Outcomes

- Criteria for Evidence-Based Practice (LB 1081)
- Evidence-Based Practices/Explicit Instruction
- Share universal screening data/trend data
- Professional Development support
- On-site coaching and follow-up support
  - Core Instruction
  - Intervention Support
- Next Steps for implementation and sustainability.
Essential Reading Content

- Five components of reading:
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

National Reading Panel, (2000)
Critical Content

When something is critical – we spend more time to develop ways for students to respond and practice those things that will be used in future learning and taught to mastery.

Carnine, Silbert, Kame‘enui, Tarver (2004)
Instructional Focus of Critical Content

- Prioritize and teach:
  - Skills
  - Strategies
  - Vocabulary
  - Concepts
  - Rules
  - Facts

  . . . that can be generalized to many other learning situations, empower students in the future and match the students’ instructional needs

Archer & Hughes, (2011)
Systematic Instruction

Systematic instruction focuses on critical content (skills, strategies, and concepts) developed in a logical sequence

- Prerequisite skills are broken into smaller instructional pieces before more complex skills/strategies are taught
- Introduction of the most common skill, rule, or strategy before exceptions
- High utility skills are introduced before less useful ones
- Easy skills are taught before more difficult skills or strategies
- Skills and strategies that are easily confused are separated by a longer span of time

Carnine, Silbert, Kame‘enui, Tarver (2004)
Explicit Instruction Delivery

- Explicit is clear, direct teaching of skills and strategies including:
  - Instructional objectives (what do you want students to know and be able to do as a result of instruction)
  - Purpose for learning
  - Clear and concise directions and/or explanations
  - Clear model or demonstration, guided practice, and independent practice included in the instruction
  - Procedure for corrective feedback for correct responses or errors
  - Brisk pacing for instruction and practice
  - Teach to mastery

Carnine, Silbert, Kame’enui, Tarver (2004)
Characteristics of Evidence-based Interventions

- Offered as soon as it is clear the student is lagging behind
- Significantly increase the intensity of instruction and practice beyond core instruction
- Provide explicit (direct) and systematic instruction and practice along with cumulative review to ensure mastery
- Provide skillful instruction including good error correction procedures and opportunities for immediate positive feedback
- Provide instruction in specific skill(s) using scientifically-based or research-based programs
- Guided by, and responsive to, data on student progress
- Motivating, engaging, and supportive—a positive atmosphere is essential.
Expectations of Staff

- Leadership sets clear expectations for all staff.
- All students screened with a universal screener.
- All teachers use Journeys (2014), our core reading program.
- Teachers use explicit routines and procedures in whole/small group reading along with providing differentiated instruction in small groups.
  - (Teachers trained with ACI)
- On-site coaching and support available for all teachers.
Most Effective Way to Teach Essential Reading Skills

- **Systematic Instruction**
  - Teaching that identifies selected, useful skills
  - Organized skills into a linguistically, logical sequence of instruction from easier skills to more difficult skills
  - Differentiates instruction to systematically meet the range of needs within a classroom
Most Effective Way to Teach Essential Reading Skills

- **Explicit Instruction**
  - Clear instructional outcomes
  - Clear purpose for learning
  - Clear and understandable directions and explanations
  - Adequate modeling/demonstration, guided practices, and independent practice
  - Clear, consistent corrective feedback on successes and errors
1st Grade EI
Professional Development Support

- We were a Project READERS school in 2011-12.
- Interventions were evidence-based and aligned with IDEA guidelines.
- Teachers were trained to use DIBLES data to adjust instruction according to students’ needs.
- Students were progress monitored at their off grade level skill weekly and grade level skill monthly.
- As skill levels changed, so did the progress monitoring.
● Marzano Instructional Framework was implemented.
● Teachers voluntarily attended Anita Archer trainings.
● K-1 Teachers attended Explicit Instruction training in May 22-23, 2018
● Explicit Instruction overview Aug/Sep 2018
● EI Targeted Observation Trainings for specific instructional techniques.
  ● Unison Responses
  ● Error Correction
  ● Individual Responses
  ● Partner Responses
On-site Coaching/Follow Up

- Observations done frequently.
- Followed up with feedback.
- Side by Side Coaching as needed.
- Open dialogue about questions/concerns.
- Meet with grade levels or individuals as needed for further training.
Next Steps

● K-1 Teachers will continue to use EI procedures and routines in reading and extend those procedures into other content areas.
● On-site coaching and support is available.
● Observations with feedback done by Instructional Coach.
What questions do you have?
Thank You!

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