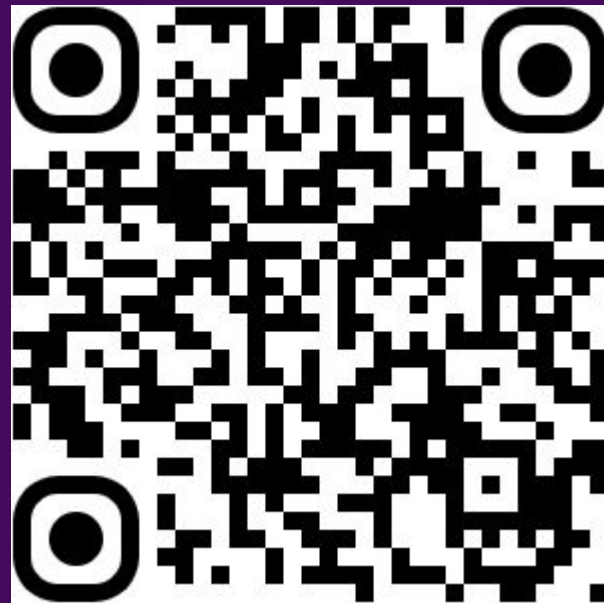


"MOVING THE NEEDLE" on Reading Results



It's California's Time



[Tinyurl.com/CAreads2025](https://tinyurl.com/CAreads2025)

FulcrumLiteracy.org @KJWinEducation



Agenda:

- Timeline for California
- Teachers
- Admin/Coaches
- System leads
- Influencers/Community

Flash timeline: California reading reform, then and now

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- **2003 - 2009:** **Reading First**; state reported achievement gains. [Education Week](#)
- **2012:** CA **ELD Standards** adopted
- **2014:** CA SBE adopted the ELA/ELD Framework [CA Dept of Ed](#)

Flash timeline: California reading reform, then and now

- **2015 - 2017: AB 1369 (Dyslexia)** required the CDE to produce statewide Dyslexia Guidelines [CA Dept of Ed](#)
- **2020 - 2023: Early Literacy Support Block Grant (ELSB):** \$50M to 75 lowest-performing schools for K–3 supports (Ella T). [CA Dept of Ed](#)
- **2024:** Dyslexia Screener, K-2 [Sen Portantino](#)

Flash timeline: California reading reform, then and now

- **2021 - 2025: SB 488** began the shift in teacher preparation toward evidence-based reading; **RICA** retirement and transition to a new literacy performance assessment.
[Senator Susan Rubio](#)
- **2025 AB 1454** passes: aligns credential program standards, PD, and instructional materials to evidence-based literacy; expands support and signals a reset of expectations across the system.
[Assemblywoman Blanca Rubio](#)

A bill, by **Senator Susan Rubio**, **strengthens reading instruction** and **ensures teacher candidates** are **qualified** and **prepared** to **teach students** based on best **practices**.

A bill, co-authored by Asm **Blanca Rubio**, **directly addresses** **disparities** by **ensuring classroom materials** are **aligned** with **decades** of **cognitive research** on how **children** learn to read.

Literacy



Sen. Susan Rubio



Asm. Blanca Rubio

A dramatic landscape photograph of a beach at dusk or dawn. The sky is dark with a bright, glowing horizon where the sun has set or is about to rise. A powerful lightning bolt strikes the ocean surface on the left side of the frame. The waves are breaking onto the shore, creating a misty spray. The overall mood is powerful and awe-inspiring.

Never doubt that a small
group of thoughtful,
committed citizens can
change the world; indeed,
it's the only thing that
ever has.

Margaret Mead

Who does Noah Text® help?

- Developing and striving readers
- Resistant struggling readers
- Students with dyslexia
- Multilingual learners
- Adult dyslexic readers
- Adult education students
- Correctional education students



Senator Susan Rubio

Secondary teachers:

Leverage [Noah Text®](#)

Language Objectives

- *Individual goal

- *Collective goal



For Teachers

- 1. Access Professional Learning*
- 2. Support others*
- 3. Access Instructional Leadership*
- 4. Access Coaching*
- 5. Elevate/Access Planning time*
 - *District*
 - *Union*
 - *School Leadership*
 - *Community*
 - *Adoption Committee*

Cadence	Elementary K-5
Daily	Code instruction, knowledge, building, fluency, Direct Instruction, writing, exit check,
Weekly	Language goal across content areas, coaching touchpoint, data regroup, family message/writing - (student generated)
Biweekly	Coaching cycle, progress checks
Monthly	Progress monitor, pacing check, work calibration
Quarterly	Benchmarks, writing calibration, adjust intervention roster
Yearly	Refresh vision and plan, staff onboarding, family literacy events



For Teachers

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Coaching:

Coaching Best Practices:

Beyond Poverty: Learning to Read in Mississippi

High-Leverage Coaching Moves (16:26-18:02)



Coaching:

Beyond Poverty: Learning to Read in Mississippi
Coaching the Coaches (12:24-14:30)



Coaching:

Heavy vs Light

"Taking the Lead." Learning Forward & Joellen Killion



"Heavy" or "Light"

Place an "X" next to the questions you answer YES to.

Heavy	X	Light	X
Do you regularly conduct pre-brief conversations with your teachers?		Do you facilitate learning that does not result in immediate transfer into the classroom? For example: PD Sessions	
Do you regularly conduct classroom observations where you "look" and "listen" to the learning?		Do you regularly provide resources for teachers who are not involved in an active coaching cycle?	
Do you regularly conduct debrief conversations, where data is analyzed, and where your strategic questions push the teachers towards cognitive dissonance?		Do you perform duties for teachers in the classroom that would normally be performed by a teacher's aide?	
Do you regularly conduct lesson studies with teams of teachers in an attempt to refine the structure and effectiveness of lessons?		Do YOU perform the testing of the students at your assigned school?	
Do you have an active role on the school's leadership team or the curriculum team where you have input into the school's teaching and learning agenda?		Do you photocopy for teachers at your school?	
Do you regularly meet with the Principal/Asst. Principal to discuss instruction?		Do you gather texts for your teachers at your school?	
Do you conduct Learning Walks with the Principal that focus on instruction (in addition to Fall and Spring)?		Do you perform repeated demonstration lessons?	



Coaching:

Resources:

a. [Heavy vs Light Coaching](#)

Learning Forward and Joellen Killian- "Taking the Lead."

b. [Coaching Characteristics](#)

Beliefs	Teaching Expertise	Coaching Skills	Relationship Skills	Content Expertise	Leadership Skills
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c. [Mississippi Coaching Model One Pager](#)



System Leads

- 1 Foster a culture for SOR to thrive
- 2 Empower a literacy chief
- 3 Adopt high-quality curriculum aligned with teacher prep time
- 4 Hire SOR-trained teachers
- 5 Provide ongoing SOR professional development
- 6 Mandate universal screening
- 7 Employ "safety nets"/multi-tiered systems of support
- 8 Require data-informed decision making



System leads

District Leader and Literacy Coach Alignment: Building coherence through empowering a Literacy Chief/system level who understands and is driving the literacy initiative and collaborating with leaders who hold Tier 1, Tier 2, and Tier 3 instruction.



System Leadership and Community

Curriculum Adoption:

Find out which have *positive results* for kids across the variables that match your school system.

- **Teacher experience levels**
- Student variables (including language)
- Planning time
- Pressure test



System Leadership and Community

Curriculum Adoption:

Find out which have *positive results* for kids across the variables that match your school system.

- Teacher experience levels

Key findings:

- TPP did not have a statistically significant impact on the ELA achievement of students of novice teachers after one or two years of implementation.



System Leadership and Community

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Contracted Preparation Time Weekly Minutes for Elementary Teachers



	Chicago Public Schools	Boston Public Schools	El Paso Independent School District	Houston Independent School District	New York City Department of Education	Fresno Unified School District	Denver Public Schools	Los Angeles Unified School District	Oklahoma City Public Schools	Detroit Public Schools Community District	Columbus City Schools	Richmond, VA Public Schools	San Francisco Unified School District	West Contra Costa Unified School District	Oakland Unified School District
Minutes	300	240	225	225	225	220	200	200	200	195	180	150	150	100	100
Poverty %	78%	68%	75%	80%	72%	87%	65%	79%	85%	86%	81%	88%	53%	73%	71%



System Leadership and Community

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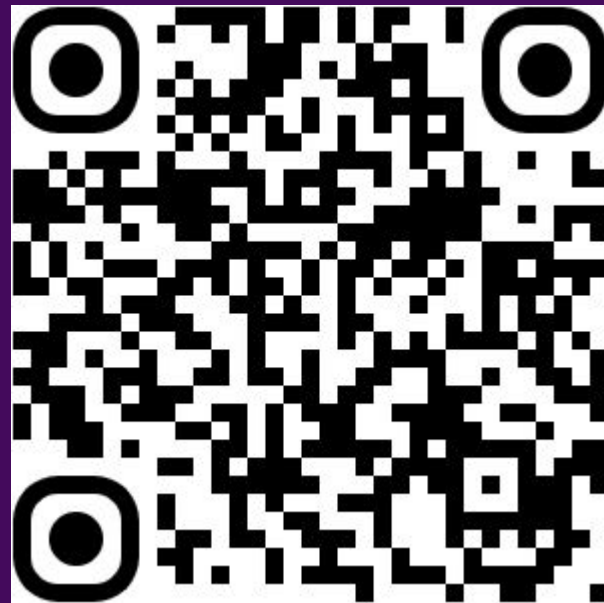
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Examples of Success

Principal: Heather Melton, Randolph County, GA Source [1](#) and [2](#)

Teacher: ??

Literacy Lead: Clare Crock, Peabody

District: Seaford, DE; Lane, OK

State and Coach: Mississippi Dept of Education



What did you start with?

Literacy Now, Together

Co-Hosts: FULCRUM & Parents for Reading Justice

Available on [YouTube](#) and [Spotify](#)

Clip 1: [How I Survived 32 Years Without Being Able to Read--Oliver James Connection between Reading & Mental Health](#) [36:06-39:28]

Conversation: What connections do you notice between literacy, identity, and mental health in his story? How might similar experiences show up in the students or adults we work with?

Clip 2: [Beyond Poverty: Learning to Read in Mississippi--High-Leverage Coaching Moves](#) [16:26-18:02]

Conversation: How do you already or want to leverage real time coaching?

Clip 3: [Beyond Poverty: Learning to Read in Mississippi--Coaching the Coaches](#) [12:24-14:30]

Conversation: How might intentionally "coaching the coaches" strengthen implementation in your own context?

