

Seeing the Big Picture: Improving Literacy Instruction for Every Child from the Top Down and Bottom Up



An Online Tool for Self Assessment of Current Literacy Practices

How do district administrators assess the rigor of current literacy practices and determine whether they're being effectively implemented in the classroom? Thanks to the generosity of the Grossman Family Foundation and a collaboration between the Connecticut Association of Schools, Literacy How, and HILL for Literacy, administrators and educators everywhere can now use a free, online tool designed for those purposes.

The District Literacy Scan (www.literacyscan.org) not only captures the scope and depth of literacy practices, but also enables *anonymous* feedback and perceptions from educators in "the trenches" to improve literacy strategies. In fact, by administering this scan twice a year or across multiple years, administrators will also be able to track the progress of literacy implementation over time.

Additionally, the District Literacy Scan provides relevant resources and examples to help determine and implement effective literacy practices in five essential areas:

- **Leadership**—Implement leadership routines and systems necessary to institute evidence-based literacy practices within a tiered instructional model and build capacity to ensure sustainability of the school-wide literacy model.
- **Tiered Instructional Model**—Effectively use core and intervention programs in a multi-tiered instructional model at each grade level (PreK-3).

- **Professional Development**—Create a common knowledge and language among teachers that is based on essential elements of reading, current reading research and evidence-based practices in literacy instruction.
- **Assessment**—Establish a framework and process for using scientifically-based dynamic assessments to make instructional decisions at the district, school, grade, classroom, and individual student levels.
- **Family Engagement**—Develop and implement a family engagement model to support student academic growth at both school and home.

NOTE: Read "How to Use this Tool" to ensure that results are tallied if desired.

Explore the District Literacy Scan

Connecting District Scan Results to Teacher and Student Supports

Once a district has completed the scan (including gathering teacher feedback), a logical next step is to prioritize areas for improvement. For example, a district might focus on refining an assessment framework to drive instructional decisions, as well as developing and/or fine-tuning its tiered instructional model to support struggling readers. Literacy How now offers its expertise and support for all instructional tiers, including Special Education.



Consulting Services and Support for Special Education

From early identification to effective instruction to appropriate progress monitoring for Adequate Yearly Progress, Literacy How offers services and support to special education teachers and special education departments as they strive to teach struggling readers (i.e., students with SLD/Dyslexia). This support aligns with the Connecticut State Department of Education's State Systematic Improvement Plan's focus on early literacy and reading achievement.

We know that special education teachers require the knowledge, tools, and support to ensure that every child learns to read. In fact, we have offered our guidance and expertise to advocate for [Connecticut legislation](#) that assists struggling readers and their teachers.

To meets those needs, Literacy How offers a variety of services and coaching support:

- Needs assessments for Special Education departments

- Comprehensive Reading Evaluations (Independent Educational Evaluations–IEEs).
- Consultation on and interpretation of IEE reports written by Literacy How or other evaluators
- Assistance in data analysis to target each student’s unique and evolving needs
- Assistance in creating effective, inclusive data team meetings for all levels of multi-tiered systems of support (MTSS) to ensure that Special Education is not “siloeed”
- Assistance in differentiation to optimize group instruction
- Assistance in writing appropriate goals and objectives based on diagnostic assessment data and translating them into effective lesson plans
- Guidance in developing a progressing monitoring plan including selecting assessments, applying the plan, and interpreting assessment results
- Guidance in developing targeted professional development and coaching plans to equip and support each special education team member
- Coaching support in evidence-based instructional approaches so special educators can help their students meet Adequate Yearly Progress, including: A 30-hr Structured Literacy Series with optional coaching support and Orton-Gillingham Classroom Educator Training and practicum supervision.

Call our office at (203) 239-7323 (READ) to learn more.



www.literacyhow.com



203-239-7323



Send us an Email

Our Mission is to EMPOWER TEACHERS to ensure that every child learns to read by third grade.

100 Broadway 2nd Floor | North Haven, CT 06473 US



[Subscribe](#) to our email list