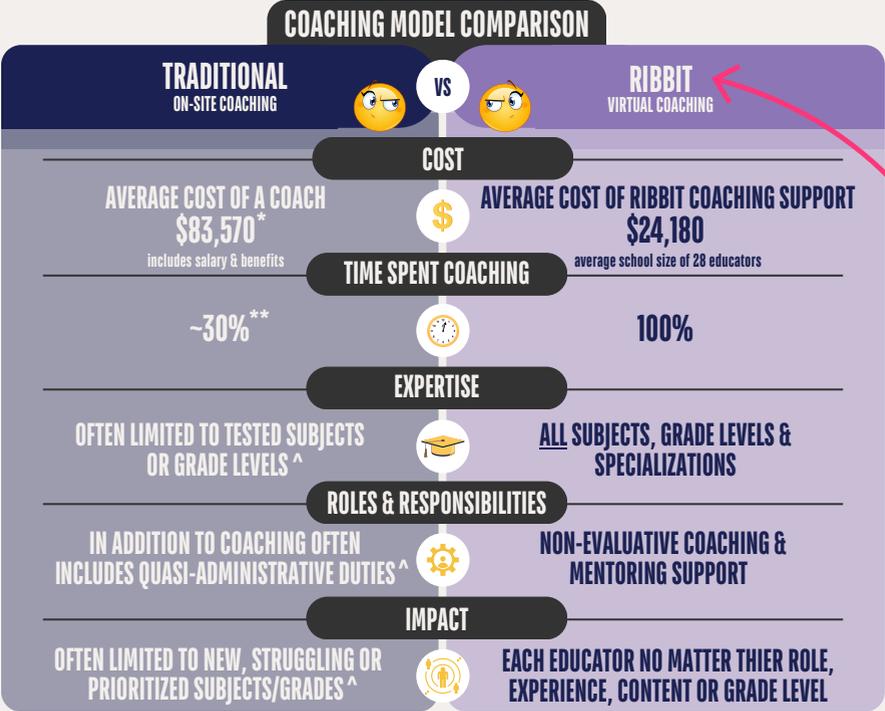
DOLLAR FOR DOLLAR, INSTRUCTIONAL COACHING IS THE MOST IMPACTFUL PROFESSIONAL LEARNING -- RESULTING IN THE GREATEST RETURN ON ACHIEVEMENT (ROA).

03.

BUILD COACHING CAPACITY

It's clear educators need instructional coaching support to effectively implement the SOR in their classrooms. Unfortunately, too many schools and districts struggle to provide this critical support to each educator because traditional, on-site programs are difficult to scale given financial and human capital resource limitations. Schools, in turn, limit instructional coaches to new or struggling educators (Kraft, Blazar and Hogan, 2018).

Research suggests that virtual coaching is as effective as in-person coaching and a viable method to scale instructional coaching programs. To build coaching capacity, leaders should consider virtual coaching models and partners. The Ribbit virtual coaching model is a cost-effective and impactful way to deliver effective coaching. Our coaches are trained in the SOR and can **immediately support** the implementation of the SOR in each classroom.

COACHING MODEL COMPARISON

TRADITIONAL ON-SITE COACHING	VS	RIBBIT VIRTUAL COACHING
COST		
AVERAGE COST OF A COACH $83,570* includes salary & benefits	$	AVERAGE COST OF RIBBIT COACHING SUPPORT $24,180 average school size of 28 educators
TIME SPENT COACHING		
~30%**		100%
EXPERTISE		
OFTEN LIMITED TO TESTED SUBJECTS OR GRADE LEVELS ^		ALL SUBJECTS, GRADE LEVELS & SPECIALIZATIONS
ROLES & RESPONSIBILITIES		
IN ADDITION TO COACHING OFTEN INCLUDES QUASI-ADMINISTRATIVE DUTIES ^		NON-EVALUATIVE COACHING & MENTORING SUPPORT
IMPACT		
OFTEN LIMITED TO NEW, STRUGGLING OR PRIORITIZED SUBJECTS/GRADES ^		EACH EDUCATOR NO MATTER THIER ROLE, EXPERIENCE, CONTENT OR GRADE LEVEL

* "Instructional Coach Average Salary in USA" , Talent.com (2024)
**Ng, Alexandria, "How Common Are Instructional Coaches in Schools?, EdWeek (2024)
^ Kraft, Blazer & Hogan, "The effect of teacher coaching on instruction & achievement", (2018)

04.
MONITOR EFFECTIVENESS

Leaders should identify a variety of data (benchmark and growth scores, classroom observations, surveys, summative achievement scores, etc.) that would be useful to monitor and evaluate the implementation of SOR.

Once data have been identified, leaders should determine data collection tools, frequency and appropriate follow through actions. These data should be used to provide students additional instruction and interventions, and educators on-going training and coaching support.

STUDENT ACHIEVEMENT DATA

Student achievement data should be collected at least three times per year (beginning, middle and end) to allow for progress monitoring and growth measures. Data analysis should focus on subtest scores for each of the "big 5" to allow for targeted differentiation and support for students as well as teachers.

CLASSROOM OBSERVATIONS

Formative implementation data should be collected regularly to provide teachers feedback as well as ongoing training and coaching support.

EVALUATING COACHING PROGRAMS

Leaders should conduct regular, formative evaluations of their on-site coaching program and require external partners to do the same. These data are essential to ensuring teachers receive high-quality coaching support.

Free Resource: Instructional Coaching Program Formative Evaluation

CLICK HERE

KEY TAKE-AWAY

"

The body of work referred to as the "science of reading" is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, not a specific component of instruction.

It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages.

"

Dr. Louisa Moats

Author, Literacy Expert, Creator of LETRS Training

GOT QUESTIONS, NEED SUPPORT?

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