# Making It Stick: How to Engage Teachers for Tier 1 Instruction

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## Session Description

*The Model Demonstration Projects for Early Identification of Students with Dyslexia in Elementary Schools*
- *Three models seek to build the capacity of elementary schools to identify early, accurately, and efficiently students with, or at risk for, dyslexia.*
- *Presenters from two of the three models will describe how they addressed the infrastructure (i.e., professional learning) needed to provide evidence-based interventions that lead to improved reading achievement for students with, or at risk for, dyslexia.*

## Critical Information

- School systems nationwide strive to ensure all students demonstrate reading proficiency by Grade 3.
- Achievement gaps between poor and proficient readers are profound and increase over time.
- We must effectively identify early, accurately, and efficiently students with, or at risk for, dyslexia to provide evidence-based intervention to remediate skill deficits and close the achievement gap.
- Improving reading outcomes of students by building teacher, school, and district capacity to implement a Multi-Tiered System of Supports (MTSS) is a foundational part of this work.
  - Implementation Science and the Concerns Based Adoption Model (CBAM) provide tools to improve this framework.
  - The Literacy Analysis and Planning Guide (LAP-G) is a problem-solving tool to improve this framework.

# Resources and/or References

Brown, P.C., Roediger III, H.L., & McDaniel, M.A. (2014). *Make it stick: The science of successful learning*. London, England: Harvard University Press. ISBN: 0674729013.

Bryk, A.S., Gomez, L.M., Grunow, A., & LeMathieu, P.G. (2015*). Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

Dehaene, S. (2010). *Reading in the brain: The new science of how we read*. Penguin Book. ISBN: 978-0-14-311805-3

Mintrop, R. (2016). *Design-based school improvement: A practical guide for education leaders*. Harvard Education Press. ISBN-13: 978-1612509020

Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. Basic Books: NY.

## QR Code for each project

**Ohio's Dyslexia Supports**



**University of Houston:  Assessment, Intervention, and Instruction for Prevention and Treatment**