Lead for Literacy Center’s Leadership Institute

NAESP Web Event: Promoting Code-Based Literacy Skills in Elementary School
Today’s Session

Jess Surles  
• Presenter

Lauren Artzi  
• Facilitator
Lead for Literacy’s Institutional Collaboration
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Session Objectives

• Learn about the critical components of code-based instruction and evidence-based practices to promote word reading and decoding.

• Access web-based tools and resources to support implementation of evidence-based literacy practices by school staff and students.
Lead for Literacy Website

https://leadforliteracy.org/
Instruction and Intervention

Use of programs, practices, and materials with documented efficacy and aligned with goals and standards to support a full range of learners

Topics include—

- Instructional Time
- Instructional Quality
- Instructional Adjustments
- Tier I (Core) Instruction
- Tier II (Intervention) Instruction
- Tier III (Intensified Intervention) Instruction
Questions and Discussion

• Please ask questions in the chat – we would love to hear from you!
  • There will be a few discussion points built-in throughout the presentation today

*Message Lauren Artzi privately or send your question to everyone
Instruction and Intervention within a MTSS-R
The Simple View of Reading

Word Recognition
Ability to transform print into spoken language (read accurately and fluently)

Language Comprehension
Ability to understand spoken language

=x

Reading Comprehension
Fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

(Gough and Tunmer, 1986)
Multi-Tiered System of Support in Reading (MTSS-R)

Students With Disabilities Receive services at all levels, depending on need

Tier I: Universal Level of Prevention
- Provides a structure of support for ALL students, including students with or at risk for disabilities!

Tier II: Targeted Level of Prevention
- 15% of students

Tier III: Intensive Level of Prevention
- 3% to 5% of students

80% of students
Lead for Literacy Framework Elements within an Effective MTSS-R

Standards, Priorities and Goals

Administration, Organization and Communication

Assessments

WHAT? Data Sources

HOW? Data Systems

Instruction and Intervention

Tier I

Tier II

Tier III

Learn More: https://leadforliteracy.org/framework
Quality reading instruction and intervention are central to an effective, schoolwide multi-tiered system of support.
Improve Implementation of Evidence-based Practices

- Prioritize reading skills
- Explicit and systematic delivery of instruction
- Intensification of instruction
- Use data to improve and/or adjust instruction
What are the priority reading skills?
Understand the organization and basic features of print.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Know and apply grade-level phonics and word analysis skills in decoding words.

Instant and effortless access to all, or almost all, words read.

Read with sufficient accuracy and fluency to support comprehension.

Word Knowledge (sight vocabulary)
Resource: IES Practice Guide

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

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

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

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

(Foorman et al., 2016)
Using Implementation Data to Inform Instruction

# Video Example: Watch and Jot

## Print Concepts
- Identify features of a sentence

## Phonological Awareness
- Distinguish long from short vowel sounds in spoken single-syllable words
- Orally produce single-syllable words by blending individual sounds (e.g., /s/ /i/ /t/, sit)
- Segment spoken single-syllable words into their sequence of individual sounds (e.g., mat, /m/ /a/ /t/)

## Phonics and Word Recognition
- Use a decoding strategy for reading regular one-syllable words that includes segmenting and blending all letters and spelling patterns
- Read common irregular words (e.g., there, because)
- Apply letter-sound knowledge in reading and writing activities
- Use spelling-sound correspondences for common consonant digraphs (e.g., ch-, th-, sh-)
- Use the final –e rule to represent long vowel sounds to read and write words
- Use common vowel team conventions (e.g., ea, oa, ee) for long vowel
- Determine the number of syllables in a printed word by knowing that every syllable must have a vowel sound
- Use syllable types to break words into syllables in order to decode two-syllable words
- Read words with inflectional endings (e.g., -est, -ed, -ing)
- Recognize and read grade-appropriate irregularly spelled words (e.g., would, once, talked)
- Use manipulatives to practice the connection between phonemes and graphemes

## Fluency
- Listen to the teacher read with speed, accuracy, and prosody
- Read grade level texts with purpose and understanding
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Reread and use context to confirm or self-correct word recognition and understanding

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Video Example: Five Areas of Reading Instruction
<table>
<thead>
<tr>
<th>Skills/Concepts</th>
<th>Teacher Instruction</th>
<th>Student Learning</th>
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</thead>
<tbody>
<tr>
<td>Print Concepts</td>
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<tr>
<td>Phonological Awareness</td>
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<tr>
<td>Phonics and Word Recognition</td>
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<tr>
<td>Fluency</td>
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</table>
Additional Resources for Code-based Instruction

Priority Instructional Content

https://achievethecore.org/content/upload/2020-21%20Priority%20Instructional%20Content%20in%20ELA%20Literacy%20and%20Mathematics_June%202020.pdf

University of Florida Literacy Institute

https://education.ufl.edu/ufli/virtual-teaching/main/
HOW reading instruction is delivered is just as important as what is delivered.
<table>
<thead>
<tr>
<th><strong>Explicit and Systematic Instruction</strong></th>
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<tbody>
<tr>
<td><strong>explicit</strong></td>
</tr>
<tr>
<td>• stated clearly and in detail, leaving no room for confusion or doubt.</td>
</tr>
<tr>
<td><strong>systematic</strong></td>
</tr>
<tr>
<td>• having, showing, or involving a system, method, or plan.</td>
</tr>
<tr>
<td><strong>instruction</strong></td>
</tr>
<tr>
<td>• the act or practice of teaching.</td>
</tr>
</tbody>
</table>
Features of Explicit Instruction

• Lesson Explanations/Objectives
• Models
• Student Participation and Engagement
• Appropriate Lesson Pacing
• Error Corrections
• Checks for Understanding

(The Meadows Center for Preventing Educational Risk, 2010)
Explicit Instruction Example: Advanced word-building

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

**Action Step 3.** Use word-building and other activities to link students’ knowledge of letter-sound relationships with phonemic awareness.
Explicit Instruction Model: Advanced word-building

fat
fan
can
cat
fat
Active Engagement and Participation**

Research shows—
An INCREASE in FREQUENCY of student responses:

- Increases time on task
- Increases academic achievement
- Increases the intensity of interventions
- Decreases disruptive behaviors

**Weave into all parts of the lesson—from beginning to end!
## Actively Engage ALL Students

<table>
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<tr>
<th>Method: VERBAL</th>
<th>Method: WRITTEN</th>
<th>Method: ACTION</th>
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<tr>
<td>Examples:</td>
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<tr>
<td>Choral responses</td>
<td>Whiteboards</td>
<td>Act out</td>
</tr>
<tr>
<td>Partner responses</td>
<td>Response cards</td>
<td>Gestures</td>
</tr>
<tr>
<td>Discussions</td>
<td>Clicker system</td>
<td>Hand signals</td>
</tr>
<tr>
<td>Individual (no hands)</td>
<td>Writing frames</td>
<td>Facial expressions</td>
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Regardless of method:
- Equity- ALL students are participating in the learning
- Holds each student accountable for participating
- Requires intentional planning
- Provides feedback to help teacher adjust instruction

(Archer, 2016)
Active Engagement and Participation

Method: VERBAL
Method: ACTION
Method: WRITTEN
## Active Participation Reference Sheet

**Response States (White Boards)**
- T. Gives a clear directive
- S. Write response on slate
- T. Circulates and monitors
- T. Provides feedback to individuals
- S. Hold up slates
- T. Monitors responses
- T. Provides feedback to group

**Response Cards (or Response Sheets)**
- T. Distributes cards with answers
- T. Asks a question
- S. Select correct answer
- T. Circulates and monitors
- T. Provides feedback to individuals
- T. Asks students to hold up correct card
- S. Hold up correct card
- S. Monitors responses
- T. Provides feedback to group

**Choral Responses**
- T. Asks a question
- T. Gives thinking time
- T. Signals for response
- S. Say answer together
- T. Monitors responses
- T. Provides feedback

**Partners - First**
- T. Asks a question
- T. Gives thinking time
- T. Designates #1 or #2
- T. Provides sentence starter
- S. Share answer
- T. Randomly calls on students
- T. Provides feedback

**Partners - Touch**
- T. Indicates which partner is teacher
- S. Teaches information on graphic organizer or Power Point slide OR
- S. Teaches process or strategy using corrected worked problem

**Partners - Monitor**
- T. Gives directive
- S. Follow directive
- T. Asks students to “Check your partner”

**Individual - Question First**
- T. Asks a question
- T. Gives thinking time
- T. Randomly calls on student
- S. Says answer
- T. Provides feedback

**Whip Around or Pass**
- T. Asks a question
- T. Gives thinking time
- S. Think of answer (May share with partner)
- T. Starts at any location in room
- S. Up and down rows share answers
- S. Allowed to pass
- T. Provides feedback

**Written Responses**
- T. Gives a clear directive
- S. Write response to directive
- T. Circulates and monitors
- S. Put down pencil to indicate completion
- T. Provides feedback to individuals
- T. Provides feedback to group

**Whisper Reading (Silent Reading)**
- T. Indicates amount to be read silently
- T. Gives pre-reading question
- S. Silently read material
- T. Asks students to whisper read
- S. Whisper reads to teacher
- T. Asks question

**Echo Reading**
- T. Reads a word, phrase, or sentence
- S. Echo read the word, phrase, or sentence

**Choral Reading**
- T. Tells students “Keep your voice with mine”
- T. Reads selection orally with students at a moderate rate modeling expression/ rate
- S. Read with teacher

**Close Reading**
- T. Reads orally
- S. Deletes meaningful words
- S. Read deleted words

**Partner Reading - Narrative**
- T. Indicates how much students will read before alternating (e.g., sentence, page, specified time)
- S. Read quietly to partner
- S. Partner corrects any errors
- T. Circulates and monitors
- T. Provides feedback to partnerships on cooperative behaviors

**Partner Reading - Expository**
- S. Read paragraph quietly to partner
- S. Partner corrects any errors
- T. Circulates and monitors
- T. Stop and Respond
- S. Note take, answers, etc.
- T. Provides feedback to partnerships on cooperative behaviors

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Features of Systematic Instruction

• Presents lessons that build on one another
  • moving from simple skills and concepts to more complex ones or from high-frequency skills to low-frequency skills

• Breaks complex skills into smaller, more manageable chunks

• Prioritizes and sequences tasks from easy to more difficult

• Scaffolds instruction by providing temporary supports
  • (e.g., manipulatives, written prompts or cues)
Example: Systematic Instruction for Word Recognition Skills

Focus on sound-spellings with picture cue

Blend and read words with sound-spelling pattern

- go
- Jones
- bone

- woke
- home
- hole

Read and write words with sound-spelling pattern

Read decodable text with sound-spelling pattern
Poll to Reflect on Current Practices

Poll (scale of 1-4):

Current implementation of code-based instruction:
1: not in place
2: somewhat in place
3: mostly in place
4: routinely in place and strongly implemented

How can these practices be strengthened and/or sustained in your classroom/school/district?
Intervention and Intensification
We Can Intensify Instruction Across Tiers of Support

• The primary purpose of:
  • Differentiating reading instruction during core instruction (Tier I)
  • Implementing supplemental reading interventions (Tier II) and
  • Implementing intensive reading interventions (Tier III)

is to accelerate reading achievement.
The Evidence is Clear and Compelling

• Reading trajectories are established early in a students’ academic career and are stable across time (Good, Simmons, & Kame’enui, 2001; Morgan et al., 2016; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992).

• Without early, intensive intervention, struggling readers do not “catch up” to their average performing peer. In actuality, the gap between good and poor widens over time (Adams, 1990; Good et al., 2001; National Research Council, 1998; Stanovich, 1986).

• For struggling readers the later the onset of intervention the poorer the odds that these students will become proficient readers (Torgesen, 2000, 2001).
More Intensity Means
More...explicit/direct instruction
More...modeling
More...practice
More...monitoring and feedback
More...time
More...data
Increasing Intensity Across Tiers

**TIER I:**
- Whole group and small group
- Explicit, systematic instruction using core reading program: phonological awareness, phonics, fluency, vocabulary, comprehension

**TIER II:**
- In addition to Tier I
- More explicit and systematic
- Teach/review/practice targeted skills from Tier I instruction

**TIER III:**
- Explicit, systematic delivery of highly structured evidence-based program to address individual needs
- Typically focuses on up to 3 essential components of reading

Explicit, systematic instruction with Increase in intensity
## Instruction and Intervention: The How

<table>
<thead>
<tr>
<th>Tier II and Tier III Curriculum</th>
<th>Tier II and Tier III Evidence-based practices</th>
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</thead>
<tbody>
<tr>
<td>• Core reading program materials and/or supplemental reading programs used to teach, review, and practice core concepts taught during Tier I instruction (typically focuses on up to 3 essential components of reading instruction)</td>
<td>• Instructional practices encourage and support student learning</td>
</tr>
<tr>
<td>• Provided curriculum is implemented with fidelity, adjusting lesson pace as needed</td>
<td>• Evidence-based practices are effectively and consistently used during instruction</td>
</tr>
<tr>
<td>• Data is used to make instructional decisions</td>
<td>• All students are receiving explicit and systematic instruction with adjustments to meet the needs of students</td>
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<tr>
<td></td>
<td>• Cognitive processing (such as self-regulation and self-efficacy) tasks are integrated into reading instruction as needed</td>
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<td></td>
<td>• Frequent collection and analysis of data</td>
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</table>
How do we know where to start?

**PRIOR TO** adjusting instruction:
Ensure curriculum has been implemented as designed for a sufficient amount of time.

1. **Use Data**
   1. Data identifies areas in need of instructional enhancements or adjustments

2. **Consider Areas to Intensify**
   1. Use data to systematically and purposefully intensify instruction
   2. Use NCII Intervention Intensification Checklist as a guide

3. **Develop a Plan**
   1. Document and manipulate variables of instruction and intervention through strategic planning and delivery
   2. Identify data sources

4. **Implement the plan**
   1. Ensure plan is implemented as intended (Consider what PD/coaching is required)
   2. Collect data to determine effectiveness of intensification

Data and instructional decisions are intertwined—one doesn’t happen without the other!
1. Use Multiple Data Sources to Identify Target Skill(s)

- **Goal Line**: Progress Monitoring Data
- **Trend Line**: Sounds Correct per Minute

**Lesson Mastery Data**

**Screening and/or Diagnostic Tools**
Data-Based Individualization

• Five-step **framework** to address the needs of students requiring intensive interventions
• A validated **process**, not a single intervention
• Not a one-time fix, likely a **long-standing** process
• Domain-specific (e.g., reading fluency, reading comprehension)
2. Consider areas to intensify

### Resource: NCII Taxonomy of Intervention Intensity (Academics)

https://intensiveintervention.org/taxonomy-intervention-intensity

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<table>
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<tr>
<th>Dimensions</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Strength</strong></td>
<td>How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).</td>
</tr>
<tr>
<td><strong>Dosage</strong></td>
<td>The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.</td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
<td>How well the program (a) addresses the target student’s full set of academic skill deficits, (b) does not address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.</td>
</tr>
<tr>
<td><strong>Attention to transfer</strong></td>
<td>The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.</td>
</tr>
<tr>
<td><strong>Comprehensiveness</strong></td>
<td>The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).</td>
</tr>
<tr>
<td><strong>Behavioral support</strong></td>
<td>The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.</td>
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<tr>
<td><strong>Individualization</strong></td>
<td>A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student’s complex learning needs.</td>
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(Fuchs, Fuchs, & Malone, 2017)
Questions to Consider:

- **Strength**
  Does evidence suggest the intervention leads to improved outcomes?

- **Dosage**
  Will the group size, duration, structure, and frequency provide sufficient OTR?

- **Alignment**
  Does the intervention match the student’s identified needs?

- **Attention to Transfer**
  Does it assist the student in generalizing the learned skills to general education or other tasks?

- **Comprehensiveness**
  Does the intervention include elements of explicit instruction?

- **Comprehensiveness**
  Can the intervention be easily integrated into academic instruction?

- **Individualization**
  Can the intervention be individualized with a data-based process to meet student needs?
Before we practice reading words in our word list, let’s warm-up some of the letters we’ll be seeing in our words. ...After writing the letters, we’ll practice saying the letter name and sound.

Warm-up: Letter Writing

- Trace
- Copy
- Cover
- Compare
3./4. Plan and Implement

What is currently in place to systematically plan and implement interventions in your building?

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Rating</th>
<th>Description of Valiated Intervention Program</th>
<th>Description of Adaptation 1</th>
<th>Description of Adaptation 2</th>
<th>Description of Adaptation 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td></td>
<td>Evidence of effectiveness:</td>
<td></td>
<td></td>
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<tr>
<td>Dosage</td>
<td></td>
<td>Group size:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Sessions per week:</td>
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<td></td>
<td></td>
<td>Length of session:</td>
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<td></td>
<td></td>
<td>Opportunities to respond:</td>
<td></td>
<td></td>
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<tr>
<td>Alignment</td>
<td></td>
<td>Skills addressed:</td>
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<tr>
<td>Attention to Transfer</td>
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<td>Supports for generalization:</td>
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</tr>
<tr>
<td>Comprehensiveness</td>
<td></td>
<td>Explicit instruction principles included:</td>
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<tr>
<td>Behavioral Support (for academic interventions)</td>
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<td>Behavioral supports included:</td>
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<tr>
<td>Academic Support (for behavioral interventions)</td>
<td></td>
<td>Connection to academic instruction:</td>
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</table>

1 For a complete description of each dimension, access the [Taxonomy of Intervention Intensity: Academics and Behavior checklist](https://intensiveintervention.org/sites/default/files/Student_Intervention_Plan_508.docx)
Resources: Guides for Intensifying Interventions

L4L Framework Navigator: Tier II and Tier III

**TIER II (INTERVENTION) INSTRUCTION**
Instruction within Tier II intervention should be systematic and delivered in small groups to students who need additional support with reading.

<table>
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<th>INDICATORS OF SUCCESS</th>
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<tr>
<td>Rating</td>
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<tr>
<td><strong>⭐</strong> Tier II (intervention) instruction occurs in small groups (3-8 students), for at least 30 minutes, 3-5 days per week in addition to Tier I (Core) instruction.</td>
</tr>
<tr>
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<tr>
<td><strong>⭐</strong> Tier II Intervention is evidence-based (explicit and systematic on up to 3 foundational skills using a standardized program or practice with fidelity).</td>
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<tr>
<td><strong>⭐</strong> Multiple types of assessment data are used to determine the focus of Tier II (intervention) instruction.</td>
</tr>
</tbody>
</table>

**TIER III (INTENSIFIED INTERVENTION) INSTRUCTION**
Daily Tier III intervention should be provided to students who have severe and persistent reading needs, and those who have shown minimal progress after receiving sufficient support in Tier II intervention. Instruction at Tier III should promote the development of various components of reading proficiency and address foundational reading skill gaps using evidence-based practices and adaptations.

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<tr>
<td><strong>⭐</strong> Tier III (intensive intervention) instruction occurs in groups of 1-3 students daily for 45-120 minutes.</td>
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</tbody>
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Lead For Literacy Website

Key Questions as a Literacy Leader

What is a current strength?
What is a current stretch?
Where do you want to be a year from now?
What is a “next step” you can take to move the work forward?
Wrap up
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Survey

• Please take a minute to complete the session survey at:
  https://meadowscenter.ca1.qualtrics.com/jfe/form/SV_8qVy9TU9UNSvbFA
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Partners

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References


