

N.C. STATE BOARD OF EDUCATION FRAMEWORK FOR ACTION ON EARLY READING

In order to improve student reading proficiency in the early grades, the State Board of Education adopts the following nine-point Framework for Action on Early Reading. The Department of Public Instruction will develop action steps for each of the priorities, including new or revised SBE policies, Departmental initiatives using existing resources, and legislative recommendations, including both recommended statutory revisions and appropriations requests.

DPI shall present the plan, including timelines for action, to the SBE’s Student Learning and Achievement Committee at the April 2019 meeting. The Board will take up items for discussion and action at the April and subsequent Board meetings.

SBE FRAMEWORK FOR ACTION

1. Develop a statewide definition of high quality reading instruction

- Develop a definition of high quality reading instruction that serves to guide state policy and practice in reading.

2. Improve focus on reading instruction in teacher preparation programs

- Assess and develop recommendations to ensure program approval standards provide sufficient instruction, modeling, and practice in 1) the science of reading and 2) review and selection of high quality reading curriculum; and 3) working with struggling readers with diverse learning needs.
- Assess and develop recommendations to ensure licensure standards are providing sufficient guarantees of reading content and pedagogical knowledge.

3. Improve summer reading camp quality

- Develop rigorous requirements for summer reading camps and ensure state appropriations support camps that are meeting those standards.
- Clarify roles of the K-3 Literacy and Regional Support divisions to oversee quality.

4. Provide reading coach supports in low-performing schools and districts

- Provide reading coaches in select schools (e.g., bottom 5%) that would be hired and managed by DPI in partnership with local schools and districts.
- Develop a budget that supports coach hiring and training.

5. Expand partnerships to support beginning teachers

- Expand efforts (modeled on Wolfpack Works) with key partners, including universities, in other key regions of the state with a focus on support for beginning teachers in grades K-3 in low-capacity LEAs. Supports would provide intervention and coaching on reading, ensuring high quality curriculum, and building sustainable systems of teacher development.
- Develop a budget, timeline for expansion, and expectations for all partners.

6. Ensure high-quality reading curriculum and instructional materials in elementary schools

- Develop steps to ensure the adoption of high-quality reading curriculum and instructional materials and supports that are aligned with NC standards and reading science and reflects diversity of the student population. Develop options for focusing on all district or select schools and districts.

7. Explore a statewide system of training in reading for teachers, principals and reading coaches on the science of reading

- Explore the need for a statewide system of training on the science of reading, high quality curriculum and evidence-based interventions for principals, teachers, and reading coaches.
- Consider how a system of training would address non-native English speakers and culturally responsive approaches.
- Develop a budget, timeline for implementation, and clarify roles for DPI and other partners such as NCCAT and universities.

8. Provide flexibility in state funding to support district action on reading

- Provide districts with flexibility to expend unused summer reading camp money on evidence-based supports such as a reading coaches, reading tutors, high-quality reading curriculum, or professional development focused on the science of reading for K-3 teachers.
- Provide districts with the opportunity to request flexibility to transfer funding between allotments for K-3 teachers, teacher assistants, and textbooks to support a high-quality plan for K-3 reading.

9. Ensure access to high-quality PreK and strong early learning environments and transitions to kindergarten

- Increasing availability of high quality PreK across the state.
- Identifying opportunities for family and community partnerships in early learning and early grades to support reading proficiency.
- Options to ensure NC PreK and other early learning partners are using curricula to support early reading and readiness for kindergarten.
- Alignment of kindergarten and K-3 assessments with evidence-based instruction in grades K-3.