Lamprey River Elementary - Raymond, New Hampshire
Proposed Scope of Work
October 29, 2021

Flamingo Literacy Matrix

Reading proficiency has been linked to nearly every quality-of-life indicator, yet only 38% of New Hampshire's fourth-grade students are reading proficiently according to the 2019 National Assessment of Educational Progress (NAEP) report. The key to improving reading proficiency is to build teachers' specialized skills in effective reading instruction through research-based professional development. The Lastinger Center has harnessed the knowledge of literacy education experts with the power of cutting-edge learning technology to design a comprehensive scalable system that revolutionizes the world of reading for students and their teachers. Created in collaboration with Just Read, Florida! and the Florida Department of Education, the University of Florida Flamingo Literacy Matrix is a competency-based online professional development system designed to increase the capacity of educators to teach reading effectively, diagnose reading problems, and intervene appropriately using evidence-based methods.

The UF Flamingo Literacy Matrix begins with a foundational overview of reading instruction called "The Big Picture" that all participants take as a prerequisite. The content modules include research, evidence-based practices in reading for each of the "Big 5" domains of reading instruction identified by the National Reading Panel Report of 2000: phonological awareness, early and advanced decoding, fluency, vocabulary, and comprehension. Powered by our custom-built Learning Management System, Flamingo Learning, and offered online for ease of access, each concept presented in the Literacy Matrix includes foundational content and actionable strategies in the areas of assessment, instruction, and intervention.

The Literacy Matrix is an approved route to Reading Endorsement in both Florida and South Carolina and is therefore aligned to the approved reading competencies in both states. Educators participating in the Literacy Matrix are given the opportunity to apply evidence-based strategies in each competency and demonstrate evidence of their learning for review and feedback in practicum modules. Literacy Matrix Navigators provide personalized and timely feedback on all practicum submissions. The feedback timeframe for feedback is within two business days of the educator's submission of the artifact.

The Literacy Matrix is available with or without the support of assigned Course Navigators. Literacy Matrix Course Navigators provide ongoing guidance and personalized feedback to educators as they progress through the Literacy Matrix. The Navigator support includes, but is not limited to, providing feedback on "Try It Out" activities, providing feedback on "Connection to Practice"

assignments, supporting teachers on Interactive Activities as needed, and encouraging completion of the modules by tracking participant progress.

Flamingo Literacy Small Group Instruction

The University of Florida Lastinger Center (UFLC) provides professional development on a specific small group literacy instructional model designed to help teachers translate reading research and theory into instructional practice. The Flamingo Literacy Small Group Instruction serves as a tool to help teachers develop an in-depth understanding of the reading process and how a child learns to read. The model includes explicit, systematic instruction in decoding, reading practices to build fluency (i.e., increased reading rate, accuracy, and prosody), direct modeling and guided practice on strategies to promote student independence in the use of reading strategies, in particular strong metacognition.   The Explicit Word Instruction component of each lesson provides students with a daily opportunity to practice their encoding and decoding skills based on their identified needs and in alignment with the school's core curriculum.

Professional development on the model equips educators with the knowledge and skills required to meet the needs of students, particularly struggling students. Throughout the professional learning experience, educators are provided with an explicit and systematic structure that utilizes daily student data to make instructional decisions. Participants receive a Flamingo Literacy Small Group Instruction Handbook to reference and use throughout the professional development sessions and as they implement the model in their classrooms. The handbook includes background research and information, a thorough written description of each component of the lesson, useful implementation suggestions, opportunities for practice, planning and data collection templates, and more.

Flamingo Reading App

To assist educators with implementation of the Flamingo Literacy Small Group Instruction, the Lastinger Center has combined the instructional practices included in the model with the power of cutting-edge learning technology to design an online application that provides educators with an easy and interactive way to teach small group reading. During the pandemic, the Flamingo Reading App was implemented in two large districts and resulted in improved outcomes for children in general reading ability as well as decoding skills.

Project Plan and Objectives

In Year 1 a cohort of 12 educators at Lamprey River Elementary in New Hampshire will participate in the UF Flamingo Literacy Matrix. As a result of their participation in the Literacy Matrix, educators at Lamprey River Elementary School will gain a deeper understanding of the reading process and will be equipped to implement evidence-based reading strategies and assessment techniques in their classrooms to improve student outcomes in literacy. In Year 2 12 participants will receive professional development in Flamingo Literacy Small Group Instruction via an initial 2-hour virtual Kick-off PD event and through participation in the 6 Flamingo Literacy Small Group Instruction Online Professional Development Modules. Participants will also receive job-embedded support via 3 on-site support days. The on-site support days include job-embedded support in the form of demonstration lessons, shoulder-to-shoulder coaching, and observation feedback. The professional development will equip participants with the knowledge and skills to effectively implement the model to meet the individual needs of their students in literacy.