



Dyslexia Professional Learning Series

Early Intervention and
Instructional Approaches
in Reading:

Tier 1

February 22, 2021

Sarah Sayko

Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Welcome & Introductions

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Dyslexia Professional Learning Series

Session 1: Ohio Dyslexia Legislation

(February 5, 2021; 9:00-10:00 a.m.)

Session 2: Early Intervention and Instructional Approaches in Reading: Tier 1

(February 22, 2021; 9:00-10:30 a.m.)

Session 3: A Comprehensive Assessment System in Reading

(March 5, 2021; 11:00-12:30 p.m.)

The Ohio Context

- Legislation addressing universal early screening for dyslexia (House Bill 436 signed into law on January 9, 2021)
- Model Demonstration Project for Early Identification of Students with Dyslexia in Elementary Schools
- Ohio's Plan to Raise Student Literacy Achievement

Welcome & Introductions

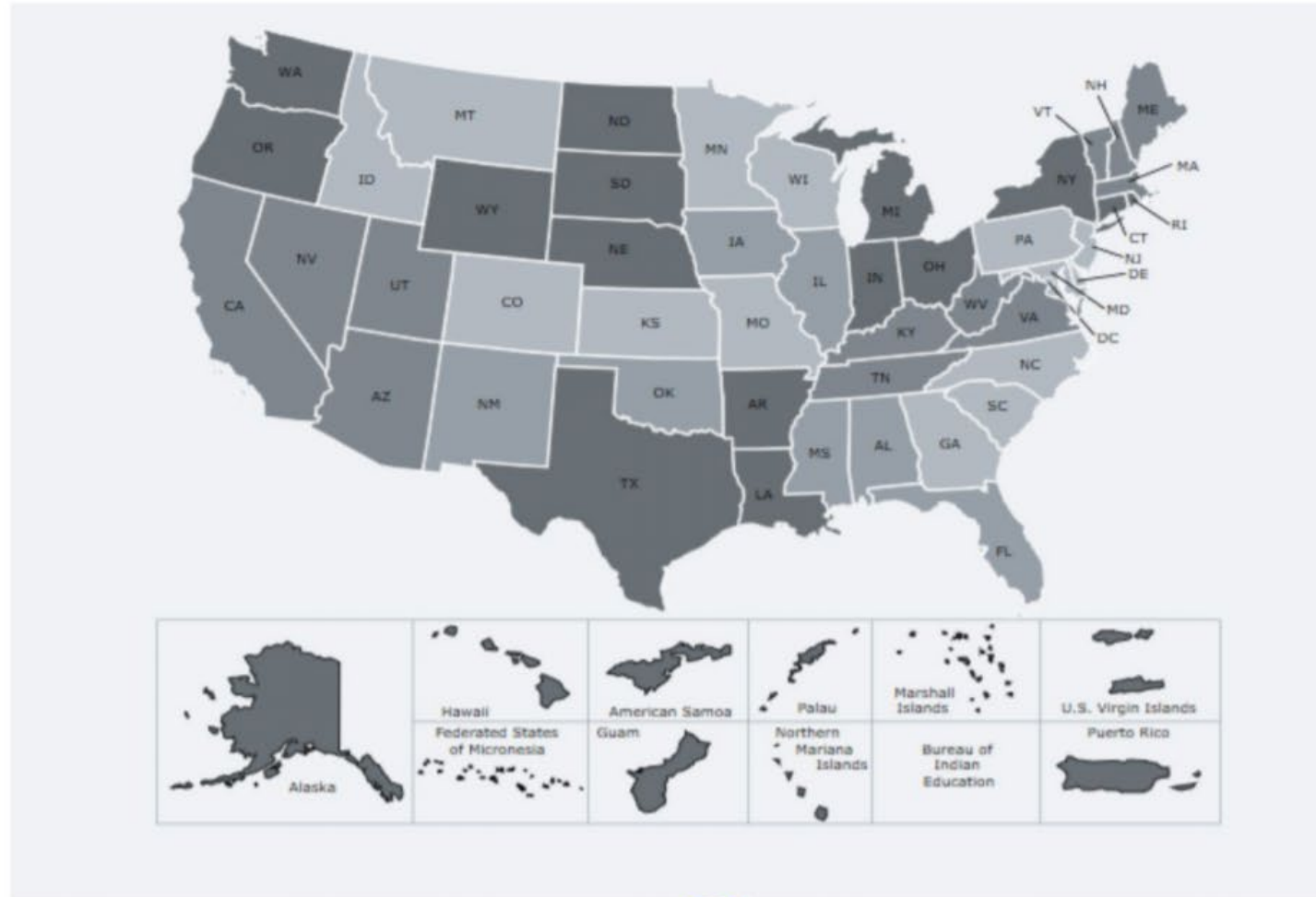
Ohio Department of Education

- » Office of Approaches to Teaching and Professional Learning
- » Office for Exceptional Children
- » Office of Early Learning and School Readiness
- » Office of Assessment
- » Office of Learning and Instructional Strategies

Region 8 Comprehensive Center

- » Karen Sanders, Ohio Coordinator
- » Chris Rauscher, Technical Assistance Specialist
- » Sarah Sayko, Technical Assistance Specialist

2019-2024 Comprehensive Centers



Region 8 States



Featured Presenter

Sarah Sayko, Ed.D., is a technical assistance specialist with the Region 8 Comprehensive Center. Dr. Sayko is also the deputy director of the National Center on Improving Literacy and leads the Parent and Family strand of work. She is a senior research associate at RMC Research Corporation in Arlington, VA.

Agenda

- Teachers' Implementation of Evidence-based Reading Practices in Tier 1
- Components of Effective Tier 1 Reading Instruction
- Principles of Effective Instruction
- Interrogating Instructional Reading Materials
- Optimizing Tier 1 Reading Instruction
- Monitoring Fidelity of Implementation

Learning Outcomes

- To build shared understanding in the components of effective Tier 1 reading instruction
- To examine how to effectively delivery and optimize Tier 1 reading instruction for students

Teachers' Implementation of Evidence-based Reading Practices in Tier 1

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Teachers' Implementation of EBPs in Reading

To what extent do teachers report using evidence-based reading curricula in Tier 1 instruction?

1.7% of programs were determined by WWC to have positive effects on student learning

2.9% of programs were determined by BEE or the PPN to have moderate positive effects on student learning

50% of available programs purported adhering to all five components of reading instruction based on a content evaluation



Teachers' Implementation of EBPs in Reading

To what extent do teachers report using core reading curricula with adherence?

Fewer than half of teachers reported using all components of their curricula daily

48.9% of teachers used their teacher manual and 19.1% used teacher script/suggested wording daily

36.8% of teachers used the scope and sequence for phonemic awareness daily and 35.3% did so for letter sounds



Poll

>> To what extent do you agree that teachers in Ohio are using the core reading curricula with adherence?

Teachers' Implementation of EBPs in Reading

To what extent do teachers report teaching all five components of reading instruction?

More than half of all teachers reported instructing students in all five components daily

61.9% of teachers reported instructing students in comprehension daily, while 60.7% reported doing so in phonics and 60.4% in phonemic awareness

59.2% of teachers reported instructing students in word work/decoding strategies daily, while 51.9% reported doing so in vocabulary and 50.4% in fluency



Teachers' Implementation of EBPs in Reading

To what extent do teachers report using systematic, explicit instruction in reading?

63.6% of teachers reported using an “eclectic” instructional approach for teaching reading

34.6% of teachers reported using explicit, systematic instruction with direct modeling, guided practice, and feedback of skills

1.8% of teachers reported using student-centered or discovery learning



Poll

>> To what extent do you agree that teachers in Ohio are using systematic, explicit instruction in reading?

Breakout Room Discussions

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Reflect

- What questions do teachers have about the implementation of evidence-based reading practices?
- What might be some factors contributing to teachers' difficulty or ease with implementing evidence-based reading practices?

Teachers' Implementation of EBPs

The ABCs of Evidence-Based Practice

- A** Access evidence-based practices.
- B** Be careful with fidelity.
- C** Check student progress.

Questions Teachers Have About Evidence-Based Practices

How do I know the programs I have are based on high-quality research?

How do I find a program or teaching strategy that is evidence-based?

This program says it's "research-based"—but how do I know if the research included students like mine?

How do I determine whether the evidence-based practice I'm using is working with my students?

What do I do if my students do not make progress in an evidence-based program?

Components of Effective Tier 1 Reading Instruction

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What are the Components of Effective Tier 1 Reading Instruction?

Evidence-based

Five components of reading

Reading Curricula

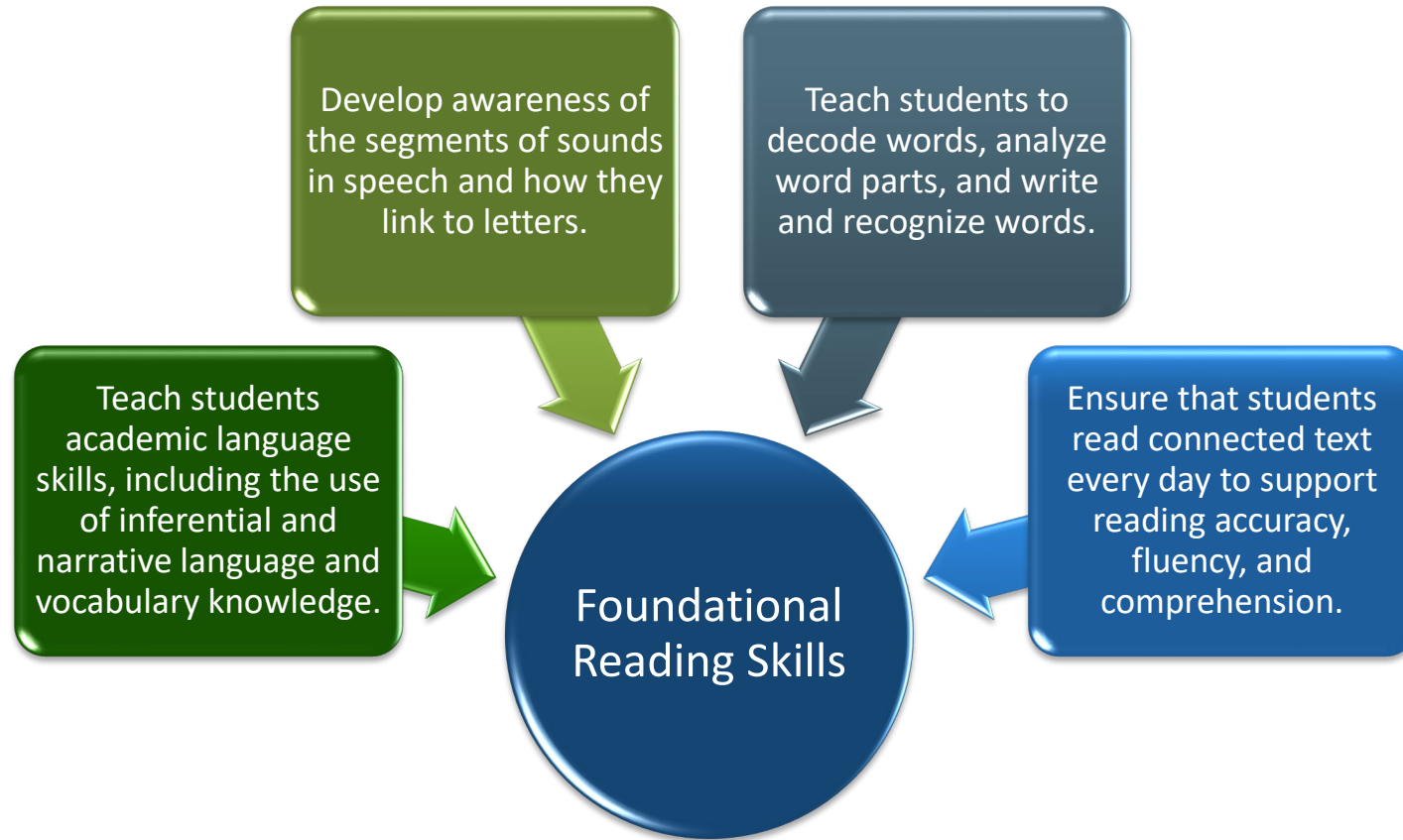
Whole group instruction

Small group instruction

Assessment data to inform instruction



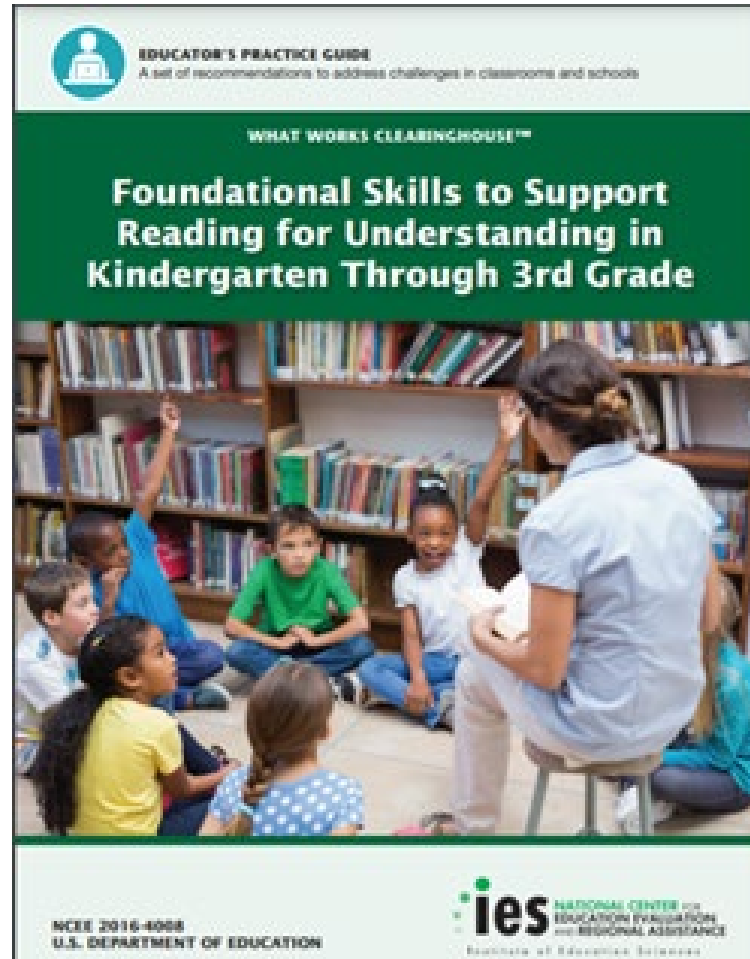
What Reading Skills Should be Taught?



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Provides actionable recommendations for developing the foundational reading skills

Can be implemented in conjunction with existing standards or curricula



Can be used to implement evidence-based instruction and align instruction with state standards communities or prompt discussions in PLCs

Can be used to create more effective early-reading curricula and interventions

PLCs Facilitator's Guide for the WWC Practice Guide: Foundational Skills to Support Reading for Understanding in K-Gr. 3

Designed to assist a literacy leader in guiding a PLC in applying the practice guide recommendations

Provides instructional recommendations that can be implemented in conjunction with existing standards



PROFESSIONAL LEARNING COMMUNITIES FACILITATOR'S GUIDE

For the What Works Clearinghouse Practice Guide

*Foundational Skills to Support Reading for Understanding
in Kindergarten Through 3rd Grade*

REL
SOUTHEAST
Regional Educational Laboratory
at North Carolina State University

ies NATIONAL CENTER FOR
INSTRUCTIONAL EVALUATION
& RESEARCH
Institute of Education Sciences

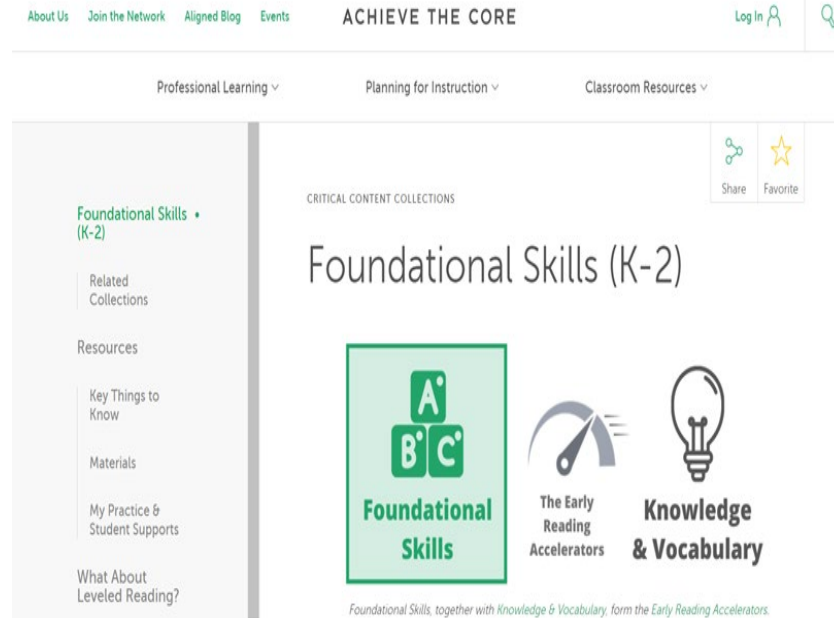
Include a facilitator's guide, participant activities, and videos

Includes a framework for facilitators to conduct each of the ten PLC sessions

Achieve the Core's Foundational Skills (K-2) Critical Content Collection

Includes "Key Things to Know" (with related resources)

Provides instructional materials in foundational reading skills



Includes resources for student support

Provides information on rethinking leveled reading and for coaches and instructional leaders

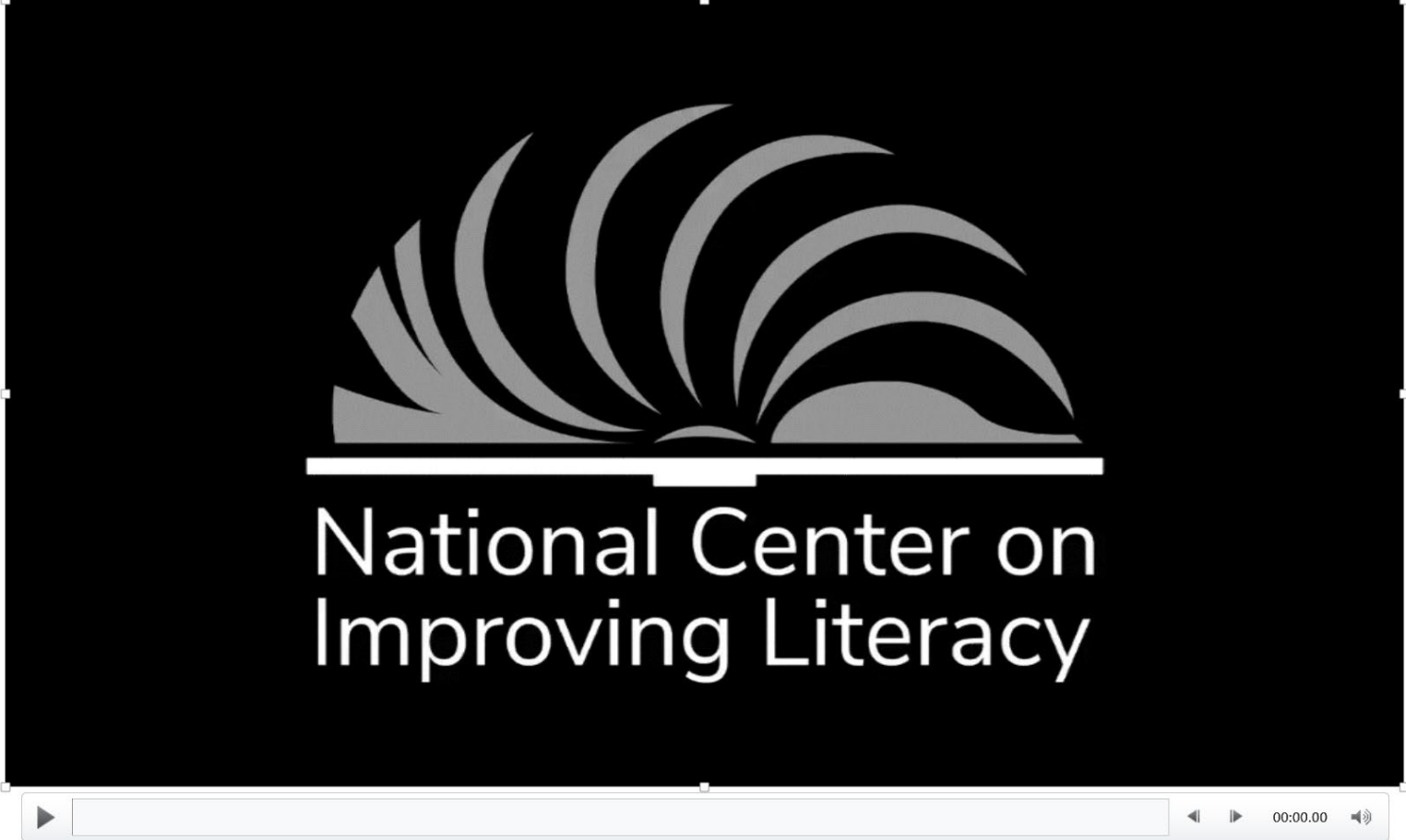
Principles of Effective Reading Instruction

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What are the Characteristics of Effective Literacy Instruction?



What are the Characteristics of Effective Literacy Instruction?






[Whiteboard annotation]

Reading Instruction Should be:

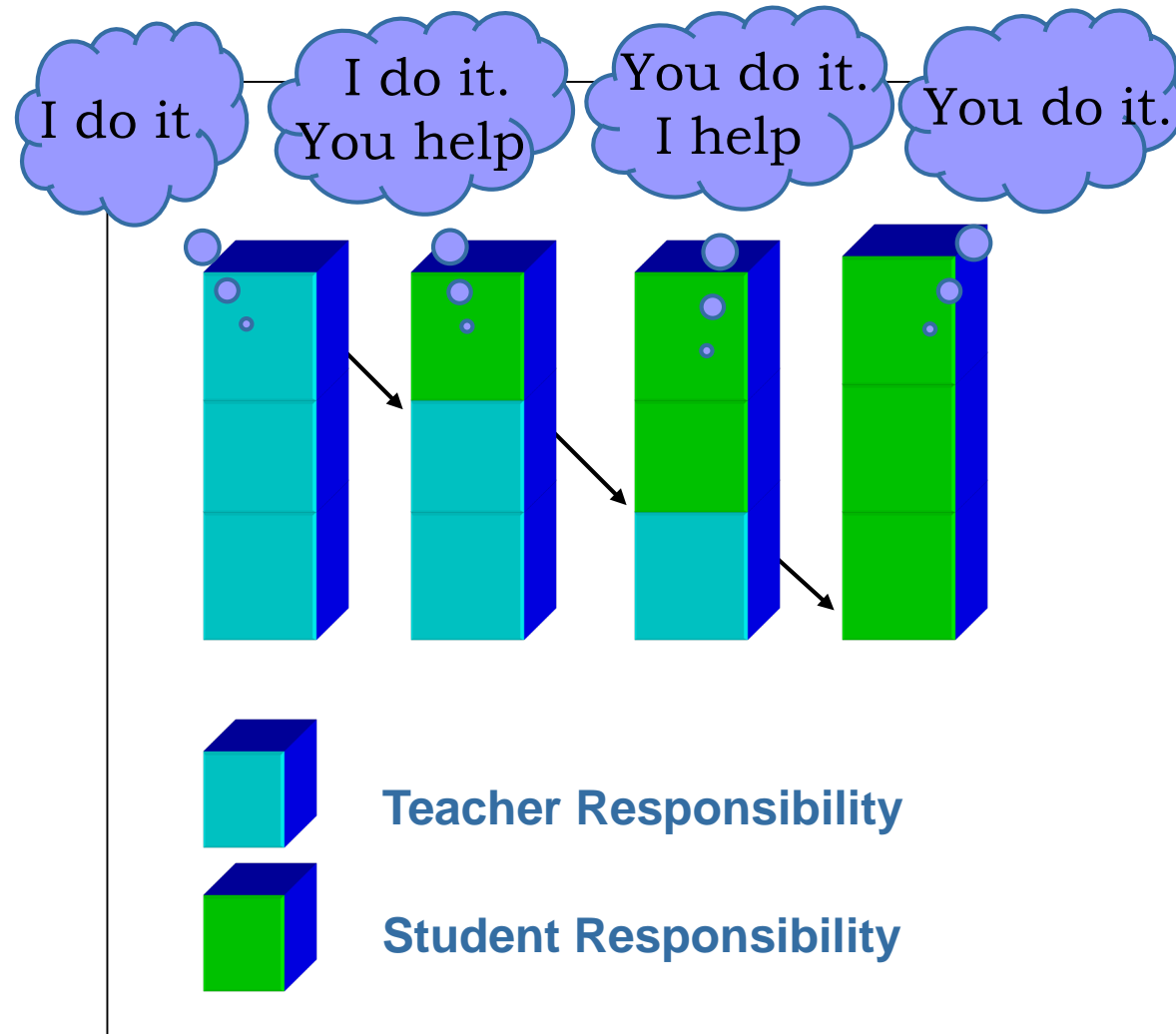
Explicit: Teaching that is direct and step-by-step, including explaining and showing how to do something

Systematic: Teaching that has a carefully planned sequence, including teaching necessary skills first, building from easier to more difficult tasks, and breaking down harder skills into smaller parts

What are the Characteristics of Effective Reading Instruction?

Teacher Explanations	Teacher Model	Multiple Practice Opportunities	Checks for Understanding	Immediate, Specific Feedback
				
Teacher provides explanation to state the learning objective.	Teacher demonstrates how to complete the task.	Teacher ensures all students participating in practice	Teacher uses quick checks to gauge understanding.	Teacher provides corrective or affirming feedback.

The Process for Scaffolding: Gradual Release of Responsibility Model



What is Active Engagement in Reading Instruction?

Active engagement refers to the joint functioning of motivation, conceptual knowledge, cognitive strategies, and social interactions in literacy activities.

(Guthrie & Anderson, 1999)

Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues and concerns of an academic subject.

(Meyers & Jones, 1993)

Evidence-based Teaching Practices

A quick reference guide containing evidence-based practices that can impact learning

An infographic that teachers can refer to often

Evidence-based teaching practices

Teacher understanding of effective evidence-based practices is vital for supporting student achievement and closing achievement gaps. While many alternative pathway teachers know what content they must teach, many have never had classes on how to teach the content using evidence-based practices. **This infographic is a quick reference guide containing evidence-based practices that can impact learning that teachers can use daily to support effective instruction.**

Principles of instruction

Research-based strategies that all teachers should know

- 1 Begin lessons with short reviews of previous learning.
 - 2 Present new material in small amounts; assist students as they practice this material.
 - 3 Ask many questions and observe student responses; questions allow students to connect new material with prior learning.
 - 4 Provide models such as step-by-step demonstrations or think alouds to work out the problem.
 - 5 Guide student practice by asking good questions and providing feedback.
 - 6 Check that students understand the material; doing so can help students learn with fewer errors.
 - 7 Obtain a high success rate (~80%) through teaching in small steps, guiding practice, and employing mastery learning techniques.
 - 8 Provide scaffolds, or temporary supports, for difficult material.
 - 9 Prepare students for and monitor independent practice; ample independent practice is necessary for skills and knowledge to become automatic.
 - 10 Engage students in weekly and monthly reviews of past material.
- 

Names the 10 principles of effective instruction

Describes the characteristics of scaffolding

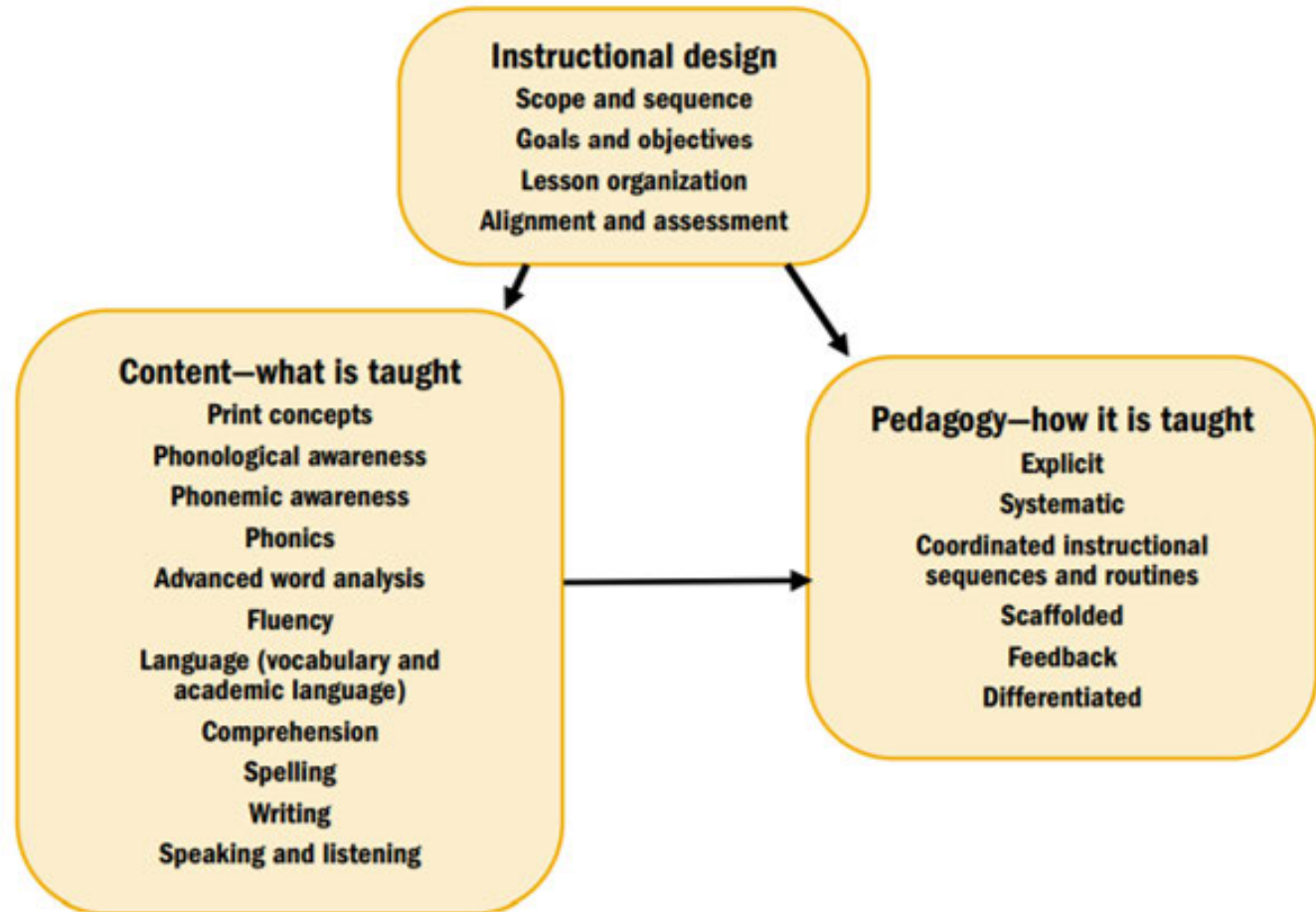
Interrogating Instructional Reading Materials

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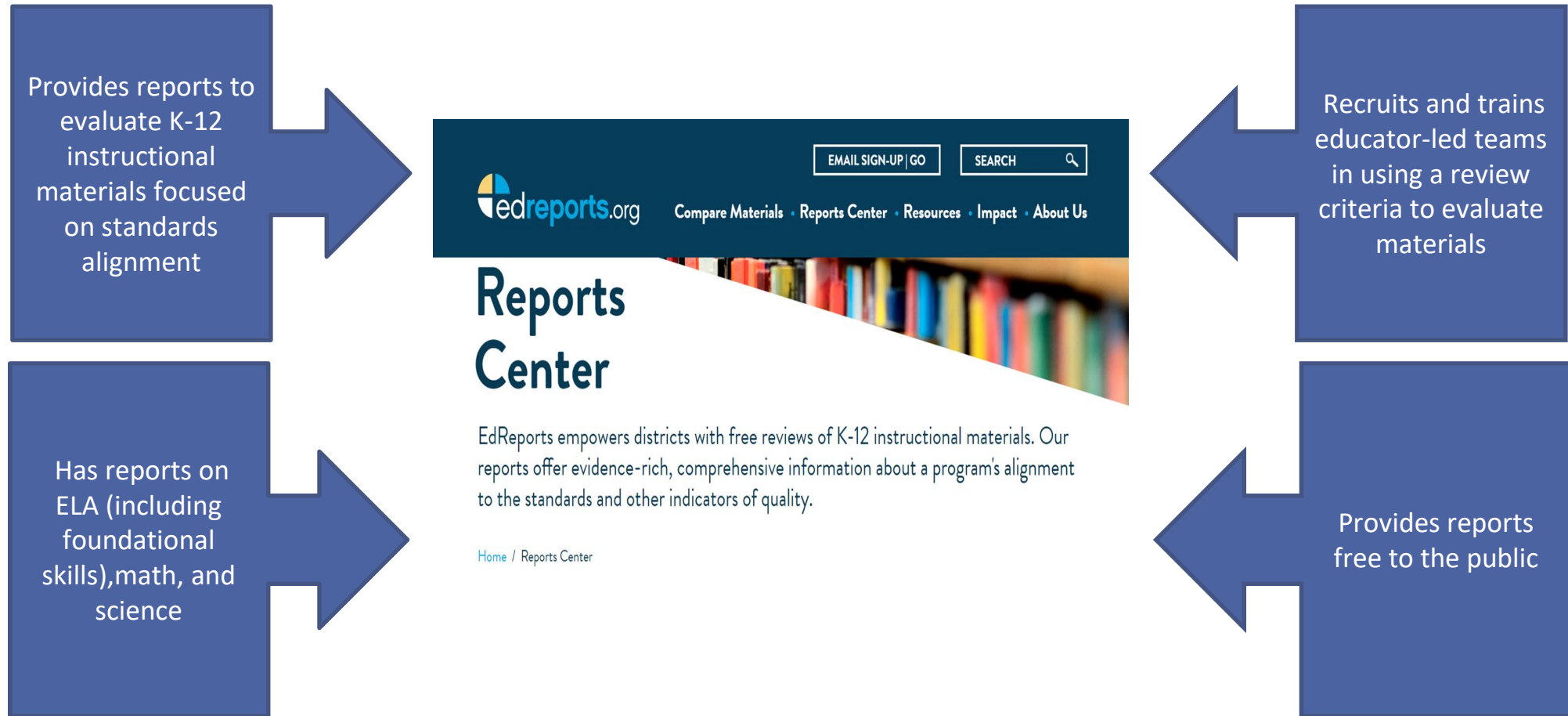


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Elements of Design for Reading/Language Arts Instructional Materials

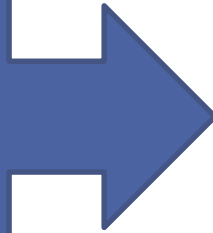


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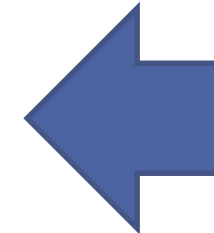
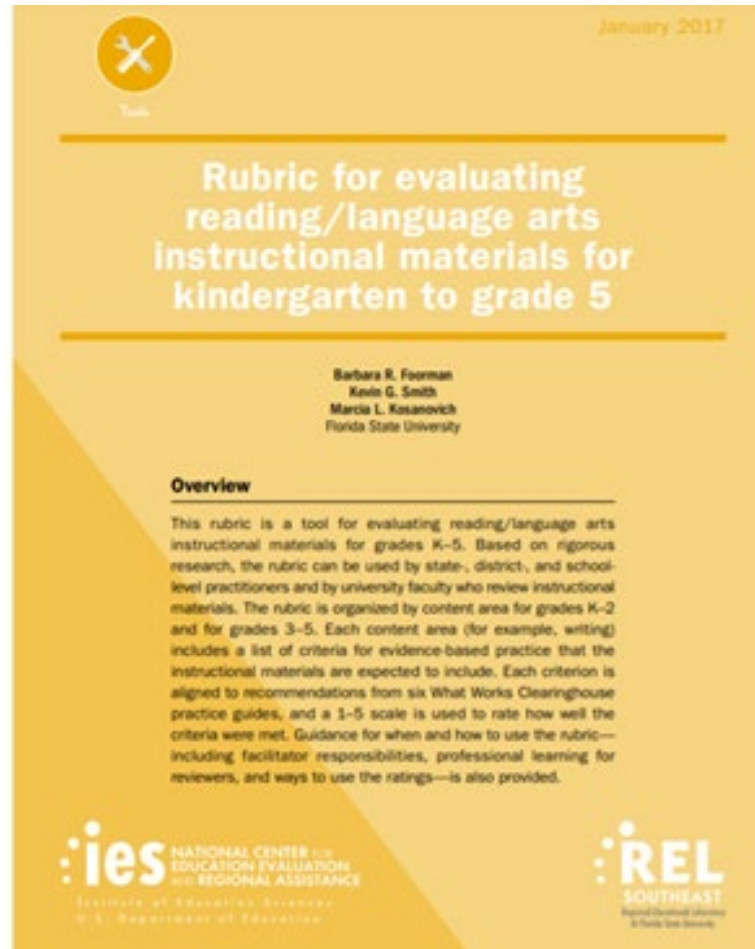
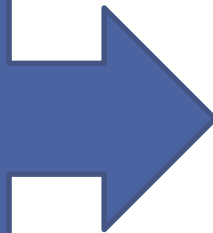


Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5

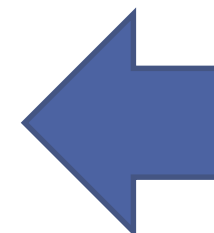
Can be used by SEAs/LEAs to develop a list of approved materials for purchase by districts and schools that are adopting new materials



Can be used when a district or school plans to purchase new instructional materials to determine whether the new reading materials are aligned with research



Can be used by district/schools to review currently implemented instructional materials to determine how well they align with reading research



Can be used when instructional materials are developed (for example, at the district level) to ensure that they align with reading research

Curriculum Evaluation Tool

Aligned to the Simple View of Reading

Addresses sub-components in word recognition and language comprehension



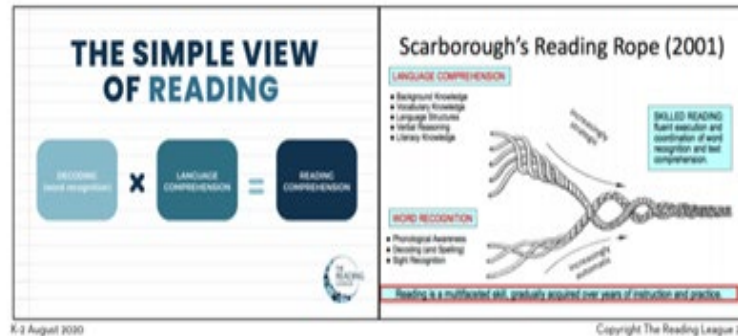
CURRICULUM EVALUATION TOOL

This curriculum evaluation tool features components that align with the Simple View of Reading (Gough & Tunmer, 1986) and Scarborough's Rope (Scarborough, 2001). Word Recognition and Language Comprehension are broken down into subcomponents and writing and spelling as well as assessment are included.

Green Flags indicate instructional practices that are aligned with the science of reading.
Red Flags indicate instructional practices that are not aligned with the science of reading.

If the curriculum you are evaluating features a particular Red Flag, place an X in the adjacent red box. If many/most of the red boxes are checked for a particular component, it is likely that the program is not aligned with the Science of Reading. Keep searching!

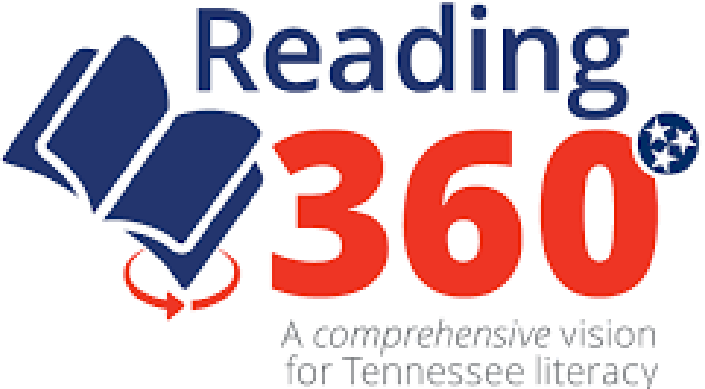
NOTES: This tool is to be considered a "living document" meaning that it will be periodically updated based on user feedback, suggestions for optimizing use, etc. We thank those who contributed to its content.



Addresses reading comprehension and writing

Addresses instructional design

Colorado READ Act, Arkansas Right to Read Act, Tennessee Literacy Success Act



Optimizing Tier 1 Reading Instruction

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How Can Schools Optimize Tier 1 Reading Instruction?

- Identify early and intervene strategically.
- Monitor progress to determine if students are learning enough.
- Expect and plan for "different" levels of instruction (e.g., small groups, double dose).
- Focus on the vital signs—the core content.
- Hold instructional time sacred.
- Alter the fewest number of factors possible that provide the greatest return.



Instructional Adjustments

Alterable Components	Specific Adjustments				
Opportunities to Learn (Time/ Concentration of Instruction)	Increase attendance	Provide instruction daily	Increase opportunities to respond		
Program Efficacy	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials		program
Program Implementation	Model lesson delivery	Monitor implementation frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program/ lesson schedule
Grouping for Instruction	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
Coordination of Instruction	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress

**Grouping:
Reduce
group size**

Breakout Room Discussions

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Reflect

- What Tier 1 reading curricula are districts/schools using that are successfully improving student reading outcomes?
- Under what conditions are these districts/schools implementing the curricula?
- What factors might be contributing to their success?

Monitoring Fidelity of Implementation

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Monitoring Fidelity of Implementation

**Literacy Leaders:
What Do You Need to Do?**

RECOGNIZE FEATURES OF EFFECTIVE INSTRUCTIONAL DELIVERY

When leaders prioritize spending time in classrooms, they recognize that how reading instruction is delivered is just as important as what is delivered.

MAKE EVIDENCE-BASED LITERACY INSTRUCTION A SCHOOLWIDE PRIORITY

Schools with a clear vision and mission for improved reading achievement demonstrate an understanding of evidence, and prioritize the adoption, and implementation of evidence-based literacy practices among all staff.

COLLECT INFORMATION & PROVIDE FEEDBACK ON THE CONTENT AND DELIVERY OF LITERACY INSTRUCTION

Classroom walkthroughs that are focused on lesson quality and integrity to evidence-based practices will give leaders valuable information about what's working –or not working– in their school.

Lead Literacy

The research reported here is funded by an award to the Lead for Literacy Center from the U.S. Department of Education, Office of Special Education Programs (OSEP), Award # H0266180002. The opinions expressed are those of the authors and do not represent views of OSEP or the U.S. Department of Education.

<https://leadforliteracy.org> Twitter: [@leadforliteracy](#) Facebook: [leadforliteracy](#)

The School Leader's Literacy Walkthrough K-3

Designed to assist school leaders in observing specific research-based practices during literacy instruction

Aligned to contemporary state standards

School Leader's Literacy Walkthrough



Kindergarten, First, Second, and Third Grades

Introduction	2
Overview of the Tool	2
Using the Tool	2
Pre-Walkthrough Meeting Guide	3
Post-Walkthrough Meeting Guide	4

Marisa Kosanovich
Karin Smith
Trudy Henley
LizTara Osborne-Lampkin
Barbara Fuorman
April 2015

REL southeast
REGIONAL EDUCATIONAL LABORATORY SOUTHEAST
AT FLORIDA STATE UNIVERSITY



This School Leader's Literacy Walkthrough was developed by REL Southeast supported in whole or in part by contract ED-IES-12-C-0011 from the U.S. Department of Education, Institute of Education Sciences. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

Designed to focus on either one literacy component or multiple literacy components

Has 3 sections: a pre-walkthrough meeting guide, a checklist, and a post-walkthrough meeting guide



Reflect

>> What else is needed to support state and local needs for Tier 1 reading instruction?



Thank You!



The contents of this presentation were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.