

EVENT SCHEDULE

1 DAY ONE

Session 1: What Does the VLA Mean for Me?

In this session, we will discuss how the Virginia Literacy Act (VLA) aligns with science-based reading research. We will explain the primary goals of the VLA and its implications for Virginia reading specialists and teachers.

Session 2: What Does Evidence-Based Literacy Instruction Look Like?

In this session, participants will learn about why Virginia is shifting to evidence based literacy instruction (EBLI) and understand what does and does not constitute EBLI. We will describe specific elements of EBLI including explicit and systematic instruction and the gradual release model, scaffolding and differentiation, effective use of resources, student engagement and opportunities for practice and use of assessment data. Participants will also become familiar with the new Literacy Walk-Through Tool and how it should be used.

Session 3: Core Literacy Instruction: Teaching Both Sides of the Reading Rope

In this session, we will examine why core instruction matters, define the subcomponents necessary for evidence-based core literacy instruction in both decoding/encoding and language comprehension, and describe a process for supporting teachers as they implement high-quality core instruction.

Session 4: Supporting Students with Dyslexia:

In this session, we will explore how science-based reading research can inform our support for students with dyslexia. We will discuss the characteristics of dyslexia and the strengths and needs of students with dyslexia and other reading difficulties. We will look at how Reading Specialists can serve as advocates for students and use their expertise to coach others into more effective practices. Finally, we will touch on the tenets of effective instructional practice—especially for intervention and intensification methods—to best meet the needs of students.

2 DAY TWO

Session 5: Targeted Instruction

In this session, we will explore the evolution of targeted reading instruction and its impact on student learning. Through the lens of a classroom case study example, we will identify the purpose and provide a process for shifting to targeted reading instruction.

Session 6: Students in Text

In this session, we will discuss how text-based instruction and practices can be aligned with both decoding and language comprehension goals. The characteristics and purpose of different types of text will be presented, including a comparison between traditional guided reading practices and evidence-based literacy instruction in text. Finally, we will explore the range of adjustments that teachers can make to temporarily increase support so that all students experience success in text.

Session 7: Coaching Systems Change and the Role of the Reading Specialist

In this session reading specialists will learn about their roles as literacy leaders. We will consider how the requirements of the Virginia Literacy Act will impact their schools, and how VLP tools can support specialists with those requirements. The session will also present a plan for leading change within their buildings. They will reflect on guiding questions as they consider how to support the implementation of the law and leave with action steps to get started.

Session 8: Using Data to Plan Instruction

In this session, we will discuss the purposes of different types of assessments. We will focus on when and why to use a screener assessment and discuss the steps of data-based decisions making. This will include examining reports and data provided by the new Virginia Language & Literacy Screening System (VALLSS), and how to use and interpret that data to make informed instructional decisions for groups of students and individual students.

Session 9: Critical Conversations with Administrators, Teachers, & Parents

In this session, we will discuss critical conversations that reading specialists can have with administrators, teachers, and parents as they consider how to successfully implement the Virginia Literacy Act. These conversations will cover a range of topics such as how/why growth looks different, skill-based instruction, moving away from leveled readers, explicit instruction and transition to new curricula.

- * We will also be sharing resources for hosting a themed Family Literacy Night in addition to other materials to share with families.
- ** A session for those divisions participating in the VALLSS Soft Launch will be included alongside Session 9.