Introduction

Overview of The National Center on Improving Literacy (NCIL)
The NCIL’s mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach pre-K to grade 12 students with literacy-related disabilities, including dyslexia. This tutorial is part two of a four-part series on key roles that families can play for children’s literacy success. Each of the four tutorials expands upon information in NCIL’s literacy briefs and infographics on these key roles:

- Supporting Your Child’s Literacy Development at Home
- Learning About Your Child’s Reading Development
- Families and Schools Partnering for Children’s Literacy Success
- Self-Advocacy and Advocating for the Literacy Needs of Children

Purpose of and Intended Audience for the Tutorial
The purpose of the tutorial is to expand upon information in NCIL’s Partnering with Your Child’s School literacy brief and infographic. Go to improvingliteracy.org to access this literacy brief and infographic. In the tutorial, participants will learn how to talk and interact often, discuss literacy instruction and intervention, share literacy resources, and address concerns together, all in an interactive online experience. The tutorial includes two tracks – one for families and one for schools – each with a table of contents that can be used to tailor information to participants in a shorter, more targeted experience if needed. The intended audience for the tutorial is school staff, such as leadership teams, and parents and caregivers of children in preschool through grade twelve. The online tutorial is available as a self-study, on demand resource on the NCIL website.

Purpose and Organization of the Facilitator Guide
The purpose of the facilitator guide is to provide information and materials to effectively facilitate the tutorial in-person as a workshop series and enable participants to achieve the learning objectives. The facilitator guide is organized by the workshop sessions. Each workshop session includes: the intended learning objectives, needed materials and equipment, the big ideas, and the suggested facilitation procedure. Accompanying this guide is a PowerPoint file, with facilitator notes, resource/activity directions, and guiding questions (where applicable). You may choose to have use the narration that accompanies the online tutorial or mute the narration and present the content yourself.

Overview of the Workshop Series
The Families and Schools Partnering for Children’s Literacy Success workshop series is divided into four workshop sessions: 1) talk and interact often; 2) discuss literacy instruction and intervention; 3) share literacy resources; and 4) address concerns together. Each workshop session lasts approximately two hours.

This session design is a suggestion only. Please adjust the number of sessions, content presentation, and/or session length based on your needs and those of participants. For example, the strands can be broken down into eight one-hour sessions or sessions can be combined. Also, content may need to be modified or scaffolds added to support participants’ access to or understanding of the material.
Example Dissemination Models

The following three models are examples of ways to disseminate the tutorial to participants. Please use your judgement to determine the best dissemination model given your organization’s context, capacity, and experience. This may include considering other models not described here.

Model 1: Blended Workshop Series - Traditional - This model combines online and in-person formats to share tutorial content. In this model, participants view sections of the online tutorial in-person with a facilitator across a series of sessions.

Model 2: Blended Workshop Series - Flipped - This model combines online and in-person formats to share tutorial content. In this model, participants view sections of the online tutorial at home and then attend in-person gatherings to discuss the content with a facilitator across a series of sessions.

Model 3: Virtual Workshop Series - This model uses an online format to share tutorial content. In this model, participants view sections of the online tutorial virtually with a facilitator across a series of sessions.

Facilitator Roles and Responsibilities

The facilitator plays a key role in successfully disseminating the tutorial in a workshop setting. He or she should be able to fulfill the roles and responsibilities of the facilitator, understand adult learning principles, and have a good rapport with parents and caregivers. The facilitator may participate in-person or virtually. If virtually, an on-site host is recommended to handle logistics and greet participants.

Before the workshops, the facilitator:

- Reviews the tutorial content, including videos and resources
- Reads the session information in the facilitator guide
- Prepares for the session by addressing information in the facilitator guide, including printing the PowerPoint in notes format for use during the workshop
- Follows your organization’s participant communication and registration processes, including drafting and sending an agenda (see examples in Appendix)

During the traditional or virtual blended workshops, the facilitator:

- Plays the tutorial section videos, reviews the resources, and conducts the activities
- Answers questions and provides clarification as needed
- Poses guiding questions for reflection on content at specified times during the tutorial
- Contextualizes and personalizes content, including what the information means for students with disabilities

During the flipped blended workshops, the facilitator:

- Reviews the tutorial section big ideas, reviews the resources and conducts the activities
- Answers questions and provides clarification as needed
- Poses guiding questions for reflection on content
- Offers opportunities to extend learning as needed
- Contextualizes and personalizes content, including what the information means for students with disabilities
After the workshops, the facilitator:

- Notes participant questions and comments that need addressing and plan to do so
- Distributes and collects workshop evaluation forms. Then reviews and uses evaluation feedback and other information to inform the design, content, and/or delivery of future workshops
Session 1

Talk and Interact Often

Learning Objectives

- To learn the characteristics of family engagement and the conditions that support effective home-school partnerships for literacy
- To learn what family engagement may look like in a system of literacy support and services, like a Multi-tiered System of Support for Reading (MTSS-R)

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- Families and Schools Partnering for Children’s Literacy Success tutorial link
- Chart paper, sticky notes, and pens
- One copy per participant (in presentation order):
  - Six Shifts Needed for Better Family Engagement
  - Why Family Engagement Matters for Student and School Success
  - Route to Reading: Check the Road Conditions
  - Understanding Screening: Overall Screening and Assessment
  - 6 Strategies for Partnering With Families of English Language Learners
  - Creating Authentic Partnerships with Historically Marginalized Families and Other Stakeholders: Embracing an Equity Mindset
  - Route to Reading: Schedule Regular Maintenance
  - Families and Schools Partnering for Children’s Literacy Success Checklist

Big Ideas

- Family engagement for children’s literacy learning and achievement is a shared responsibility among families, schools, and communities.
- Trust is the primary ingredient for strong home-school relationships for children’s literacy learning and achievement. Strong home-school relationships rely on open, two-way communication.
- An effective system of support and services for children’s literacy learning involves home and school partnering together.

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions

Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
• Encourage participants to try out strategies, tips, and activities learned during the workshop with children

# Session 2

# Discuss Literacy Instruction and Intervention

## Learning Objectives

- To learn how families and schools can partner to help children get evidence-based literacy instruction and intervention
- To learn what to talk about when discussing literacy instruction and intervention

## Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- [Families and Schools Partnering for Children’s Literacy Success](#) tutorial link
- One copy per participant (in presentation order):
  - What Do We Mean By Evidence-based?
  - 10 Key Reading Practices for All Elementary Schools
  - 10 Key Reading Practices for All Middle and High Schools
  - 10 Key Writing Policies and Practices for All Schools
  - Evidence-based Teaching Practices
  - Strategies to Support Learning Along a Continuum of Internet Access
  - Intensive Intervention: An Overview for Parents and Families
  - Intensive Intervention: An Overview for Parents and Families (Spanish)
  - Route to Reading: Inspect the Manual
  - Families and Schools Partnering for Children’s Literacy Success Checklist

## Big Ideas

- Knowing what scientific research says about how kids learn to read can help you determine if your literacy approach, strategy, or program is evidence-based.
- It is important to identify if the evidence-based literacy practices are appropriate for children’s grade-level or if any key practices are missing.
- Discussing literacy instruction and intervention can help you determine if you’re designing and delivering the literacy approach, strategy, or program effectively.

## Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions

## Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
• Provide participants with information about the next workshop or related information if available
• Encourage participants to try out strategies, tips, and activities learned during the workshop with children

Session 3
Share Literacy Resources

Learning Objectives
• To learn what literacy resources are important for you and families to share with one another to better understand and support children’s literacy development and that of others
• To learn how our language system works to listen, speak, read, and write well

Materials and Equipment
• Laptop computer with audio speakers, projector, and display screen*
• Wireless internet connection*
• Chart paper
• Families and Schools Partnering for Children’s Literacy Success tutorial link
• One copy per participant(in presentation order):
  o Tips for Teaching Your Child About Phonemes
  o Tips for Teaching Your Child About Phonemes (Spanish)
  o What is Decoding?
  o 7 Tips to Help Kids Understand What They Read
  o How Can I Help to Improve My Child’s Reading Comprehension?
  o How Can I Help to Improve My Child’s Reading Comprehension? (Spanish)
  o Supporting Multilingual Learners (MLLs)/English Language Learners (ELLs) During the COVID-19 Shutdown
  o Families and Schools Partnering for Children’s Literacy Success Checklist

Big Ideas
• Two important foundational skills in early reading instruction are phonemic awareness and phonics.
• For children who struggle to read, working with phonemes and decoding words can be especially difficult.
• Learning to listen, speak, read, and write well also includes developing oral language skills and reading fluently and with meaning.

Procedure
• Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions
• Engage participants in completing the strand quiz at the end of the session
Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
- Encourage participants to try out strategies, tips, and activities learned during the workshop with children
Session 4

Address Concerns Together

Learning Objectives

- To learn what makes reading a complex and unnatural process
- To learn how to appropriately address children’s literacy needs early
- To learn about dyslexia

Materials and Equipment

- Laptop computer with audio speakers, projector, and display screen*
- Wireless internet connection*
- Families and Schools Partnering for Children’s Literacy Success tutorial link
- One copy per participant (in presentation order):
  - Recognizing Reading Problems
  - Recognizing Reading Problems (Spanish)
  - Early Identification of Young Children with Disabilities
  - Dear Colleague: Dyslexia Guidance
  - Route to Reading: All Systems Go
  - Partnering with Your Child’s School
  - Families and Schools Partnering for Children’s Literacy Success Checklist

Big Ideas

- All children benefit from explicit, systematic reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Some children continue to struggle with reading even with evidence-based classroom reading instruction.
- If you or a family member is concerned that a child’s reading difficulties are unexpected or unusual, seek further information from the school and others about next steps.

Procedure

- Refer to session PowerPoint slides and speaker notes for facilitator guidance and instructions

Next Steps

- Answer participant questions and provide time for comments
- Distribute and collect an evaluation form from participants
- Provide participants with information about the next workshop or related information if available
- Encourage participants to try out strategies, tips, and activities learned during the workshop with children
Appendix

Traditional or Virtual Workshop Agenda Example*

[Title of Workshop]
[Date, time, location]

Welcome and Introduction

Learning Objectives

Evidence-based Strategies, Tips, and Activities for [topic]

Questions and Comments

Next Steps
Flipped Workshop Agenda Example*

[Title of Workshop]
[Date, time, location]

Welcome and Introduction

Learning Objectives

Discussion of Evidence-based Strategies, Tips, and Activities for [topic]

Questions and Comments

Next Steps

*For subsequent workshop agendas, consider incorporating a “share out” after the welcome and introduction for participants to talk about the strategies, tips, and activities they tried from the previous workshop and what happened.