

NCIL-PaTTAN:

Implementing Evidence-based Literacy Practices Systemwide



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





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(Authority: 20 U.S.C. 1221e-3 and 3474)

NCIL-PaTTAN Presentation Team



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DISCLOSURES: Lana Santoro is an author of Enhanced Core Reading Instruction.



Implementation Showcase

1. Discuss Our National Center on Improving Literacy (NCIL)- Pennsylvania Training and Technical Assistance Network (PaTTAN) Partnership
2. Provide an Overview of PaTTAN's MTSS Initiative
3. Showcase Pennsylvania's State Personnel Development Grant: Success for PA's Early Learners (SPEL)



What is NCIL?

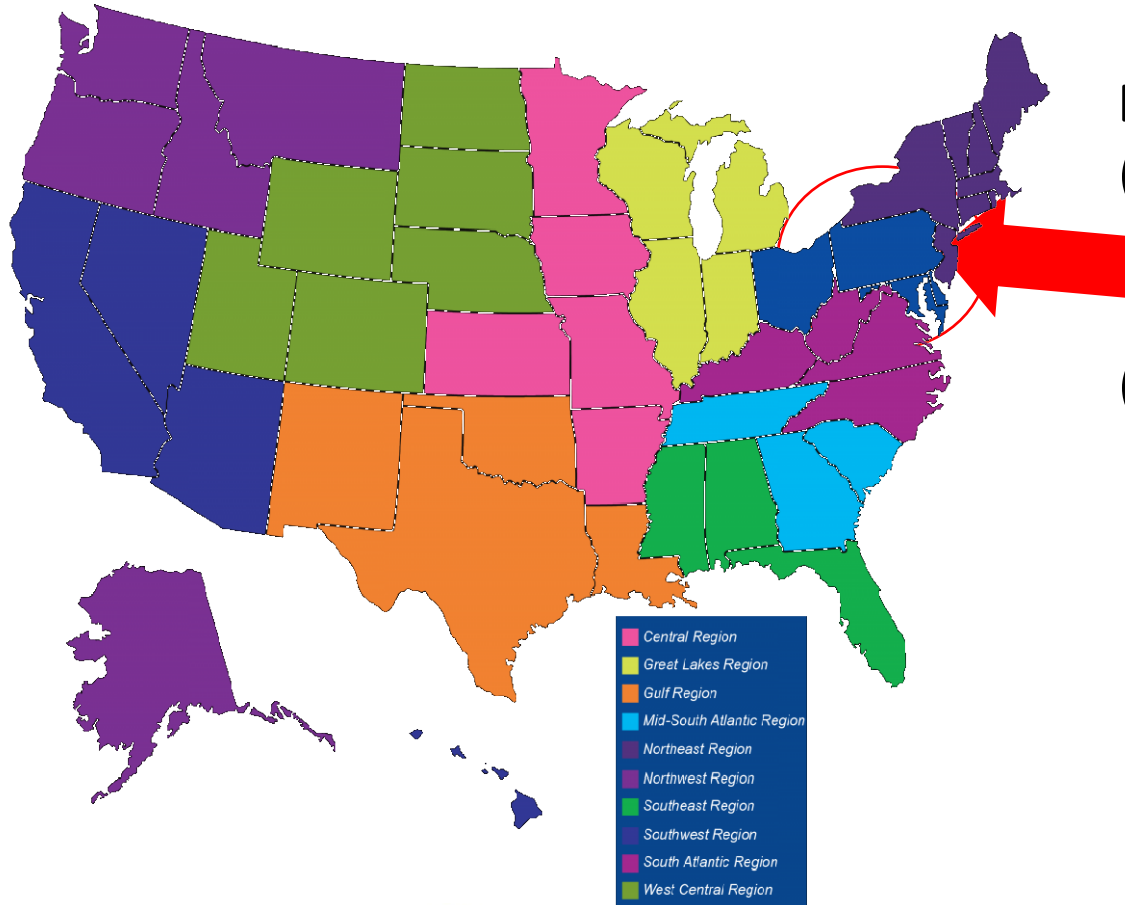
National Center on
Improving Literacy

Purpose:

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).



Pennsylvania is a Beacon Site



Beacon implementation site goals:

- (a) Support iterative development of evidence-based tools and resources for dissemination across the US
- (b) Identify pockets of excellence and exemplar models that can be shared with other SEAs and LEAs to support broad, sustained implementation of evidence-based literacy practices for students with disabilities, including dyslexia.



What is PaTTAN?

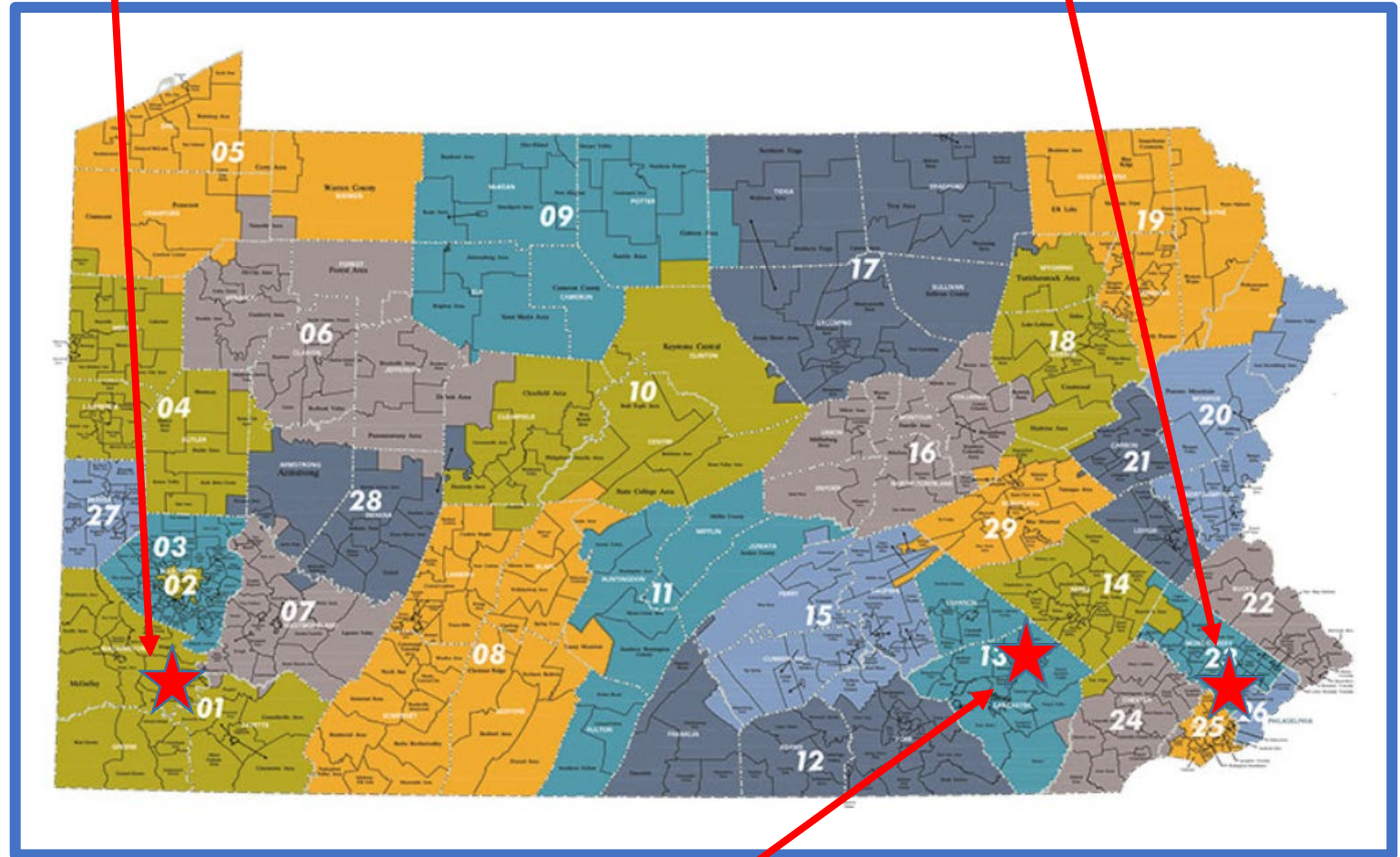
Pennsylvania Training and Technical Assistance Network

PaTTAN Pittsburgh

1, 2, 3, 4, 5, 6, 7, 27, 28

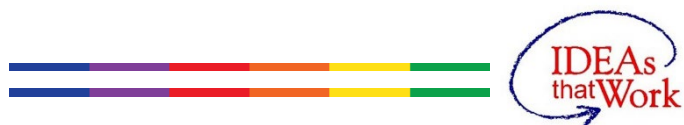
PaTTAN East

18, 19, 20, 21, 22, 23, 24, 25, 26



PaTTAN Harrisburg

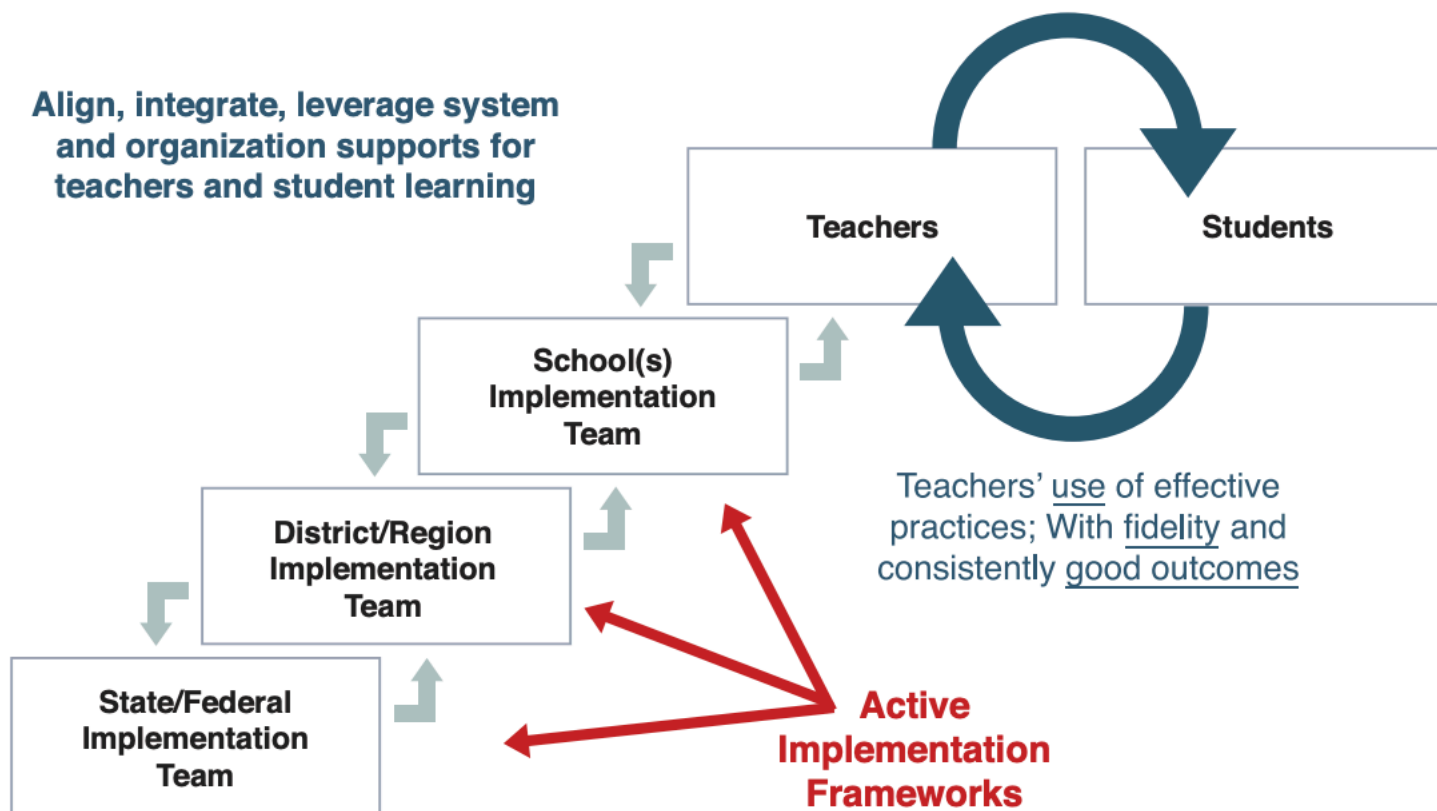
8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 29



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Cascading System of Supports (NIRN)



Fixsen, Ward, Ryan Jackson, and Cusumano (2015)



NCIL Professional Development & Technical Assistance

- SY 2018-19
 - PD training event with PaTTAN's MTSS Initiative (2-Day)
 - Effective Instructional Principles & Quality Implementation: What and How to Teach
 - Enhancing Core Reading Outcomes with Explicit Teaching Routines
 - Technical assistance on use of Response to Intervention (RTI) in reading to determine special education eligibility for specific learning disabilities (SLD) in those schools that use a multi-tiered systems of support (MTSS) approach.
- SY 2019-20; 2020-21; 2021-22
 - Enhanced Core Reading Instruction (ECRI) included in PaTTAN's MTSS Initiative's Enhancing Early Literacy Outcomes (EELO) Series
 - Continued technical assistance on use of Response to Intervention (RTI) in reading to determine special education eligibility for specific learning disabilities (SLD) in those schools that use a multi-tiered systems of support (MTSS) approach.



PaTTAN's MTSS Series

Half & Full Day Workshops

*Continuum of RTI/SLD Sessions

*Tier 3 Problem-Solving

MTSS Year Long/Multi-Year Series

*EELO

*EELO for ELs

*Secondary ELA

*Word Generation

*Middle-High Principles,
Partnerships & Practices

*RTI/SLD

Customized System Level Consultation

*Data-Analysis & Instructional
Matching

*Evidence-Based Practices

*BSE RTI/SLD Approved Process
& Tool

“Team Centric”
Research to
Practice (120 LEAs
have participated
over the last 8
years)



EELO: Application for Participation

- School-level Teams (1 per district)
 - School Administrator/Building Principal; Kindergarten, First and/or Second Grade General Education Teachers; Special Education Teachers; Reading Specialists and/or Advanced Tier Reading Interventionists; ESL Teachers; School Counselors; Speech/Language Therapists; School Psychologists
- Core Reading Program Adoption
- Selection of a Team Member to Serve as an Internal ECRI Coach
- Selection of a Student for a Case Study
- Participate in Site Visits
- Prepare and Present a Mid-Year and Concluding Team Presentation



EELO: Incentive to Participate

- Schools reimbursed for purchases up to but not exceeding \$10,000 upon submission of required documentation.



EELO: Training Series

Session	Month	Training & Technical Assistance
1-2	June	ECRI Foundational Skills
3-4	July	ECRI Vocabulary and Comprehension ECRI Leadership Training
5-6	August	Prevention of Reading Failure and MTSS Fidelity of Implementation Decision Making Across Tiers
7	September	Tier 3 Problem Solving
8	October	Refining ECRI Implementation
9	November-Early December	Fall Site Visit
10	February	Team Presentations
11	February-April	Winter/Spring Site Visit
12	May	Team Presentations



EELO: Case Study

Each school identified one student deemed at-risk for early reading failure and mobilized Tier 3 evidence-based supports and services. Tier 3 supports and services were informed by a continuum of assessment measures and the student's responsiveness to intervention was be monitored. The Tier 3 Problem-Solving Team Members (including the student's family) were required to establish and engage in a formal Tier 3 problem-solving process over the course of this series.

- Team met every 6-8 weeks to assess student RTI.
- Team regularly collected and analyzed diagnostic, mastery, CBM and other sources of reliable and valid student performance data.
- Team manipulated variables related to instructional intensification to include the methodology/methodologies, time, ratio of interventionist to students, etc.
- Team “pooled” instructional, psychometric (data-analysis and interpretation), SOR and other expertise to effectively and efficiently enhance the student's RTI within a reasonable period of time.



EELO: Team Presentation Template

1. Team Members
2. School Demographics
3. We targeted grade _____ b/c...
4. We experienced the following successes and obstacles to implementation:
5. Convening to assess fidelity of core and supplemental reading instruction (MTSS Health)
6. Fall to Winter & Winter to Spring Outcomes
7. Health of Core Reading Instruction (Tier 1)
8. Health of Advanced Tier Intervention
9. Advanced Tier Data (Supplemental Intervention)
10. Case Study Student: Pre-Post Intervention Achievement Levels
11. Tier 3 Problem-Solving & Case Study Student
12. Case Study Student's RTI
13. Case Study Student's Winter to Spring ROI
14. We used our stipend funds to....
15. Our biggest challenge this year was...
16. For '22-23, we plan to...



EELO: Series Outcomes

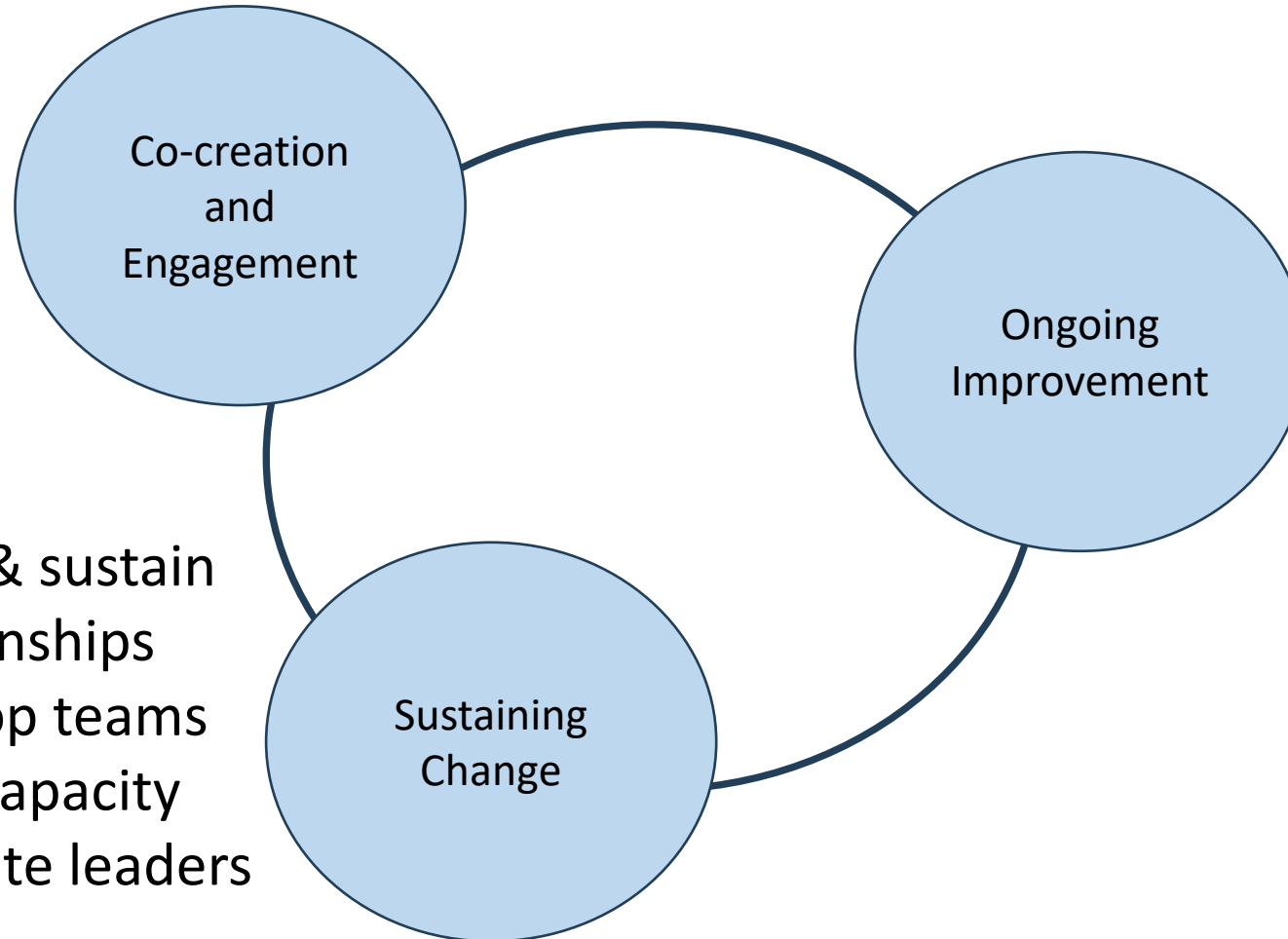
- Student Response to Intervention
 - 8 out of 10 teams had positive response to intervention.
 - 10% typical growth
 - 50% had above typical growth
 - 20% had well above typical growth
 - 2 teams had a case study student who went on to eligibility determination.
- Surveyed Participants
 - 100% indicated expanded understanding of core reading instruction.
 - 100% had evidence of improved fidelity of core implementation.
 - 94% had evidence of improved fidelity of implementation at advanced tiers.
 - 77% had developed “Tier 3 Neurosurgery-like Skills.”
 - 77% had formed a Tier 3 Problem Solving Team/Process.



Supporting Implementation

- Co-learning
- Co-designing
- Tailoring support

- Grow & sustain relationships
- Develop teams
- Build capacity
- Cultivate leaders



- Assess needs & assets
- Understand content
- Apply and integrate implementation frameworks, strategies, and approaches
- Facilitation
- Communication
- Conduct improvement cycles

Our SPDG



Success for PA
Early Learners

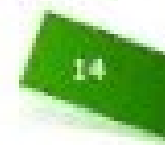
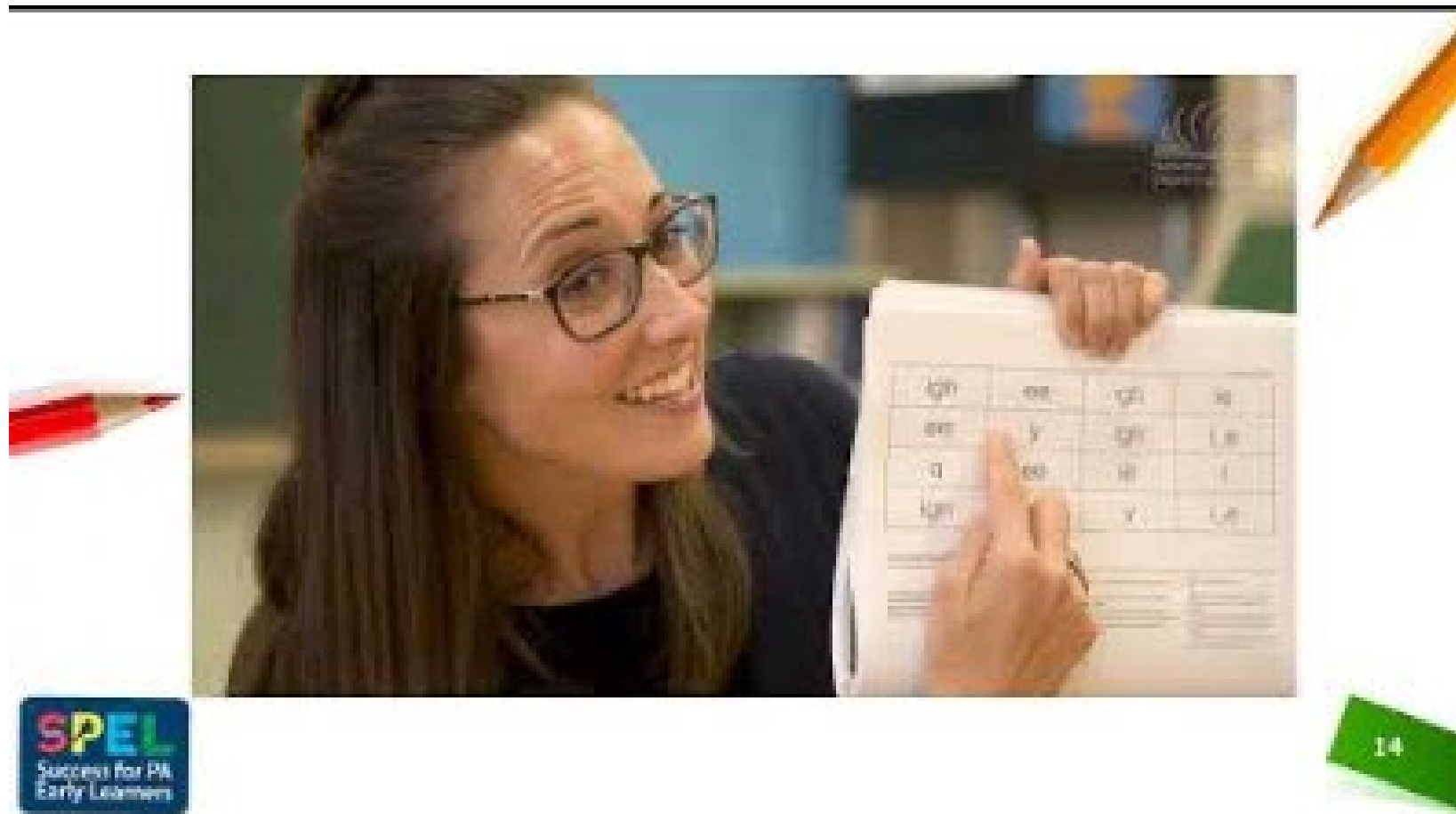


Purpose of SPEL

Success for PA Early Learners (SPEL) will develop a Comprehensive System of Personnel Development (CSPD) to ensure that economically disadvantaged early learners, who are at-risk for or identified with delays or disabilities, receive evidence-based practices to improve outcomes in **literacy**, **transition**, and **learning and family engagement**.



What is ECRI?



A large billboard stands against a bright blue sky with scattered white clouds. The billboard's structure, including a tall white pillar and a metal frame with several spotlights, is visible. The text on the billboard is in a bold, blue, sans-serif font.

**We need
ECRI Trainers!**

Purpose of the ToT

Enhanced Core Reading Instruction (ECRI) is linked to SPEL literacy initiative

- SPEL Performance Measures:
 - Participants receiving professional development in early literacy practices will demonstrate implementation fidelity in the identified practices (Year 5: 70%)
 - Students receiving early literacy instruction and interventions practices as part of SPEL will demonstrate increases in early literacy skills (Year 5)

To support this work, PaTTAN needed to build capacity in the state to train and support schools on a larger scale.



ECRI Training of Trainers (ToT)

2 Cohorts

- Invited at least 1 consultant per IU & PaTTAN consultants
- Trained by national ECRI Trainers
- Supported by mentors/coaches



WHO IS IN THE ECRI ToT?

Who?!



ECRI ToT Infrastructure



Supports Provided: PaTTAN

- **Pre-requisite course**
 - Required before attending the ToT for “new to ECRI” colleagues
 - Optional for those who had attended previously
- **Scheduled Practice Opportunities**



Supports Provided: ECRI

- **In-person Training Sessions**
- **Mentor/Participant Partnerships**
- **Guidance Throughout Vetting Process**



In-Person Training Sessions

- 5 full days of training
 - Phase 1:
 - Day 1 and 2: Foundational Skills training
 - Phase 2:
 - Day 3: Vocabulary and Comprehension
 - Day 4: Leadership
 - Day 5: Intensification



Mentor/Participant Partnerships

- 25 participants per cohort
- 6 mentors
- Mentors connect with participants at beginning of ToT via Zoom/email
- Bi-directional communication throughout the ToT vetting process
- Mentors and ECRI Leads work collaboratively to support mentor/participant partnerships



Guidance Throughout Vetting Process

- Vetting Process-
 - Phase 1 (Foundational Skills):
 - Video recordings
 - Written responses
 - Phase 2 (Vocabulary and Comprehension/Leadership/Intensification):
 - Data analysis tasks
 - Written responses
 - Vetting Rubrics and Summaries for Each Participant
- ECRI Leads meet with mentors via Zoom/phone calls/texts
 - Look-fors documents to support calibration
- Mentors meet with participants/phone calls/texts
- Ongoing correspondence via email/Google Drive



Bumps in the road to date...

ECRI ToT:

- Desire for more!
- Experience with ECRI
- Movement of IU consultants
- Fluency in routines prior to ToT

Recruitment of school sites:

- Aligned core programs
- Implementation in ALL buildings

“I feel like I’ve won the lottery!”



Where are we now?

- **ECRI ToT cohort 1**
 - will be completely vetted by end of September 2023
- **ECRI ToT cohort 2**
 - begins in August and will be vetted by June 2024
- **First school sites will join SPEL in 2023-2024**
 - Kindergarten teachers will have Professional Development in ECRI in order to implement in 23-24



Resource Spotlight

- National Center on Improving Literacy (NCIL) website:
 - The website includes resources to support use of evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.
 - <https://improvingliteracy.org>
- Pennsylvania Training and Technical Assistance Network (PaTTAN) website:
 - This website includes resources and information to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
 - <https://www.pattan.net/>
- PaTTAN Literacy Resource Hub:
 - This resource hub provides access to free ongoing professional development, webinars, and web resources
 - <https://sites.google.com/pattan.net/pattan-literacy/home>
- Enhanced Core Reading Instruction website:
 - This website includes information, research, and materials to support the implementation of Enhanced Core Reading Instruction (ECRI)
 - <https://ctlmarketplace.uoregon.edu/product/enhanced-core-reading-instruction>

