



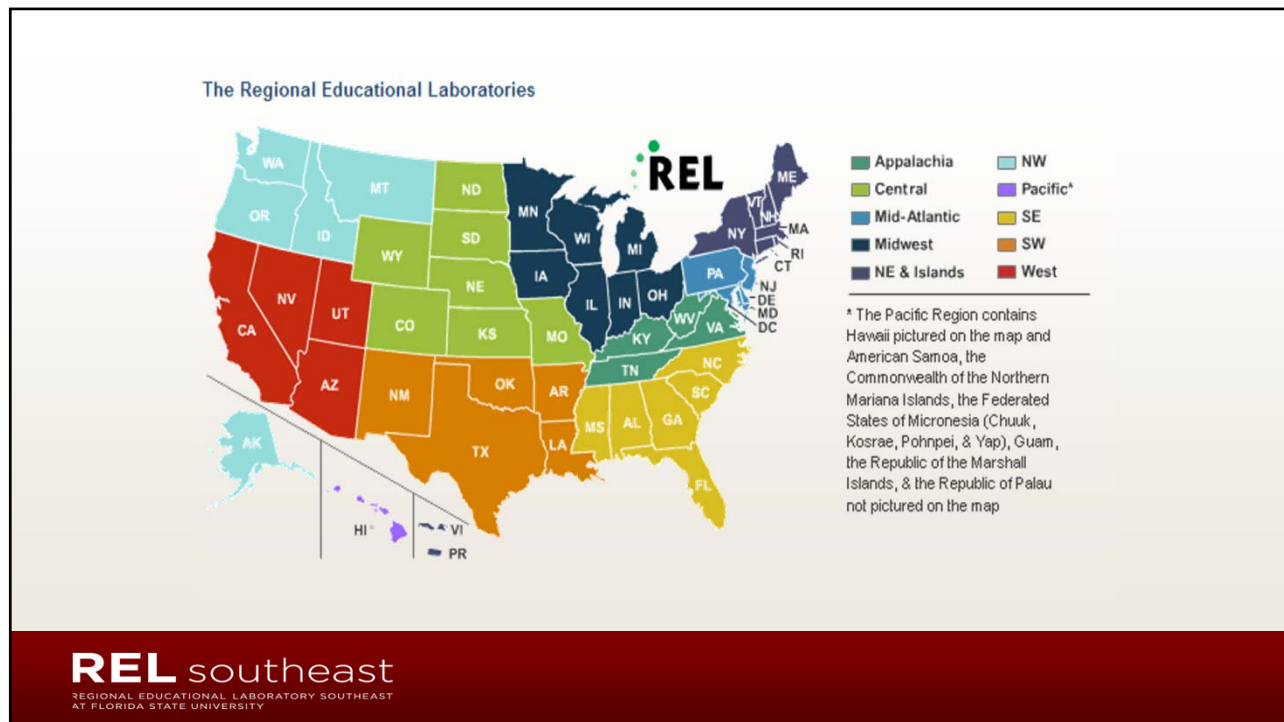
**Regional Educational
Laboratory Southeast**

Training on REL Southeast Literacy Tools: Leveling up K-12 Literacy Interventions through the use of Self-Study Guides

Acknowledgement and disclaimer

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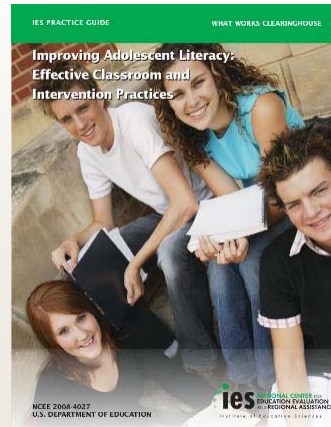


REL Program Overview

- Establish priority areas within each region
- Provide access to high quality, scientifically valid education research through
 - applied research
 - developmental projects
 - studies
 - technical assistance

IES Practice Guides

Practice guides, published by the Institute of Education Sciences (IES), are developed by panels of nationally recognized experts. They offer actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation.



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- For more information and to submit a question visit <http://ies.ed.gov/ncee/edlabs/askarel/index.asp?REL=southeast>

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REL Southeast Literacy Roadmap

IMPLEMENTING EVIDENCE-BASED LITERACY PRACTICES

This roadmap was developed to help state education agencies (SEAs) and local education agencies (LEAs) implement evidence-based literacy practices in their classrooms by following the suggestions of the resources listed in the eight steps below.

View | Integrate | Ask | Account



- 1 Understanding evidence-based practices**
 - Why evidence-based practices?
 - Where to look for evidence-based practices
 - What the Research Triangle Center (RTC) standards of evidence are
- 2 Forming an implementation team**
 - Roles, skills, and responsibilities of an implementation team
 - Roles and responsibilities of implementation team members at the SEA, LEA, and school levels
- 3 Creating a logic model for implementing & evaluating evidence-based literacy practices**
 - What is a logic model?
 - Key elements of a logic model and modeling program evaluation
 - Developing Logic Model (LHM) applications
 - Complete Logic Model
 - Next steps model
- 4 Self-study of readiness for implementing literacy interventions**
 - Overview of the self-study guide, self-study guide, and using self-study to improve practice
 - Summer reading camp self-study guide
 - Self-study guide for implementing early literacy interventions
 - Self-study guide for implementing literacy interventions in grades 3-8
 - Self-study guide for implementing high school academic interventions
 - Key research, evidence, and resources to consider the process of high school systems
 - Self-study process for LEAs

https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Implementing_evidencebased_literacy_practices_roadmap.pdf

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Self-study Guides for Literacy/Academic Interventions

Self-study Guide for Implementing Early Literacy Interventions

Authors: L. Shanker, Barbara A. Pearson, Robert Barron, David S. Jordan
Regional Educational Laboratory Southeast
At Florida State University

This Self-study Guide for Implementing Early Literacy Interventions was developed to help district and school-level practitioners conduct self-studies for planning and implementing early literacy interventions. It is intended to provide information about current strengths and challenges in planning for implementation of early literacy interventions, establish common goals and identify areas for improvement. This guide provides a template for data collection and guiding questions for discussion that may increase the implementation of early literacy interventions and increase the number of students being to meet grade-level literacy expectations by the time they enter grade 3.

Introduction

While there are many reasons why it is important to implement early literacy interventions and interventions in kindergarten through grade 2 to address literacy skills, there are many reasons why it is important to implement early literacy interventions. It is important to provide information about current strengths and challenges in planning for implementation of early literacy interventions, establish common goals and identify areas for improvement. This guide provides a template for data collection and guiding questions for discussion that may increase the implementation of early literacy interventions and increase the number of students being to meet grade-level literacy expectations by the time they enter grade 3.

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Summer Reading Camp Self-Study Guide

Authors: L. Shanker, Barbara A. Pearson, Robert Barron, David S. Jordan
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At Florida State University

This Summer Reading Camp Self-Study Guide was developed to help state, district, and school-level practitioners and stakeholders conduct self-studies of planning and implementation of state-required summer reading camp programs for grade 3 students who scored at the lowest level on the state reading assessment. In some states these students have potential retention in grade 3 if they cannot meet grade-level standards for reading through a goal-based summative, diagnostic alternate assessment route, or portfolio of student work showing mastery of grade-level reading standards. This guide provides a template for data collection and guiding questions for discussion that may increase retention and increase the number of students meeting the grade-level standard by the end of the summer reading camp.

Introduction

Several Regional Educational Laboratory (REL) Southeast states are implementing or planning to implement summer reading camp for grade 3 students who have scored at the lowest level on the state reading assessment. Summer reading camp can support students' improvement of the skills and skills during which reading intervention is provided. Summer reading camp during the summer reading camp is designed to help students improve their reading skills.

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SELF-STUDY GUIDE FOR IMPLEMENTING LITERACY INTERVENTIONS IN GRADES 3-8

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SELF-STUDY GUIDE FOR IMPLEMENTING HIGH SCHOOL ACADEMIC INTERVENTIONS

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Self-study Guide for Implementing Early Literacy Interventions

Self-study Guide for Implementing Early Literacy Interventions

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Regional Educational Laboratory Southeast
At Florida State University

This Self-study Guide for Implementing Early Literacy Interventions was developed to help district- and school-based practitioners conduct self-studies for planning and implementing early literacy interventions. It is intended to promote reflection about current strengths and challenges in planning for implementation of early literacy interventions, spark conversations among staff, and identify areas for improvement. This guide provides a template for data collection and guiding questions for discussion that may improve the implementation of early literacy interventions and decrease the number of students failing to meet grade-level literacy expectations by the time they enter grade 3.

Introduction

While literacy interventions can be implemented in any grade, focusing on prevention and intervention in kindergarten through grade 2 is critical because reading difficulties become expensive and challenging to remediate as students become older (Hosman & Al-Uzair, 2006; Fuchs, Steege, & Fletcher, 2008). The handbook with Checklist A-1 of 2008 allows districts to do just this, with 11 percent of special education funds permitted to be used for prevention and early interventions. When coupled with differentiated classroom instruction, scaffolding or intensive interventions can reduce the number of students failing to meet grade-level expectations to 1-3 percent (Hosman & Al-Uzair, 2008).

States in the Regional Educational Laboratory (REL) Southeast Region and across the country are implementing large-scale initiatives focused on providing reading interventions in the early grades. This self-study guide provides a template for data collection and guiding questions for discussion that may



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Summer Reading Camp Self-Study Guide

Summer Reading Camp Self-Study Guide

Kevin G. Smith
Barbara A. Farnham
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This Summer Reading Camp Self-Study Guide was developed to help state-, district-, and school-based practitioners and stakeholders conduct self-studies of planning and implementation of state-required summer reading camp programs for grade 3 students who scored at the lowest level on the state reading assessment. In some states these students face potential retention in grade 3 if they cannot meet grade-level standards for reading through a good-cause exemption, applicable alternate assessment score, or portfolio of student work showing mastery of grade-level reading standards. This guide provides a template for data collection and guiding questions for discussion that may improve instruction and increase the number of students meeting the grade-level standard by the end of the summer reading camp.

Introduction

Several Regional Educational Laboratory (REL) Southeast states are implementing or planning to implement summer reading camps for grade 3 students who have scored at the lowest level on the state reading assessment. Summer reading camps are required coursework of the school year during which reading intervention is provided. Instruction provided during the summer reading camp is designed to

Improving Literacy Research Alliance members were integral to the creation of the guide: Terry Adams, Julieanne Carter, Kelly Canten, Annahelene Carter, Heather Chastend, Linda Cloughan, Carolyn Clifton, Linda Harris, Laurie Lee, Melinda Linder, Karen Snyder, and Liz Winkler. These members also provided helpful reviews of guide drafts. Elizabeth Brady (IRAC Research Coordinator) and Carol Connor (Ocala State University). Special thanks to the Joe Reed, Florida Office at the Florida Department of Education for its assistance.



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The *Summer Reading Camp Self-Study Guide* was developed to help state, district, and school-based practitioners and stakeholders conduct self-studies of planning and implementation of state-required summer reading camp programs for grade 3 students who have scored at the lowest level on the state reading assessment. These students face potential retention in grade 3 if they cannot meet grade-level standards for reading through a good-cause exemption, applicable alternate assessment score, or portfolio of student work showing mastery of grade-level reading standards.

Self-study Guide for Implementing Literacy Interventions in Grades 3-8



SELF-STUDY GUIDE FOR IMPLEMENTING
LITERACY INTERVENTIONS IN GRADES 3-8



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The Self-study Guide for Implementing Literacy Interventions in Grades 3-8 was developed to help state, district, and school-based practitioners and stakeholders conduct self-studies of planning and implementation for literacy intervention. While literacy interventions can be implemented in any grade, focusing on interventions in grades 3-8 is critical because it is often the best chance for students identified with earlier reading deficiencies to become ready for the literacy demands of postsecondary education and careers.

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Self-study Guide for Implementing High School Academic Interventions



SELF-STUDY GUIDE FOR IMPLEMENTING
HIGH SCHOOL ACADEMIC INTERVENTIONS



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The Self-study Guide for Implementing High School Academic Interventions was developed to help state, district, and school-based practitioners and stakeholders conduct self-studies of planning and implementation for high school academic intervention. While academic intervention can be implemented at any grade level, focusing on interventions in high school is critical because this is often a student's last chance to become ready for the academic demands of post-secondary education and careers.

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Purpose and use of the self-study guides

The purposes of the Intervention Self-Study Guides for Implementation are to help districts, and schools:

- Gather baseline information to use in developing an implementation plan for literacy/academic interventions.
- Prioritize their needs as they develop their implementation plan for literacy/academic interventions.
- Gather progress-monitoring information for continuous improvement of literacy/academic interventions.
- Evaluate the implementation of literacy/academic interventions.

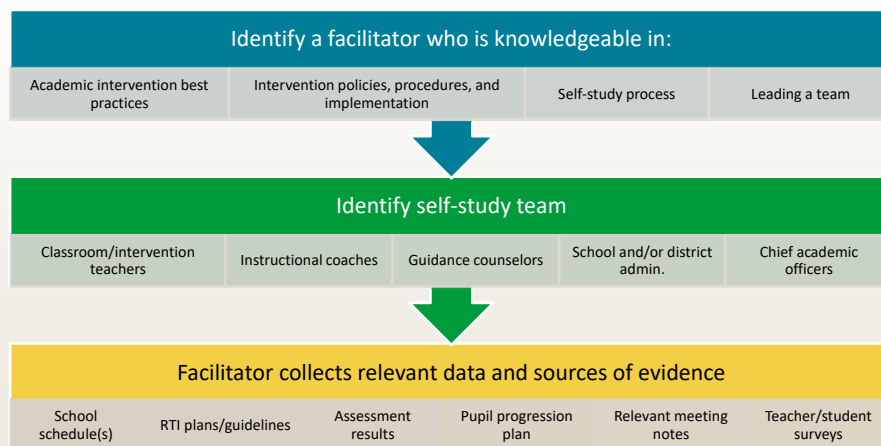
Self-study process

Self-study is a process of using a guide with predetermined focus areas and questions to collect, share, and discuss data with stakeholders. The process can include teachers, instructional coaches, guidance counselors, school-based administrators, district administrators, and chief academic officers knowledgeable in literacy/academic interventions.

Self-study process

Self-study is designed to promote reflection about current strengths and challenges in planning or implementation, spark conversations among staff, and identify areas for improvement. It is helpful to elicit input from participating teachers and others who deliver literacy/academic interventions, in addition to instructional coaches and school-based administrators.

Self-study process: Preparing for self-study



Self-study process

Self-study works best if a dedicated facilitator leads the process for members of the self-study team. This facilitator should be knowledgeable in best literacy/academic intervention practices from research as well as in intervention policies, procedures, and implementation and should review the process in detail before the self-study begins. The facilitator should also collect relevant data and possible sources of evidence before convening a meeting. The facilitator should be a careful listener and able to lead and structure discussions around collected evidence and decisionmaking processes.

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Self-study process: Conducting the self-study



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Self-study process

- The self-study process includes the discussion of guiding questions and potential sources of evidence to support the review of state, district, and school-based planning and implementation of academic interventions
- The process should be tied to district and school actions and assess the current status of implementation.
- Self-study should be based on areas which research shows as being associated with strong implementation of the practice (literacy/academic interventions)

Self-study process

Consensus

- After the guiding questions have been answered and the data has been reviewed by individual team members, each member rates current planning and implementation.
- The facilitator will then guide the self-study team through a consensus rating process to reach agreement on the current status of implementation in the district or school and on planning the next steps.

Self-study process

Planning Next Steps

- Prioritize next steps based on the strength of evidence and importance for success as described in the literature.
- Review the consensus scores showing a need to develop or improve.
- Identify two or three top priorities for action planning and record the priority areas. Complete a detailed plan for next steps and activities and note any potential challenges.

Self-study Example

Each of the Scoring Guide Areas provides possible sources of evidence and guiding questions.

Scoring Guide Area 1: Student Selection	
A plan is developed and implemented to identify and serve struggling students with timely academic interventions.	
Write the rating number below that best describes your program's implementation progress for each item.	1 - Important, but not feasible now 2 - Area to develop 3 - Partially in place, under development 4 - Already in place
My Rating: _____	
1.1. A plan is developed and implemented for timely (in close proximity to the student's first day of school) identification of students who are at-risk and/or failing to meet grade-level academic expectations.	
Possible Sources of Evidence <ul style="list-style-type: none"> o District or school pupil progression plan. Pupil or student progression plans are typically developed by local school districts and align with state policies to identify criteria (such as course mastery, attendance, and grade point average) that students must meet to be promoted to the next grade. o School improvement plan. o District or school multitiered system of support or RTI plan. o Documentation of assessments and other Early Warning System criteria used for identification of students' academic skills (including attendance and prior grade retention). o Documentation of student grades in academic courses and prior assessment scores. o School schedule for the administration of academic progress monitoring assessments. 	
Guiding Questions <ul style="list-style-type: none"> o Are students' with academic intervention needs identified through teacher nomination, previous grades, or existing academic assessment data in close proximity to the students' first day of school? o Who ensures all students with potential risks have been identified? o Who administers academic progress monitoring assessments? o Who interprets the results of the academic assessments and translates to instruction? o Is there a more efficient way to identify students who are at risk? o Is prior data available to prioritize placement of low-performing students in intervention? 	

Self-study Example

Each guide contains an appendix which provides support for each of the scoring guide areas, including an annotated bibliography.

Appendix A. Support for Scoring Guide Areas

This appendix describes key references that provide additional support for each of the Scoring Guide areas.

Scoring Guide Area 1: Student Selection

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010). Rethinking response to intervention at middle and high school. *School Psychology Review, 39*(1), 22-28. <https://eric.ed.gov/?id=E1886408>

The authors note important differences in student selection for academic interventions at secondary school settings. "At middle and high school, academic deficits are well established. Moreover, because a greater range of performance in the academic domain can be sampled than in the elementary grades, it is easier to design middle and high school tests whereby students do not cluster near the bottom of the scale, creating meaningful distinctions among students with deficits of larger and smaller magnitudes. For these reasons, at middle and high school, it no longer makes sense to allocate scarce resources to screening for the purpose of identifying students at risk for academic failure. It makes more sense to rely on teacher nomination or existing assessment data to identify students with manifested academic difficulties" (p. 24).

"Restricting participation in secondary prevention to students for whom the likelihood of success is good creates a better opportunity to serve this population more effectively, which in turn enhances schools' opportunity to provide appropriately intensive tertiary prevention. This is the case because when secondary prevention is offered to a mix of students, some of whom seem likely to respond and others of whom have such large deficits that secondary prevention's intensity is manifestly insufficient, a higher proportion of both subsets of students may fail to respond, thereby flooding tertiary prevention and watering down the intensity required at the tertiary level. This parallels the need for high-quality primary prevention to avoid overwhelming secondary prevention with inappropriate students and thereby decreasing the intensity available at secondary prevention. For these reasons, moving students with the greatest academic deficits directly to a well-conceptualized, most intensive tertiary prevention level may produce more reliable and substantial outcomes for both subpopulations of students" (p. 25).

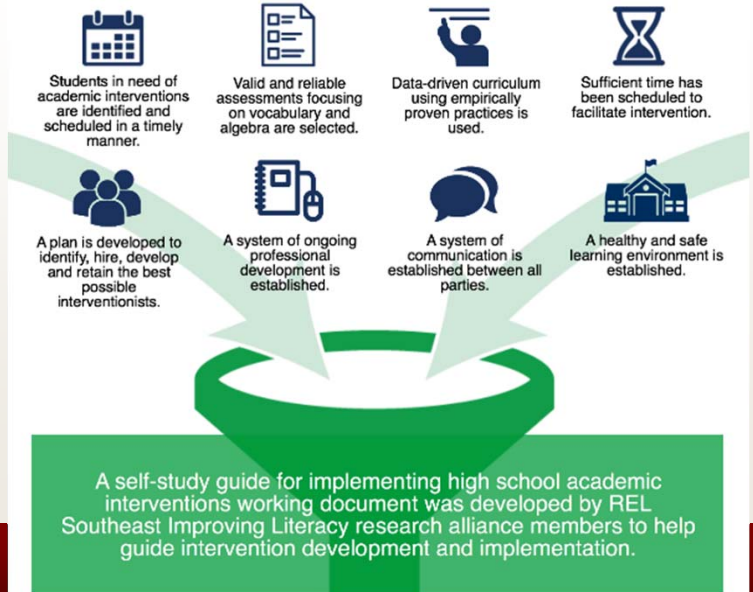
Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE No. 2009-4067). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <http://eric.ed.gov/?id=ED506645>

This practice guide for using student data in decision making recommends that "after triangulating data and considering the extent to which student learning did or did not improve in response to the intervention, teachers can decide whether to keep pursuing the approach in its current form, modify or extend the approach, or try a different approach altogether" (p. 18).

Dynarski, M., Clark, I., Cobb, B., Finn, J., Humberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 08-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://eric.ed.gov/?id=ED507502>

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Implementing academic interventions is a complex process



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Questions?

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