

From: Wisniewski, Robin <rwisniewski@rti.org>

Sent: Wednesday, January 18, 2023 11:40 AM

To: arnold@scorsweb.org

Subject: Re: UPDATING

TRI fits the practical implementation need of LETRS training.

- TRI is being used for the LETRS “Bridge to Practice” requirements
- TRI provides coaching support and classroom-based, embedded practical implementation for the science of reading

Here are others

Big picture

- Targeted Reading Instruction (TRI) is in-classroom virtual coaching for 1st grade teachers for 2023-2024.
- TRI is practical implementation for LETRS with in-class coaching, also fits LETRS bridge-to-practice activities and supplements core programs.
- No cost because this is a federal grant for replicating the research base with 120 first grade teachers across NC and SC, half treatment, half control. No cost includes all coaching, decodable books, materials, levels.

Links

- About TRI: <https://tri.fpg.unc.edu/targeted-reading-instruction>
- Research base: <https://ies.ed.gov/ncee/wwc/study/81447>
- TRI is funded as a replication study by Department of Education’s Institute of Education Sciences. Full study information here:
<https://ies.ed.gov/funding/grantsearch/details.asp?ID=4628>
- TRI video: <https://go.unc.edu/tri-video>

This is some of the reaction from our current Targeted Reading Instruction school district here in SC. We would love for you to get involved. We have a number of school districts already interested for the 23/24 school year. If you are interested, please contact:

Here is Contact information for Dr. Robin Wisniewski.

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Please note that Dr. Wisniewski is 2 hours behind us in Colorado.

Teacher:

- “The planning for it is simple. It takes very little time, other than just getting out the materials...But it's really been super effective for both the students that I have been working with, and so much so that some of the strategies, like pulling out all the long O sounds to the kid at the same time, and all the U's. I've done that with the whole class now.

- “Personally, I feel like I'm a better teacher. I've been doing this 41 years and I feel like I am a better teacher because I have participated in this research study, so thank you for selecting me to participate.”

- “For me, the biggest benefit for my whole class...has been blend as you go, because we've always talked about sounding out words...But this blend as you go strategy where they are literally blending every letter as they go in...I can really see a difference.”

- “I personally think [the training, coaching, and materials] they're very helpful. I love how organized it is. I love how I know exactly what section it'll be in. It's all together...instead of me having to make my materials or me having to hunt down a book I need. It's all very organized.

- “Coaching through the video chat is very helpful to me because if there is something I'm not sure of or I'm questioning myself, she can do it. I can just be like, "Hey, what do I do?" And she can help me right then and there. I think that's been really beneficial to me.”

Principal:

- TRI “fits beautifully into an MTSS framework...see it aligning with the Read to Achieve because it helps move us toward every child being grade level proficient by third grade”

- “One thing I love about TRI, it is it's job embedded professional development. I love that it is not isolated professional development sessions. I love that [the coach] gives really specific feedback to the teacher.

- “I love that the program, specifically, that it requires you to know where your children are and address them exactly where they are. It is not one size fits all. It really hones in on, what do they need to know, and how do we move them to the next level? And that's powerful.”