DIBELS® NEWSLETTER

Institute Keynotes

At this year's DIBELS Super Institute, we will be featuring a keynote speaker each morning of the event. The keynote presentations are open to all attendees and will include:

The Magic Is in the Instruction

Monday, July 10th
**presented by
Dr. Anita Archer**

Vocabulary and Oral Language: The Keys to Comprehension

Tuesday, July 11th
**presented by
Dr. Ruth Kaminski**

Getting Results from MTSS/RTI: 10 Success Factors

Wednesday, July 12th
**presented by
Dr. Susan Hall**

Monitoring and Evaluating Student Growth with Pathways of Progress

Thursday, July 13th
**presented by
Dr. Roland Good III**

Effective Teaching of Reading presented by **Anita Archer**

On July 10, Dr. Archer will present her workshop **Effective Teaching of Reading** at the **DIBELS Super Institute** in Las Vegas.

Dr. Anita Archer is an author and teacher of teachers whose work has led thousands of educators to engage their students through explicit instruction.

Dr. Archer's workshop at the Super Institute will focus on teaching the foundational skills of reading, including phonological awareness, phonics, and oral reading fluency. After exploring the importance of teaching each skill, Dr. Archer will present the evidence-based practices associated with mastery of each skill. Elements of explicit and systematic instruction will be woven throughout the workshop.

The term "explicit instruction" is often used when discussing effective teaching of reading. So what is explicit instruction and why is it important?

Explicit instruction can be described as direct, systematic, and engaging. It is instruction that is carefully sequenced to provide the right skill, given at the time a student is ready for it, and delivered in a way that supports the student to successfully learn the skill the first time. Students are also supported through the steps of modeling, guided practice with immediate corrective feedback, and independent practice.

While all beginning readers can benefit from explicit instruction, it is essential for students who are likely to struggle or who are currently struggling with reading.

DIBELS is on Facebook!

"Like" our DIBELS page on Facebook to receive updates about our assessments and other education-related news and articles. https://www.facebook.com/DIBELS/

Are you a DIBELS Mentor? Join our DIBELS Mentors Group for the opportunity to network, get your DIBELS questions answered, and receive the latest upates from our team! https://www.facebook.com/groups/DIBELSMentors/

DIBELS® Mentors' Corner

DIBELS Mentor Gets Results with *Phonics for Reading* Program

DIBELS Next Mentor Beth Lang, an independent educational consultant in Pennsylvania, recently used the research-based program *Phonics for Reading* (authored by Dr. Anita Archer *et al*.) to improve the oral reading fluency skills of a first grade student.
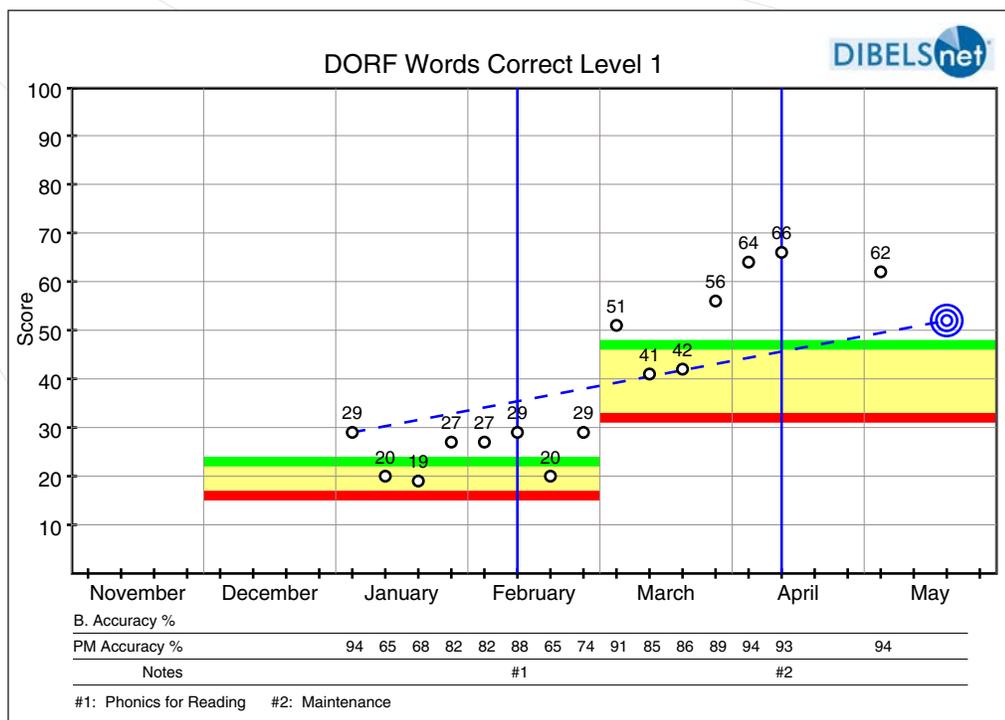
The student was struggling with reading at the beginning of first grade when her mother sought help with homework completion. While working with the child, Beth discovered that she was struggling with homework due to a deficit in foundational reading skills. By the middle of the school year, Beth shifted the focus of the child's tutoring to direct, explicit instruction using *Phonics for Reading*, an intervention designed to support students who struggle with reading comprehension due to weak phonological awareness and decoding skills. The program was used in 30 minute tutoring sessions, three times a week for 12 weeks.

Across the first three progress monitoring passages, the student had a median words correct per minute of 20 and a median accuracy of 68%. By the end of intervention she read 66 words correct per minute with

only 5 errors (93% accuracy). In addition, the student demonstrated maintenance of skills a month after the intervention ended, reading 62 words correct per minute with 94% accuracy.

Phonics for Reading has three levels, which cover the skills typically taught to students in grades K–3 and are designed to be motivating and appealing to older students

who struggle. The program includes scripted lessons in phonemic awareness, decoding, spelling, and oral reading fluency. Story reading, activities for independent practice, and mastery assessments are also included. *Phonics for Reading* can be used as a supplement to core reading instruction, with small groups, or in individual tutoring settings.

DORF Words Correct Level 1 — DIBELSnet

B. Accuracy %															
PM Accuracy %		94	65	68	82	82	88	65	74	91	85	86	89	94	93	94
Notes							#1						#2			

#1: Phonics for Reading   #2: Maintenance

DIBELS Mentor Summit 2017

One of the special things about this year's DIBELS Super Institute is the first ever Mentor Summit – the world's largest gathering of DIBELS Next® Mentors. If you're already a DIBELS Next mentor and want to take your knowledge of the measures to the next level, this is the perfect workshop for you!

The Mentor Summit is designed to support Mentors in their unique roles as trainers and consultants to their peers by giving Mentors from around the nation a platform to share their knowledge and other tricks-of-the-trade on topics such as facilitating engaging data

meetings, making progress monitoring effective and efficient, and improving the accuracy of scoring DIBELS Next.

The workshop will also serve as a venue for Mentors to hear directly from Dynamic Measurement Group about new projects on the horizon and for Mentors to voice feedback on future endeavors.

Mentor Summit attendees also will be treated to an inspirational keynote address on leadership by Dr. Amy Murdoch, the Director of the Reading Science program at Mount St. Joseph University.

This will truly be an excellent opportunity for DIBELS Next mentors to network and to share and learn from others who have experienced similar challenges pursuing better reading outcomes for all students.

The Mentor Summit takes place on Tuesday, July 11th, from 9 am to 4 pm. Register today: https://dibels.org/institute/#summit

To learn more about becoming a DIBELS Next Mentor, visit: https://dibels.org/mentors.html

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Dynamic Measurement Group

Effective Teaching of Reading *...continued from Page 1*

Explicit instruction is particularly valuable when teaching novel topics to students, teaching skills that have only one correct answer, and when teaching students who are struggling to make adequate progress. All students, however, will benefit from the structure and support that explicit instruction provides.

Not only will Dr. Archer discuss the value of explicit instruction at her workshop, she will model it throughout. As a result, we expect that her workshop will be a very engaging, supportive, and impactful professional learning day for everyone who attends. Participants will leave with new strategies for engaging students in instruction that can be implemented in their schools and classrooms.

For more information or to register for the July 10th workshop, click here:

http://bit.ly/2q9VVeA

DIBELS Super Institute and Mentor Summit Agenda

Monday/July 10 9:00–4:00 (Choose One*)	Tuesday / July 11 9:00–4:00 (Choose One*)	Wednesday / July 12 9:00–4:00 (Choose One*)	Thursday / July 13 9:00–4:00 (Choose One*)
DIBELS Next Essential–Day 1	DIBELS Next Essential–Day 2	DIBELS Next Data Interpretation	DIBELS Next Mentoring
Effective Teaching of Reading	DIBELS Next Mentor Summit	DIBELS Math Essential	DIBELS Math Data Interpretation & Mentoring
DIBELS Deep PA & WRD and DIBELS Next Survey	DIBELS Deep CFOL	Vocabulary and Comprehension Instructional Strategies	I've DIBEL'd, Now What?
PELI Essential	PELI Data Interpretation and Mentoring	IDEL for DIBELS Users	Pathways of Progress

*Participants may only take one workshop per day.
For registration information visit: https://dibels.org/institute/

Dr. Archer is the author of *REWARDS, REWARDS Plus, REWARDS Writing* (Voyager Sopris) and *Skills for School Success* (Curriculum Associates). In addition, Dr. Archer was the senior author of *Phonics for Reading* (Curriculum Associates). Most recently, Dr. Archer wrote a textbook on explicit instruction with Dr. Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching.* Dr. Anita Archer serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards. Dr. Archer has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction.

DIBELS® People: Our Administrative Professionals

DMG recently celebrated Administrative Professionals Day by honoring members of our Administrative Staff. These dedicated employees are essential to our organization and work diligently to promote our mission of improving outcomes for children and supporting school success.

Linda Gibson is our Administrative Assistant and Training Event Coordinator. For the last six years, Linda has put her event planning skills to work coordinating our annual DIBELS Super Institute. She is the first person to greet employees at our office

Laura Collins, Crystal Fleming and Linda Gibson at our office in Eugene, OR.

and to speak to callers who contact DMG for support with our products and services. Linda considers herself a 'foodie' and enjoys cooking and entertaining in her spare time.

Laura Collins is our Professional Development Coordinator. She has worked for our organization for 11 years and maintains an important role managing online training registrations and coordinating travel and materials for our professional development workshops. When not at work, Laura enjoys powerlifting and attending her daughter's volleyball games and tournaments.

Crystal Fleming is an accountant who has worked in the field for over 20 years. She started at DMG just over two years ago and says that she came to work here "to be a part of something that matters." In her spare time, she enjoys hiking, kayaking, camping, watching her boys play sports, and pretty much anything outside–weather permitting (we get a lot of rain here in Oregon).

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Dynamic Measurement Group

A Mission to Improve Literacy Outcomes
in Claymont City Schools, Tuscarawas County, Ohio

In the spring of 2015, 63% of kindergarteners and 54% of first graders at Claymont City Schools scored at or above benchmark on the DIBELS Next Composite Score. This sparked a campaign to improve literacy outcomes in the district. Within one year, 84% of kindergarteners and 65% of first graders achieved at benchmark scores. Superintendent John Rocchi encouraged the school's leadership to set a goal, that by the 2019–2020 school year, 97% of students will score at or above benchmark by the end of the second grade.

To achieve this goal, the staff at Claymont created a research-based plan that includes: tiered, data-driven instruction and intervention; leadership development; and improvements in instructional time, efficiency, and quality.

The literacy plan was implemented in the district starting from the ground up. Jacqueline Robbeloth and Pam Tesla from Step By Step Learning (SBSL) provided professional development to teachers to increase the effectiveness of their core classroom instruction in foundational literacy skills. DIBELS Next scoring accuracy was improved through training, and progress monitoring was matched to instruction and recorded on intervention logs. Intervention groups were differentiated based on diagnostic skill inventories and skill deficits, and students received instruction in those groups during the 90–120 minute reading block.

Thanks to the visionary leaders at Claymont, teachers have the support they need to change their practice, and improve the literacy skills of their students. DMG is proud to have DIBELS Next be a part of Claymont's journey! We applaud your work and wish you continued success for your students!

For more information on how to implement this intervention at your school, contact Step by Step learning at info@sbsl.org.

DIBELS® FAQs

Q: Is LNF a measure of Rapid Automated Naming (RAN)?

A: LNF is not a direct measure of RAN, although RAN is likely a component skill that contributes to fluency in letter naming once students know the names of the letters. Tasks that are direct measures of RAN differ from LNF in the following ways:

- RAN tasks typically involve the timed naming of a small number of familiar items arranged in a grid with each of the familiar items repeated in random order. For example, a common RAN task contains five rows in which five items (letters, numbers, colors, shapes) are displayed in left-to-right serial fashion and repeated randomly in each row. In contrast, LNF uses all 26 upper case and lower case letters in a stratified-random order and assesses a student's knowledge of letter names as well as fluency in naming them.

- In addition, RAN tests use items that are familiar to the student. On LNF, students may or may not know the name of some or all of the letters.

Have a question?
Email DMG, home of the authors of DIBELS, at info@dibels.org.

Summer Reading List

Hot and New

Language at the Speed of Sight
by Mark Seidenberg
A thorough and witty discussion of the science of how children learn to read.

The Reading Mind by Daniel Willingham
A perspective on reading rooted in cognitive research that explores the intersection of technology and reading.

Essentials of Assessing, Preventing and Overcoming Reading Difficulties
by David Kilpatrick
Research on understanding, assessing, and intervening with students who struggle to read, with information about how to prevent reading difficulties.

Leaders Eat Last by Simon Sinek
From the author of *Start with Why*, inspiration for creating a school culture based on gratitude, trust, optimism, and cooperation.

Tried and True

Explicit Instruction
by Anita Archer and Charlie Hughes
A practical resource on reading instruction that is systematic, direct, engaging, and explicit.

Speech to Print by Louisa Moats
Provides the foundational understanding of reading as a language-based skill.

Bringing Words to Life by Isabel Beck, Margaret McKeown, and Linda Kucan
A practical guide to help teachers select and directly teach vocabulary.

Unlocking Literacy by Marcia Henry
How to explicitly teach decoding and spelling based on the foundation of the layers of the English language, with lesson plans for multi-sensory, language-based instruction.

Upcoming Events

RtI Innovations Conference
October 12 & 13

Registration is now available for the 2017 RtI Innovations in Education Conference. This conference is "for doers, by doers" and gives educators the opportunity to learn from the leaders in RtI/MTSS implementation. For more information or to register visit: www.rti-innovations.com.