OBJECTIVES

As a result of this session, participants will:

- Understand the purpose, priorities, and activities of the National Center on Improving Literacy (NCIL)
- Learn information and resources to
  1. Support evidence-based decision-making for improving student literacy outcomes, and
  2. Build capacity to select and implement evidence-based literacy
AGENDA

- NCIL Overview
- The Need in the Field for Evidence-based Practices
- Principles of Effective Intervention
- Resources to Support Decision-making
PROGRAM ESTABLISHMENT

National Center on Improving Literacy

ESSA
Every Student Succeeds Act

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

Office of Elementary and Secondary Education
U.S. Department of Education
PROGRAM PARTNERS

National Center on Improving Literacy

University of Oregon

Center on Teaching & Learning

FLORIDA CENTER for READING RESEARCH

RMC RESEARCH
PURPOSE OF THE CENTER

To “address current and emerging training and information needs of SEAs, LEAs, technical assistance (TA) centers, schools, and practitioners to select and implement evidence-based practices that will improve literacy outcomes for students with disabilities or students who show indicators of disabilities that may prevent them from attaining full literacy skills” (Federal Register, Vol. 81, No. 110, p. 36896).
NCIL Mission

To increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia

- Identify or develop free or low-cost evidence-based assessment tools for identifying students at risk of not attaining full literacy skills due to a disability
- Identify evidence-based literacy instruction, strategies, and accommodations, including assistive technology, designed to meet the specific needs of such students
- Provide families of such students with information, and collaborate with parent training centers
- Identify or develop evidence-based PD for teachers, paraprofessionals, principals, other school leaders, and specialized instructional support personnel
- Disseminate the products of the comprehensive center to regionally diverse SEAs, LEAs, regional educational agencies, and schools
Access the NCIL website at [www.improvingliteracy.org](http://www.improvingliteracy.org)!
The Need in the Field for Evidence-based Practices
To what extent do teachers report using evidence-based reading curricula in tier 1 instruction?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7%</td>
<td>Programs were determined by WWC to have positive effects on student learning</td>
</tr>
<tr>
<td>2.9%</td>
<td>Programs were determined by BEE or the PPN to have moderate positive effects on student learning</td>
</tr>
<tr>
<td>50%</td>
<td>Programs purported adhering to all five components of reading instruction based on a content evaluation</td>
</tr>
</tbody>
</table>

Kretlow & Helf, 2013
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.

Kretlow & Helf, 2013
To what extent do teachers report teaching all five components of reading instruction?

Over 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.

Kretlow & Helf, 2013
### TEACHER IMPLEMENTATION OF EVIDENCE-BASED PRACTICES IN TIER I: A NATIONAL SURVEY

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do teachers report using systematic, explicit instruction in reading?</td>
<td>63.6% of teachers reported using an “eclectic” instructional approach for teaching reading</td>
</tr>
<tr>
<td></td>
<td>34.6% of teachers reported using explicit, systematic instruction with direct modeling, guided practice, and feedback of skills</td>
</tr>
<tr>
<td></td>
<td>1.8% of teachers reported using student-centered or discovery learning</td>
</tr>
</tbody>
</table>

Kretlow & Helf, 2013
Principles of Effective Intervention
WHAT SHOULD INTERVENTIONS DO?

- Intensify instructional delivery
- Increase learning time
- Reduce instructional group size

Vaughn, Wanzek, Murray, & Roberts, 2012
Which of the following designations best describe the cumulative evidence for this intervention?

Which of the following designations best describe the cumulative evidence for this intervention for settings and populations similar to yours?
DECISION-MAKING FOR EVIDENCE-BASED LITERACY INTERVENTIONS

Guiding Questions for Reflection

- What is the evidence level of our current curricula/interventions?
- What curricula/interventions are schools that are successfully improving student literacy outcomes using?
- Under what conditions were schools implementing this intervention successful or not?
- Are there interventions used in the state or district that have demonstrated success in schools in improvement?

Lee, Hughes, Smith, Foorman, 2016
DECISION-MAKING FOR EVIDENCE-BASED LITERACY INTERVENTIONS

Guiding Questions for Reflection

- Are we satisfied with the evidence level of the curricula/interventions?
- What tools do schools need to assist them in evaluating curricula/interventions?
- For what schools might this be a relevant and appropriate choice?
- Can or should this intervention be used in conjunction with other ones?
- What is the cost/benefit of using this intervention?

Lee, Hughes, Smith, Foorman, 2016
Resources to Support Decision-making
DECISION-MAKING FOR EVIDENCE-BASED LITERACY INTERVENTIONS | NCIL RESOURCES

RESOURCE REPOSITORY
- Find evidence-based professional development and effective approaches to screen, identify, and teach students with literacy-related difficulties, including dyslexia.

LITERACY BRIEFS
- Read research summaries and infographics written by our experts that simplify complex ideas related to literacy.

ASK-AN-EXPERT
- Our literacy experts provide research-based answers to practical questions.

Access these NCIL resources at www.improvingliteracy.org!
DECISION-MAKING FOR EVIDENCE-BASED LITERACY INTERVENTIONS | NCIL INFOGRAPHICS

Access these NCIL infographics at [www.improvingliteracy.org](http://www.improvingliteracy.org)!
Access the Ask An Expert submission website at www.improvingliteracy.org!
TELL US MORE ABOUT YOUR NEEDS!

PLEASE COMPLETE OUR SHORT SURVEY

Navigate to our Poll Everywhere URL (www.pollev.com/USEd) to answer the following questions:

1. What resources would be useful to you as you implement evidence-based literacy interventions?

2. Which topics, related to evidence-based literacy interventions, would you like to explore further?

3. What outstanding questions do you have about evidence-based literacy interventions?
Questions?
THANK YOU

NCIL CONTACTS

Sarah Sayko, Deputy Director  saykos@rmcre.org
Website: improvingliteracy.org
Twitter handle:  @NCILiteracy
Facebook page:  
https://www.facebook.com/improvingliteracy/

Kristen Rhoads, Project Officer, Office of Special Education Programs  Kristen.Rhoads@ed.gov