

Reading Corps Fact Sheet

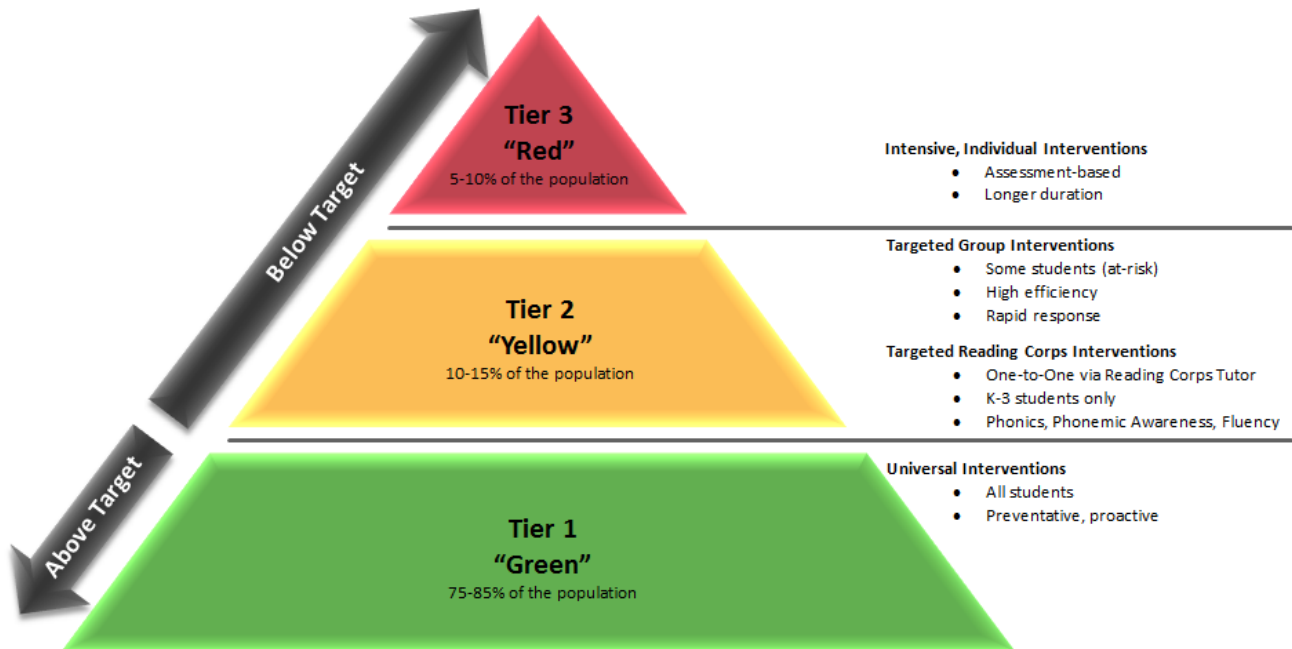
What are Reading Corps services?

- Reading Corps Interventionists are trained to provide daily, twenty-minute sessions 1-on-1 with Kindergarten through 3rd grade students.
- A staff person at the school ("site"), called an Internal Coach, completes Reading Corps training prior to the school year and supports the Interventionist throughout the year.
- A literacy and program expert called a Reading Corps Coaching Specialist, is a contractor with MEC and supports the Internal Coach and Interventionist at the site.
- Interventionists provide targeted reading skill practice, commonly called interventions, primarily in the areas of phonemic awareness, phonics, and fluency.
- Interventionists are trained in 10 scripted reading interventions, along with additional content in equity and supporting social-emotional learning. Internal Coaches and Coaching Specialists select interventions for students based on individual student data.

Which students are eligible to receive Reading Corps services?

- Kindergarten through 3rd grade students scoring "below target" on benchmark assessment probes administered by the Interventionist. Within a Response To Intervention/Multi-Tiered Systems of Support 3-Tier model, these students are generally classified as receiving Tier 2 supports.
- Students who need high-dosage, targeted reading skill practice versus intensive reading instruction in longer daily sessions.
- Students receiving Title 1, special education, or English Language services are eligible as determined by the Internal Coach in collaboration with the Coaching Specialist.

Response to Intervention - Three Tier Model



Reading Corps Fact Sheet (continued)

When are Reading Corps services delivered, and how many students do Interventionists serve during the school day?

- Intervention sessions occur outside of a student's teacher-led reading instruction time during the school day.
- Students participating in Reading Corps receive daily 20-minute sessions every day an Interventionist is at the site.
- Interventionist caseloads vary from one another depending on the number of hours the Interventionist is serving in a day (varies from 8 to 10 students for Interventionists serving part of the school day to a minimum of 15 students for Interventionists serving the whole day).

How long do students receive Reading Corps services?

- Students receive Reading Corps interventions as long as their individual data indicates they are in need of intervention services.
- Reading Corps Interventionists administer weekly 1-minute reading probes to students and create individual student graphs to illustrate student progress utilizing the Reading Corps Data Management System.

How often do Reading Corps Interventionists meet with their Coaches?

- Interventionists and their Internal Coaches should allocate 10-15 minutes per day for communication or schedule weekly meetings. As Interventionists become familiar with their tasks, this time may be reduced.
- One time per month, the Internal Coach, Reading Corps Interventionist(s), and Coaching Specialist meet and review every student's progress monitoring graph to determine which interventions should be observed for fidelity and if additional coaching is needed, or if interventions should be changed.
- Two times per month, Internal Coaches observe Interventionists with students and check intervention fidelity using observation checklists. Coaching Specialists observe and conduct integrity checks with Internal Coaches regularly to support the Internal Coach in learning the interventions and coaching the Interventionists. Administration and scoring of the assessment is observed jointly by Internal Coaches and Coaching Specialists, tri-annually, using a checklist.

Who are Reading Corps Interventionists?

- Reading Corps Interventionists are AmeriCorps members who focus on solving a societal problem – in this case, a gap in reading achievement. AmeriCorps is often referred to as the “domestic Peace Corps.”
- Reading Corps Interventionists are individuals who commit to service, during the school year meeting literacy needs in local communities. They are also referred to as “members” or “Interventionists.”
- Reading Corps Interventionists maintain a stable, regular schedule of hours at a site and are supervised by an Internal Coach at the site.
- Although Reading Corps Interventionists are part of a school community, they are **not** employees of the school and/or district and they may **not supplant** services provided by the school employees. Likewise, Reading Corps Interventionists are not allowed to be assigned to lunchroom duty, playground supervision, etc. at the school.
- Interventionists receive a competitive living allowance and earn hours of service toward an education award to pay for college tuition or pay educational expenses at qualified institutions of higher education, for educational training, or to repay qualified student loans. For member's age 55

years+, this award may be gifted to a child, grandchild, foster child, or stepchild. Retired educators may serve as MEC Interventionists without forfeiting their pension.

Reading Corps Fact Sheet (continued)

What are the assessments used?

The assessment tools used by Reading Corps were chosen because of their well-established statistical reliability and validity. All these measures fit under the umbrella of “Curriculum-Based Measurement” (CBM), and are fluency-based assessments. This means students are given an unlimited opportunity to respond to items within a fixed amount of time, and the number of correct responses and errors are counted.

Benchmark assessments are conducted in the fall, winter, and spring. Progress monitoring assessments are conducted weekly to gauge the effectiveness of the intervention for student learning. Both benchmarking and progress monitoring are 1-minute assessments and include: 1) Test of Letter Sounds, 2) Test of Nonsense Words (English), and 3) CBM-Reading.

What are the interventions used?

Reading Corps uses evidence-based interventions designed to provide additional practice that is *supplemental* to the core reading instruction provided by the site, and are considered curriculum neutral. The interventions focus on additional practice for foundational reading skills such as phonemic awareness, letter sound knowledge, decoding skills, and oral reading fluency (rate + accuracy + expression). Interventionists receive training and coaching to deliver interventions with students with high fidelity.

1. **Phoneme Blending:** The student builds the skill of blending individual phonemes (smallest individual units of sound of spoken language) into words.
2. **Phoneme Segmenting:** The student builds the skill of listening to words and breaking words into their individual phoneme segments.
3. **Letter Sound Correspondence:** The student builds the skill of associating the correct sounds with letters.
4. **Blending Words:** The student builds the skill of blending individual letter sounds into words.
5. **Newscaster Reading:** The student builds skills in reading fluency through extensive modeling by the Interventionist and practice.
6. **Duet Reading:** The student builds skills in reading fluency with modeling and practice.
7. **Repeated Reading with Comprehension Strategy:** The student builds skills in reading fluency while reading for comprehension.
8. **Pencil Tap:** The student builds skills in reading accurately instead of reading with overlooked errors.
9. **Stop/Go:** The student builds skills in recognizing punctuation and phrasing when reading connected text.
10. **Word Construction:** The student builds skills in phonics and fluency. This intervention bridges the gap between decoding individual words and reading connected text.

Is Reading Corps a Good Fit for Your Site?

Reading Corps thrives in a wide variety of contexts. Please consider the following before applying:

- ❑ Does your school serve students in Kindergarten, first, second, and/or third grade?
- ❑ Will your school schedule allow one or more Interventionists to serve the same students daily in 20-minute blocks of time outside of core reading instruction time? This is 8 to 10 students for Interventionists serving part of the school day to a minimum of 15 students for Interventionists serving the whole day.
- ❑ Is there a person on your staff with the interest, capacity, and time to serve as the Internal Coach? **Please go to page 9 for the “Description of Internal Coach” in this document and review it. Review this with the identified staff person in advance of applying to host MEC Interventionists. Ensure they understand the role and time commitment.**
- ❑ How will the Internal Coach's schedule include time for Reading Corps duties; approx. (6-9 hours per Interventionist per month, which is 2-3 hours per week)? How will the Internal Coach's schedule include approximately 5 hours of training?
 - Do you need to compensate the Internal Coach for the time completing required training?
 - Do you need to compensate the Internal Coach for time spent on Reading Corps duties throughout the year?
 - Are there tasks/duties/responsibilities that need to be removed from this individual's workload to accommodate Reading Corps duties?

Here are some other factors that are helpful to consider:

- ❑ In which location in the school would Intervention sessions occur?
- ❑ To which computer(s) or other device(s) and internet would Interventionist(s) have regular, reliable access? Regular access to an electronic device is required and must include a camera and microphone, along with login credentials.
- ❑ What secure (locked) storage could the Interventionist utilize (for student files, for personal effects, etc.)?
- ❑ How is a Response to Intervention/Multi-Tiered Systems of Support model of service delivery utilized at your site? In what areas (e.g., academic, behavior)?
- ❑ Estimate the number of students who are below grade level expectations in reading for each grade, K-3rd. Are there enough for an MEC Interventionist(s) caseload of 15+ (full-time) or 8-10 (part-time)?
- ❑ What local district or agency policies for partnerships will MEC need to follow? For example:
 - Background checks. MEC is required to run extensive background checks for any MEC Interventionist prior to placement in a school. MEC, nor Interventionists, may pay for

additional background checks beyond what MEC is required to conduct. **If additional background checks are required, that will be a site cost.**

- Interventionist Recruitment. How can we partner to post open Interventionist positions on a district or site employment page or share the opportunity on social media?
- MEC Partner Sign. Our grant requires posting a sign (provided by MEC) with the AmeriCorps logo, Reading Corps logo, and potentially the logo of any funder who is sponsoring the program at your site. Where could this sign be posted? (Most sites post this sign at the main office or tutoring location).