Evidence in Practice: Conducting High-Quality Literacy Instruction

Presented to the Minnesota Center for Reading Research
Summer Literacy Workshop

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Overview

• Introductions
• Evidence in Practice
  • Project TeLCI (Marissa Straszewski)
  • The Early Writing Project
    • Chris Rice
    • Samantha Shopbell
    • Leah Swenson

• Questions for Panelists
Introductions

Marissa Straszewski, Richfield's STEM School

Chris Rice, Anishinabe Academy, Minneapolis Public Schools

Samantha Shopbell, Pankalo Education Center, Northeast Metro Intermediate School District 916

Leah Swenson, Lincoln Center Elementary, South St. Paul Public Schools
Evidence for Practice

Empirical Data
Empirical Data
Empirical Data

Empirical Data
Empirical Data
Empirical Data

Empirical Data
Empirical Data
Empirical Data

Theory

The Early Writing Project
Evidence in Practice

Context

Empirical Data  Empirical Data  Empirical Data
Empirical Data  Empirical Data  Empirical Data
Empirical Data  Empirical Data  Empirical Data

Theory
Evidence in practice

Teachers share experiences in generating and using evidence
The research reported here is supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A160064 to the Regents of the University of Minnesota.
Designed to improve reading comprehension by developing inference making for struggling readers in Grades 1-2. It is an interactive, software application with 24 modules, which engage students to:

- Learn key academic vocabulary words
- View age-appropriate videos (12 fiction, 12 nonfiction)
- Respond to inferential questions
- Receive scaffolding and feedback for each question
- Receive small-group transfer lessons
Marissa: Generating Evidence

- Provided individualized literacy instruction to students in need
- Created a strong partnership with the University of Minnesota and Richfield Public schools through TeLCI
- Partnership allowed students opportunity to use 21st century devices--engaging
- Researchers were able to use different perspectives (educators, parents and students) to enhance TeLCI and transfer modules
TeLCI Transfer

- First grade students
- Small Group-successful in groups of 3-9
- Supported the software version of TeLCI
- Provided students another opportunity to transfer knowledge
- Helpful in getting students to discuss their own thinking
Marissa: Using evidence

- Trade books (engaging and cross-curricular)
- Increase vocabulary through visuals and repetition
- Increase literacy comprehension with making inferences
- Aligned with the Minnesota State standards in language arts for first grade students
- Provided Tier 2 intervention to students
- Impactful for students and educators
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the Institute of Education Sciences, U.S. Department of
Education, through Grants R324A130144 and R324A160064
to the Regents of the University of Minnesota.
What is The Early Writing Project?

• We provide:
  • **Tools** (assessments, research-based mini-lessons & materials, decision-making tools)
  • **Learning modules** (face-to-face workshops on how to use data to individualize instruction)
  • **Coaching** (ongoing, personalized support)

The goal is to support teachers’ use of data to improve students’ early writing outcomes.
Student: Ethan

Measure: Word Dictation

Scoring Method: Correct Letter Sequences

End Goal: 48

Projected End Date: 3/8/2019

Goal Rate of Improvement: 1.625806452

Diagram showing the progress of Ethan's Word Dictation measure, with different intervention scores and a goal line.
Student: Kayla

Measure: Word Dictation

Scoring Method: Correct Letter Sequences

End Goal: 60

Projected End Date: 3/8/2019

Goal Rate of Improvement: 1.863636364
Leah

- Nate, a 2nd grade student receiving sped services for OHD. We used the benchmarks in the decision making toolkit with Nate’s baseline of 36 (correct letter sequences) to set an initial goal for Nate.
- After working with the materials, in November, I determined that Nate completing sentence construction activities would not contribute to growth of correct letter sequences. Sentence construction activities were removed and word study activities were added. Dolch sight words were used.
- Using CBM data, 1/8/19 increased Nate's goal to 116 CLS and 3/5/19 increased Nate’s goal to 156 and added sentence completion to his WIP (removed word study)
Nate’s graph
Questions for Panel
Interested in participating in research?

**TeLCI/ELCII**

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**The Early Writing Project**

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