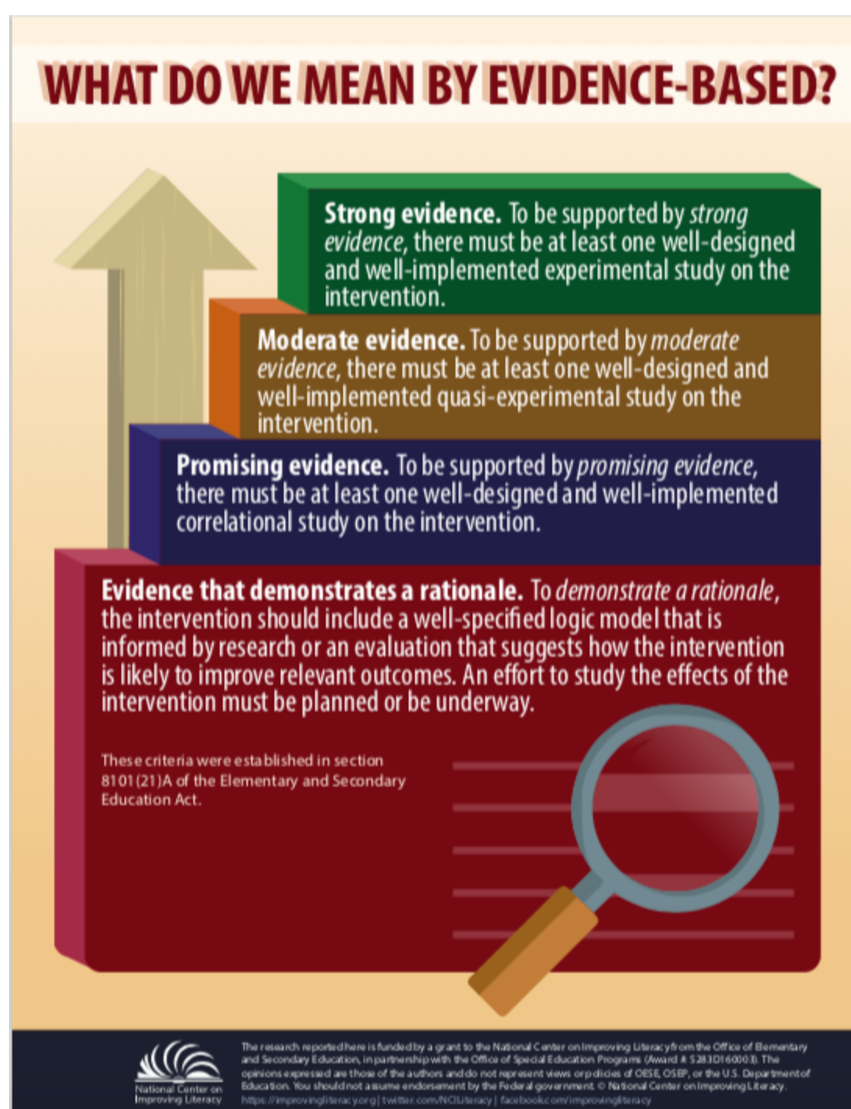


## Implementing Evidence-Based Instruction

In the last [issue](#), we discussed the importance of using *evidence-based* universal screeners. In this issue, we want to share our thoughts about what to do immediately following data analysis. How does a teacher, interventionist, or other educator decide what approach or program to use?

“The term evidence-based is defined by the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). According to ESEA, evidence-based programs are supported by strong, moderate, or promising research evidence of their effectiveness (see graphic below); or they demonstrate a rationale that they can improve a targeted outcome. [The National Center on Improving Literacy](#) (NCIL) supports the implementation of approaches with the highest levels of evidence supported by rigorous evaluations.”



National Center on Improving Literacy (2018). What do we mean by evidence-based?. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>.

## Implementing Early Literacy Interventions



Once K-2 students have been screened with an evidence-based screener, what are the next steps?

Research supports prevention and early intervention as the optimal strategies for addressing K-2 struggling readers since remediation with older students can be more challenging and expensive (Foorman & Al Otaiba, 2009). This [self-study guide](#), by the Regional Educational Laboratory at Florida State University and The National Center For Educational Evaluation and Regional Assistance, aims to help districts and schools plan and implement early literacy interventions. It provides a data collection template and guiding questions for schools to rate where they are, and provides key references that support the suggestions for implementation described in each area of the scoring guide.

In order to best assess a school's strengths, challenges, and needs using this guide, a school's literacy review team should include teachers and all those who deliver literacy interventions.

### Our Spring 2020 Structured Literacy Series Starts January 28th!

The type of instruction most effective for students with dyslexia has been termed “Structured Literacy” (International Dyslexia Association, 2019). In fact, the International Dyslexia Association and IDA-CT both featured Structured Literacy as their 2019 conference themes. Resolve to [learn](#) more about this explicit, systematic approach in 2020! Register today.

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This one-day workshop will overview the DIBELS 8th Edition, developed by the Center on Teaching and Learning at the University of Oregon. DIBELS 8th Edition is a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten through 8th grade. You can also register below for the 3/24/20 workshop at Literacy How & for Massachusetts workshops.

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