scholastic Inc. has prepared this Alignment Guide to assist school districts that are currently implementing or are considering adopting a Multi-tier System of Supports (MTSS) model. Incorporating principles from models such as Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS), MTSS represents a flexible, multistep process for providing instruction and support to promote the academic and behavioral success of all children. Within an MTSS framework, the progress of individual students is carefully monitored and assessment results are utilized in decision making about further instruction and intervention.

**READ 180** Next Generation is a research-based, intensive reading intervention program designed to meet the needs of struggling readers in the upper elementary, middle, and high school grades. **READ 180** is well-designed to fit within an integrated MTSS model. Originally piloted as part of a comprehensive effort to address truancy and behavior problems in a large Florida school district, **READ 180** is designed with the recognition that behavioral issues and academic difficulties are often intertwined. Resources and procedures for increasing engagement, promoting positive behaviors, and motivating students to succeed are incorporated throughout the program.

This guide provides key background information on current educational policy related to MTSS, and demonstrates how **READ 180** Next Generation can complement and strengthen the implementation of MTSS. The purpose of this paper is to illustrate how **READ 180** aligns to the following MTSS core components:

- Multi-tier Prevention Model
- Curriculum: Scientifically Validated and Research-Based Programs
- Assessment: Universal Screening and Progress Monitoring
- Differentiated Instruction: Data-Based Decision Making and Accountability
- Fidelity of Implementation
- Professional Development
- Connection and Collaboration Between School and Family
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About Scholastic Inc.

Scholastic is committed to providing teachers with effective materials for every stage of reading instruction to ensure that students develop the skills and strategies needed to succeed in school. Our reputation is built on an 85-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness.

We look forward to partnering with you to improve reading achievement, and would like the opportunity to talk with you about how we can best support your efforts.
Multi-tier System of Supports Overview

Education researchers and practitioners are increasingly recognizing the benefits of taking a comprehensive approach to supporting students’ academic and behavioral success by using a Multi-tier System of Supports (MTSS). MTSS may be defined as a “coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision making to empower each student to achieve high standards” (Kansas MTSS, 2008).

The enactment of federal education legislation such as the 2002 amendment and reauthorization of the Elementary and Secondary Education Act (ESEA), most recently referred to as the No Child Left Behind (NCLB) Act, and the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), all point to a need for an explicit problem-solving process that allows teachers and leaders to effectively support students who are at risk. MTSS leverages the principles from models such as Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) and further integrates a continuum of system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive model for systematically addressing barriers to student learning (Averill & Rinaldi, 2011; Stewart, Benner, Martella, & Marchand-Martella, 2007).

More recently, the adoption of the Common Core State Standards (CCSS), where all students are expected to demonstrate mastery of a new, more rigorous set of educational standards, provides an additional justification for a model that encompasses the needs of all learners, regardless of whether they are struggling or have advanced learning needs, and provides a clear, systematic approach for intervention when students are not on track to mastering these standards (Common Core State Standards Initiative, 2010). To date, more than 40 states have already implemented their version of MTSS, and students are benefiting from the early intervention and learning support MTSS models provide (National Center on Learning Disabilities, 2011). Program evaluation efforts are currently underway in states such as Kansas (MTSS, 2011) to systematically measure the progress of MTSS toward meeting its main goal of creating a statewide system of support to local schools and districts in order to increase schools’ capacity to use resources in ways that enable every child to be successful. This report focuses on describing how READ 180 Next Generation helps schools meet students’ academic and behavioral needs through the lens of the MTSS model.

Response to Intervention Overview

What Is RTI?

As defined by the National Center on Response to Intervention (NCRTI, 2010), “RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, adjust the intensity and nature of those interventions and, depending on a student’s responsiveness, identify students with learning disabilities or other disabilities.”

The purpose of RTI is to proactively identify students in need of special services and prevent future educational difficulties by providing effective early intervention in general and special education classrooms (Prasse, n.d.). By revealing students’ strengths and identifying opportunities for improvement, RTI helps teachers harness resources more efficiently to ensure every student, regardless of ability, grows into a confident, capable, lifelong learner.

RTI delivery models typically include three or four tiers of instruction and intervention designed to provide differentiated support for students based on performance data. Research studies have been conducted in states that adopted RTI frameworks to help educators better understand the conditions that contribute to or inhibit implementation of tiered frameworks as well as to determine the factors that initiate, deepen, and sustain RTI implementation over time (Duffy & Scala, 2012). An essential component of RTI is that each tier includes research-based instruction, monitoring of student learning, and data-based decision-making to ensure that each student receives the intensity of instruction and intervention that he or she needs to succeed (Clark & Tilly, 2010; Batsche, et al., 2003).

Positive Behavioral Interventions and Supports (PBIS) Overview

What Is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a multi-tier prevention plan designed to support all students’ behavioral and social needs through systematic, proactive, and data-driven methods (Sugai, Horner, & Gresham, 2002; Batsche, et al., 2005). The purpose of PBIS is to take a proactive approach to addressing school discipline by promoting positive behaviors school-wide, identifying problem behaviors early, and responding to and reducing those behaviors through research-based instruction and intervention (Stewart, et al., 2007). PBIS models have been found to be particularly effective in helping students with emotional and behavioral challenges stay on track and experience success (Sugai et al., 1999).

Like RTI, PBIS provides a continuum of supports increasing in intensity based on the degree of students’ behavioral and social needs, generally organized into three tiers of prevention (see Figure 1). At each level, key components of the model include: clearly defined expectations explicitly taught to all students, opportunity for students to practice the skills, reinforcement for students who meet expectations, and a system for monitoring student progress (Lane, Roberson, & Graham-Bailey, 2006; Sugai, et al., 2002).
At the primary level of prevention, all students are given explicit instruction in a set of clearly defined school-wide behavioral expectations. Students are given the opportunity to practice the appropriate behaviors and are reinforced positively for meeting expectations (Roskos & Neuman, 2012). The secondary level provides more targeted supports to small groups of students who do not respond to the primary tier—approximately 10% to 15% of students (Sugai & Horner, 2002; Roskos & Neuman, 2012). At the tertiary level, intensive interventions are provided to the most at-risk 1% to 5% of students who are not responsive to the primary and secondary supports (Roskos & Neuman, 2012).

MTSS: An Integrated Model

Although PBIS and RTI models can be implemented in isolation, schools are increasingly integrating the two models in Multi-tier System of Supports (MTSS). The MTSS model encompasses the concept of RTI and is inclusive to school-wide behavior programs such as PBIS. As such, it provides a common framework for schools to integrate efforts in supporting students and staff. As the triangle in the center of Figure 2 depicts, in the integrated model all students participate in the core academic curriculum and are instructed in school-wide behavioral expectations. More intensive interventions and supports are then provided to students who do not respond to the core academic and/or behavioral components. By combining behavioral support with effective academic instruction, schools aim to increase the chances that all students will succeed (Stewart, et al., 2007).
**READ 180 Next Generation Overview**

**READ 180 Next Generation** is a 90-minute-a-day comprehensive reading intervention program designed to meet the needs of students whose reading achievement is two or more years below grade level. **READ 180** directly addresses individual needs through adaptive instructional software, high-interest nonfiction and literature, and teacher-directed instruction in reading, writing, and speaking and listening skills and strategies. **READ 180** was designed to accelerate students toward independence with rigorous, grade-level text. Because the Common Core State Standards will raise the bar for all students, **READ 180 Next Generation** includes more rigor, more writing, more nonfiction and more independent practice with text than ever before. The goal is to ensure readers have an explicit and accelerated path to college and career readiness. In addition, **READ 180** supports struggling readers with the skills and scaffolds they need to succeed in a diverse, technologically advanced global society.

**READ 180 Next Generation** delivers intensive, accelerated reading instruction through three core instructional components:

- **Individualized instructional software**—The **READ 180 Next Generation** Instructional Software provides each student with customized reading instruction plus continuous assessment of his or her progress. The Software has built-in supports, such as Anchor Videos, that build background knowledge for reading passages, universal access provisions, and language translations. Students can track their progress in the Software and take ownership of their learning using the Student Dashboard.

- **Direct, explicit instruction in whole and small groups**—The **READ 180 Next Generation** rBook® provides daily instruction in critical reading, vocabulary, writing, 21st-century learning, and grammar skills. The rBook Teacher’s Edition provides teachers with a clear path for daily Whole-Group Instruction and differentiated Small-Group Instruction, using proven instructional routines and high-interest content that engages students as they work alongside the teacher in the rBook Pupil’s Edition.

- **Independent and modeled reading**—**READ 180 Next Generation** provides students with an Independent Reading library of high-interest and leveled paperbacks, as well as grade-level audiobooks and online eReads that provide additional nonfiction reading aligned to the Topic Software. QuickWrites and Scholastic Reading Counts® (SRC!) are used to assess students’ comprehension of what they have read.

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**READ 180 Next Generation: CASE Endorsed**

Initially endorsed by CASE in 2007, **READ 180** was re-endorsed in 2011 after the release of the new edition of the program, **READ 180 Next Generation**. The CASE endorsement supports **READ 180 Next Generation** as an effective reading intervention solution to raise reading achievement for students in special education.

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**The **READ 180 Next Generation** Instructional Model**

The **READ 180 Instructional Model** is a research-based design that provides a simple and clear organization for Whole- and Small-Group Instruction. To support the Instructional Model, teachers are provided with guidance on how to effectively set up their **READ 180 Next Generation Classroom**. The classroom is designed to maximize student engagement—with technology, with text, with the teacher, and with other students. As shown below, instruction begins and ends with whole-group, teacher-directed instruction. In between the Whole-Group lessons, students break into three groups and rotate among three areas in the classroom: Small-Group Instruction, independent reading, and individual practice on the Instructional Software. The **READ 180 Instructional Model** is designed to promote positive behavior by sending a strong message that each individual is respected, supported, given choices, and can become an independent reader, writer, and thinker. Students are able to both focus on the instruction they are receiving and benefit from multisensory learning experiences designed to reinforce what they have learned and to help them retain this knowledge in long-term memory. The multiple forms of engagement allow students to be active participants in their learning and form collaborative relationships with their teacher and peers.

**READ 180’s effectiveness has been established through a number of reviews including:** the Institute of Educational Sciences What Works Clearinghouse (WWC), the National Center on Response to Intervention (NCRTI), the Johns Hopkins University’s Best Evidence Encyclopedia (BEE), and the United States Education Department’s Striving Readers Program. **READ 180** has also been the subject of rigorous studies published in peer-reviewed journals, including the *Journal of Research on Educational Effectiveness*, *Reading Research Quarterly*, and *Educational Evaluation and Policy Analysis* (Lang, Torjesen, Vogel, Chanter, et al., 2009; Slavin, Cheung, Groff, & Lake, 2008; Kim, Hartry, & Fitzgerald, 2011).
within the MTSS model. School achievement is realized (Taylor, 2001). Supports and procedures for increasing engagement, reading gains can be expected, more positive attitudes and behaviors develop, and overall higher schools implement and follow the program’s instructional model for one to two years, significant with thousands of students between 1993 and 1999. The research conclusively showed that when schools implement and follow the program’s instructional model for one to two years, significant reading gains can be expected, more positive attitudes and behaviors develop, and overall higher school achievement is realized (Taylor, 2001). Supports and procedures for increasing engagement, promoting positive behaviors, and motivating students to succeed are built in throughout the program. For example, instructional routines help teachers actively engage students and set clear behavioral expectations for the classroom, while the Student Dashboard powerfully motivates struggling students by allowing them to take ownership over their own progress.

The following information details how READ 180 Next Generation addresses each core component within the MTSS model.

**Multi-tier Prevention Model**

Represented by the triangle in the center of the graphic, a comprehensive MTSS model includes multiple levels of instruction and intervention to support students with varying needs. In this model, tiers describe the intensity of instruction, as opposed to specific programs, students, or staff. The tiers are intended to be fluid and the intensity of instruction that students receive should be determined by data.

The multi-tier model incorporates a problem-solving methodology that requires educators to define the problem, determine the cause, suggest a solution, and examine the effectiveness of the intervention. The goal of the problem-solving approach is to create ways that the intensity of services can be varied in direct proportion to student needs (Tilly, 2008).

**READ 180 Next Generation** is a scientifically validated, research-based intervention designed for students reading two or more grade levels below proficiency. **READ 180** is well suited for Tier 2 intervention and can also be used as a Tier 3 intervention. The program is designed to intensify instruction through increased instructional time, fewer students per group, modified modes of presentation, and expertly matched instructional materials.

The **READ 180** model provides increased class time and decreased class size so that teachers can provide rigorous, differentiated instruction to meet students’ needs. The program includes three stages of instruction for struggling readers of different ages: Stage A for upper elementary, Stage B for middle school, and Stage C for high school. Recommended best practices include a 90-minute class period that meets 5 days per week.

**READ 180 Next Generation** materials meet students’ intervention needs using a variety of modes of presentation. The Topic Software incorporates images, graphics, sounds, electronic text, and adaptive pacing to target instruction for many different types of learners. The technology is a motivating learning medium for students and includes a supportive on-screen host to help keep students engaged. In addition, the software’s immediate corrective feedback helps students quickly recognize and correct their specific errors, providing the intensive support they need to accelerate to mastery. The eBook and independent reading libraries are designed around the principles of considerate, leveled text, with titles, introductory paragraphs, images, and captions throughout. Audiobooks, Anchor Videos, teacher-directed lessons, and assessments in both computer-based and print formats further offer students multiple means of accessing lesson content and demonstrating their knowledge.

**READ 180 Next Generation** provides the resources to expertly match students with reading tasks at the appropriate level of difficulty, allowing teachers to calibrate the intensity of reading support for students. The Scholastic Text Complexity measure includes the three components of text complexity as outlined by CCSS: Quantitative (Lexile), Qualitative, and Reader & Task.

**READ 180 Next Generation** texts are rated using a qualitative measure scoring rubric based on the CCSS guidelines. All informational and literary texts have been assigned one of five complexity levels: Simple, Moderate 1, Moderate 2, Complex 1, or Complex 2. For a quantitative measure, **READ 180** uses the Lexile Framework® to both determine student reading level and determine the difficulty of texts. All independent reading texts and Software passages are assigned Lexile® levels based on their level of difficulty. Throughout **READ 180**, each reading is marked with an icon displaying its Lexile and complexity levels to assist teachers in effectively matching readers with appropriately leveled texts. Grounded in this system, **READ 180** instruction guides students from highly supported reading toward independent mastery of increasingly complex text, enabling students of all reading levels to access content-rich complex texts.

Teachers are provided with Getting Started: Your First Three Weeks with **READ 180**. This guide supports teachers in establishing key academic and behavioral supports at the onset of the program. This guide also provides teachers with a systematic scope and sequence for when and how to introduce behavioral expectations and evidence-based academic and community-building routines, and when and how to assess student Lexile levels and place students in appropriate instructional groups, as well as support for how to set up the classroom so that instructional time is maximized. Students walk away from the first three weeks with a firm understanding of what **READ 180** is, how the program operates, and the culture of the classroom.
The interventions implemented in an MTSS model should be based on research-proven practices. In addition, the intervention should be validated by scientific efficacy studies.

The READ 180 adaptive instructional Software was created as a result of more than ten years of research by experts at Vanderbilt University. Through a collaborative research effort between Vanderbilt University and the Orange County Public School System in Florida, the READ 180 Next Generation prototype was used with thousands of students between 1993 and 1999. The research conclusively showed that when schools implement and follow the program’s instructional model for one to two years, significant reading gains can be expected, more positive attitudes and behaviors develop, and overall higher school achievement is realized (Hasselbring & Goin, 2004; Taylor, Hasselbring, & Williams, 2001). The initial version of READ 180 retained the research-based principles of the original prototype and added a reading library.

After the initial launch of READ 180 in 1999, years of effectiveness research and practical use in classrooms around the country contributed to the ongoing refinement and improvement of the program and materials. READ 180 Enterprise Edition was released in 2005, introducing the rBook Teaching System. The Teaching System is a print-based interactive worktext for Whole- and Small-Group Instruction that includes nine content-area Workshops focusing on key reading and writing skills, and utilizing research-based instructional strategies and routines (Feldman & Kinsella, 2004). For example, during teacher-led lessons, structured engagement routines, such as the Think (Write)-Pair-Share routine, encourage participation and accountability. Small-group discussion and activities harness adolescents’ enthusiasm for learning through collaboration with peers. Throughout, the gradual release approach used in all READ 180 instruction ensures that students gain confidence as they move from full support to independent work, taking on increased responsibility for their own learning.

In 2011, the launch of READ 180 Next Generation enhanced the proven reading intervention model with unprecedented resources and tools to engage students, facilitate effective teaching, and empower leaders. READ 180 Next Generation represents the sum of more than a decade of research and reflects the best practices documented in the most successful implementations across the country.

Literacy and technology experts have written about the development of READ 180 and completed rigorous reviews of effectiveness research, as mentioned on page 7, on the program.
Multi-tier System of Supports

Assessment: Universal Screening and Progress-Monitoring (continued)

and writing.

Oral Fluency Assessment

Resources for Differentiated Instruction: 3 includes an oral fluency assessment that may be administered three times a year to monitor student decoding and fluency. The Success Zone in the student software also includes a final fluency recording that is sent to the teacher. Students complete one Success Zone recording 2–4 times per month.

CURRICULUM-EMBEDDED ASSESSMENTS

READ 180 Next Generation Topic Software

The READ 180 Next Generation Topic Software provides instruction within the context of cross-curricular areas, such as science, math, social studies, history, and language arts. Each topic in the Software features five Learning Zones: Reading Zone, Word Zone, Spelling Zone, Success Zone, and Writing Zone. Assessments are embedded within each Learning Zone to track student progress.

Scholastic Reading Counts!

Through computerized quizzes, the Scholastic Reading Counts! (SRC!) assessment instrument monitors student completion and comprehension of audiobooks, paperbacks, and eReads in the READ 180 Next Generation program. Data can be used for diagnostic, intervention, and progress-monitoring purposes.

21st Century Assessments

Opportunities for assessing students’ understanding of daily instructional tasks are embedded throughout the rBook. Rubrics are provided to help teachers assess students’ writing and to monitor students’ understanding of Whole-Group and Small-Group lessons. Teachers also use rubrics to score the Wrap-Up Projects that occur at the end of each workshop; these performance-based projects assess students’ abilities to apply Higher Order Thinking (H.O.T.) skills such as analyzing information, using technology for communication, and collaborating with peers. The rBook Teacher’s Edition includes three CheckPoints for Differentiation in each Workshop, which prompt the teacher to pause and analyze student learning based on data from the rBook, Topic Software, writing rubrics, and rSkills Tests.

Teacher, Leadership, and Student Dashboards

Data from the Scholastic Achievement Manager (SAM) can be easily accessed and made actionable through the Teacher, Leadership, and Student Dashboards. In the Dashboards, teachers, administrators, and students can view data on learning gains and software usage, collected continuously for each student as they use the technology daily. By providing easy access to data from these ongoing assessments, the Dashboards allow teachers and administrators to efficiently monitor student progress, quickly identify problems, and make informed decisions about instruction.

The Student Dashboard in READ 180 Next Generation supports students in building executive function and taking ownership over their own learning. Through the Student Dashboard, students can track their progress in the software and view their overall program progress. Furthermore, the Dashboard’s motivation system helps students keep track of their “Bests” and their streaks. This access to information about their progress and achievements not only motivates students, but also builds their awareness of who they are as learners, and guides them in setting and working toward academic goals. Students can also keep track of the Software segments and independent reading books they have completed, as well as monitor their time on the software, providing them practice with planning and time-management skills.

Throughout READ 180 Next Generation, students are provided with opportunities to take initiative in learning, along with support in the skills necessary to be successful. For example, students can choose to access eReads that extend what they are learning in the Topic Software. These eReads allow students to deepen their knowledge and challenge themselves with more rigorous content, with the aid of built-in support for comprehension and critical thinking. Wrap-Up projects at the end of every workshop guide students in reflecting on and synthesizing their learning. Each Wrap-Up project provides a careful scaffold to help students acquire the planning and organizational skills they need to carry out the project and clearly demonstrate their learning.

Placement, Assessment, and Reporting Guide (PARG)

This guide provides an overview of the assessment components in READ 180, including the Teacher and Leadership Dashboards. The information in the PARG helps teachers and leaders with progress-monitoring data from multiple sources to understand student performance and drive instruction.

This comprehensive suite of assessment tools and corresponding reports allows teachers to constantly monitor academic progress and proactively plan to avoid behavior problems because students are constantly receiving instruction on their just-right level. Students avoid frustration and cognitive overload and are able to focus their attention on accelerating their reading growth.
In all tiers of instruction and intervention, data from screening and progress-monitoring measures should be used to make educational decisions for individual students.

**READ 180** is a data-driven instructional program, which means student performance both academically and behaviorally impacts instruction. This comprehensive suite of assessment tools and corresponding reports allows teachers to constantly monitor academic progress and proactively plan to avoid behavior problems because students are constantly receiving instruction on their just right level. Students avoid frustration and cognitive overload and are able to focus their attention on accelerating their reading growth.

**READ 180** Next Generation technology provides teacher and administrators the resources to continually monitor student achievement and use the data to inform instruction.

The Scholastic Achievement Manager (SAM) continuously captures students’ performance data from the Instructional Software, Scholastic Reading Counts® quizzes, and Scholastic Reading Inventory (SRI) assessments. This data can be viewed in a wide variety of diagnostic reports; detailed information about how to analyze and use the data is provided in the **Placement and Assessment Reporting Guide (PARG)**.

In order to facilitate the use of data to plan instruction, the Teacher Dashboard provides a variety of resources to help teachers understand individual needs, group students, target key skills, monitor growth, and compare individual students’ progress against their peers’ progress. For example, the Dashboard includes a tool called the **Groupinator**™ that groups students by their specific needs according to the assessment data, allowing teachers to easily and efficiently plan differentiated instruction and intervention. Teachers can also access standards-aligned resources for differentiating instruction.

Teachers and leaders can also use the Dashboards to stay up to date on student performance data. The Teacher and Leadership Dashboards provide weekly notifications regarding student progress and participation in the software, and both Dashboards include a feature that allows educators to schedule **SAM best practice reports**. **Data Snapshots** display aggregated data from all **READ 180** assessments at the class, school, or district level to inform decision making. The Leadership Dashboard also includes a **Data Breakdown** feature, which allows leaders to access an overview of implementation data for their district or school, and also drill down to view school-, class-, or student-level data.
Interventions should include guidelines and tools to track the degree to which a program is being implemented with fidelity, to ensure that students are receiving the intervention as designed and validated by research.

Ongoing evaluations reveal strong correlations between the quality of implementation and the desired achievement outcomes. The READ 180 Next Generation Classroom Implementation Review includes a detailed checklist of key indicators for evaluation of the quality of program implementation, focusing on key areas such as classroom structure, Whole-Group and Small Group Instruction, independent reading, instructional software, and progress monitoring through SAM. This rubric can be used as an observational tool to assess fidelity of implementation. In addition, the Teacher and Leadership Dashboards allow teachers and administrators to easily monitor fidelity of implementation by viewing information about Software usage and assessment outcomes at the district or school level. In addition, the Dashboards provide educators access to professional development and technical and peer support around best practices for achieving implementation success.

The Getting Started: Your First Three Weeks with READ 180 and the eBook Teacher’s Edition provide teachers with support on how to teach both academic and behavioral routines that support academic learning and cultivate classroom culture. Teachers are provided with explicit lesson plans for these evidence-based routines and are provided a scope and sequence for when and how to teach these routines so that the classroom operates efficiently and effectively and students can maximize their learning time. These resources provide teachers with support on when and how to teach (and re-teach) behavior routines that help build classroom community and support students effectively using the READ 180 program. In addition, teachers are provided with academic instructional routines that are used throughout the program. Each instructional routine provides implementation support for how to help support behavior and build classroom culture.

A high-quality professional development plan, including goal-setting, coaching, and e-learning courses, should be used to support teachers who are implementing MTSS.

IN-PERSON TRAINING AND COACHING

READ 180 Next Generation professional development support provides teachers with critical strategies for teaching and reaching struggling readers, including English language learners and students with special needs. During implementation and follow-up training, teachers are provided with strategies addressing a wide range of topics including classroom set up and management, technology support, differentiation of instruction, and data-based decision making. Scholastic also provides in-person leadership training for principals, reading coaches, and technology coordinators.

To provide ongoing support throughout the school year, Scholastic consultants are available to work individually with teachers on implementation, classroom management, program monitoring, and data-driven instruction. In-Classroom Support visits include:

- A Teacher Self-Assessment Form to target individual needs
- Opportunities for modeling of, and feedback on, instructional strategies
- Pre- and post-visit conferences with the teacher to discuss successes and challenges, along with problem-solving strategies
- An In-Classroom Action Plan for setting goals

ONLINE PROFESSIONAL DEVELOPMENT

All READ 180 teachers have access to a facilitated, graduate-level online course from Scholastic U entitled READ 180 Next Generation: Best Practices for Reading Intervention. After completing the course, teachers are able to:

- Identify what leading researchers have determined as the most effective ways to help struggling readers and how to use READ 180 Next Generation to put these findings into practice
- Use the READ 180 Next Generation Software to guide students’ growth
- Analyze READ 180 Next Generation assessment data to inform and differentiate instruction
- Use READ 180 Next Generation materials to provide direct instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension to raise student achievement in reading
Teachers can also participate in an online webinar focused on teaching with technology, which provides support for using the Teacher Dashboard and SAM Portfolio.

**EMBEDDED PROFESSIONAL DEVELOPMENT**

Throughout READ 180 Next Generation, professional development is integrated into the teaching materials so that teachers have access to what they need when they need it.

- The beginning of the eBook Teacher’s Edition and the beginning of each Workshop include sections on teaching routines and how to use and interpret the reports so that teachers can improve their skills as they teach.

- *Resources for Differentiated Instruction 3: Strategies for English Language Learners* provides differentiated lessons to help English language learners develop oral language skills.

- The Teacher Dashboard includes a professional development widget that provides point-of-use resources connected to daily instruction, such as model videos, presentations, and articles. Teachers can also use the Dashboard to link to a READ 180 Community, where they can share resources with other teachers, and to link to the Interactive Teaching System (ITS), where they can find Boost and Stretch activities connected with each day’s lesson.

A strong base of research evidence demonstrates that student achievement is positively impacted when schools, families, and communities partner to support student learning.

Families should be engaged in their child’s education and be involved in all aspects of the system by sharing achievements and concerns as they arise. Effective communication and collaboration with families and community members are especially beneficial to students’ success. The READ 180 Family Portal was developed to support the diversity of all families of READ 180 students. The Family Portal provides tools in English and Spanish for parents and caregivers to gain a deeper understanding of what their children are learning in the READ 180 program. Through bilingual videos and tips, families can learn how to create an environment conducive to literacy development at home and how to support their students as they progress in READ 180. Downloadable resources and activities allow students’ families to play an active role in their students’ learning.

READ 180 encourages families to support their children by encouraging daily reading of appropriate texts at home. As part of READ 180 Next Generation, students have access to web-based eReads, the short nonfiction texts that explore content areas from the READ 180 Software. Students can log into eReads from home or a community-based setting. Lastly, READ 180 fosters communication between school and home by providing teachers with a variety of concrete ideas and strategies for building a strong home-school connection. Through SAM, teachers can access an abundance of resources such as family welcome letters, parent reports, and award certificates that introduce families to the program, provide updates about students’ reading progress, and celebrate students’ successes and milestones.
**Summary**

*READ 180 Next Generation* will support and strengthen the implementation of Multi-tier System of Supports in schools. Within an MTSS model, *READ 180 Next Generation* provides scientifically validated and research-based interventions, universal screening measures, intensive, progress-monitoring measures accompanied by decision rules, and management software to facilitate data-based decision making. Teachers are trained to implement *READ 180 Next Generation* with fidelity and in the use of effective instructional skills; guidelines and tools are included to ensure fidelity of implementation. *READ 180 Next Generation* also includes research-proven instructional strategies and materials and appropriate and effective resources for communication with the families of all struggling readers, including English language learners and students with special education needs. Furthermore, *READ 180 Next Generation* includes built-in behavioral and motivational supports that will contribute to the successful implementation of MTSS. *READ 180 Next Generation* can play an integral role in helping schools address both academics and behavior so that all students can have the opportunity to experience success.

**References**


