

Families and Schools Partnering for Children's Literacy Success

SCHOOL TRACK | FACILITATOR'S GUIDE



The National Center on Improving Literacy
Families and Schools Partnering for Children's Literacy Success

School Track - Facilitator Guide

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 workshop is part of a series on key roles that families can play in supporting children's literacy success. The NCIL series includes:

- *Supporting Your Child's Literacy Development at Home*
- *Learning About Your Child's Reading Development*
- *Partnering with Your Child's School*
- *Advocating for My Child's Literacy Needs*

Each of the workshops expands upon information in NCIL's literacy briefs and infographics on these key roles, and this workshop is a component of the Partnering with Your Child's School program.

Purpose of and Intended Audience for the Workshop

The purpose of this workshop is to provide schools and educators with additional knowledge to partner with families in supporting their child's reading development at home. The intended audience for the workshop is school leaders and teachers of children in preschool through grade twelve. There are four sessions in this workshop with a check for understanding at the end. The sessions include:

- Session 1 - Family Engagement and Communicate and Interact Often
- Session 2 - Discuss Literacy Instruction and Intervention
- Session 3 - Share Literacy Resources
- Session 4 - Address Concerns Together

During these sessions, participants learn evidence-based information about children's reading development and receive guidance on how to talk and interact often with families, discuss literacy instruction and intervention, share literacy resources, and address concerns together.

Purpose and Organization of the Facilitator Guide

The purpose of the facilitator guide is to provide information and materials to effectively facilitate the workshop in person as a series and enable participants to achieve the learning objectives. The facilitator guide is organized by sections. Each section includes: the intended learning objectives, needed materials and equipment, the big ideas, and the suggested facilitation procedure. Accompanying this guide is a PowerPoint file that includes all parts of

this workshop. Each PowerPoint slide includes facilitator notes, resource/activity directions, and guiding questions (where applicable).

Organization of the PowerPoint Slides and Notes

The following formats are applied for all slide decks. Please familiarize yourself with these formatting conventions so you know how to easily navigate the PowerPoint notes.

- The pink backpack  on a slide indicates there are resources to be distributed. These resources can be reviewed during the workshop, or participants can review on their own. You can click on the icon directly from the slide to access the online version. The URL is included in the speaker's notes. If the training is in person, you may choose to print some out and distribute as handouts.
- If there is a video, the link will be provided in the slide notes. In some cases, the transcript for the video is provided so that you can decide if you want to show the video, or if you want to cover the topic through a discussion.
- Hidden slides are optional and may be used at the presenter's discretion based on the needs of the audience.
- **Yellow highlighted text** on the slides is for you to customize based on your state/grade for the presentation.
- In the Notes section of the slides:
 - **Bold text = Presenter script (what the presenter should say)**
 - Regular text = Presenter notes (reminders or instructions)
 - *Italic text = Ideas for activity or interaction*
 - Underlined text = specific contexts (e.g., Zoom vs. in-person)
 - Regular text with bullet = specific instruction
 - * Asterisks indicate hints or ideas for customization
 - CLICK = Directions for slide animations

Overview of the Workshop Series

As mentioned earlier, the Families and Schools Partnering for Children's Literacy Success workshop series is divided into four workshop sessions: 1) Communicate and Interact Often; 2) Discuss Literacy Instruction and Intervention; 3) Share Literacy Resources; and 4) Address Concerns Together. Each workshop session lasts approximately 30-60 minutes.

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 workshop can be done in one longer session or broken down into two (2) two-hour sessions or four (4) one-hour sessions. Also, content may need to be modified or scaffolds added to support participants' access to or understanding of the material.

Facilitator Roles and Responsibilities

The facilitator plays a key role in successfully disseminating the workshop. 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 workshop content, including videos and resources.
- Decides which videos you want to show – transcripts are provided to help you decide.
- Checks that all links to videos and resources are working.
- Reads the session information in the facilitator guide.
- Prepares for the session by addressing information in the facilitator guide, including printing the PowerPoint slides 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 workshops, the facilitator:

- Plays the workshop 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 workshop.
- 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 to be addressed and plans to follow up.
- 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.
- Distributes the “Partnering for Children’s Literacy Success” Checklist for optional self-assessment.

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*
- Workshop link
- Chart paper, sticky notes, and pens
- One copy per participant (in presentation order):

Handout Title	Slide #	URL
Why Family Engagement Matters for School Success	10	https://www.pta.org/docs/default-source/files/cfe/family-engagement-matters.pdf
Bridging Families Culture and School	11	https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/OSCAS/English-Learner-Pages/EL-Toolkit/X-Bridging-Families-Culture-and-School.pdf
Understanding Screening: Overall Screening and Assessment	13	https://improvingliteracy.org/resource/understanding-screening-overall-screening-and-assessment/
6 Strategies for Partnering with Families	15	https://www.understood.org/en/articles/6-strategies-for-partnering-with-families-of-english-language-learners
Creating Authentic Partnerships with Historically Marginalized Families and Other Stakeholders: Embracing an Equity Mindset	16	https://testing123.education.mn.gov/api/assets/published/7884334b-e830-4a4d-be72-1a8da45b4391/test000537/native
Reading Milestones	17	https://kidshealth.org/en/parents/milestones.html?view=ptr&WT.ac=p-ptr

Videos (in presentation order):

Video Title	Slide #	Min:Sec	URL
Dr. Karen Mapp Shares Advice for Educators on Family and Community Engagement Strategies	9	2:03	https://www.youtube.com/watch?v=6j-Hkl5vIS4

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*
- Workshop link
- One copy per participant (in presentation order):

Handout Title	Slide #	URL
What Do We Mean by Evidence-Based Literacy Resources?	25	https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/what-do-we-mean-by-evidence-based.pdf
10 Key Reading Practices for All Elementary Schools	26	https://meadowscenter.org/resource/10-key-reading-practices-for-all-elementary-schools-with-strong-evidence-of-effectiveness-from-high-quality-research/
10 Key Reading Practices for All Middle and High Schools	26	https://meadowscenter.org/resource/10-key-reading-practices-for-all-middle-and-high-schools-with-strong-evidence-of-effectiveness-from-high-quality-research/
10 Key Writing Policies and Practices for All Schools	26	https://meadowscenter.org/resource/10-key-writing-policies-and-practices-for-all-schools-with-strong-evidence-of-effectiveness-from-high-quality-research/
Evidence-based Teaching Practices	27	https://ies.ed.gov/rel-southeast/2025/01/infographic-21
Tips for Administrators, Teachers, and Families: How to Share Data Effectively	28	https://cedar.education.ufl.edu/wp-content/uploads/2022/08/Tips_Sharing-Data-with-Families-HarvardFamilyResearchProject.pdf
Intensive Intervention: An Overview	28	https://intensiveintervention.org/sites/default/files/17-3324_NCII-Family-Overview-508.pdf

Resources:

Resource Title	Slide #	URL
A Kindergarten Teacher's Guide to Supporting Family Involvement in	24	https://ies.ed.gov/rel-southeast/2025/01/kindergarten-teachers-guide-supporting-family-involvement-foundational-reading-skills-0

Foundational Reading Skills		
A First Grade Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills	24	https://ies.ed.gov/ies/2025/01/first-grade-teachers-guide-supporting-family-involvement-foundational-reading-skills

Videos (in presentation order):

Topic/Video Title	Slide #	Time <i>min:sec</i>	URL
What the Science Says About How Kids Learn to Read Education Week	25	3:55	https://www.edweek.org/teaching-learning/video-what-the-science-says-about-how-kids-learn-to-read/2019/12
Explicit Instruction for Struggling Readers Explained	27	4:14	https://www.youtube.com/watch?v=ZO5tsmlp138&t=14s
MTSS Alignment: The Key to Effective Reading Intervention	29	5:10	https://youtu.be/K05Rk0Q99oU?si=cvQdTP943Z1ybME3
TOTAL		13:20	

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
- Workshop link
- One copy per participant(in presentation order):

Handout Title	Slide #	URL
Tips for Teaching Your Child About Phonemes Reading Rockets	36	https://www.readingrockets.org/topics/phonological-and-phonemic-awareness/articles/tips-teaching-your-child-about-phonemes
What is Decoding	36	https://www.understood.org/en/articles/decoding-what-it-is-and-how-it-works
Improving Reading Comprehension in Kindergarten Through 3rd Grade - NCIL	37	https://improvingliteracy.org/resource/improving-reading-comprehension-in-kindergarten-through-3rd-grade/

Videos (in presentation order):

Topic/Video Title	Slide #	Time min:sec	URL
Phonemic Awareness: Big 5 in Under 5	36	4:52	https://www.youtube.com/watch?t=22&v=TLsCo_dzmJ6U
Phonics: Big 5 in Under 5	36	4:52	https://www.youtube.com/watch?v=zHQSSu6BN_e0&t=25s
Books for Kids How to Choose a Book	37	2:56	https://www.youtube.com/watch?v=TG7Tyco2j1s&t=14s
TOTAL		12:40	

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):

Handout Title	Slide #	URL
Recognizing Reading Problems	42	https://www.readingrockets.org/sites/default/files/migrated/pdfs/edextras/14541-en.pdf
Defining Dyslexia	43	https://improvingliteracy.org/resource/defining-dyslexia/
Understanding Dyslexia: Myth vs. Facts	43	https://improvingliteracy.org/resource/understanding-dyslexia-myth-vs-facts/
Neurological Considerations for Dyslexia	44	https://improvingliteracy.org/resource/understanding-the-brain-basis-of-dyslexia/
Understanding the New IDA Dyslexia Definition	45	https://improvingliteracy.org/resource/understanding-the-new-ida-dyslexia-definition/
Child Find Duty Quick Guide	47	https://d16k74nzx9emoe.cloudfront.net/d9f07894-9745-4a82-a9fb-28184ccbf835/APPROVED%20and%20508%20Child%20Find%20Duty%20Quick%20Guide.pdf
Resource: Preparing for Challenging Conversations with Families	48	https://www.brazeltontouchpoints.org/wp-content/uploads/2021/06/preparing-for-challenging-conversations-with-families.pdf

Videos:

Topic/Video Title	Slide #	Time min:sec	URL
Reading expert Linda Farrell: Every student can become a better reader	42	0:35	https://www.youtube.com/watch?v=0FEjOlnQHto

What's New in the IDA's Definition of Dyslexia	45	0:56	https://youtu.be/dRq5-Bcg93A?si=M8j0h3fsbWASl Zot
TOTAL		:58	

Resources:

Resource	Slide #	URL
Preparing for Challenging Conversations With Families	48	https://www.brazeltontouchpoints.org/wp-content/uploads/2021/06/preparing-for-challenging-conversations-with-families.pdf
Toolkit of Resources for Engaging Families and the Community as Partners in Education: Part 2: Building a cultural bridge	48	https://ies.ed.gov/rel-pacific/2025/01/part-2-building-cultural-bridge

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