



NAESP and Lead for Literacy Center's Virtual Summit

Leading for Literacy: What Elementary School Administrators Need to Know



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Acknowledgements

L4L Executive Leadership

- Hank Fien, Director
- Allison Gandhi, Deputy Director
- Nancy Nelson, Co-Principal Investigator
- Lana Santoro, Co-Principal Investigator

Professional Development and Technical Assistance

- Carol Dissen, Lead
- Lauren Artzi
- Ursula Hill
- Jess Surles

Dissemination

- Brian Gearin, Lead
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- Anna Ingram
- Lauren Rosenbauer

Other Project Support

- Senior Advisor: Stephanie Jackson
- Administrative Support: Anna Ingram

Partners



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

Institutional Collaboration

The logo for the Center on Teaching & Learning (CTL) features the letters 'C' and 'TL' in a stylized font. The 'C' is white, and 'TL' is light green. A vertical line separates the 'C' from the 'TL'.

Center on Teaching & Learning



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Presenter



Lauren Artzi

Lauren Artzi, Ph.D., is a Technical Assistance Coach for the Lead for Literacy Center and Senior Researcher at AIR. She brings sixteen years of experience in education; five as an ESL teacher, and eleven years of experience in education research and as a technical assistance and professional development provider. Dr. Artzi's research and technical assistance activities focus on the areas of second language education, literacy instruction for English learners and students with disabilities, and multi-tiered systems of support (MTSS).

Presenter



Carol Dissen

Carol Dissen is the lead of professional development and technical assistance at the Lead for Literacy Center with the Center on Teaching and Learning (CTL), University of Oregon. She has worked on literacy, math and technology grants and technical assistance projects for CTL for the past 14 years. She has also delivered school, regional, state, national and international workshops supporting evidence-based literacy practices to educators for over 20 years. Carol has worked directly with schools supporting building strong Tier I and Tier II systems of instruction, intensification of interventions, building literacy leadership, and is an author of the *Enhanced Core Reading Instruction* curriculum. Prior to CTL, Carol was a K-6 literacy coach, Title 1 reading teacher, and classroom teacher.

Today's Agenda

- A simple view of reading
- Systems and evidence-based practices
- Utilizing implementation data for continuous improvement
- The ***Lead for Literacy Center*** Overview
- The ***Lead for Literacy Center*** Framework and Website Resources
 - Standards, Priorities and Goals
 - Administration, Organization, and Communication
 - Assessments
 - Instruction and Intervention (Tiers I, II and III)
 - Professional Development and Job-embedded Collaborative Learning

What do you think are the most important considerations or needs that will lead to higher student reading outcomes?

Use the Zoom “Chat” feature to enter your response.

What do our students need to be good readers?

2017 National Assessment of Education Progress (NAEP) Reading

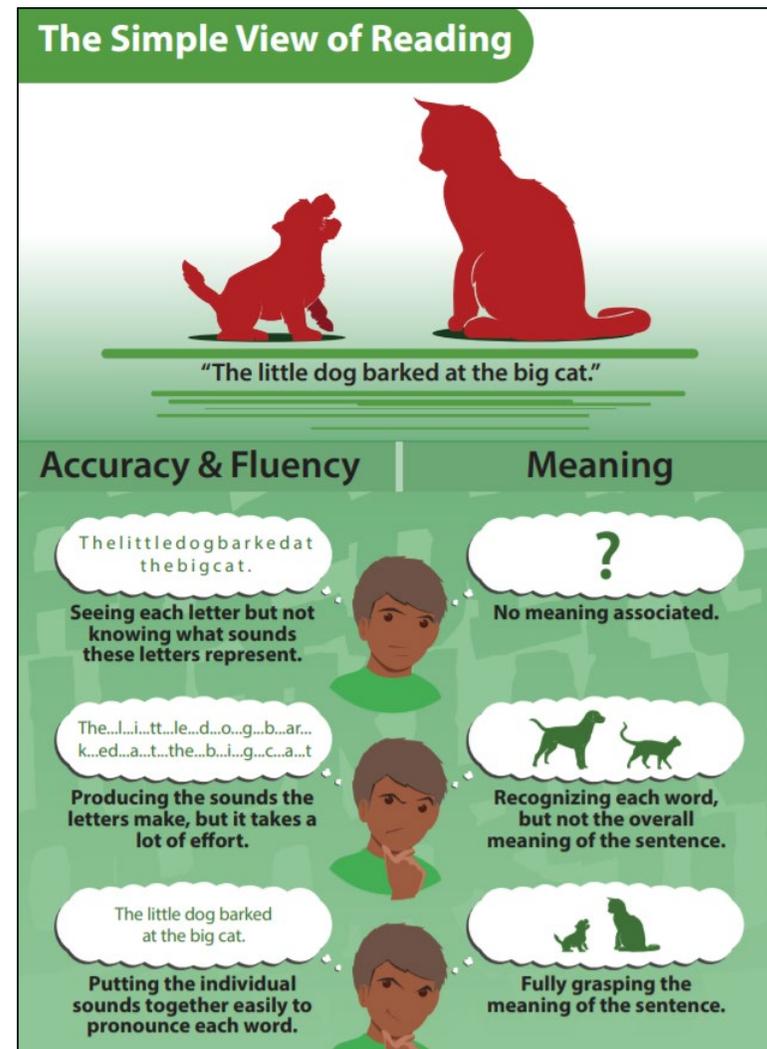
- 35% 4th graders scored at, or above, “proficient” level
- 12% of 4th graders with disabilities scored at or above proficient

The Simple View of Reading

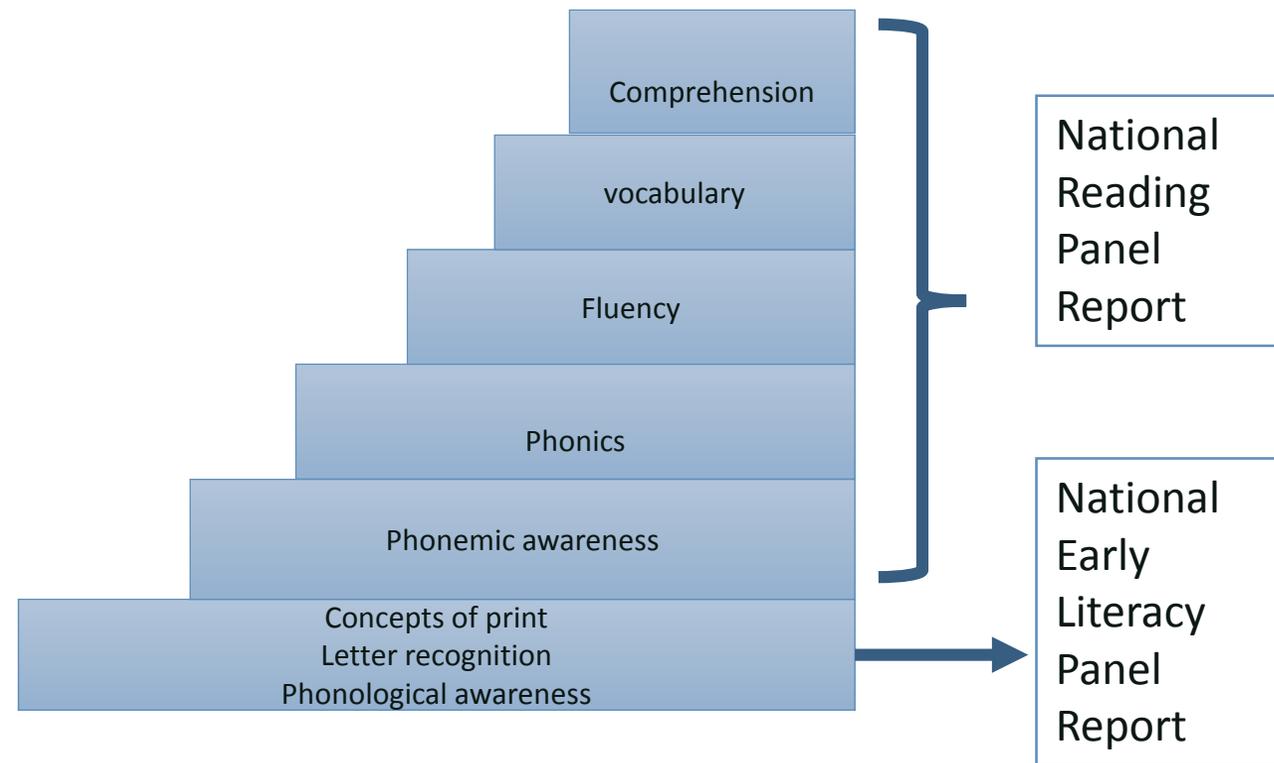


(Gough and Tunner, 1986)

Illustration of Simple View Of Reading



Building Blocks of Literacy

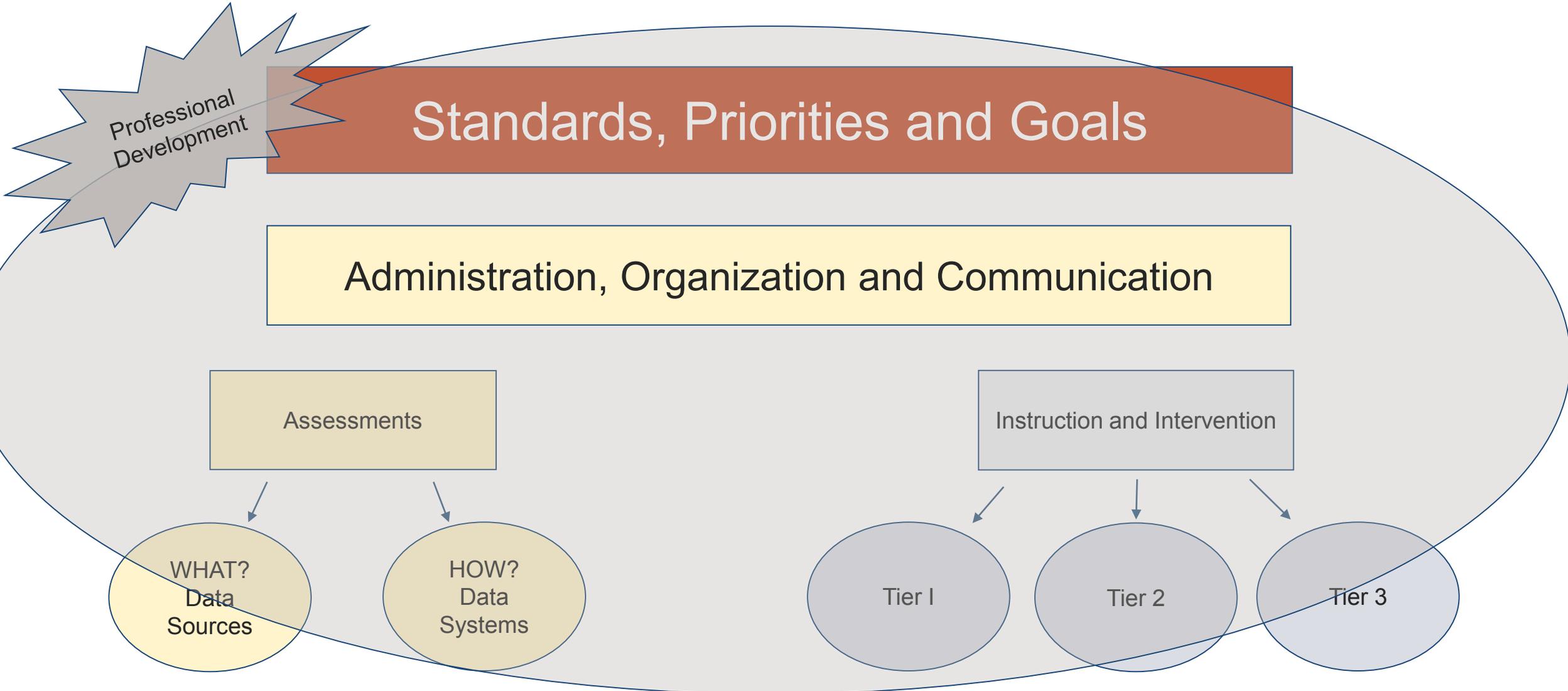


Receptive versus Expressive Language Skills

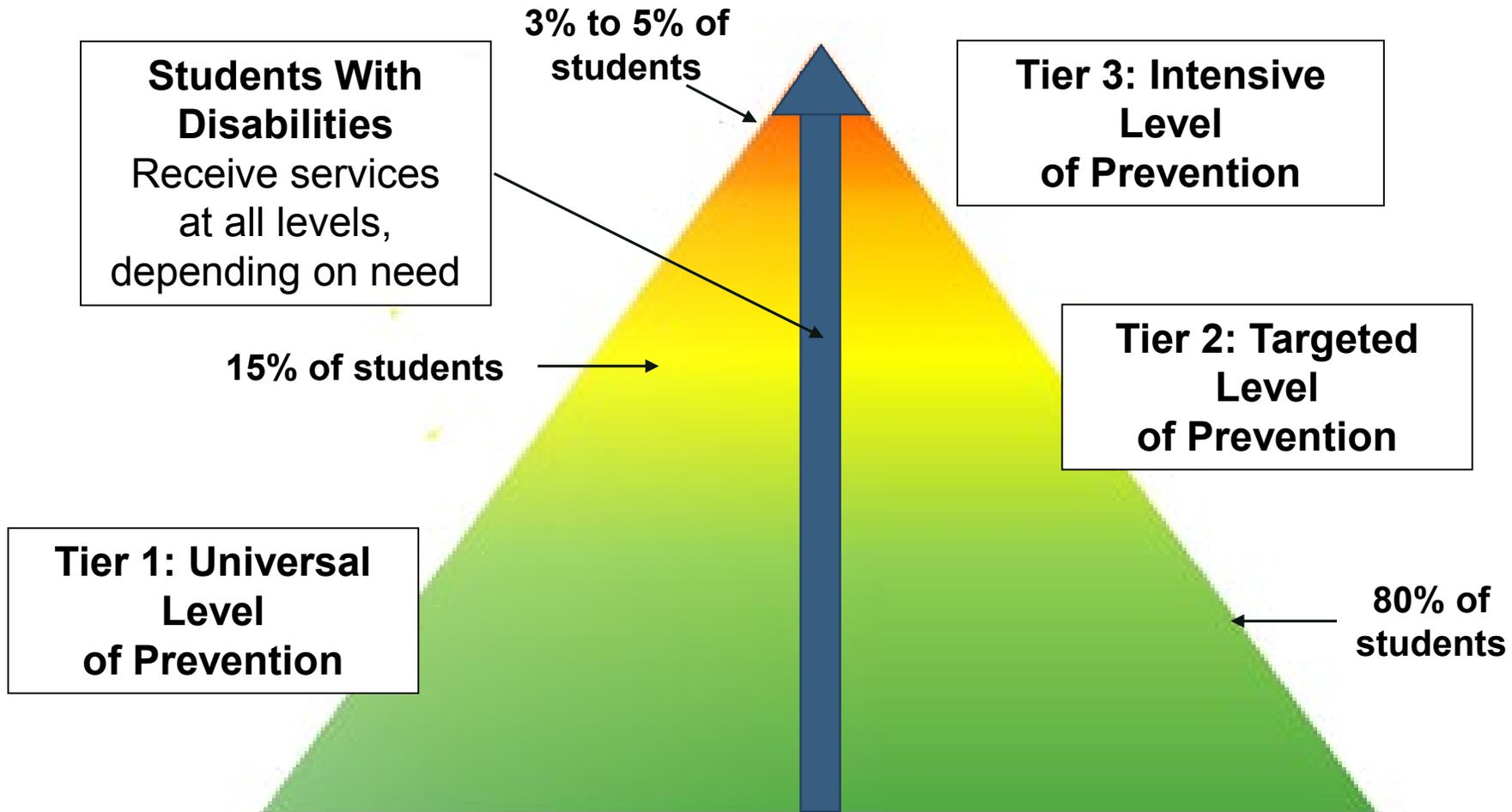
Receptive Skills	Expressive Skills
Understanding	Using
Decoding	Encoding
Listening and reading	Speaking and writing
Recognizing	Production

What systems and evidence-based practices need to be in place to support higher reading outcomes?

Elements of an Effective Multi-Tiered System of Support in Reading



Provides a structure of support for All students including students with disabilities!



Explicit and Systematic Instruction

Components of Explicit Instruction	Components of Systematic Instruction
<ul style="list-style-type: none">• Teacher explanation (Learning Target)• Teacher model• Practice opportunities for all<ul style="list-style-type: none">• Use of signal• Judicious review• Appropriate pacing• Immediate corrective feedback• Checks for understanding	<ul style="list-style-type: none">• Break activities into small steps• Steps are sequential• Steps progress from simple → more complex• Students have prior knowledge and prerequisite skills required for new skill

(The Meadows Center for Preventing Educational Risk, 2010)

What Works Clearinghouse (WWC)

The screenshot shows the homepage of the IES What Works Clearinghouse. At the top, there is a navigation bar with the IES logo, the text 'What Works Clearinghouse', a 'MENU' button, a search bar with a 'Go' button, and a search icon. Below the navigation bar is a green banner with the text 'Select topics to Find What Works based on the evidence'. Underneath the banner is a grid of 12 topic icons: Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Charter Schools, Early Childhood (Pre-K), Kindergarten to 12th Grade, Path to Graduation, and Postsecondary. Below the grid is a 'WELCOME TO THE WHAT WORKS CLEARINGHOUSE' section with a paragraph of text. To the right of the welcome text is a 'HIGHLIGHTS' section featuring a carousel of four ESSA Tiers of Evidence cards. Below the highlights is a 'QUICK LINKS' section with three buttons: 'INTERVENTION REPORTS', 'PRACTICE GUIDES', and 'REVIEWS OF INDIVIDUAL STUDIES'.

IES : WWC What Works Clearinghouse MENU Search Go

Select topics to **Find What Works** based on the evidence

Literacy Mathematics Science Behavior
Children and Youth with Disabilities English Learners Teacher Excellence Charter Schools
Early Childhood (Pre-K) Kindergarten to 12th Grade Path to Graduation Postsecondary

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices, and policies* in education. *Our goal is to provide educators with the information they need to make evidence-based decisions. We focus on the results from high-quality research to answer the question "What works in education?" Find more information **about the WWC.***

HIGHLIGHTS

Using the What Works Clearinghouse to Find ESSA Tiers of Evidence

Learn to use WWC tools to locate studies that meet Every Student Succeeds Act requirements.

QUICK LINKS

INTERVENTION REPORTS PRACTICE GUIDES REVIEWS OF INDIVIDUAL STUDIES

<https://ies.ed.gov/ncee/wwc/>

What Works Clearinghouse™ (WWC)

Who?

- An initiative of the **Institute of Education Sciences (IES)** at the U.S. Department of Education

What?

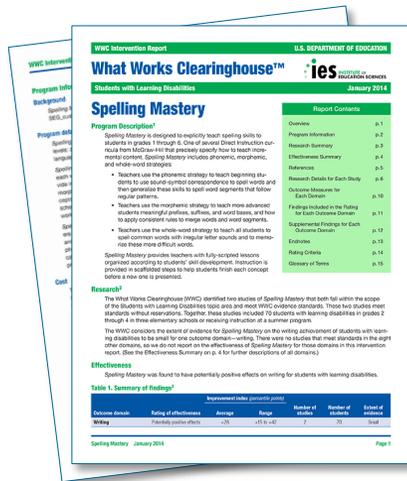
- **Evaluate and summarize existing research** on educational topics into accessible products
 - provide **impartial summaries**
 - use **rigorous and transparent design standards** to assess evidence and only summarize high quality studies

Why?

- Provide educators with the information to **make research-based decisions**

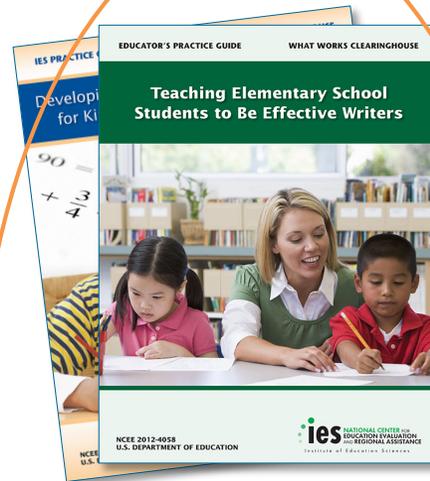
ALL WWC RESOURCES AND PRODUCTS ARE FREE

WWC Products



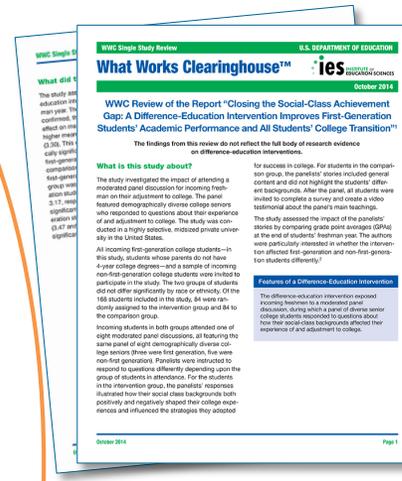
Intervention reports

summarize all the rigorous evidence on a specific intervention to support evidence-based decision making.



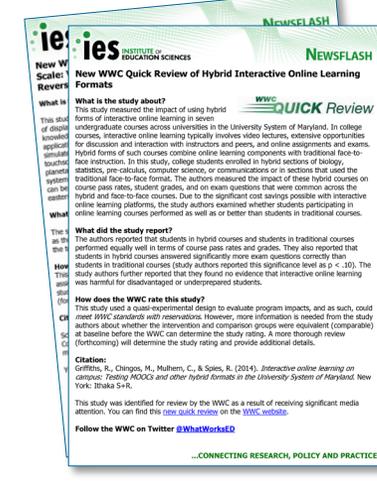
Practice guides

help educators address classroom challenges by offering concrete suggestions and summarizing the evidence associated with the suggested practices.



Single study reviews

assess the quality and summarize the research of a single study that is of interest to the education community.



Quick reviews

are the WWC's initial and immediate assessment of a single publication that is receiving media attention.



IES Practice Guides

- Practice guides are—
 - Geared toward helping **educators** and **administrators** address challenges in **classrooms** and **schools**
 - Focused on a specific topic
 - Guided by an **expert panel**
 - Based on **rigorous evidence**
 - Composed of evidence-based instructional **recommendations**
- The WWC has produced 21 practice guides.

The screenshot shows the IES WWC What Works Clearinghouse Practice Guides webpage. At the top, there is a navigation bar with the IES WWC logo, the text "What Works Clearinghouse", a "MENU" button, a search bar with a "Go" button, and a "Search" label. Below the navigation bar, the page is titled "PRACTICE GUIDES" with a person icon. A descriptive paragraph explains that a practice guide is a publication presenting recommendations for educators based on research, practitioner experiences, and expert opinions. To the right, there is a featured section for "Instructional Tips for Teaching Elementary School Students to Be Effective Writers", which includes a small image of children and a description: "Evidence-based tips based on recommendations from the WWC practice guide." Below this, there are two links to new infographics: "Check out our new infographic on how teachers can use WWC Practice Guides to inform classroom practices." and "Check out our new infographic on Using Technology to Support Postsecondary Student Learning: A Practice Guide for College and University Administrators, Advisors, and Faculty." A note states: "All of the WWC Practice Guides are listed below in chronological order, by date of release." The main content area displays a grid of practice guide covers with their titles and release dates: "Using Technology to Support Postsecondary Student Learning" (Released: May 2019), "Improving Mathematical Problem Solving in Grades 4 Through 8" (Released: October 2018 * Revised), "Preventing Dropout in Secondary Schools" (Released: September 2017), "Strategies for Postsecondary Students in Developmental Education—A Practice Guide for College and University Administrators, Advisors, and Faculty" (partially visible), "Teaching Secondary Students to Write Effectively" (partially visible), and "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade" (partially visible).

Practice Guides on Literacy Instruction

- The WWC has released 7 practice guides on literacy.

- For younger learners:

- Reading comprehension
- Foundational skills
- Elementary writing skills

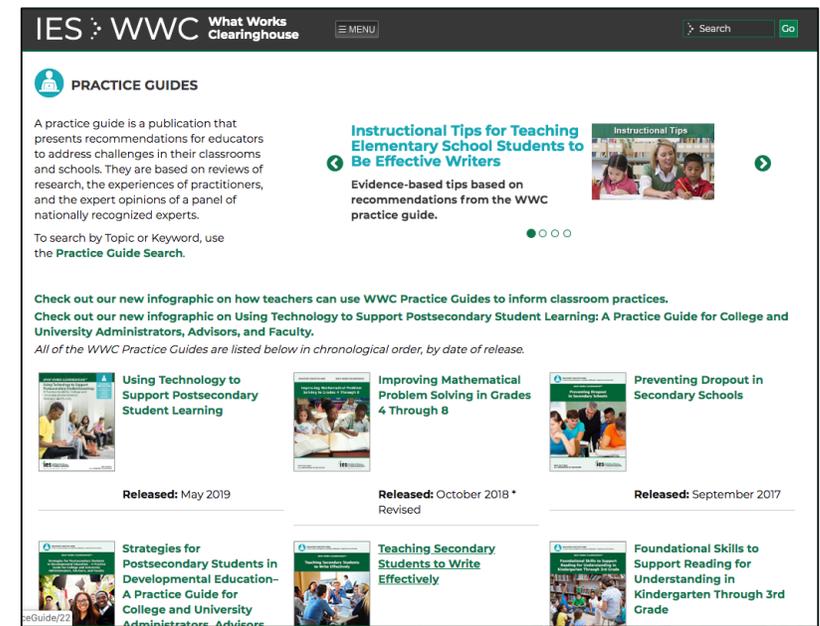
- For older learners:

- Adolescent literacy
- Secondary writing

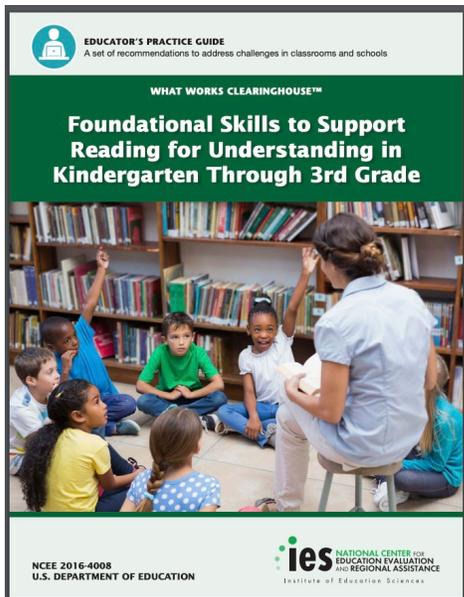
- For special populations:

- Response to intervention
- Instruction for English learners

- Available at: <http://ies.ed.gov/ncee/wwc/publications/practiceguides>



Resource: IES Practice Guide Recommendations



1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

▼ [Show More](#)



2 Develop awareness of the segments of sounds in speech and how they link to letters.

▼ [Show More](#)



3 Teach students to decode words, analyze word parts, and write and recognize words.

▼ [Show More](#)



4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

▼ [Show More](#)



(Foorman et al., 2016)

Utilizing *Implementation Data* for Continuous Improvement

Create a Culture of Continuous Improvement

“The last piece of advice I would give to an administrator would be to never be satisfied with your school or district’s current level of performance. There is always room for improvement! An effective administrator continuously works with staff to reflect on the successful implementation of MTSS and how to make the system even more efficient and effective for students.”

~Paul Elery Principal Harvard Elementary School / Franklin Pierce School District



Implementation Data Can Support the School in Examining

- School RTI and MTSS processes
- Classroom literacy instruction
- Literacy intervention
- Intensification of literacy intervention
- Assessment systems
- Engagement with professional development
 - Coaching
 - Workshops and institutes
- Family engagement

Example Tools for Walkthroughs and Look Fors of Literacy Practices

- Florida Center for Reading Research Walkthroughs
 - http://www.fcrr.org/for-educators/principal_checklists.asp
- RESET Rubrics
 - <https://www.boisestate.edu/education-reset/rubrics/>

READING WALK THROUGH GUIDELINES FOR SECOND GRADE CLASSROOMS

Date:	Time:		
Teacher:	School:		
Grade:	Subject:		
1. Learning objective(s) for the lesson			
Objective(s):			
2. Learning objective(s) is evident to the students			
<input type="checkbox"/> Evident	<input type="checkbox"/> Not evident	<input type="checkbox"/> Unable to determine	
3. Learning objective(s) on target for grade-level standards			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
4. Identify grouping format			
<input type="checkbox"/> Whole group	<input type="checkbox"/> Small group	<input type="checkbox"/> Paired	<input type="checkbox"/> Individual
5. Determine levels of class engagement			
<input type="checkbox"/> Highly engaged—Most students are authentically engaged.			
<input type="checkbox"/> Well managed—Students are willingly compliant and ritually engaged.			
<input type="checkbox"/> Not engaged—Many students are not participating in the assigned task or substituting another activity.			
6. Classroom Environment			
6a. Classroom behavior management system effectively creates a positive learning environment.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
6b. Classroom arrangement is conducive to whole-group instruction and reading centers (teacher-led center and independent student centers).			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
6c. Daily class schedule is posted and indicates a minimum of 90 minutes for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	

RESET Comprehensive Decoding Rubric

Components	3 Implemented	2+ Partially Implemented	2- 1 Not Implemented	Score	Notes
Systematic Instruction	1 Skills are taught systematically within the lesson in a logical, clearly defined, graduated sequence.	2 Skills are taught somewhat systematically within the lesson in a logical, clearly defined, graduated sequence.	1 Skills are not taught systematically within the defined, graduated sequence; instruction is incidental.		
	2 The teacher provides a focused review of word reading skills.	The teacher provides a review, but the review is limited or lacking in focus.	The teacher does not provide a review.		
	3 The teacher uses effective step-by-step procedures or routines that are not always paced with appropriate pacing.	The teacher uses step-by-step procedures or routines that are not always paced appropriately.	The teacher does not use effective step-by-step procedures or routines throughout instruction, OR teaching negatively impacts learning.		
Phoneme-Grapheme Correspondence	4 The teacher makes explicit connections between sounds and letters or letter groups.	The teacher makes connections between sounds and letters or explicitly.	The teacher does not make explicit connections between sounds and letters or letter connections.		
	5 The teacher clearly and accurately models articulation.	The teacher models pronunciation but not always clearly.	The teacher does not model articulation OR models inaccurately.		

SCORING
3 Implemented
2+ Partially Implemented
2- Not Implemented

7/10/2018

Moylan, L. A., Johnson, E. S., Crawford, A.R., and Zheng, Y.Z. (2018). Comprehensive Decoding Rubric. Recognizing Effective Special Education Teachers (RESET), Boise State University: Boise, ID

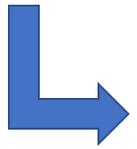
How can the *Lead for Literacy Center* support leadership?

Lead for Literacy Center Purpose

To provide ***technical assistance*** (TA) for ***school leaders*** on instructional content and leadership skills to ***improve teacher implementation of evidence-based literacy practices*** and literacy skills of ***students with, or at risk for, literacy-related disabilities.***

Who does the L4L Center target?

- LEAs and school leaders who support teachers in implementing evidence-based literacy practices



Teachers who work with these students to improve their capacity to implement with fidelity evidence-based literacy practices



Students who are at risk of not attaining full literacy skills due to a literacy-related disability

- Regional TA centers as levers of change and sustained implementation

What does the L4L Center focus on?

Building capacity for leaders to *recognize* evidence-based literacy practices and to *facilitate implementation* through identifying and supporting instruction and intervention programming and professional development, including coaching.

What are L4L Center activities?



- Universal TA
 - Website, tools, documents, instructional modules, webinars
 - Literacy Leadership Implementation Guide to Improve Literacy for Students with Disabilities
- Targeted TA
 - Targeted training institutes for LEAs
 - Region- or state-based (up to 8, in cohorts)
- Intensive TA
 - Onsite coaching to school-building leaders in select LEAs (Years 3-5)

What is the *Lead for Literacy Center* Framework?

Elements of the Lead for Literacy Framework



Standards, Priorities and Goals

Standards, Priorities and Goals are grounded in the essential elements of reading and anchored in evidence-based practices and instructional intervention at every level. This element is consistently employed as an instructional guide by all teachers of reading.



Administration, Organization, and Communication

Administration, Organization, and Communication emphasize strong instructional leadership and maintaining a focus on high-quality instruction with resources allocated to support reading. This element is established for communication regarding reading programs and practices.



Assessments

Assessments that provide reliable and valid information about student performance and instructional implementation data are used to inform instruction in important, meaningful, and maintainable ways. This element is in place for assessing and analyzing reading achievement schoolwide.



Instruction and Intervention (Tiers I, II and III)

Instruction and Intervention includes programs, practices, and materials with documented efficacy, which are drawn from evidence-based findings, and align with goals and standards. This element supports the full range of learners.



Professional Development and Job-Embedded Collaborative Learning

Professional Development and Job-Embedded Collaborative Learning must be adequate, ongoing, and available to support reading assessment and instruction. This element includes dynamic coaching and professional development assistance that is responsive to schoolwide needs.

Diversify Leadership Roles

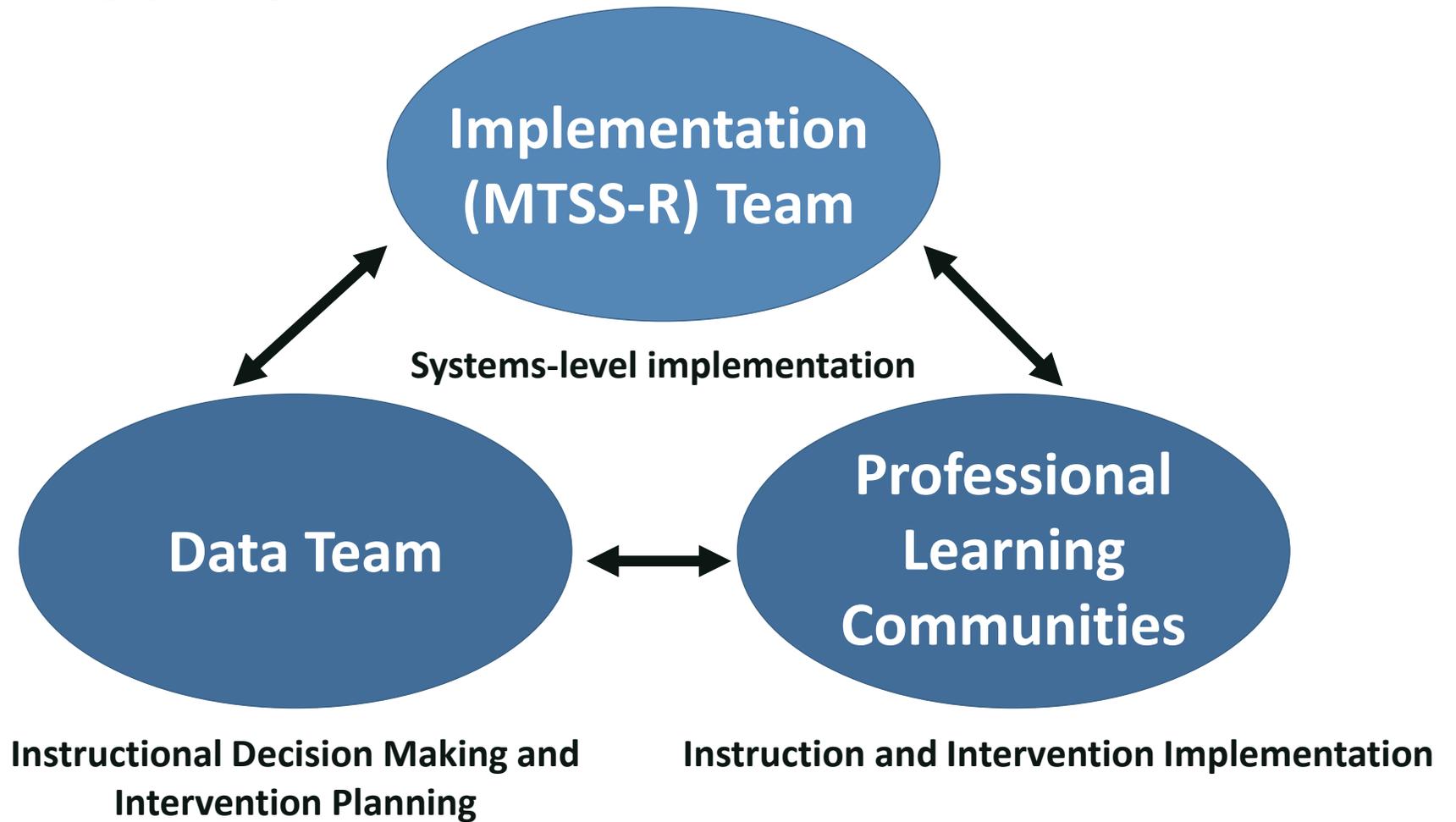
Engaging others as leaders in the work:

- Generates buy-in
- Improves the likelihood of sustainability
- Helps to address turnover so the work is not dependent on one person

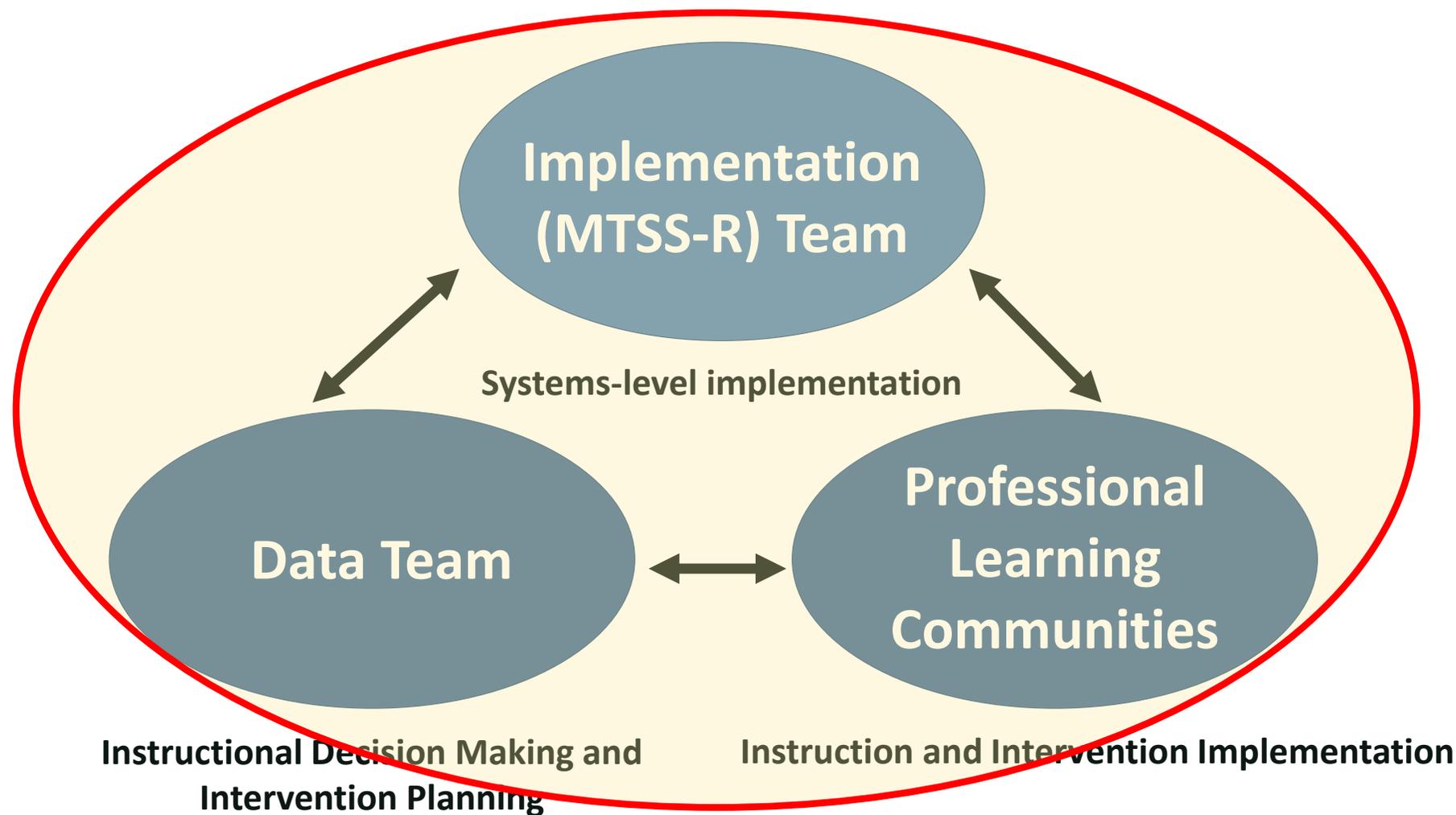
“Everyone is a leader, Everyone is a learner”

-Leading by Convening

School-based Teams

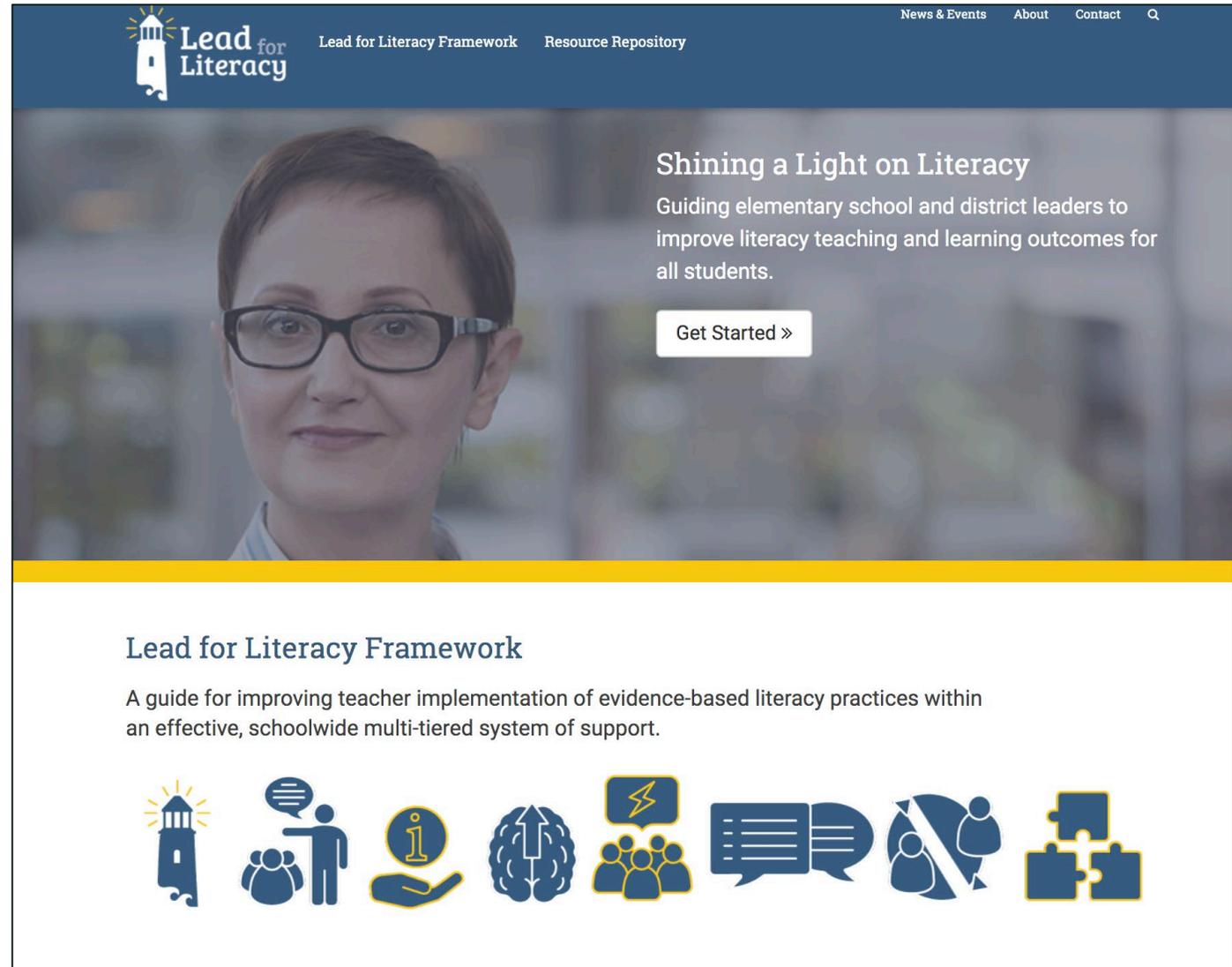


Leadership Facilitates and Coordinates Implementation



Lead for Literacy Website

<https://leadforliteracy.org/>



The screenshot shows the homepage of the Lead for Literacy website. At the top, there is a dark blue navigation bar with the 'Lead for Literacy' logo on the left, which includes a lighthouse icon. To the right of the logo are the links 'Lead for Literacy Framework' and 'Resource Repository'. Further right in the navigation bar are 'News & Events', 'About', 'Contact', and a search icon. The main content area features a large background image of a woman with glasses. Overlaid on the right side of this image is the text 'Shining a Light on Literacy' in a bold font, followed by a subtitle: 'Guiding elementary school and district leaders to improve literacy teaching and learning outcomes for all students.' Below this text is a white button with the text 'Get Started »'. A yellow horizontal bar separates this section from the one below. The lower section is titled 'Lead for Literacy Framework' and contains the text: 'A guide for improving teacher implementation of evidence-based literacy practices within an effective, schoolwide multi-tiered system of support.' At the bottom of this section is a row of eight icons: a lighthouse, a person with a speech bubble, a hand holding an information icon, a brain with an upward arrow, a group of people with a lightning bolt, two speech bubbles, a person with a checkmark, and puzzle pieces.

Standards, Priorities, and Goals Objective

Participants will identify and discuss the standards, priorities, and goals that ground schoolwide reading and MTSS-R implementation.

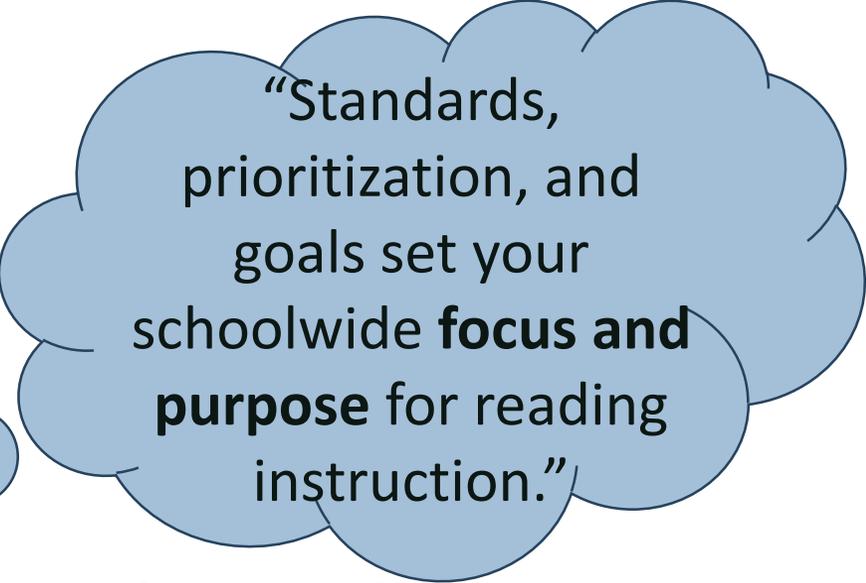
Topics will include—



Standards, Priorities, and Goals

What reading outcomes do we want for our students in our state, district, and schools?

- Identifying Standards
- Prioritizing Standards and Initiatives
- Determining Student Outcome Goals
- Action Planning
- Communicating Guiding Principles with Families and Stakeholders

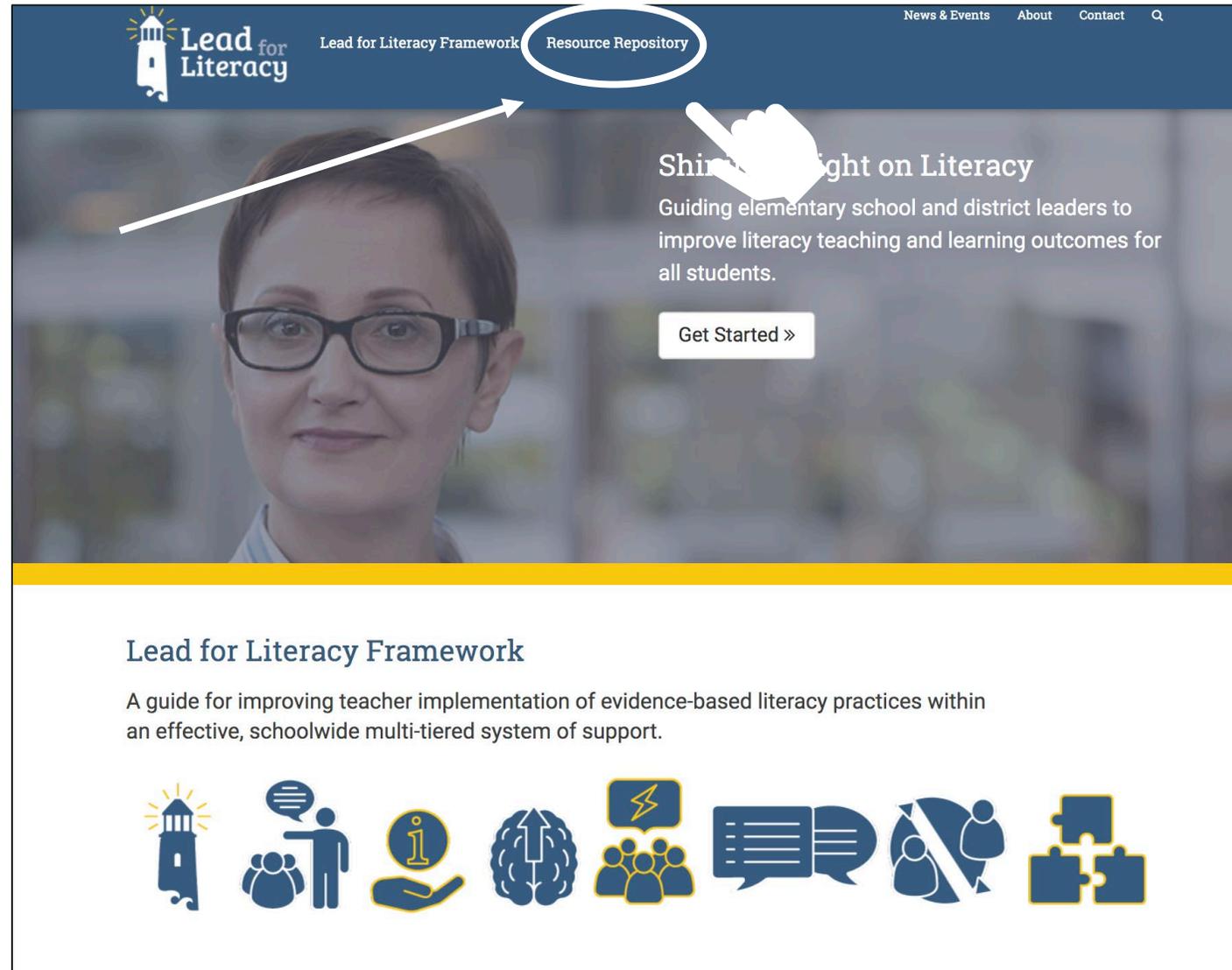


“Standards, prioritization, and goals set your schoolwide **focus and purpose** for reading instruction.”

Investigate the L4L Resource Repository:

<https://leadforliteracy.org/>

Click on “Resource Repository”



The screenshot shows the Lead for Literacy website homepage. The top navigation bar is dark blue with the logo on the left and links for "News & Events", "About", "Contact", and a search icon on the right. The "Resource Repository" link is circled in white, and a white arrow points to it from the left. A white hand cursor icon is positioned over the "Resource Repository" link. Below the navigation bar is a hero section with a background image of a woman wearing glasses. The text in the hero section reads "Shining Light on Literacy" followed by "Guiding elementary school and district leaders to improve literacy teaching and learning outcomes for all students." and a "Get Started »" button. Below the hero section is a yellow horizontal bar. Underneath the bar is the "Lead for Literacy Framework" section, which includes a sub-header and a description: "A guide for improving teacher implementation of evidence-based literacy practices within an effective, schoolwide multi-tiered system of support." At the bottom of this section is a row of eight icons: a lighthouse, a person with a speech bubble, a hand holding an information icon, a brain, a group of people with a lightning bolt, two speech bubbles, a person with a pencil, and puzzle pieces.

By Framework Element:

Under **+ By Framework Element:**

Click on:

Standards, Priorities and Goals

Under **+ By Resource Type:**

Click on:

Document

Select the Resource Link: “Standards Relevant Instruction & MTSS: Literacy Examples”

Pick one of the Literacy Examples to explore more!

Type in the Zoom “Chat” Feature the Literacy Example you explored!

The screenshot shows the Lead for Literacy Resource Repository website. The header includes the logo and navigation links: News & Events, About, Contact, and a search icon. The main content area is titled "Resource Repository" and includes a search bar and a "Filter Resources" section. The "Filter Resources" section has two expandable categories: "By Framework Element" and "By Resource Type". The "By Framework Element" category is expanded, showing a list of options: Standards, Priorities and Goals (checked), Administration, Organization, and Communication, Assessments, Instruction and Intervention, and Professional Development and Job-Embedded Collaborative Learning. The "By Resource Type" category is also expanded, showing a list of options: Activity, Article, Document (checked), Guide, Infographic, Presentation, Self-paced Module, Tool, Video, and Webinar. The search results section shows 131 results. Two results are visible: "10 Key Reading Practices for All Elementary Schools With Strong Evidence of Effectiveness From High-Quality Research" and "A SEA Guide for Identifying Evidence-Based Interventions for School Improvement".

Administration, Organization, and Communication Objective

Participants will identify and discuss strong instructional leadership methods to maintain a focus on high-quality reading instruction.

Topics will include—



Assessments

Identify and discuss the how assessments and assessment systems inform your schoolwide reading and MTSS-R implementation

Topics include—

Types of
Assessments
and Data

Screening for
Reading

Monitoring
Reading
Progress

Databased
Decision Making

Using
Implementation
Data

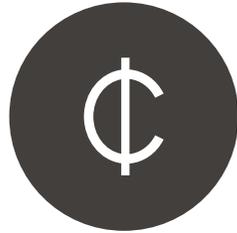
What: Types of Assessments

Type	When?	Why?
Diagnostic	Before	Identify skill strengths and weakness
Formative	During	Assessment <u>for</u> learning
Summative	After	Assessment <u>of</u> learning

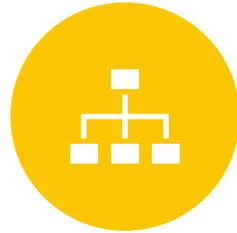
Considerations When Selecting an Assessment



SKILLS



COST



ADMINISTRATION



DATA
MANAGEMENT



TECHNICAL RIGOR

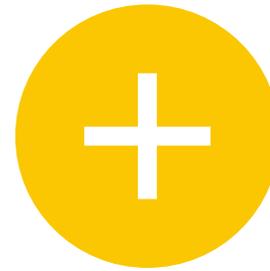
Dimensions of Technical Rigor



RELIABILITY



VALIDITY



CLASSIFICATION
ACCURACY OR
SENSITIVITY



ALTERNATE FORMS

Choosing Psychometrically Valid Instruments: NCII Tools Charts

1. Gather a team
2. Determine your needs
3. Determine your priorities
4. Familiarize yourself with the content and language of the chart
5. Review the data
6. Ask for more information

Title	Area	Grade	Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring
Acadience Reading (aka DIBELS Next)	Composite Score	K						
Acadience Reading (aka DIBELS Next)	Composite Score	1						
Acadience Reading (aka DIBELS Next)	Composite Score	2						
Acadience Reading (aka DIBELS Next)	Composite Score	3						
Acadience Reading (aka DIBELS Next)	Composite Score	4						

Learning More About a Screening or Progress Monitoring Tool from the Tools Charts

Cost	Technology, Human Resources, and Accommodations for Special Needs	Service & Support	Purpose & Other Implementation Information	Usage & Reporting
<p>M-COMP is included in a subscription to AIMSweb Pro Math and AIMSweb Pro Complete, which range from \$4.00 to \$6.00 per student per year.</p> <p>Every AIMSweb subscription provides unlimited access to the AIMSweb online system, which includes:</p> <ul style="list-style-type: none"> • AIMSweb assessments for universal screening and progress monitoring • Data management and reporting • Browser-based scoring • Training manuals • Administration and scoring manuals 	<p>Internet access is required for full use of this product.</p> <p>Testers will require 1-2 hours of training.</p> <p>Paraprofessionals can administer the test.</p> <p>Alternate forms available in Spanish.</p>	<p>Pearson 19500 Bulverde Road San Antonio, TX 78259 Phone: 866-313-6194 Visit AIMSweb.com</p> <p>General Information: 866-313-6194 option 2 sales@aimsweb.com</p> <p>Tech support: 866-313-6194 option 1 aimswebsupport@pearson.com</p> <p>Field tested training manuals are included with AIMSweb subscriptions which provide administration, scoring and implementation information.</p> <p>Ongoing technical support is provided.</p> <p>Professional development opportunities are available.</p>	<p>M-COMP is a brief (8 minute) group (or individually) administered and standardized assessment of math computation proficiency. It uses an open-ended fill-in-the-blank response format and consists of 33 alternate forms per grade for grades 1-8.</p> <p>The mathematics domains assessed include: column addition (grades 1-3), basic facts (grades 1-6), complex computation (grades 1-7), decimals (grades 4-8), fractions (grades 4-8), conversions (grade 5-8), percentages (grades 5-8), integers (grades 6-8), expressions (grade 6), reducing (grades 6-7), equations (grade 7-8), and exponents (grade 7-8).</p>	<p>Total score, national percentiles (grades 1 – 12) and normative performance levels by grade and season, individual student growth percentiles by grade and season (based on rates of improvement, ROI), and success probability scores (cut scores that indicate a 50% or 80% probability of passing the state test). Local norms are also available.</p> <p>Reports that provide instructional links to enVisionMath and focusMATH, Prentice Hall Mathematics (grades 6 – 8), SuccessMaker Math, <i>digits</i>, KeyMath-3 Diagnostic Assessment, and analysis of strengths and weaknesses by NCTM and Common Core domains.</p>

What: Screening

Purpose	Identify students who are at risk for poor learning outcomes
Focus	ALL students
Tools	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning or behavioral problems
Time Frame	Administered more than one time per year (e.g., fall, winter, spring)

Key Features of Screening



Includes all students



Depends on brief tools that are valid and reliable



Assesses educationally relevant outcomes and shows strong classification accuracy



Occurs at least three times each year (fall, winter, spring)



Used to identify students at-risk for poor learning outcomes

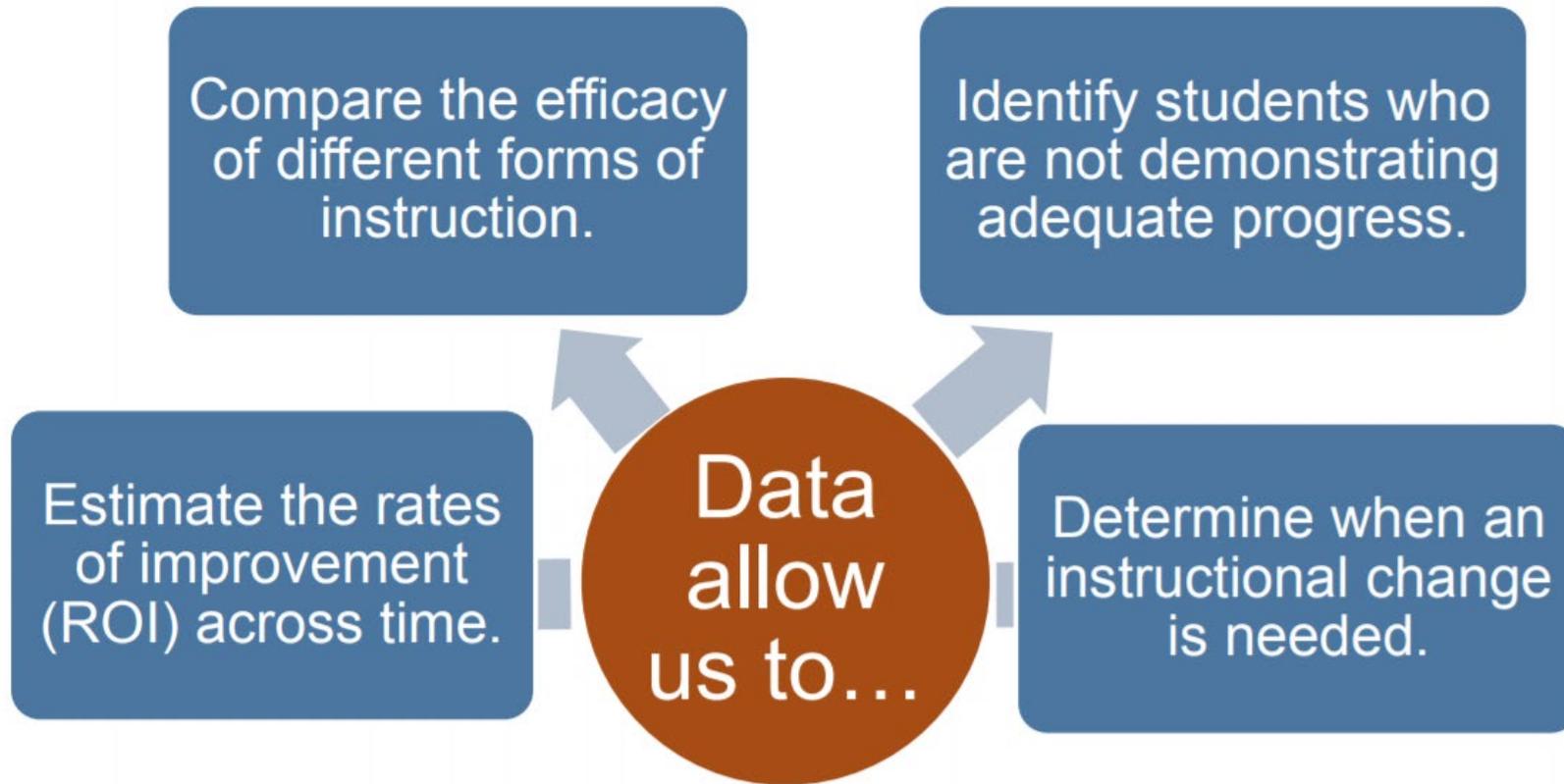
What: Types of Reading Screeners

Measures	Recommended Grades
<ul style="list-style-type: none">• Letter Naming Fluency (LNF)• Letter Sound Fluency (LSF)• Phoneme Segmentation Fluency (PSF)	K
<ul style="list-style-type: none">• Nonsense Word Fluency (NWF)	Late K–1
<ul style="list-style-type: none">• Word Identification Fluency (WIF)	1
<ul style="list-style-type: none">• Passage Reading Fluency (PRF), also called Oral Reading Fluency (ORF)	Late 1–4
<ul style="list-style-type: none">• Maze or Maze Fluency	4+

What: Progress Monitoring (PM)

Purpose	Monitor students' response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction
Focus	Students identified through screening as at risk for poor learning outcomes
Tools	Brief assessments that are valid, reliable, and evidence-based
Time Frame	Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)

Why Progress Monitor



Data-Based Decision Making

- Analyze data at all levels of MTSS-Reading implementation (e.g., state, district, school, grade level) and all levels of prevention.
- Establish routines and procedures for making decisions.
- Set explicit decision rules for assessing student progress.
- Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.



District Level



School Level



Grade Level



Class Level



Student Level

Instruction and Intervention Objectives

Participants will identify and discuss evidence-based instructional practices for teaching reading to a full range of learners across and within tiers of a multi-tiered system of support.

Instructional
Time

Instructional
Quality

Instructional
Adjustments

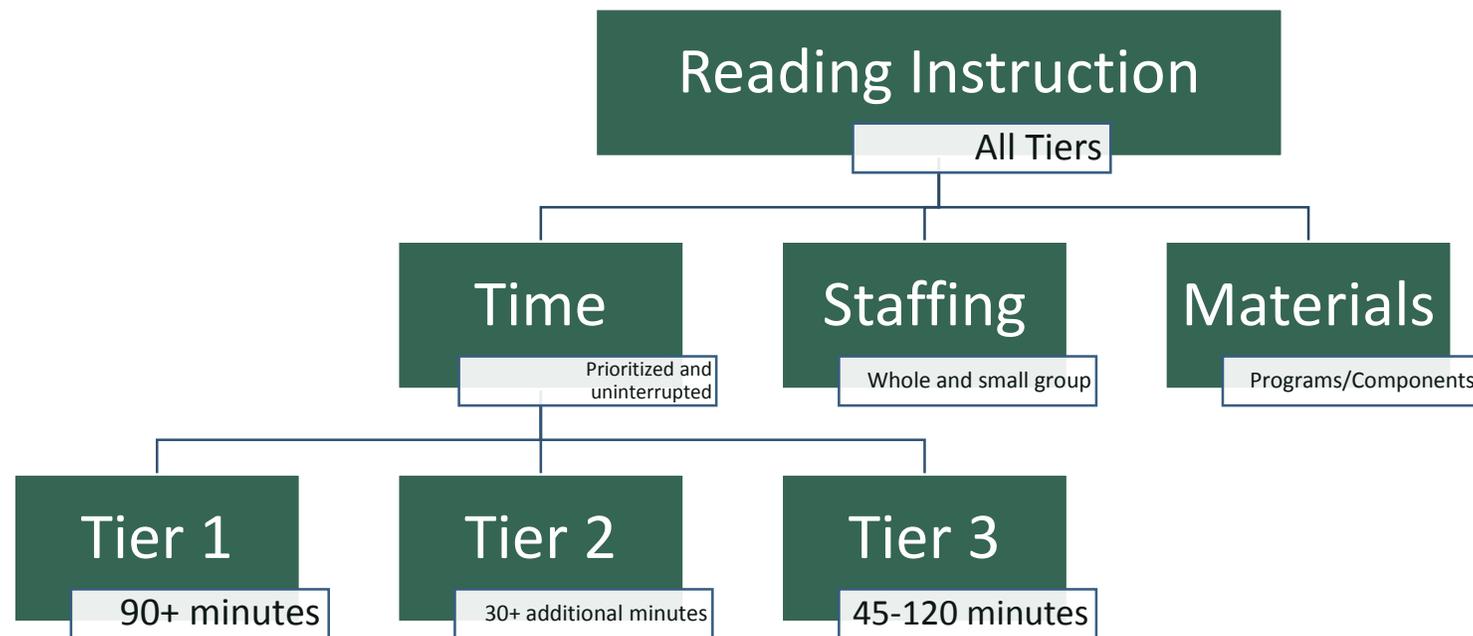
Tier I (Core)
Instruction

Tier II
(Intervention)
Instruction

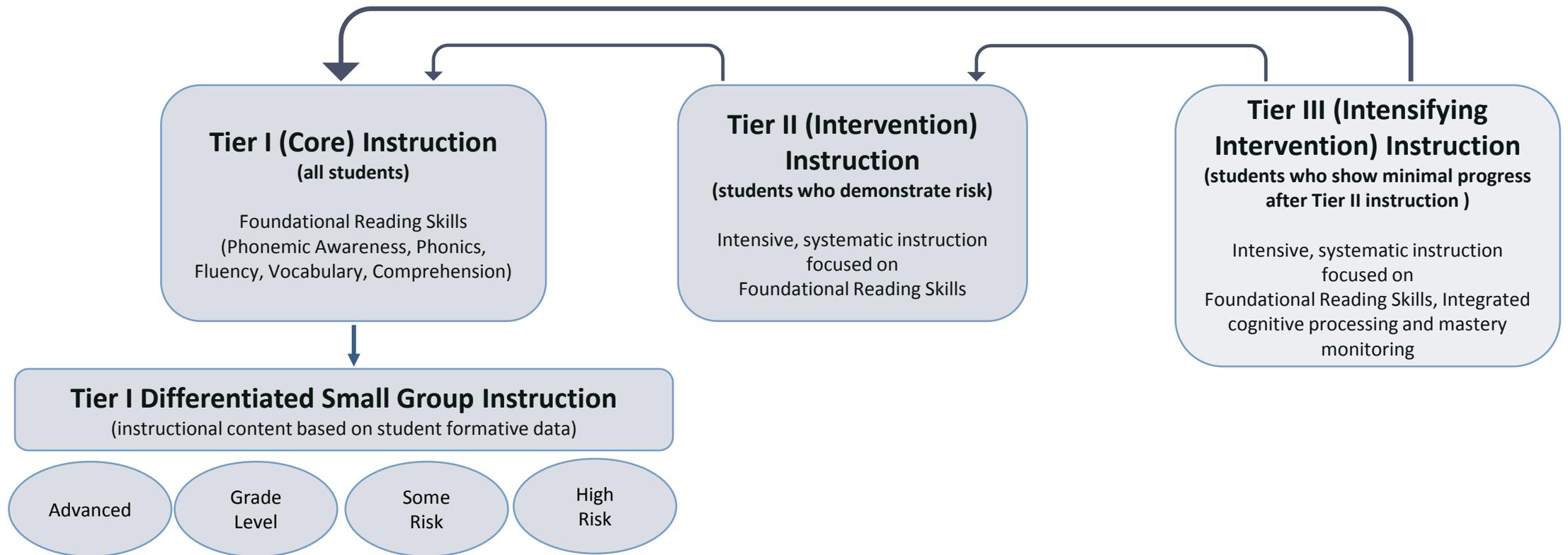
Tier III (Intensified
Intervention)
Instruction

Instruction and Intervention: Time

- Adequate time and resources must be allotted for reading instruction.
 - Does the master schedule allow adequate time/resources for all tiers?
 - Is reading a school-wide priority in my building?



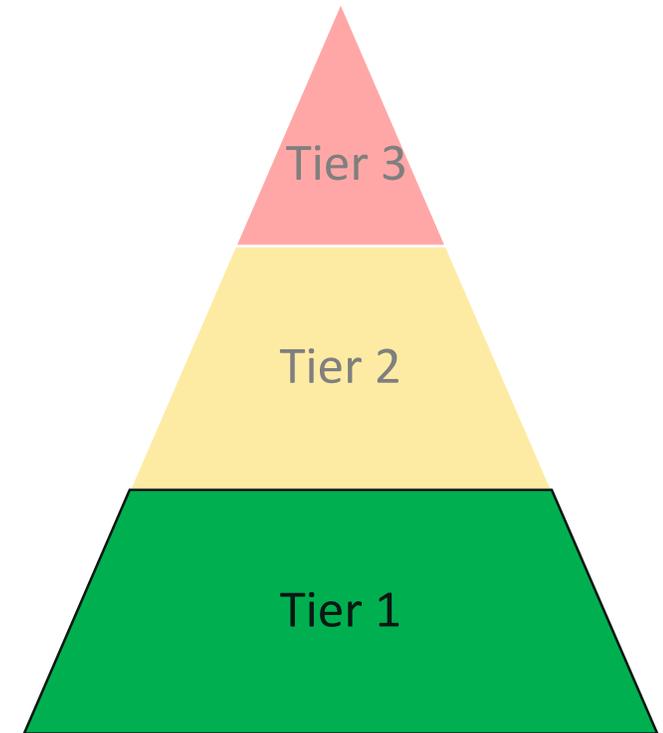
Instructional Plan: Differentiation



Instruction and Intervention

Tier 1

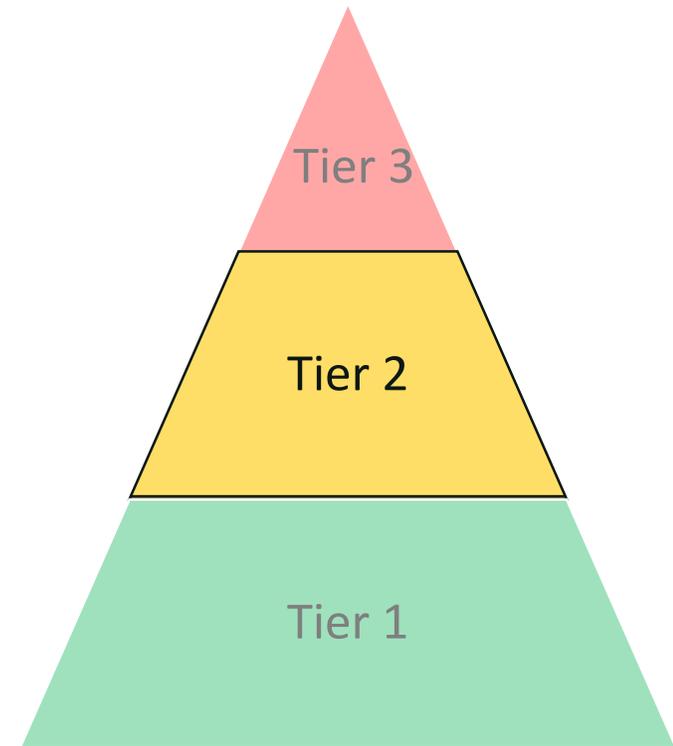
- Time: 90+ minutes daily
- Grouping: ALL students
- Instructor: General Education Teacher
- Evidence-based reading: Research-based comprehension/core program
- Evidence-based practices: explicit and systematic; differentiated; academic language
- Assessment: Benchmark 3 times a year



Instruction and Intervention

Tier 2

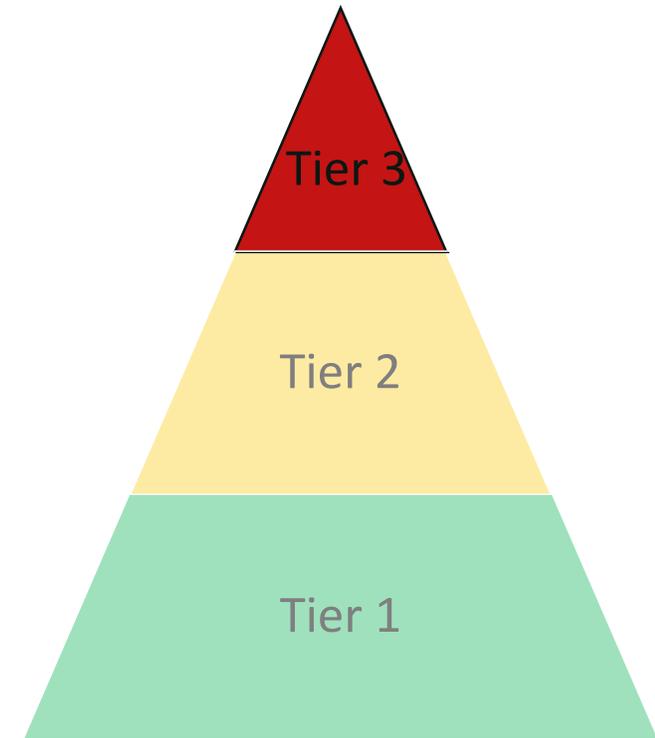
- Time: 30+ minutes, 3-5 days a week (*in addition to 90+ of Tier 1*)
- Grouping: 3-8 students; based on data
- Duration: Less than 20 weeks; 3-5 times a week
- Instructor: General Education Teacher, Intervention Specialist
- Evidence-based reading: intensive, systematic instruction; up to 3 foundational skills
- Evidence-based practices: "I do, we do together, you do alone"; high level of teacher-student interaction
- Instructional focus: Core/supplemental program with pre-teaching and/or reteaching
- Opportunities to respond: 6-8 student responses/minute; high success rate
- Assessment: Biweekly or monthly progress monitoring



Instruction and Intervention

Tier 3

- Time: 45-120 minutes daily (*in addition to 90+ of Tier 1; replaces or adds to Tier 2*)
- Grouping: 1-3 students; based on data
- Duration: 20+ weeks; daily
- Instructor: General Education Teacher, Intervention Specialist, Content Specialist, Special Education Teacher
- Evidence-based reading: intensive, systematic instruction; up to 3 foundational skills
- Evidence-based practices: More intensive practice in “we do together”, supports cognitive processing
- Instructional focus: Strategically structured, remediation intervention programs
- Opportunities to respond: 8-12 student responses/minute; high success rate
- Assessment: Twice a week or weekly progress monitoring; daily and weekly mastery data



National Center on Improving Literacy – Intensification Framework

Reading Content	
Content	Examples of Intensification
Phonemic Awareness	Explicitly teach “deeper levels” of phonological awareness -especially how to manipulate sounds word and phoneme levels.
Alphabetic Understanding	Use spelling (orthographic mapping) to teach reading. Incorporate writing into decoding-related instruction.
Accuracy and Fluency	Use connected text and technical applications to practice.
Vocabulary	Promote generation processing by prompting students to use target vocabulary words in spoken and written language.
Comprehension (Knowledge Building)	Explicitly teach sentence comprehension through the use of questioning strategies aligned with text structure. Use text structure as a framework for retelling.

<https://improvingliteracy.org/>

National Center on Improving Literacy – Intensification Framework

Cognitive Processing – Self-Regulation	
Content	Examples of Intensification
Working Memory (Self-Monitoring)	<ul style="list-style-type: none">• Integrate writing for the purpose of notetaking.• Incorporating self-monitoring/self-evaluation checklists.• Use models and demonstrations.• Check understanding frequently.
Inhibitory Control and Attentional Flexibility (Focusing)	<ul style="list-style-type: none">• Incorporate procedural checklists and prompt sheets.• Model “think aloud” strategies.

Cognitive Processing - Attribution	
Content	Examples of Intensification
Self-Efficacy	<ul style="list-style-type: none">• Incorporate reward charts to support growth-based self-talk.• Include goal setting and graphing (to visualize growth/goals).

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Considerations for Subgroups

Students with Dyslexia	Students with Autism	English Language Learners
<ul style="list-style-type: none">• Give step-by-step instructions (oral and written)• Repeat directions and check for understanding• Stick to consistent daily routines• Provide notes/graphic organizers for lessons• Review skills daily• Pre-teach new and important concepts• Use small group teaching	<ul style="list-style-type: none">• Provide models to show desired behavior• Include prompts (verbal, gestural, or physical assistance) in instruction• Provide positive reinforcement after learner engages in desired behavior• Design peer mediated instruction and intervention to help students acquire new behavior/skills	<ul style="list-style-type: none">• Use a direct and interactive teaching approach• Provide explicit vocabulary instruction• Integrate academic English into Tier I (Core) instruction starting in earliest grades• Provide intensive small-group interventions• Design instruction that allows for structured peer interaction

(Morin, 2014 ; Wong et. al., 2012 ; Gersten et al., 2007)

Professional Development and Job-embedded Collaborative Learning Objectives

Participants will focus on leadership actions that support professional development activities that are adequate, ongoing, and available to support reading assessment and instruction.

Topics will include the following:

High-Quality
Professional
Development

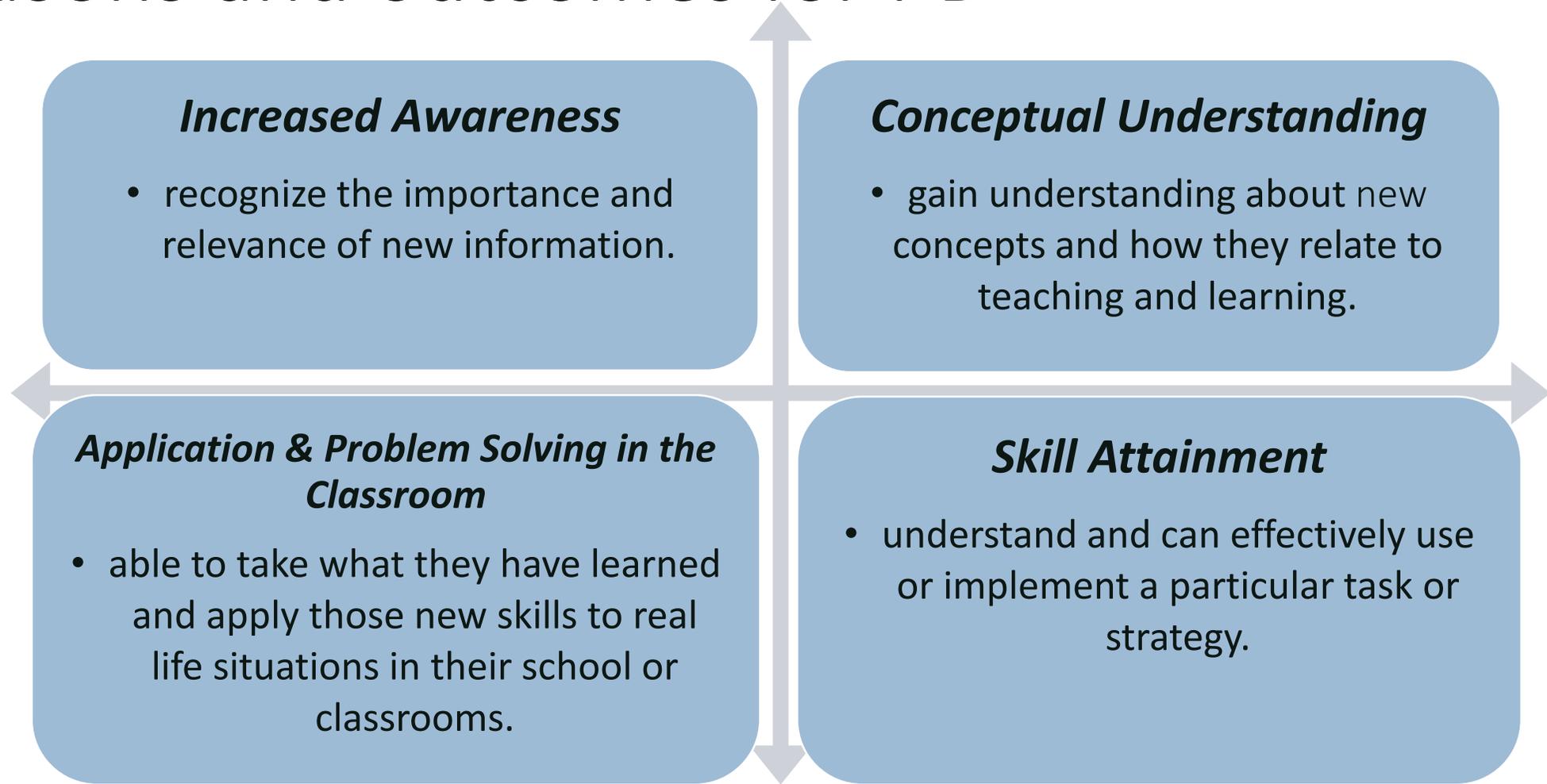
Job-embedded PD

Coaching

Professional
Learning
Collaboration

Well-Articulated
Professional
Development Plan

Reasons and outcomes for PD



Joyce and Showers (1982)

Types of Professional Development

**Professional
Learning
Communities**

Coaching

Workshops



Thank you!

Carol Dissen
cdissen@uoregon.edu

Lauren Artzi
lartzi@air.org

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