

NC State Board of Education Framework for Action on Early Reading

Action Item 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.

Action Steps: NCDPI and Stakeholders (Current)

- Convene team with broad stakeholder involvement
- Conduct literature review
- Develop definition in concise language that can be used Birth-12th Grade **(July 2019)**
- Develop a companion resource **(December 2019)**
- Consider definition in practice for curriculum, instruction, environment
- Research evidence-based approaches for students exhibiting reading difficulty, diverse learning needs, and/or cultural/linguistic backgrounds
- Align instructional decisions to assessment data
- Link to B-12 Literacy Plan **(July 2020)**

Action Item 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.

Action Steps: NCDPI, PEPSC, Stakeholders, and IHEs (2019-2020 and beyond)

- NCDPI Licensure and Teacher Preparation Collaboration
- Increase Partnerships to leverage work
- Leverage current work and partner with IHEs to produce teachers with knowledge of the science of reading

Action Item 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.

Action Steps: NCDPI, LEAs, Charters, and Stakeholders (Current and Ongoing)

- Utilize [Reading Camp Repository](#) to support NC school districts
- Continue collaboration with partners and districts
- Highlight effective instructional methods used in reading camps
- Provide support and guidance for districts to create effective reading camp plans and clarify roles
- Determine capacity and develop system to provide feedback for local reading camp plans from to ensure quality reading camps
- Develop streamlined approaches to data collection and analysis

Action Item 4: Provide reading coach supports in low-performing schools and districts

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

Action Steps: NCDPI, Wolfpack WORKS, LEAs, Charters, and Stakeholders (Current and Ongoing)

- Explore virtual coaching and protocols for group and peer coaching
- Explore leveraging coaching training provided through NC SIP
- Assess the impact of coaches with Wolfpack WORKS

Action Item 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.

Action Steps: NCDPI, Wolfpack WORKS, IHEs, and Stakeholders (Current and Ongoing)

- Continue to partner with NC State to provide intervention and coaching on reading, ensuring high quality curriculum, and teacher development through Wolfpack Works Program
- Continue evaluation of Wolfpack Works
- Analyze results from Pilot program and make any needed adjustments
- Expand Wolfpack Works
- Collaborate with other IHEs

Action Item 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.

Action Steps: NCDPI, LEAs, Charters, and Stakeholders (2019-2020 and beyond)

- Provide support for districts in selecting literacy curriculum and instructional materials based on the science of reading for high-quality core reading instruction to meet NC Standards
- Emphasize evidence-based curriculum materials with strong evidence level as described in Every Student Succeeds Act (ESSA)
- Provide support in selecting evidence-based literacy interventions for supplemental and intensive support that meet WWC standards

Action Item 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.

Action Steps: NCDPI, LEAs, Charters, IHEs, and Stakeholders (Current and ongoing)

- Utilize proven research that influences outcomes for all learners
- Partner with University Education Preparation Programs
- Research and consider effective models of implementation
- Consider partnerships to leverage the work

Action Item 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.

Action Steps: NCDPI, LEAs, and Charters (2019-2020 and beyond)

- Explore flexibility in funding for evidence-based supports in reading
- Explore options for flexibility in funding between allotments

Action Item 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.

Action Steps: NCDPI, NC Early Childhood Foundation, and Education Counsel (2019 and beyond)

- Support building of local ESSA plans
- Evaluate effectiveness of regional meetings and technical assistance
- Develop and implement strategic plan for future work

Action Steps: NCDPI, Early Learning Network (2019-2025)

- Provide professional learning for effective core supports
- Provide professional learning for building a system of interventions
- Collaborate with DHHS for Pre-K to K transitions