



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



DC READING CLINIC

DC Reading Clinic:

The power of Teacher
Knowledge and Needs Based
Small Groups





DC READING CLINIC

***Teacher
Knowledge***



***Needs Based
Small Groups***



Student Success



DC READING CLINIC



Theory

Research

Cognition

***English
Phonology***

... etc.



DC READING CLINIC



***Practicum: Needs Based
Small Groups***



“A key element of teacher quality is the specialized knowledge teachers utilize when teaching”

More knowledgeable teachers, more time in decoding instruction



Stronger word reading gains

Less knowledgeable teachers, *same decoding instruction*



Weaker word reading gains



the Center for Effective Reading Instruction

Goal: 25% point growth on post-test





the Center for Effective Reading Instruction

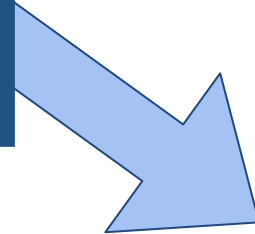
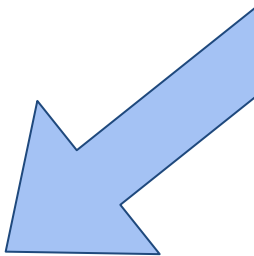
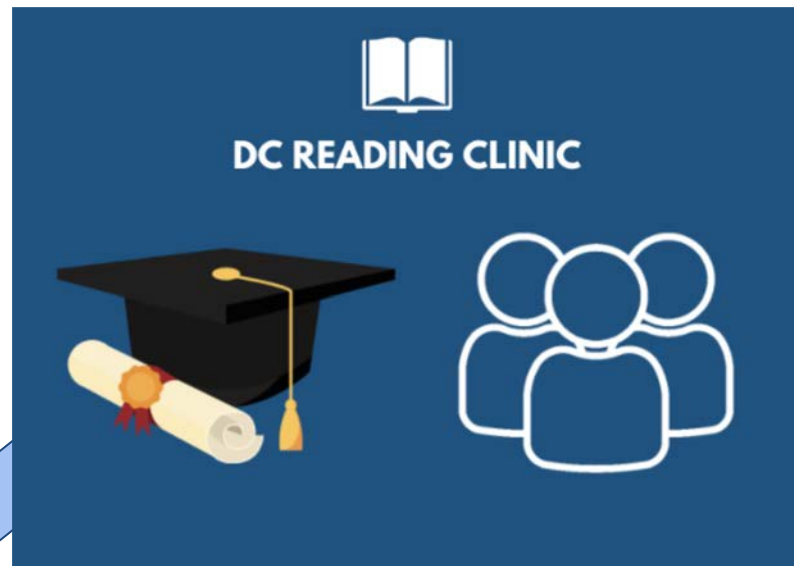
Goal: 25% point growth on post-test

	Pre-test	Post-test
Foundations of Literacy Acquisition	45%	
Dyslexia and Disabilities	33%	
Structured Literacy Techniques	57%	



100% of teachers agree or strongly agree that participating in the program positively impacted their students' literacy development.

"THIS COURSE ON USING EFFECTIVE TEACHING STRATEGIES TO TEACH READING HAS BEEN THE MOST IMPORTANT PROFESSIONAL DEVELOPMENT I HAVE HAD. I ONLY REGRET THAT IT DIDN'T HAPPEN AT THE BEGINNING OF MY CAREER BECAUSE IT COULD HAVE SAVED SO MANY STUDENTS FROM READING FAILURE."

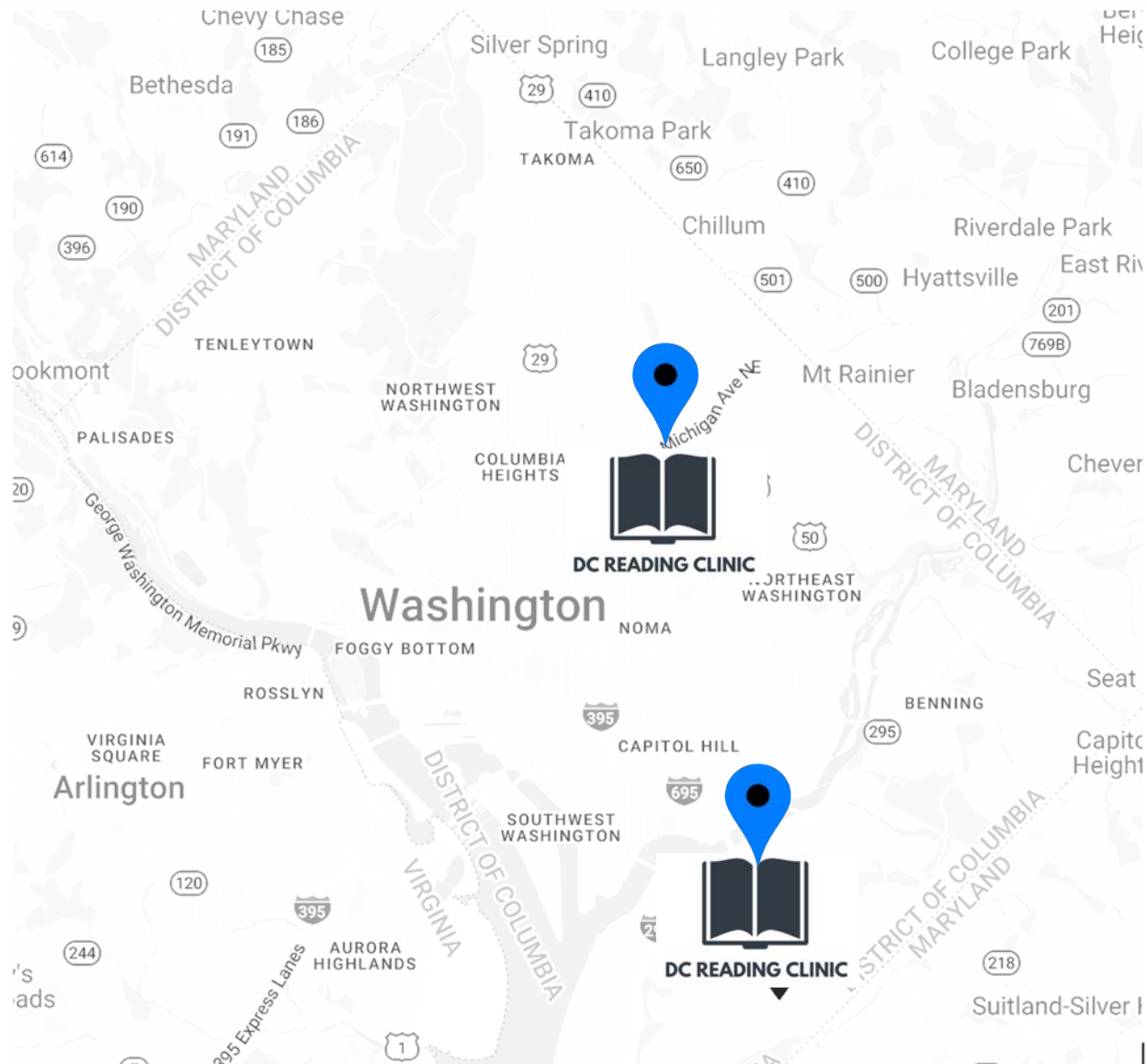


DC READING CLINIC

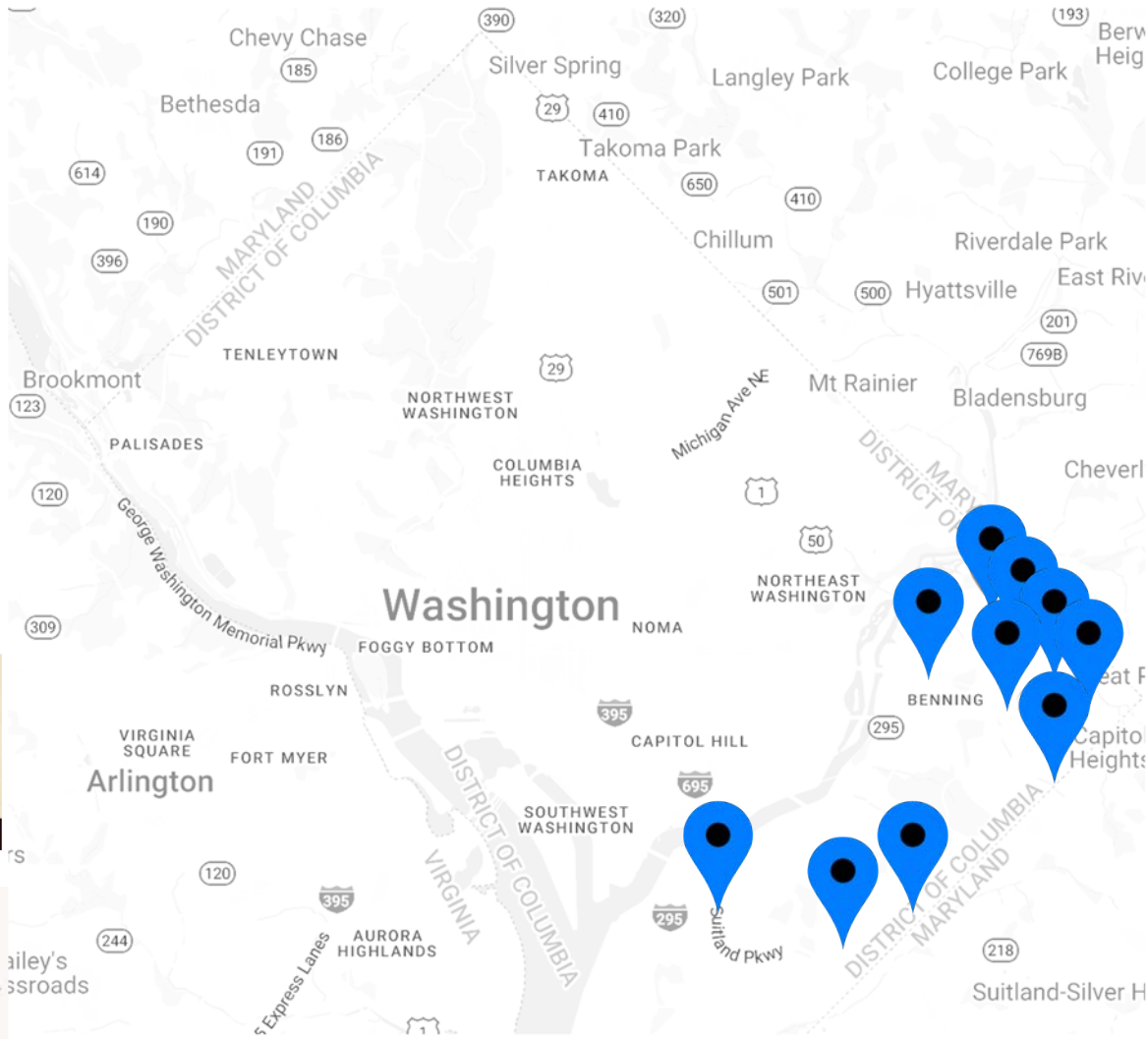


**DC READING CLINIC
IN SCHOOLS**

Original Model: City-wide Clinical Practicum



In Schools Model: Yearlong Instructional Coaching Embedded in Schools





DC READING CLINIC



***Practicum: Needs Based
Small Groups***



PRACTICE GUIDE

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

Recommendations

Details

Panel

1 Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.

▼ Show More



2 Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.

▼ Show More



3 Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

▼ Show More



4 Monitor the progress of tier 2 students at least once a month.

▼ Show More



5 Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

▼ Show More



In Schools Model: Yearlong Instructional Coaching Embedded in Schools



**Lead
Teachers**

**Graduate-Level
Clinical Practicum
(1 school year)**



1.
DIBELS Sub-Score
Analysis
flag 2-5 students

2.
Collect Pre Data
Phonemic and
Phonics skills

3.
Create Goals
Phonemic Awareness
and
Phonics

5.
Collect Post Data
Phonemic Awareness
and
Phonics Goals

4.
Instruction
At least 3x week
20 -25 minutes
4-5 weeks

In Schools Model: Needs-Based Small Group Lesson Plan



First Words Weekly Lesson Template

Subunit: _____		Lesson #: _____		Letter/Sound Focus: _____	
Word Review (Practice) 5 min.		Hear-It (Analyze) 5 min.		Decode-It (Analyze) 10 min.	
Spell-It (Synthesize) 5 min.		Read-It (Apply) 5 min.			
Activity: ¹		Activity: ²		Activity: ³	
Activity: ⁴		Title:			
Monday	List new high-frequency words:	Words/Notes:	Words/Notes:	Words/Notes:	Decodable words:
					High-frequency and content words:

Student Progress with Needs Based Small Groups



August 2021

	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word P
Composite Goal 306	LNF Goal 25	PSF Goal 5	NWF-CLS Goal 9	NWF-WRC Goal 1	WRF Goal 1
243 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	Discont'd
243 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	Discont'd
264 Well Below	9 Well Below	5 Benchmark	0 Well Below	0 Below	0 Below
250 Well Below	2 Well Below	11 Benchmark	0 Well Below	0 Below	0 Below

January 2022

	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word P
Composite Goal 371	LNF Goal 37	PSF Goal 29	NWF-CLS Goal 25	NWF-WRC Goal 3	WRF Goal 4
382 Benchmark	43 Benchmark	31 Benchmark	28 Benchmark	8 Benchmark	9 Benchmark
366 Below	39 Benchmark	7 Well Below	23 Below	1 Below	8 Benchmark
372 Benchmark	45 Benchmark	7 Well Below	24 Below	7 Benchmark	8 Benchmark
388 Benchmark	49 Benchmark	32 Benchmark	30 Benchmark	8 Benchmark	12 Above

Student Progress with Needs Based Small Groups



August 2021

		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF
Class Summary	Well Below Benchmark	78% 7 Students	67% 6 Students	89% 8 Students	0% 0 Students	0% 0 Students
9/10 Students Assessed	Below Benchmark	11% 1 Student	11% 1 Student	0% 0 Students	100% 9 Students	100% 9 Students
1 Not Assessed	At Benchmark	11% 1 Student	11% 1 Student	0% 0 Students	0% 0 Students	0% 0 Students
0 In Progress	Above Benchmark	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students

11%

January 2022

		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF
Class Summary	Well Below Benchmark	11% 1 Student	30% 3 Students	11% 1 Student	11% 1 Student	22% 2 Students
9/10 Students Assessed	Below Benchmark	11% 1 Student	0% 0 Students	11% 1 Student	0% 0 Students	33% 3 Students
0 Not Assessed	At Benchmark	33% 3 Students	100% 6 Students	33% 3 Students	33% 3 Students	33% 3 Students
1 In Progress	Above Benchmark	44% 4 Students	60% 6 Students	44% 4 Students	56% 5 Students	11% 1 Student

77%

Student Progress with Needs Based Small Groups



August 2021

		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF
Class Summary	Well Below Benchmark	36% 4 Students	55% 6 Students	64% 7 Students	0% 0 Students	0% 0 Students
11/12 Students Assessed	Below Benchmark	55% 6 Students	27% 3 Students	36% 4 Students	100% 11 Students	100% 11 Students
1 Not Assessed	At Benchmark	0% 0 Students	18% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students
0 In Progress	Above Benchmark	9% 1 Student	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students

9%

January 2022

		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF
Class Summary	Well Below Benchmark	17% 2 Students	50% 6 Students	17% 2 Students	50% 6 Students	42% 5 Students
12/12 Students Assessed	Below Benchmark	25% 3 Students	8% 1 Student	17% 2 Students	17% 2 Students	25% 3 Students
0 Not Assessed	At Benchmark	58% 7 Students	42% 0 Students	67% 0 Students	33% 4 Students	25% 3 Students
0 In Progress	Above Benchmark	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students	8% 1 Student

58%



Lakisha Scarlett
Kindergarten
Browne EC



Anne Galligan
Kindergarten
Stanton ES



Erica Hardy
First Grade
C.W. Harris



Tell us about your early literacy journey and what brought you to the Clinic.



**What's the most impactful thing
you've learned in the course and
how has that affected your
instruction?**



Tell us about your early literacy journey and what brought you to the Clinic.

What's the most impactful thing you've learned in the course and how has that affected your instruction?

Questions from Audience
