
The 5 W's of Adolescent Literacy Intervention

Julie Haluch
Adolescent Literacy Specialist

How does your district support adolescent learners who have not developed grade-level reading proficiency?



The 5 W's of Adolescent Literacy Intervention

- **Why** do we need to provide intervention?
- **Who** is receiving support and who is providing support?
- **What** will we teach? How will we teach?
- **When** does the schedule allow for intervention time?
- **Where** will students receive intervention?

Why do we need to provide intervention?

- **We want all students to be able to read and understand what they read**



Concerning National Literacy Data

- More than 60% of K–12 students are reading below the level of proficiency for their grade level and 70% of grades 4–12 are low-achieving writers.
- Grade 12 National Assessment of Educational Progress (NAEP) scores have been stagnant for decades.
- Only 44% of students taking the ACT are prepared for college-level text.
- An estimated 40 of 221 million adults are considered below the basic literacy level.
- 60% of incarcerated adults and 85% of incarcerated youth are functionally illiterate.



[National Reading Crisis, Children of the Code.org](http://NationalReadingCrisis.ChildrenoftheCode.org)

MTSS

All students reach grade-level reading goals, but what it takes to get them there varies in intensity.

- 80% reach goals through Tier 1 only
- Another 15% reach goals through Tier 1 + Tier 2
- The remaining 5% reach goals through Tier 1 + Tier 2 and/or Tier 3

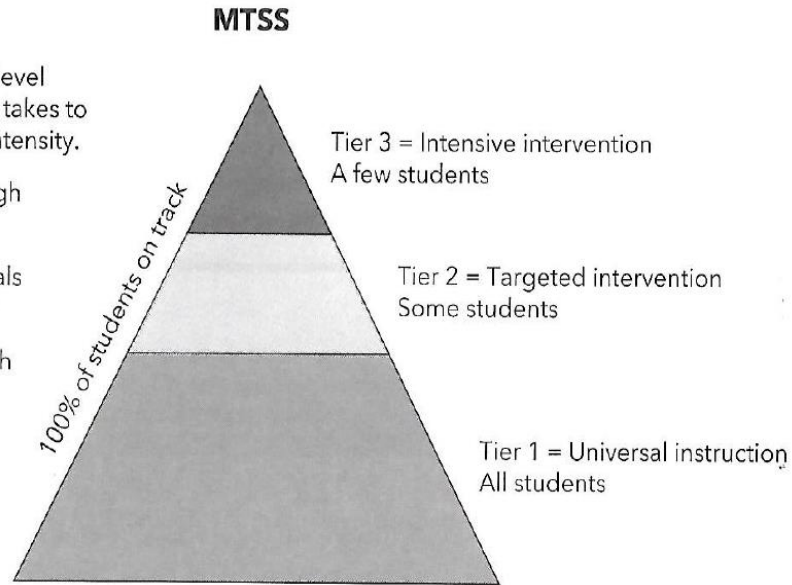
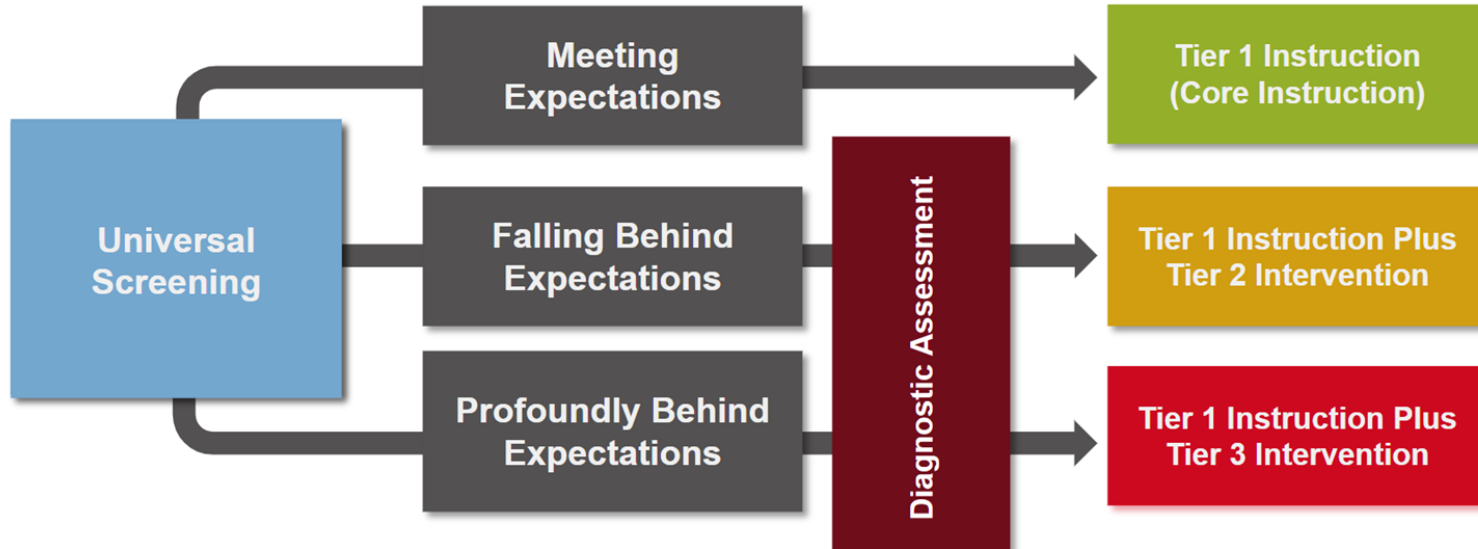


Figure 1.2. Multi-tiered systems of support (MTSS). Copyright © 2022 Stephanie Stollar Consulting, LLC.

Literacy Assessment Within MTSS



Ohio Improvement Process (OIP)



Use the OIP to enhance your problem solving abilities:

1. Identify students at risk
2. Determine individual needs
3. Plan instruction and implement support
4. Plan evaluation
5. Make changes or continue with the current plan

Three Tiers of Instruction and Intervention



Implementing Ohio's Plan to Raise Reading Achievement 6-12

The Goal of Tier 2

More **explicit**

Includes more **opportunities to respond and practice**

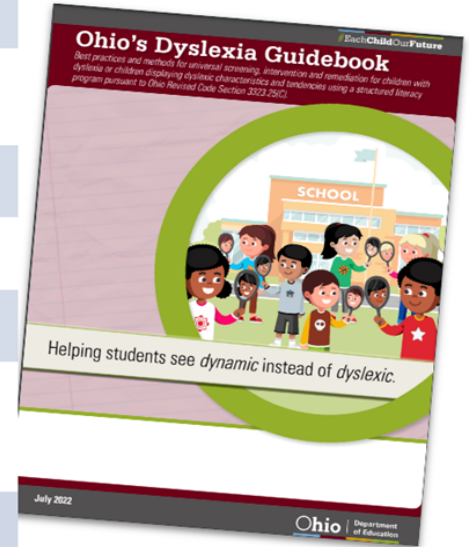
Includes more **immediate affirmative and corrective feedback**

Delivered at a **brisk pace**

Uses cumulative review over time

Focuses on the **specific skills** the students in the small group need to learn

Weekly **progress monitoring** to understand if tier 2 is effective



P. 33

TIER 2 VS. STUDY SKILLS

What Tier 2 is	What Tier 2 is not
A class for delivering instruction in literacy skills students need to succeed in content area classes	A study skills class
A class that requires a literacy specialist	A homework club
A class that requires specific research-based materials and practices	A test-prep class
A class with a carefully designed curriculum	A center at the school for delivering components of a student's IEP – extended time or reading directions aloud

Who is receiving support and who is providing support?

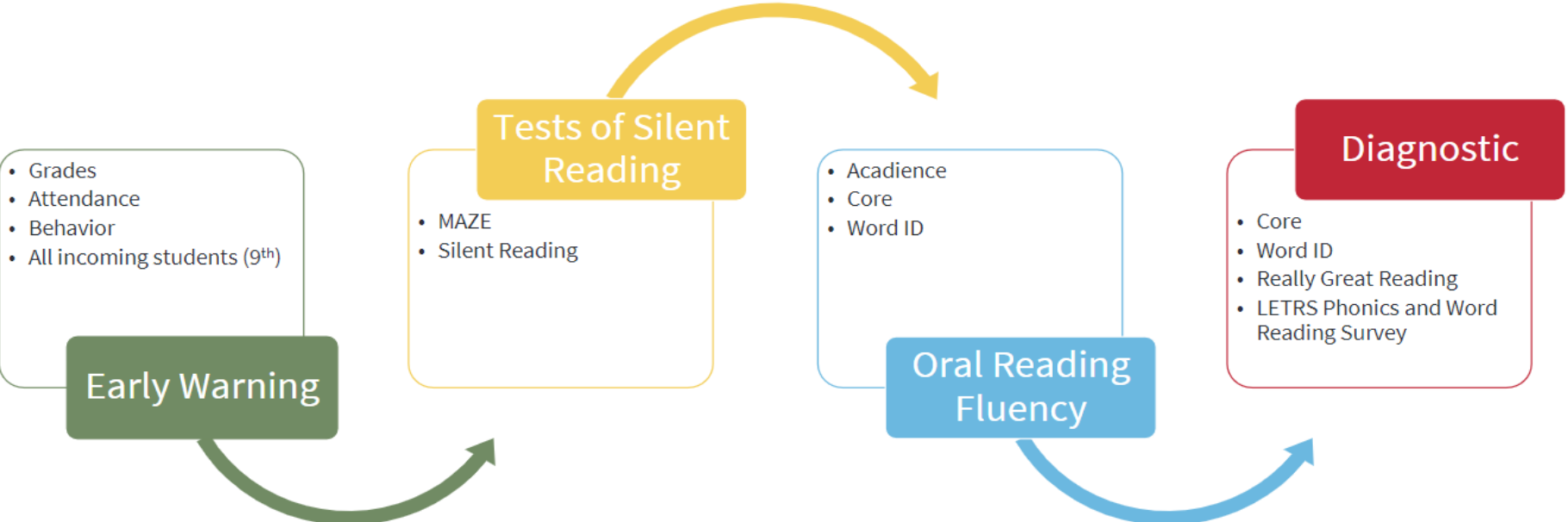
- **Students scoring below grade level on a universal reading screener**
- **Staff trained to deliver the selected evidence-based intervention**



Use assessment data to plan intervention groups

1. Administer a universal screener or use EWS data
2. Students who score below grade level - administer diagnostic assessment
3. Based on that data, place students in intervention groups
4. On a regular basis, administer a progress monitoring assessment to determine if the intervention is working

SECONDARY ASSESSMENT PROCESS



Brooklyn School & Brooklyn High School

Brooklyn, Ohio City Schools



Decision Rules for Grades 4-9

ASSESSMENT PITFALLS AND RED FLAGS

Assessment Type	Pitfalls and Red Flags
Screening	<ul style="list-style-type: none">• Using more than one screener• Screening all students
Diagnostic Assessments	<ul style="list-style-type: none">• Too many different assessments• No clear “rules” for when to use specific assessments and the skills they identify• Diagnostic assessments are administered to all students.
Progress Monitoring	<ul style="list-style-type: none">• No established schedule for progress monitoring.• Data is not analyzed for growth.• No decision-making process to intensify, adjust, or discontinue the interventions.

Theodore Roosevelt High School

Kent City School District



**Using EWS (Early Warning System) data to determine need
for interventions**

Timeline of Work SO Far...



- Created a calendar of set days for screener assessments
- Looking at 9th grade data

SET THE CALENDAR

- Identifying issues with current assessments/ intervention system
- Set assessment schedule
- Create intervention options for 2024-2025 year.

ASSESS AND REASSESS

2022-2023

FALL 2023

WINTER 2023

SPRING 2024

FUTURE

ESTABLISH SECONDARY COACHES

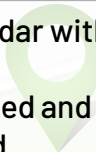
- Met with Jackie Dietrich
- Set assessment calendar for 2023-2024 school year
- Started pulling data to identify need

WE ARE GOING TO NEED A BIGGER BOAT

- Realized we need more help
- Started EWS meetings every other Friday to look at data and decisions

WHAT'S NEXT...

- 2024-2025 assessment calendar with dates for analysis of results
- MDT meeting members selected and dates for meetings established
- Interventions set and started



Who will deliver the evidence-based intervention?

- Identify staff needed to lead each intervention
- Provide professional learning so the intervention can be implemented with fidelity
- Conduct regular walkthroughs so educators can continue to grow

Core Literacy Professional Development



Moats, 2020

PACT+ Implementation Fidelity Checklist

Teacher: _____ Date: _____ Grade: _____ Average Fidelity: _____
 Subject: _____ Period: _____ Instructional Leader: _____

Procedural Fidelity

Rate the teacher's fidelity of implementation for the following three components on a 4-point scale as outlined in the table below.

Rating	Comprehension Canopy (5 total elements)	Essential Words Introductory Routine (7 total elements)	Critical Reading of Text (8 total elements)
4	5 elements	7 elements	8 elements
3	3-4 elements	5-6 elements	
2	2 elements	2-4 elements	
1	0-1 elements	0-1 elements	

APPENDIX 8.1 (continued)

Comprehension Canopy

Check all elements that were observed:

The teacher does the following:

- Introduces the unit and accesses students' prior knowledge
- Introduces the purpose of Springboard
- Presents a Springboard video or visual
- Prompts students to do a "turn-and-talk" activity
- Presents a comprehension question

Fidelity Rating: 1 2

Notes:

This form was adapted from the Collaborative Strategic Reading IVC (Vaughn et al. the English-Language Learner Classroom Observation Instrument (Haager, Gerst Observation Checklist (Stanovich & Jordan, 1998), and Features of Effective Reading Instruction (Urbach, Golos, Brownell, & Menon, 2010).

Essential Words Introductory Routine

Check all elements that were observed:

The teacher provides an Essential Word guide containing the following:

- Student-friendly definition
- Visual representation
- Related words
- Example usage
- Example and non-example
- Prompt for students to write important information about the word
- "Turn-and-talk" activity

Fidelity Rating: 1 2 3 4

Notes:

Critical Reading of Text

Check all elements that were observed:

The teacher does the following:

- Previews text for students
- Sets the purpose for reading
- Reads the first section of the text
- Prompts students to do partner reading
- Asks key questions
- Asks follow-up questions
- Engages students in text-based discussion
- Clarifies vocabulary and/or points out connections to essential words when applicable

Fidelity Rating: 1 2 3 4

Notes:

Sample Implementation Checklist Page 1



Sample Tier 2 Implementation Checklist

Teacher: _____
Program: _____

Location: _____
Comments by _____

Date: _____
Time: _____

Teacher Behaviors	Yes	No	NA	Student Behaviors*	Yes	No	NA
1. Provides clear instruction with brisk pace.				1. Actively participate throughout the lesson with accurate responses.			
a. Provides clear task directives.				a. Say answers when requested.			
b. Teaches the activities as designed by the program.				b. Say answers accurately.			
c. Moves quickly between items without sacrificing <u>think</u> time.				c. Work with partners when requested.			
2. Elicits responses throughout the lesson.				d. Read connected text orally when requested.			
a. Uses response procedures that involve all students (e.g., choral, partner, written).				e. Read connected text accurately.			
				f. Read to self when requested.			
b. Provides adequate thinking time.				g. Write answers when requested.			
3. Monitors student performance.				2. Attend appropriately during instruction.			
a. <u>Listens</u> carefully to oral responses.				a. Look at the teacher.			
b. <u>Looks</u> carefully at written responses.				b. Look at the stimulus.			
c. Moves around the room.				Directions: • As each teacher or student behavior is observed, make a tally in the Yes box. • As an opportunity for teacher or student behavior is presented, but not observed, make a tally in the No box. • At the end of the observation session, circle 'yes' or 'no' for each behavior based on where the majority of tally marks have been placed • Complete the rating of 'yes,' 'sometimes,' or 'no' for each of the 4 main teacher behaviors and each of the 2 main student behaviors. •			
4. Provides feedback, adjusts <u>lesson</u>, <u>maintains positive environment</u>.							
a. Corrects errors.							
b. Provides additional practice after error correction.							



Set teachers up for success!

- **Let teachers know coaches and/or administrators will be visiting classrooms**
 - This is not a “gotcha” type of observation
 - A way for coaches to identify what supports teachers and students need while using the adopted set of instructional practices
 - Look for student success and what teachers do to encourage that success
 - Every person has needs when trying out new instructional practices and it is important for coaches and administration to provide exactly what is needed (Wexler, Swanson, Shelton, 2021)
 - Start by having teachers self-assess



What will we teach? How will we teach?

- Ohio DEW's list of evidence-based reading intervention programs
- Explicit instruction



What will we teach?

 PRACTICE GUIDE

Providing Reading Interventions for Students in Grades 4–9

Released: March 2022

 Introduction document (136 KB)

 Summary document (415 KB)

 Full Guide (2.8 MB)



Recommendations

Details

Panel

Related Resources

This practice guide provides four evidence-based recommendations that teachers can use to deliver reading interventions to meet the needs of their students.

1 Build students' decoding skills so they can read complex multisyllabic words

[Show More](#)



STRONG EVIDENCE



2 Provide purposeful fluency-building activities to help students read effortlessly

[Show More](#)



STRONG EVIDENCE



3 Routinely use a set of comprehension-building practices to help students make sense of the text

Part 3A. Build students' world and word knowledge so they can make sense of the text

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part 3C. Teach students a routine for determining the gist of a short section of text

Part 3D. Teach students to monitor their comprehension as they read

[Show More](#)



STRONG EVIDENCE



4 Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information

[Show More](#)



MODERATE EVIDENCE



Ohio DEW's list of evidence-based reading intervention programs

The list of K-12 reading intervention programs that are aligned with the science of reading and contain strategies for effective literacy instruction can be found on the department's website.





Data-based individualization (DBI) is a research-based process for individualizing and intensifying interventions for students with severe and persistent learning and behavioral needs. The process integrates evidence-based intervention, assessment, and strategies using 5 interactive steps:



STEP 1 | Validated Intervention Program: The Foundation

The DBI process builds on an evidence-based and standardized intervention delivered with fidelity.

At this step, teachers consider:

- Does the intervention target the student's academic and behavioral needs?
- Is the intervention based on the best available evidence?
- Does the intervention align with core instruction?
- Has the intervention been shown to work with most students?
- Are procedures in place to ensure the intervention is delivered as planned?



STEP 2 | Progress Monitor: Did the Intervention Work?

At this step, staff regularly collect and analyze progress monitoring data to determine *if* the student is responding to the validated intervention. Teachers consider:

- Does the tool meet technical standards for progress monitoring and match the desired academic or behavioral outcome?
- Were data collected regularly and with a consistent approach?
- Were progress data graphed?
- Was the goal set using a validated approach?
- Was the intervention effective for most students?

Do data indicate that the intervention is working?



If no, **move to Step 3.**



If yes, **move back to Step 1** and continue to provide the validated intervention and monitor progress.



STEP 3 | Diagnostic Data: Why Didn't the Intervention Work?

At this step, staff use diagnostic data to develop a hypothesis about *why* the student is struggling. Teachers consider:

- Do multiple data sources confirm slow progress?
- Have both academic and behavioral explanations been considered?
- What do these data suggest about what needs to change?



STEP 4 | Intervention Adaptation: What Change Is Needed?

The hypothesis, along with educator expertise, is used to develop an individual student plan for modifying or adapting the intervention to better meet the student's individual needs. Teachers consider:

- Does the adaptation address the hypothesis?
- Does the plan address both academic and behavioral concerns when needed?
- Are procedures in place for implementing and monitoring the adapted intervention?
- Are only a few adaptations made at one time?



STEP 5 | Progress Monitor: Did the Change Work?

Continue to collect, graph, and analyze progress monitoring data to determine if the student is responding to the adapted intervention. Teachers consider:

- Are data collected according to the plan?
- Does the graph indicate when adaptations were made?

Do data indicate that the intervention is working?



If no, **return to Step 3.**



If yes, **return to Step 5** and continue to provide the adapted intervention and progress monitor.

A one-pager summarising ideas from the book *Explicit Instruction Effective & Efficient Teaching*.



ANITA L. ARCHER &
CHARLES A. HUGHES

EXPLICIT INSTRUCTION

DIRECT, ENGAGING AND SUCCESS ORIENTATED TEACHING

EXPLICIT INSTRUCTION

CLEAR INSTRUCTION, DESIGN AND DELIVERY

Explicit instruction is a structured and systematic teaching approach that provides clear instruction, design, and delivery procedures to maximise students' academic growth. The approach incorporates various supports and scaffolds, guiding students through the learning process with explicit explanations, demonstrations, and supported practice. The goal is to foster independent mastery by offering clear statements about the purpose and rationale of learning, checking for understanding, and ensuring active and successful participation by all students.

THE 6 KEY PRINCIPLES

MAXIMISE STUDENT ENGAGEMENT AND LEARNING

1. Optimise engaged time on task and active participation.
2. Promote high levels of success (80% correct/accurate).
3. Increase content coverage to maximise learning.
4. Have students spend more time in instructional groups.
5. Scaffold instruction by providing support and guidance.
6. Address different forms of knowledge at differing levels.



HIGH LEVELS OF SUCCESS

WORK TOWARDS INDEPENDENT PRACTICE

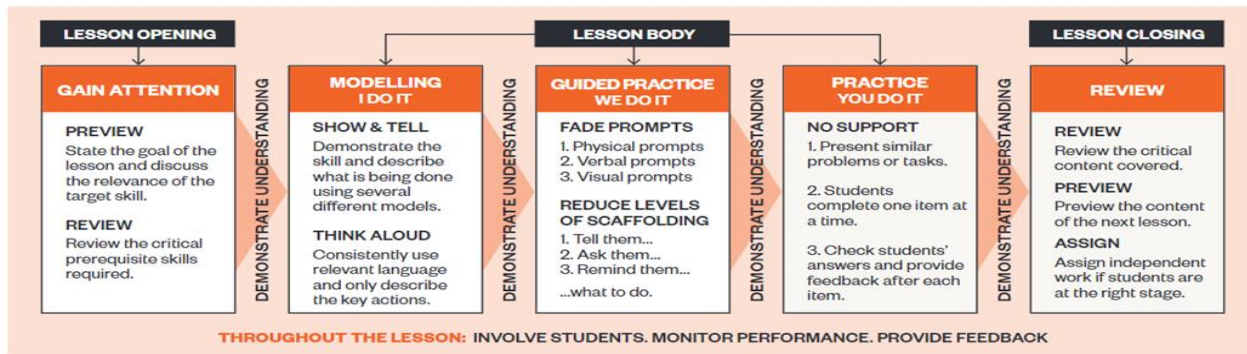
Research shows that in order to reach proficiency and build fluency, both practise and specific feedback on the quality of students' work are key. Focus on skills, concepts, and rules that are unknown to students and critical to academic performance. Embed deliberate practice sessions into your lessons and vary the application of the skill by bringing in previous material. Distribute practice sessions over time and test knowledge with frequent and varied retrieval tasks.

DELIVERING INSTRUCTION

THE 4 ESSENTIAL DELIVERY SKILLS

1. Require frequent responses from everyone.
2. Monitor student performance carefully.
3. Immediate affirmative & corrective feedback.
4. Deliver the lesson at a brisk pace.

THE RELATIONSHIP BETWEEN THE 4 ESSENTIAL DELIVERY SKILLS



ACTIVE PARTICIPATION

ELICIT FREQUENT RESPONSES FROM ALL

To be truly effective, instruction must be interactive. Active participation means eliciting frequent responses from **ALL** students in the lesson by getting them to say, write or do something concrete. In the act of responding, students are actively retrieving, rehearsing and practising the information, concepts, skills, or strategies being taught. The overall goal is to increase the number of successful responses and aim for at least 80% accuracy.



ACTION RESPONSES

- **HAND SIGNALS:** Put up fingers to show answer.
- **ENACTING:** Act out solid, liquid and gas.
- **GESTURES:** Make a shape with hands or use facial expressions.



WRITTEN RESPONSES

- **MINI-WHITEBOARDS**
- **RESPONSE CARDS:** Yes/No, True/False,
- **HINGE-QUESTIONS**
- **EXIT TICKET**
- **WRITTEN SUMMARY**



ORAL RESPONSES

- **CHORAL RESPONSES:** Everyone say it in unison.
- **THINK, PAIR, SHARE**
- **PAUSE PROCEDURE:** 2 minute paired discussion.
- **NUMBERED HEADS:** call numbers to get response.

● — ● — ● ● — ● — ●

Next STEPS Lesson Plan

Week of: _____

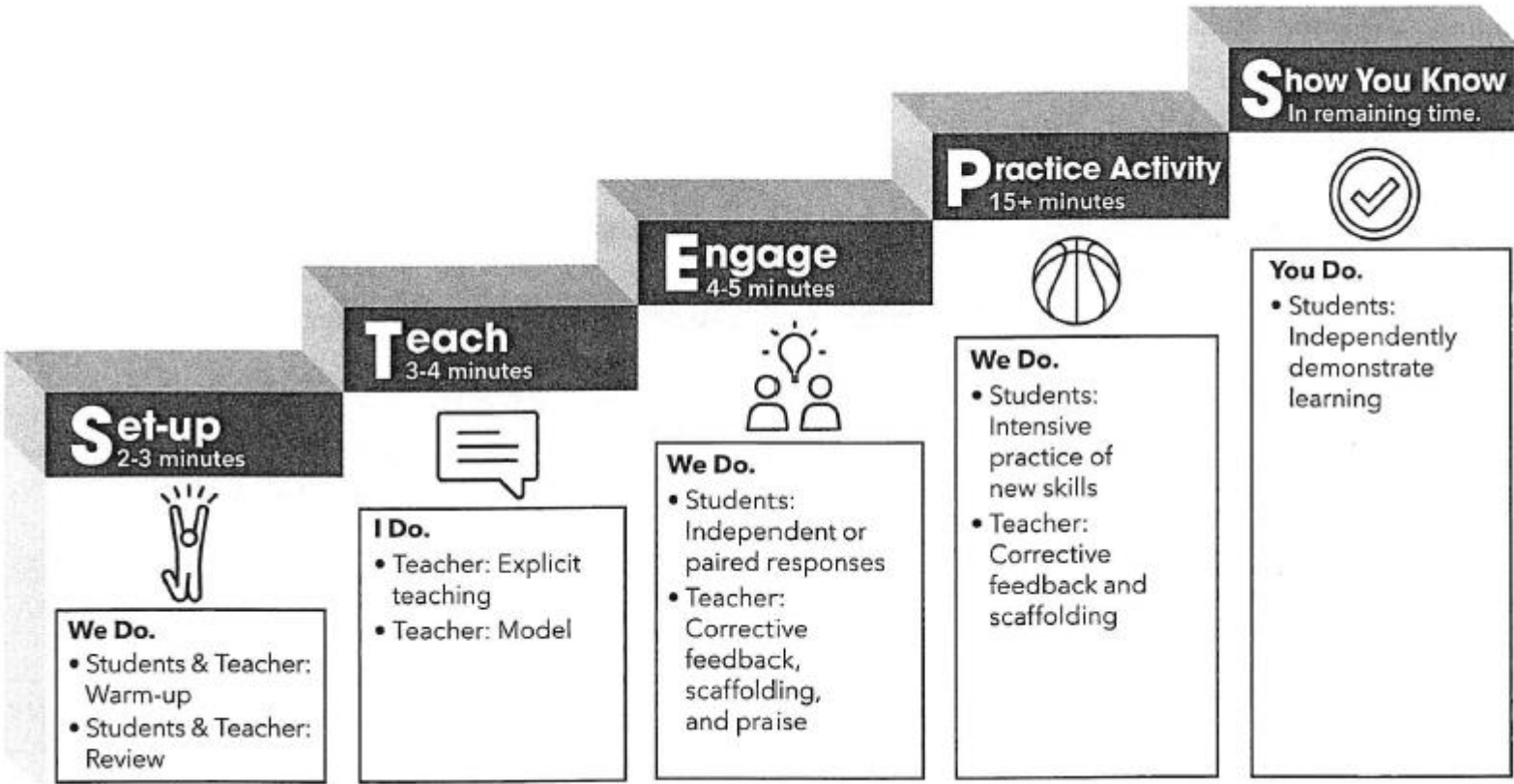
Students: _____

Targeted learning focus: _____

Step	Activities
Set-up Practice/review Quick practice of skills students have mastered 2-3 minutes	
Teach Model explicitly Model and teach new concept 3-4 minutes	
Engage Practice with feedback Teacher-led practice 4-5 minutes	
Practice Activity Intensive, extended practice of new skill 15-20 minutes	
Show You Know! Quick check of mastery, remaining time Once per week or every 2 weeks	

**Use a lesson
plan template
that includes
the gradual
release of
responsibility
instructional
framework: I
do, We do,
You do.**

(Smartt & Glaser 47)



(Smartt & Glaser 44)

What if our progress monitoring data shows that the student is not making progress?

Intervention Intensification Strategy Checklist

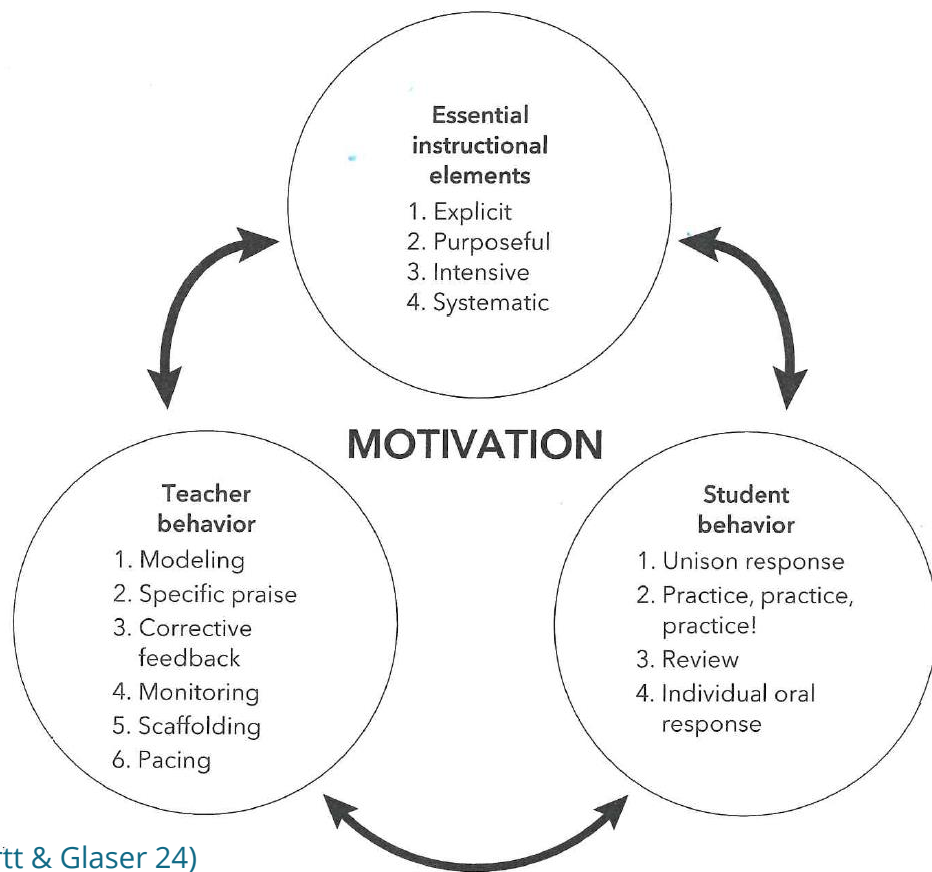
Turn and talk - Look at the Checklist. What strategies stand out to you? What might you try next?

Motivation is Important!

“Along with lots of active student involvement, excellent teaching from the platform of a knowledgeable teacher can make a big difference in how motivated both students and teachers are.” (Smartt & Glaser 24)



How We Teach to Reach



(Smartt & Glaser 24)

Figure 2.1. Teaching struggling readers to read: What we teach, how we teach to reach, and motivation.

When does the schedule allow for intervention time?

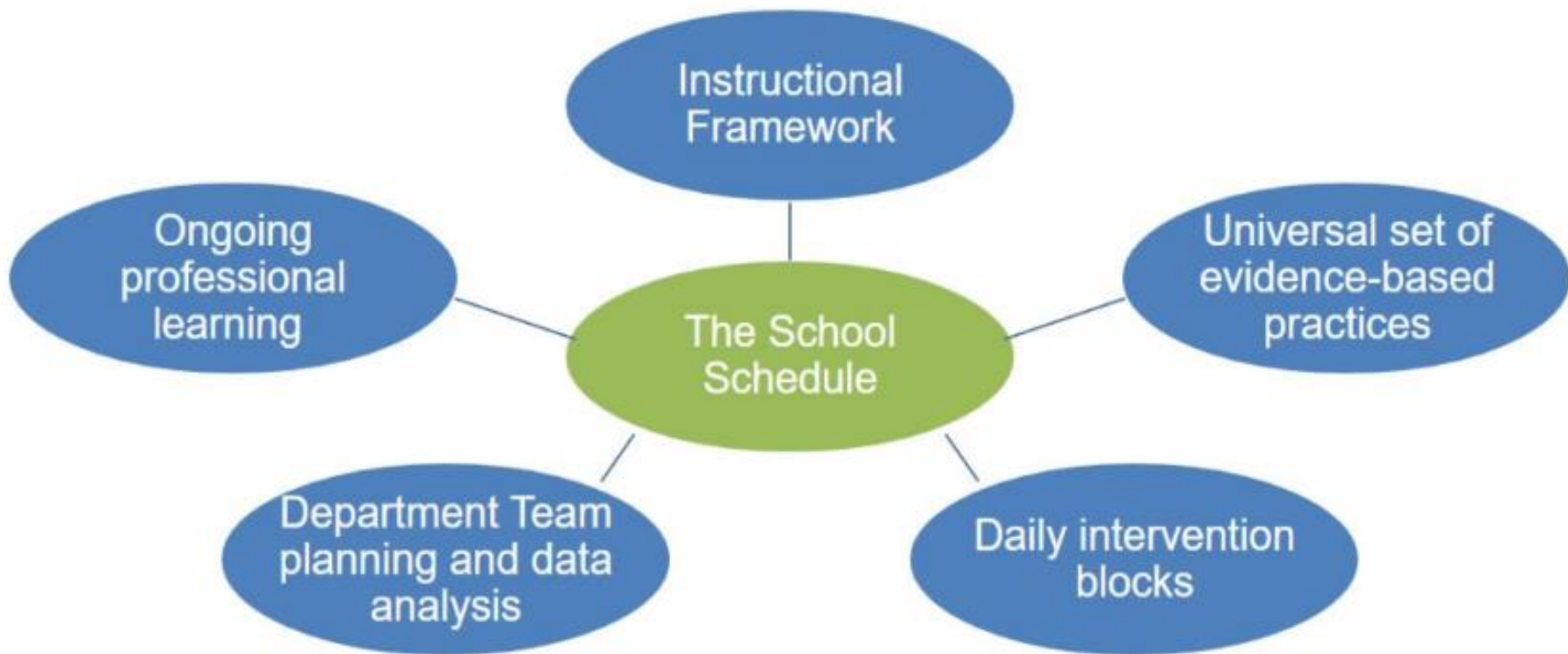
- Consider systems, structures and schedules

Systems & Structures that need to be in place

- Schedules
- Personnel management
- Screening
- Data collection and meetings
- Diagnostic protocols
- Progress monitoring

Building a Schedule to Support Literacy

Supporting Literacy in the Schedule



Time is a Factor

Amount of Instruction:

- Amount of instruction is the biggest alterable factor in student learning
- We need to increase time spent teaching reading!

Use of the School Day

- Concept of Academic Learning Time
- Effective teachers keep students on task/engaged 96% of the time, students of less effective teachers only 63%
- “Bell to bell” teaching with everybody there

Bell to Bell Instruction

5 minutes of lost instruction x 180 days = 900 minutes of lost instruction

900 minutes ÷ 45-minute period = 20 Instructional Periods!

Making School Scheduling More Strategic

by Nathan Levenson

- Read *Making School Scheduling More Strategic*
- Highlight your **Golden Sentence** - the sentence that stands out to you as you read
- Share your sentence with your table mates. Why did you choose that sentence?

Intervention Scheduling Idea	Considerations
<p>#1 In Place of an Elective: Students identified with reading needs are enrolled in an intervention course in place of one of their elective options.</p>	<p>There is a need to communicate with families and students about the decision is an important. There needs to be established decision rules for when a student would exit an intervention based on the student's progress within in the intervention.</p> <p>The school and district should have established group size for intervention courses so that the group is not too large to benefit from the intervention.</p>
<p>#2 Zero Period: The school creates an optional period before the start of the school day. During this "zero period," students can elect to take core or elective courses. Those students needing intervention support can take a core course during zero period, freeing up a time slot within the school day to receive their intervention assistance.</p>	<p>This option requires that staff teaching zero-period classes receive extra compensation or adjustment of their school-day teaching schedule. Also, parents and students must make a firm commitment to attend zero-period classes, as these courses entail additional work and potential inconvenience – including an earlier wake-up time and home responsibility for transportation.</p> <p>The school and district should have established group size for intervention courses so that the group is not too large to benefit from the intervention.</p>



Intervention Scheduling Idea	Considerations
<p>#3 Credit Recovery: A school that has access to online “credit recovery” courses offer a struggling student with the option to take a course online (via credit recovery) on his or her own time. This option frees up a time-slot during the school day for that student to get intervention assistance.</p>	<p>The credit-recovery option requires that a student be self-motivated and willing to take on extra work in order to access intervention support. While this option may be a good fit for some students, many may lack the motivation and skill set necessary for success in an online course taken outside of the school day.</p> <p>The school and district should have established group size for intervention courses so that the group is not too large to benefit from the intervention.</p>
<p>#4 Core Course with Extended Time: The school creates two-period sections of selected core area courses (e.g., English). Students are recruited for these extended-time sections because they were found through academic screening and/or archival records to need additional time to master course concepts and/or complete assigned work. The two-period course affords sufficient time for the teacher to provide core instruction and to provide supplemental interventions such as in the area of reading.</p>	<p>Students placed in an extended-time core course that occupies two class periods may have to give up or postpone the opportunity to take another course.</p> <p>The extended-time course can be made more effective if the school can assign additional staff (e.g., co-teacher, trained paraprofessional) to push into the setting for at least a part of the class to provide additional support to struggling students.</p> <p>The school and district should have established group size for intervention courses so that the group is not too large to benefit from the intervention.</p>
<p>#5 Lunch: Utilize lunch periods to offer small group social skill interventions or other small group intervention to address social emotional/behavioral needs. These groups typically do not meet more than 1 or 2 times per week.</p>	<p>Aligning students’ lunch schedules to form groups can be complex work and it will be important to provide a rationale as to why the student is giving up lunch periods.</p>



6th GRADE BELL SCHEDULE

ELA	1 st Period	7:20-8:16
Science	2 nd Period	8:19-9:11
Math	3 rd Period	9:14-10:06
SS	4 th Period	10:09-10:44
	Lunch	10:47-11:17
I/E	5 th Period	11:20-12:12
Special 1	6 th Period	12:15-1:07
Special 2	7 th Period	1:10-2:02
	Homeroom	2:05-2:20

CLASS
schedule

Sample A1: Hybrid high school schedule with six classes and 50-minute lunch and intervention period

Monday – Wednesday

1 st Period	9:12 – 10:05
2 nd Period	10:09 – 11:02
3 rd Period	11:06 – 11:59
ALPHA Time	11:59 – 12:49
4 th Period	12:53 – 1:46
5 th Period	1:50 – 2:43
6 th Period	2:47 – 3:40

Thursdays and Fridays use block scheduling, with periods 1, 3, and 5 on Thursdays and 2, 4, and 6 on Fridays.

1 st /2 nd Period	9:12 – 10:51
3 rd /4 th Period	10:55 – 12:34
ALPHA Time	12:34 – 1:24
SIT Time	1:28 – 1:57
5 th /6 th Period	2:01 – 3:40

Early Release

1 st Period	9:12 – 9:48
2 nd Period	9:52 – 10:28
3 rd Period	10:32 – 11:08
4 th Period	11:12 – 11:48
5 th Period	11:52 – 12:28
6 th Period	12:32 – 1:08
Lunch	1:08 – 1:40

The logo features the word "CLASS" in large, colorful, block letters (pink, orange, yellow, green, blue) with a white outline. Below it, the word "schedule" is written in a black, cursive script font.

Sample A5: High school schedule with seven classes and 54-minute lunch and intervention period

In this school, teachers hold office hours during the first half of the lunch/tutoring block — called “Anchor Hour.” Check-in stations staffed by guidance counselors, administrators, custodial staff, and PE staff were created at the beginning of lunch to monitor student movement. The school added 10 minutes to the school day and reduced the length of class periods to create the additional time.

Period	Regular Schedule	Activity Schedule	Early Release Schedule
1	8:35 – 9:23	8:35 – 9:14	8:35 – 9:12
2	9:28 – 10:16	9:19 – 9:58	9:17 – 9:54
3	10:21 – 11:09	10:03 – 10:42	9:59 – 10:36
4	11:14 – 12:02	10:47 – 11:26	10:41 – 11:18
Anchor Hour	12:02 – 12:56	11:26 – 12:23	11:18 – 12:14
Office Hours A	12:02 – 12:26	11:26 – 11:53	11:18 – 11:44
Office Hours B	12:32 – 12:56	11:56 – 12:23	11:48 – 12:14
5	12:56 – 1:44	12:23 – 1:02	12:14 – 12:51
6	1:49 – 2:37	1:07 – 1:46	12:56 – 1:33
7	2:42 – 3:30	1:51 – 2:30	1:38 – 2:15

Sample A6: High school schedule with four class blocks and 50-minute lunch and intervention block

Batesburg-Leesville High School in South Carolina divides an extended lunch period into two halves; together, this block is called Half-Time. Students eat lunch during one 25-minute half and receive Tier 2 support as needed during the other half from teachers, who hold office hours on specific days of the week.

Teacher Arrival	7:40
1 st Block	8:30 – 9:53
2 nd Block	10:00 – 11:23
Half-Time/Lunch	1 st Half: 11:25 – 11:50 2 nd Half: 11:50 – 12:15
3 rd Block	12:22 – 1:45
4 th Block	1:52 – 3:15
Teacher Departure	3:30



Implementing MTSS in Secondary Schools: Challenges and Strategies

Samantha Durrance
Revised January 2023



Implementing MTSS in Secondary Schools

CLASS

schedule

Where will students receive intervention?

- Think of a place where students will have the privacy to learn and grow without embarrassment

Where and When We Learn

Our classroom is comfortable, well-equipped, and located right in the middle of things.

Our classes are credit-bearing and scheduled for full Blocks like any other.

If we want our literacy students to feel like they belong, why do schools so often send them to a cramped office at the end of a corridor? When it's time for class they physically have to turn away from their friends. That is not respecting their dignity.

What are we telling our struggling readers with their classrooms? What are we telling their teachers? Who is valued, and who is an after-thought?

LeDerick Horne reminds us in a *HTH Unboxed* podcast that yes, there is a politics of placement and that architecture will start teaching before teachers do (Patton, 2014).

If we want to communicate to our emerging readers, "You are welcomed and respected in this school" and "Reading difficulty is nothing to be ashamed of" then we simply communicate that in the most tangible way possible: a classroom just like any other.



No Time to Waste: Structured Literacy with Young Adults

With this site we share an example of effective instruction and programming in foundational literacy skills from our rural, public middle and high school.



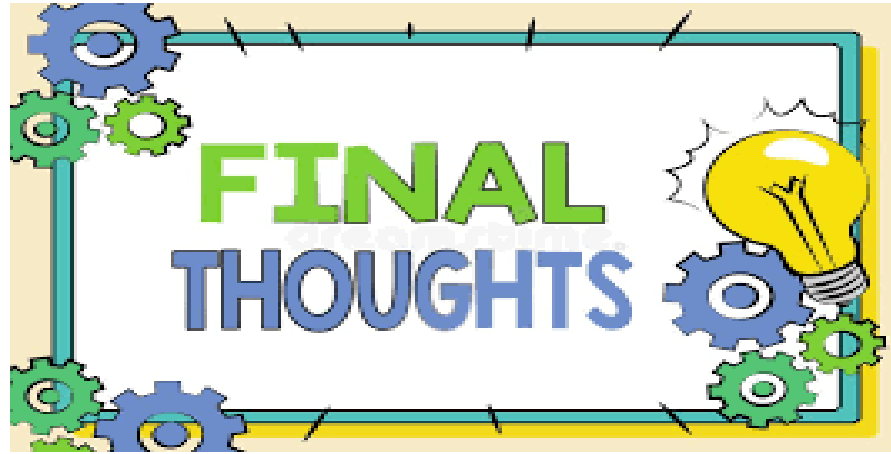
Julie Burtscher Brown, M. S. Ed.

Literacy Facilitator and EL Coordinator, Mountain Views Supervisory Union, Woodstock, Vermont

Alongside her colleagues, Julie Brown is the founding teacher of Woodstock Union Middle and High School's Structured Literacy Program. She has served in a variety of roles including Structured Literacy Teacher, Special Educator, Literacy Facilitator, and EL Coordinator for Mountain Views Supervisory Union in Woodstock, Vermont. Julie is a licensed Special Educator, Reading Specialist, and EL Teacher. Julie holds a master's degree in Language and Literacy from Simmons College. She is currently a doctoral student at Mount St. Joseph University studying Reading Science with research interests in prevention and adolescent literacy. Her students are her inspiration.

email: Julie.Brown@mtnviews.org

Twitter and Instagram: [@focusonliteracy](#)



DISTRICT DECISIONS

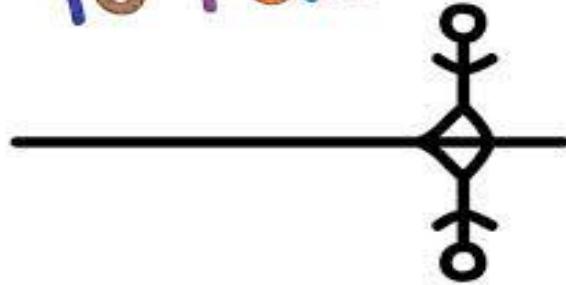
1. Screening, progress monitoring, and diagnostic assessments that will be used for instructional decision making
2. Interventions (standard protocol interventions) students will access
3. Grade level and number of students to try out the process for intensifying intervention instruction
4. People to teach the interventions (interventionists)
5. Team that will oversees intervention system (process used to provide students with intervention access and to ensure the intervention instruction is high-quality)

Research to Practice - Interventions

Do This	Not That
Have a team with dedicated time and knowledge discuss intervention data (ex: progress monitoring) and interventions	Discuss intervention data and progress monitoring in an already existing team without building in more time or with a team who is not knowledgeable about literacy interventions
Use an intervention platform (collection of interventions) based on student data and groupings to meet identified student needs	Place students into interventions without proper diagnostic determination of student needs and entrance/exit qualifications
Use high-quality curriculum materials that are evidence-based, systematic, and use explicit instruction with student feedback	Have teachers create daily lessons pulling from a range of resources that are not systematically aligned and research supported
Progress monitor students frequently to ensure effectiveness of intervention	Change interventions frequently without sufficient data to determine progress
Monitor instruction to ensure interventions are delivered as planned and with fidelity; support logistics and teacher knowledge as areas of need surface	Assume delivery is happening as intended; provide limited/one time training for a program

Allow Time for Reflection

Take time
to reflect



Amherst Junior High & Steele High School

Amherst Exempted Village Schools



Reflective planning for the 24-25 school year



Reflective Planning for the 2024-25 School Year



- “Working” Flow Charts to Streamline Assessment Pathways
- MAP Reading as 6-8 as initial screener
- 6th Grade Acadience: digital, easy to administer, provides insightful data for teachers and parents
- SDQA (San Diego Quick Assessment) for grades 9-12 to quickly establish approximate reading grade equivalent
- REWARDS implementation (co-served classrooms 6-8, intervention periods 9-12)
- New “Intro to Linguistics” HS course using REWARDS as foundational program
- UFLI during moderate/intensive intervention

- Remove Acadience 7-8 Screener- Too many components and lengthy. More of a diagnostic, not a screener:
 - MAZE- 3 passages, 3 min each
 - Silent Reading- 3 passages with questions, 36 minutes
 - ORF- 3 90 sec. passages with recall, vocabulary, & inferencing questions
- Replace Acadience 7-8 with Dibels
- Before enrolling 9-10 students in “Intro to Linguistics” course, add additional screener. The Advanced Decoding Survey is at the top of our list for 2024-25 school year.



Questions? Comments?



Thank you for your attention and feedback!
Feel free to contact me with questions.



Julie Haluch

Adolescent Literacy Specialist

julie.haluch@escneo.org