

Literacy: Make a Deposit. Get a Return



Kareem Weaver

FULCRUM, Co-founder and ED

Oakland NAACP, Ed Committee

Former ED for New Leaders, West Region

Leadership Secures the Right to Read ('23)

Senior Fellow for NCTQ

RightToReadFilm.org

@KJWinEducation



Flow of Content

1. Start with us: Let's make a deal
2. The Pendulum Swing
3. What's possible
4. Pitfalls
5. Be a top chef
6. Deputize me



Let's Make a Deal

Would you sell your ability to read and write?

What's your price?

Would you sell your **child's** literacy?

What about the literacy of your neighbor's child?



The most important questions are:

Who is your neighbor?

What's your acceptable ratio of success?

What's your acceptable ratio of success?



Does the ratio depend on what's possible?

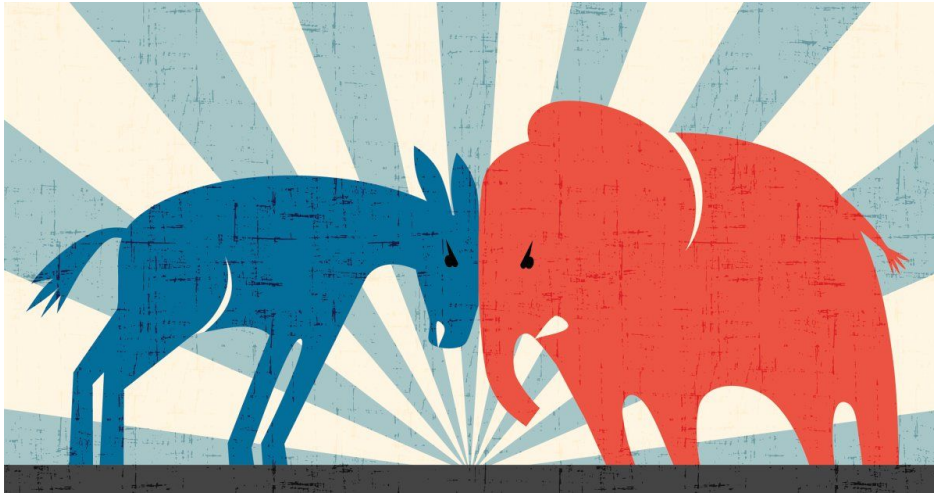
Does the ratio depend on the cost?

Does the ratio depend on brand loyalty?

Does the ratio depend on access to a plan B?

Why start there? (#1)

Ideology vs Values



- Overcome societal narratives about each other
- Overcome weapons of Mass Distraction (WMDs)

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“The Pendulum Legend”

Modeled Reading
Shared Reading
Interactive Reading
Guided Reading
Independent Reading
Whole Language
Balanced Literacy
Personalized Learning
Look/Say



Science of Reading
Structured Literacy
Evidence Based

<https://www.aft.org/education/engaging-curriculum/elements-effective-reading-program>

Elements of an Effective Reading Program

Strong, core reading curriculum

A strong, core reading curriculum—consistent with the research consensus on effective reading instruction and delivered by knowledgeable teachers—is essential for all students. A carefully crafted approach to the teaching of reading reflecting the research consensus that effective beginning reading instruction must include explicit, systematic, core classroom instruction in kindergarten through third grade on these essential components: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Instructional materials aligned with research

All K-3 teachers should have access to core reading instructional materials aligned with the research consensus, which include both decodable texts with which students can practice their skills as well as rich children's literature and informational texts through which students' vocabulary, background knowledge and interest will be enhanced.

Appropriate Reading Assessments

To ensure that instruction is meeting every student's needs, teachers must have access to and use appropriate reading assessment tools: screening measures to identify children at risk of reading failure, periodic progress monitoring to ensure that instruction is appropriate and students are on track, and diagnostic assessments to identify special needs some students may have. Data from these assessments should inform instruction, small-group placement, intervention and referral for special services.

Timely, intensive intervention for struggling students

It is more effective to intervene early with struggling readers than it is to try to catch them after they've experienced long-term reading failure. Therefore, schools must provide appropriate, timely, intensive, systematic intervention for those students who need it; to do so may require both reallocation of current resources and new resources to implement such intervention. Our students deserve no less.

High-quality professional development

Teachers can't teach what they haven't been taught; yet, too few teachers have been provided the necessary knowledge and skills in research-based reading instruction during their preservice or in-service preparation. Therefore, districts and schools must ensure that K-3 staff (and the administrators who support them) have opportunities for high-quality professional development in early reading instruction.

Google:
AFT
Elements
Effective Reading
Program

Score Your Elements ___/5

Strong, core reading curriculum

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Appropriate Reading Assessments

teachers must have access to and use appropriate reading assessment tools: screening measures to identify children at risk of reading failure, periodic progress monitoring

The Pendulum Narrative

Is true, to an extent, in education.

*But, it's also used as a rationale to stay still

There is no “pendulum swing” in most districts
They've never done 5/5 things that AFT says
Is necessary for an effective Reading Program

Stay still vs Be still



<https://www.aft.org/education/engaging-curriculum/elements-effective-reading-program>

The Pendulum Narrative

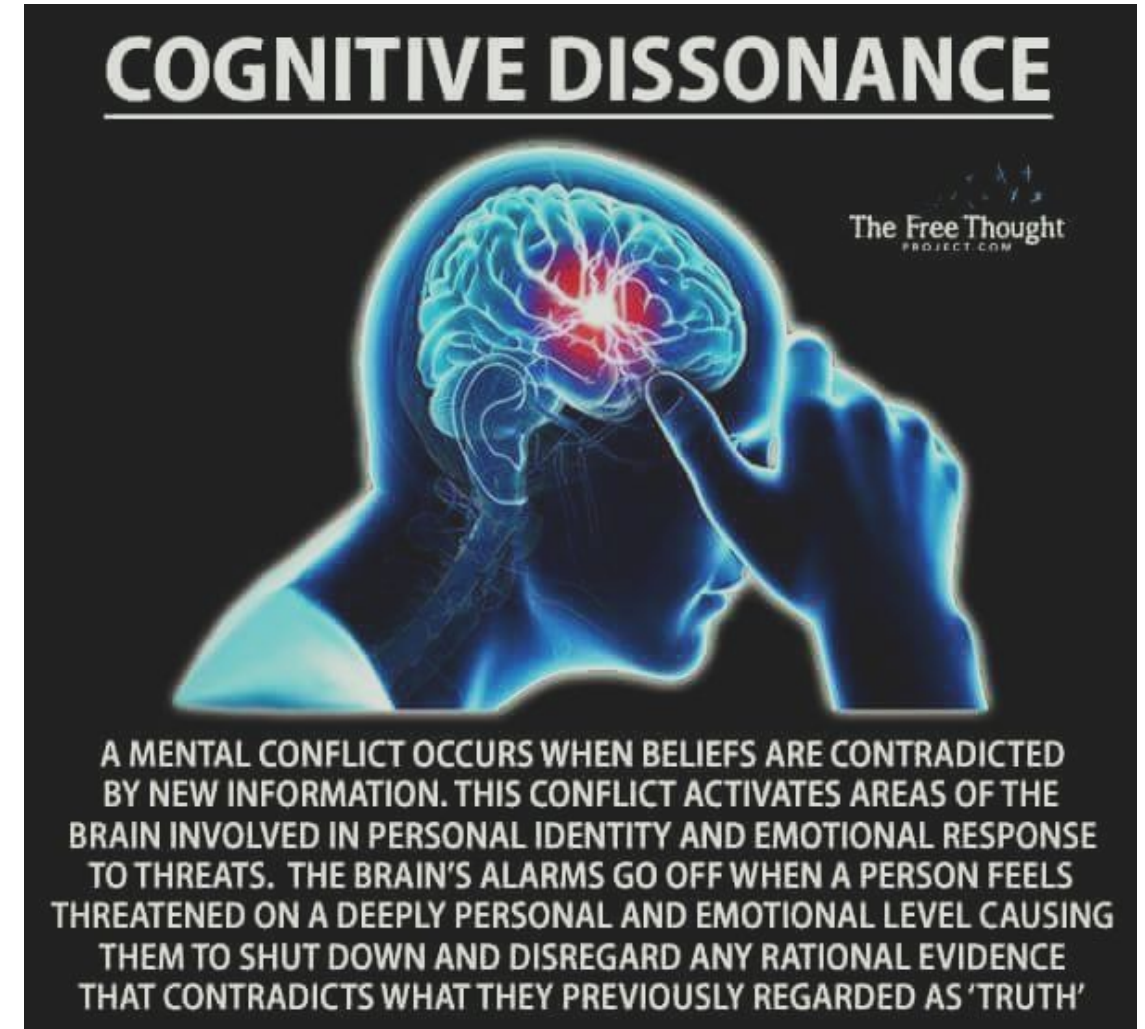
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...It helps mitigate the cognitive dissonance caused by this statement:

“Shifts in practice and materials, towards being more aligned to the research consensus and brain science, will get better results for kids.”



The Pendulum Narrative

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COMING TOGETHER FOR EDUCATION



Principal Kareem Weaver sits in on one of the kindergarten classes April 5 at Lazear Elementary School in Oakland.

An Oakland school, transformed from the inside out

By Katy MurphyOakland Tribune

OAKLAND -- Lazear Elementary School was an unhappy place to be last year, by all accounts -- for

Oakland Lazear elementary students read for trophy

OAKLAND

Jill Tucker, Chronicle Staff Writer Published 4:00 am, Saturday, April 2, 2011

Hope emerges for parents, teachers

New leadership, unified purpose have transformed campus outlook, many say

By Katy Murphy

kmurphy@oaklandtribune.com

OAKLAND — Lazear Elementary School was an unhappy place to be last year, by all accounts — for staff members, for students and for their families. Its problems became public April 15 when parents held a strike, demanding the school district remove a teacher and the principal.

A year later, under new leadership, parents and teachers say the East Oakland elementary school has been transformed.

"It's like we have a real school now," said Laura Crowell, a Lazear teacher.

If the parent strike had taken place five or 10 years ago, the solution might have shaped up differently. The

See LAZEAR, Page 7



Members of the Lazear school community hold a demonstration April 15, 2010, at Oakland Unified School District headquarters.

THE EDUCATION REPORT

KATY MURPHY'S BLOG ON OAKLAND SCHOOLS

HOME | ABOUT THE EDUCATION REPORT

An Oakland school's transformation

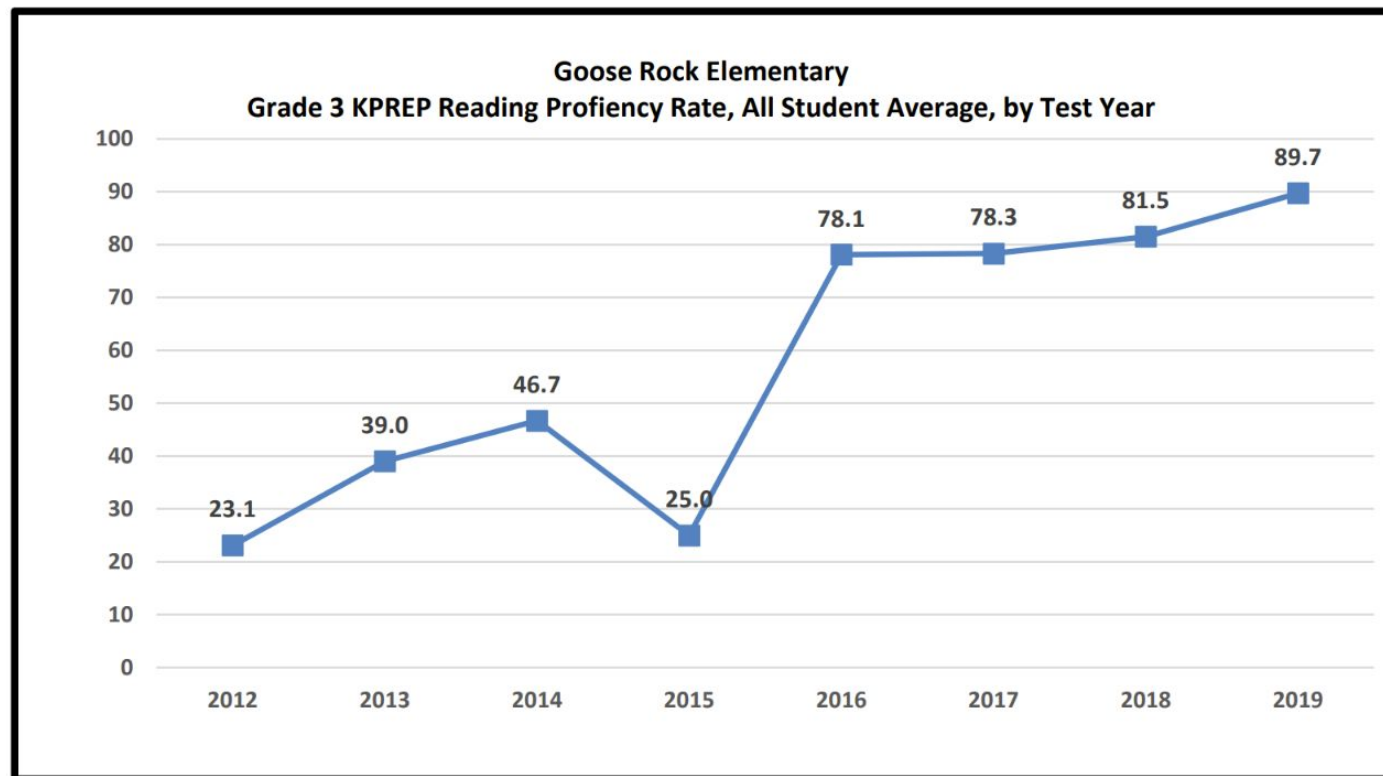
Posted on April 15, 2011 by Katy Murphy



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READING PROFICIENCY RATES RISING IN SOME APPALACHIAN SCHOOLS

Scientifically based teaching, Direct Instruction
programs driving turnaround



In 2015, of 19 school districts in the state, Seaford was dead last in every single category and subgroup. Out of all the districts in Delaware, students in our district were least likely to meet Common Core expectations in the 2014-2015 academic year. We weren't just a "focus school" — we were dangerously close to being taken over by the state.

Today we're one of the highest achieving districts in Delaware as measured by English Language Arts state testing results. All subgroups of students (including ELs and students receiving special education services) had impressive gains in student achievement.

Season 1

Lexington, Massachusetts. At the Top of the Nation
Steubenville, Ohio. In the Heart of the Rustbelt

Season 2

Lane, OK: Exposing and Learning from Success

Seaford, Delaware: Fast Improvement in Delaware



The Education Trust



Special Edition: ExtraOrdinary Districts Need Extraordinary School Leaders



FULCRUM

“High-Quality Materials”

Most elementary schools teach reading with either a basal reading program, a teacher-developed curriculum, or a balanced literacy program like Fountas & Pinnell or Teachers College Units of Study.

But the Council of Chief State School Officers (CCSSO), in calling for a national improvement in reading instruction, has called upon all state superintendents and commissioners to encourage schools and districts to adopt the high-quality materials that have been developed in the last few years to line up with both Common Core state standards and with the science of reading.

In this episode, experts Carol Jago and David Liben talk with Ed Trust’s director of practice Tanji Reed Marshall and writer-in-residence Karin Chenoweth about the difference using high-quality materials at both the elementary and secondary levels could make in helping students learn to read.

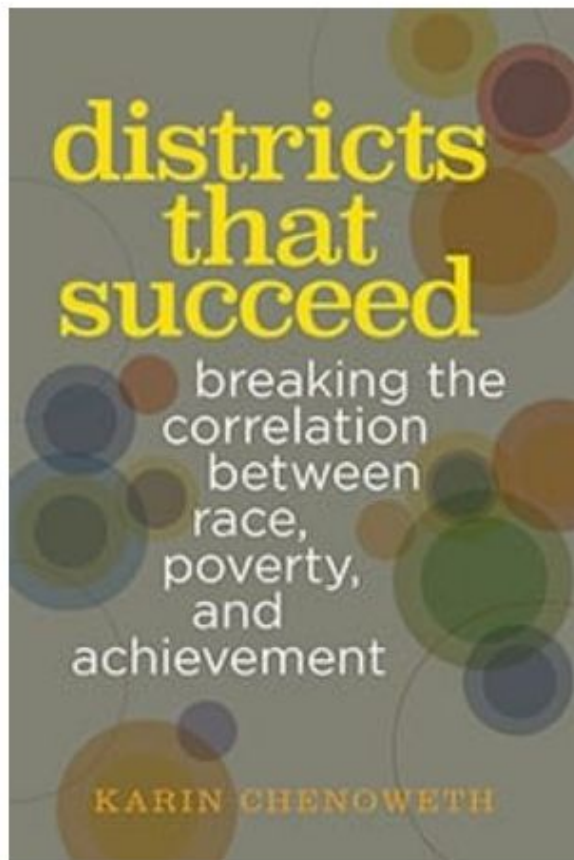


What Can States Do to Improve Reading Instruction?



When Tennessee showed no progress on the last results of the National Assessment of Educational Progress and Massachusetts actually declined, both states were spurred to make some major changes to improve the reading instruction in their states.

In this episode, Dr. Lisa Coons, chief academic officer of the Tennessee State Department of Education, Dr. Heather Peske, senior associate commissioner, Massachusetts Department of Education, and Katherine Tarca, director of literacy and humanities in the Massachusetts Dept. of Education, discuss what those two states are doing.



Districts that Succeed

In the final episode of this season of ExtraOrdinary Districts, Tanji Reed Marshall interviews her co-host Karin Chenoweth about Chenoweth's new book, *Districts that Succeed: Breaking the Correlation Between Race, Poverty, and Achievement*, which will be published May 25 by Harvard Education Press.

THE 8 DEMANDS — OAKLAND NAACP'S PETITION TO OUSD

1 A district-wide TK-2 literacy curriculum based in the science that has significant evidence of contributing to students' academic success and is manageable for educators to fully implement within the bounds of their contract hours

2 A role dedicated to student literacy within the OUSD leadership cabinet

3 More resources to support students reading below grade level; end "leveled" tracking

4 Ongoing access to professional development on teaching reading, classroom management, dyslexia identification and support (NOT just how to implement a specific curriculum)

5 Dyslexia screening for all students, K-2

6 Better tracking of intervention supports and the resulting student outcomes

7 Ensuring guidelines for the district's human resources department to encourage the flow of educators into high-needs schools who have been trained on how to teach children to read using evidence-based reading methodologies

8 Ensuring that the chosen curriculum currently reflects the diversity of Oakland's students or commits to adapting its content, in collaboration with local partners, with time-bound goals and future financial costs baked into any initial agreement



THE 8 DEMANDS — OAKLAND NAACP'S PETITION TO OUSD



Going “together” is the most important part of any initiative

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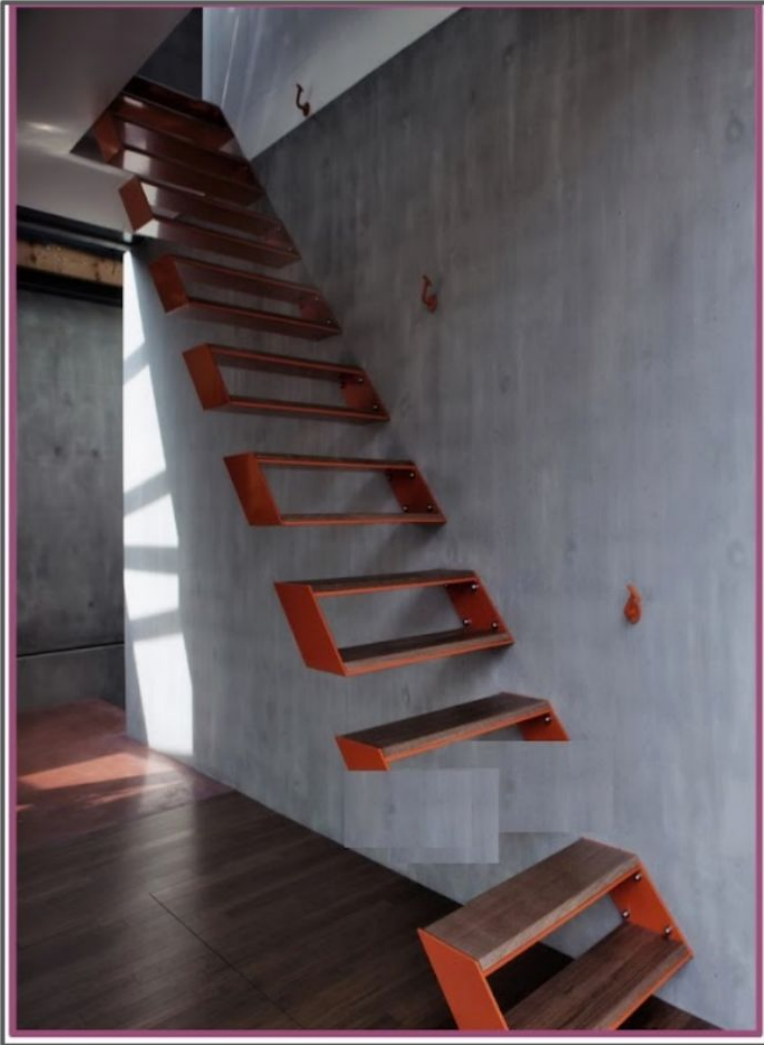


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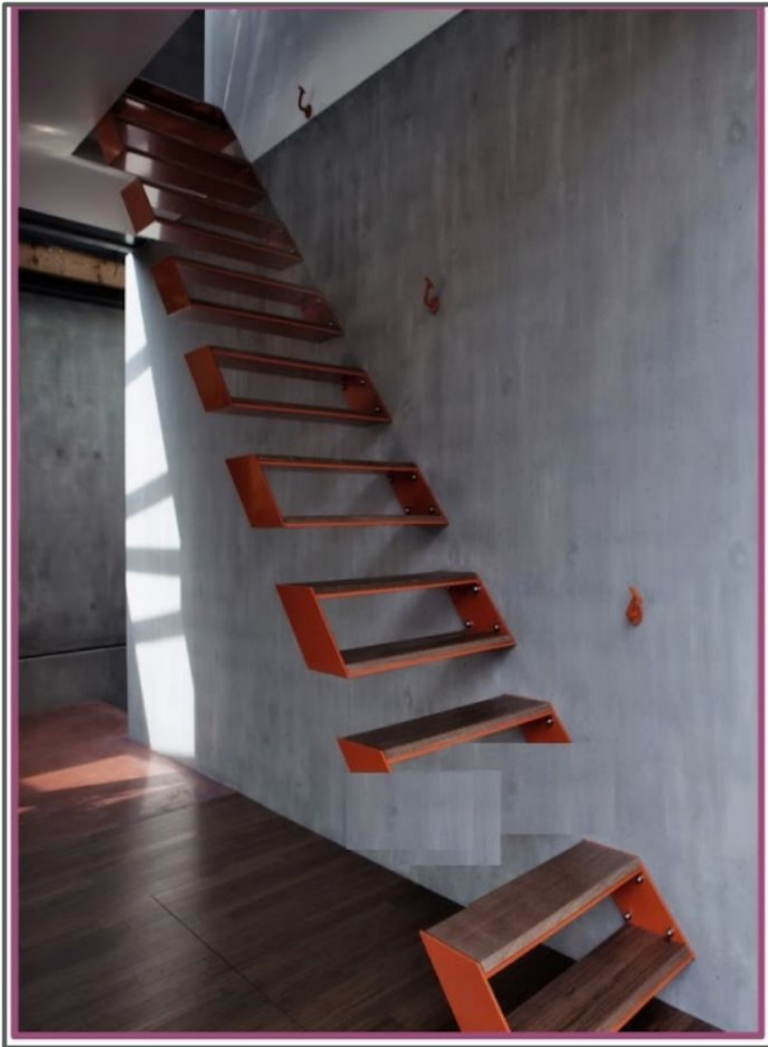
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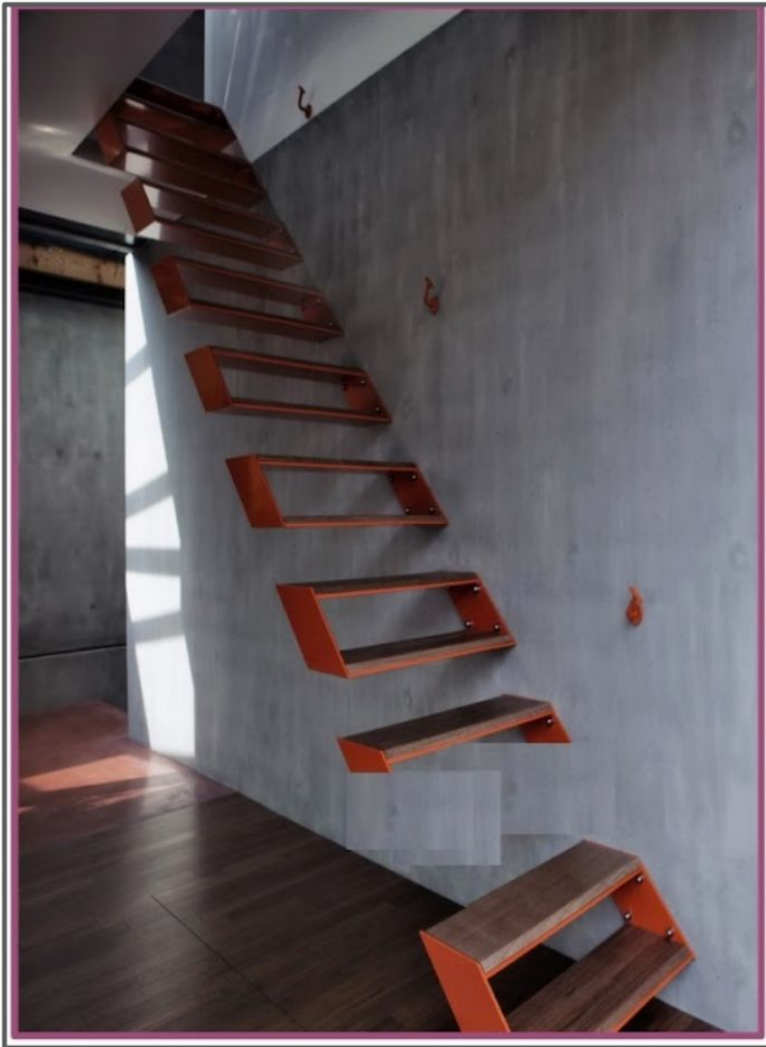
How do you design the Literacy Program?



What does the design say about your values?



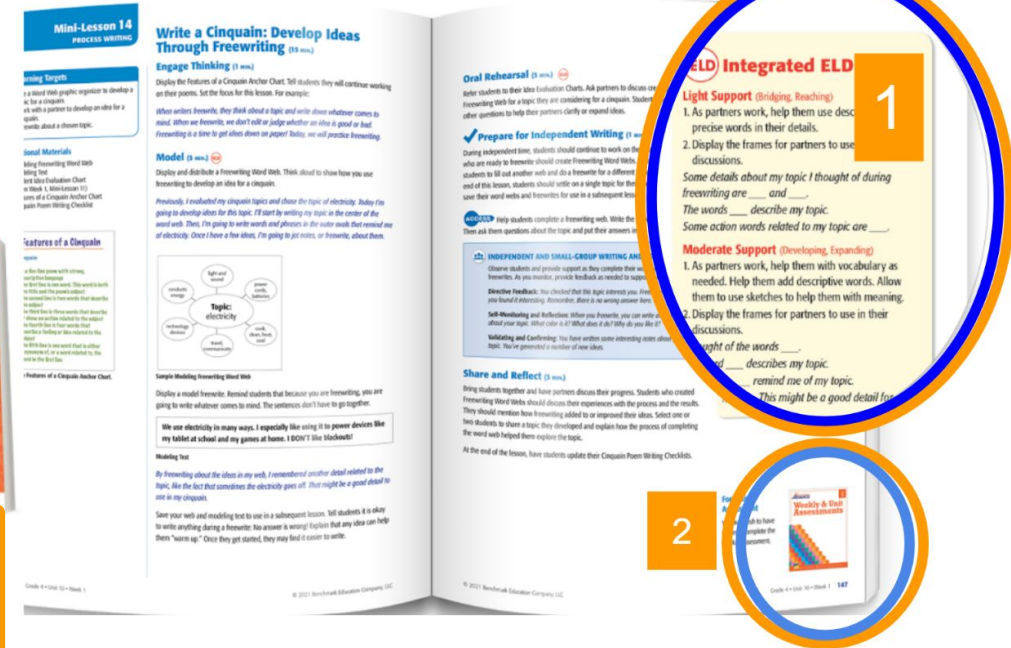
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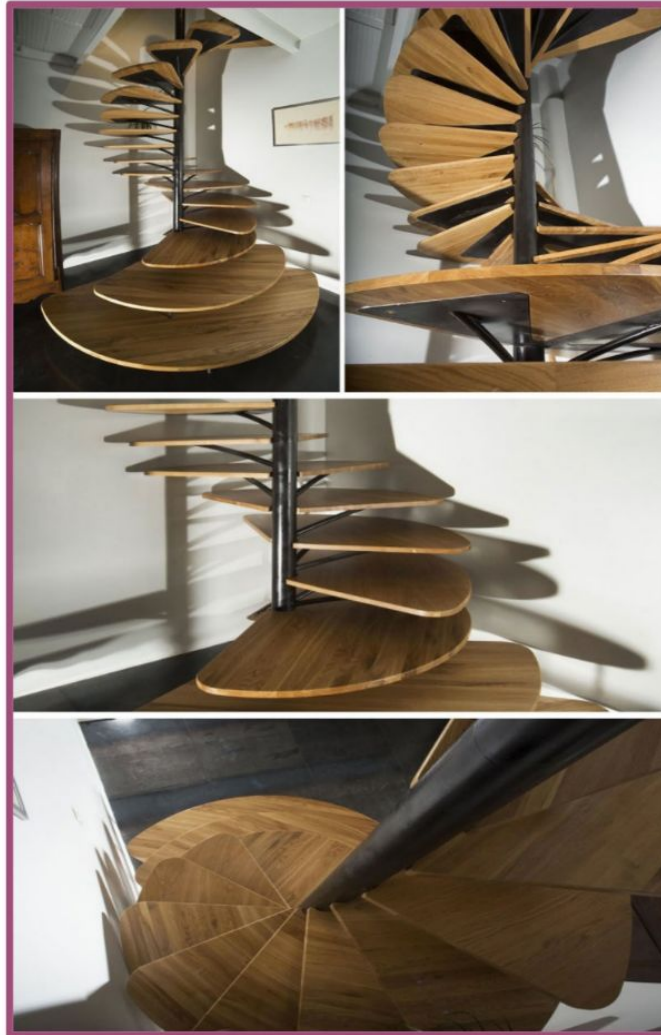
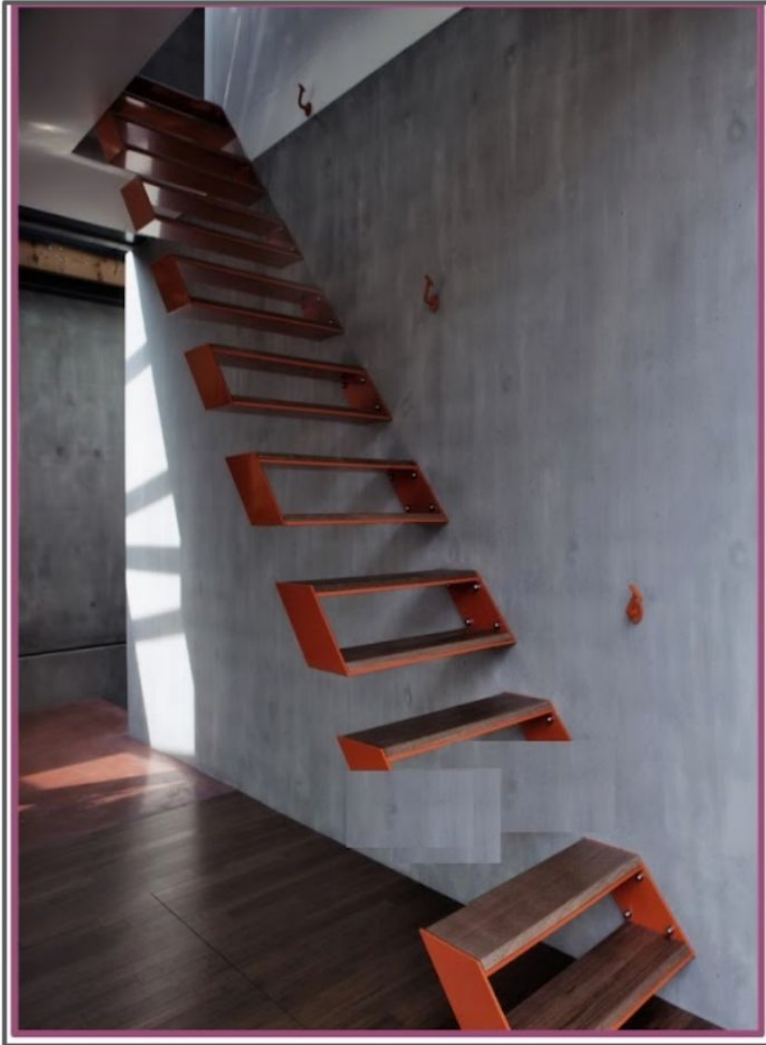


Targeted Intervention Resources to Support Opportunity Gaps

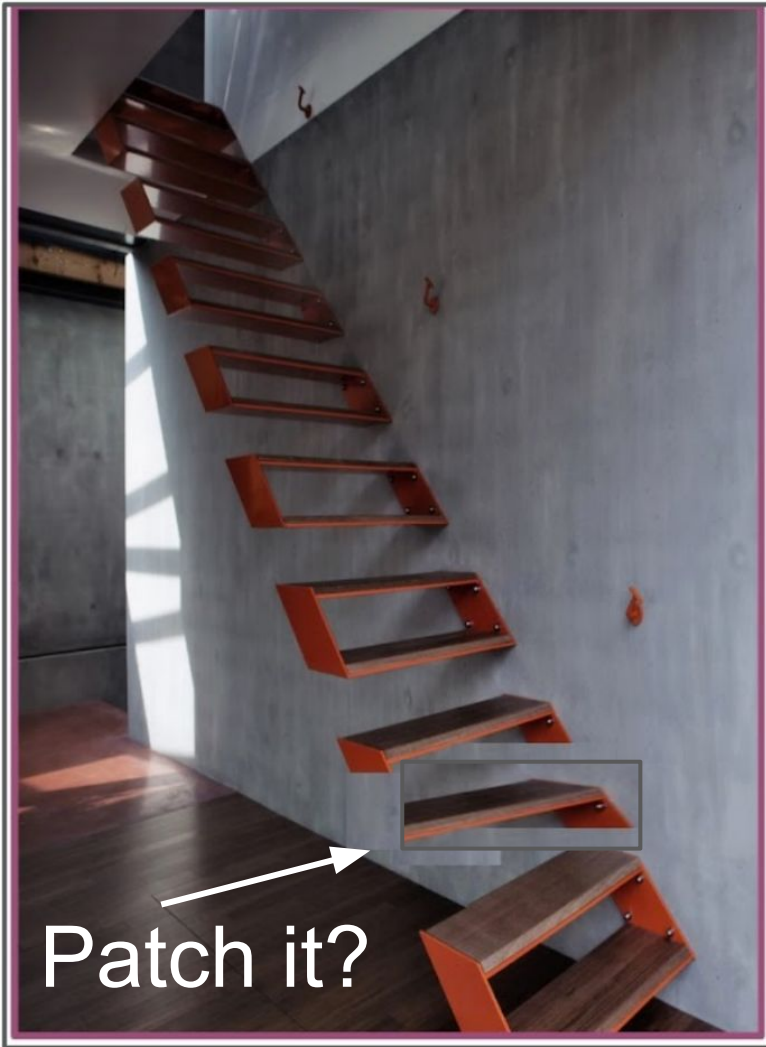


“All kids” is not a bureaucratic checklist

Design Reveals Values?



About “patching”



- Once you’ve had enough loved ones fall off the original design, it’s nearly impossible to trust the patch.
- Forgiveness can happen.
Forgetting takes time.
“...**But** if you still hang out with the same people.”
- If you want grace and support...
- Appreciate the impact of the previous design.

What did he say?

<https://youtu.be/u82G1q5yFkg>



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What would you do.....

10 kids are coming to live with you for 13 months:

- 1 kid has his own money and buys food.
- 3 kids will usually eat whatever you cook
- 4 kids must have broccoli regularly for 4 months
- 2 kids, medically, can only eat broccoli for at least the first 4 months. They get their blood tested regularly for vitamin K and C

When you go grocery shopping, what would you do and why?



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They've killed the old lion, but his cubs still run free.
- Marcus Garvey



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