

The SRI Homeroom – Episode 9

Kori Hamilton Biagas:

Welcome to the SRI Homeroom. Today, an evidence-based reading intervention designed for adolescents.

Margaret Troyer:

If you leave middle school and you're not a proficient reader, you are setting yourself up for struggle throughout life. Most students who leave eighth grade reading significantly below grade level are not going to graduate from high school, which of course has lifelong ramifications. So I feel like it is critical to intervene in middle school. It's really important work.

Kori Hamilton Biagas:

Helping students turn the page today on the SRI Homeroom. Welcome in.

Hello and welcome to the SRI Homeroom. I am your host, Kori Hamilton, and today I am very happy to be speaking with Margaret Troyer and Kala Jones from the Strategic Education Research Partnership (SERP) Institute. They're working to improve reading and reading comprehension for secondary students across the nation. Welcome to the SRI Homeroom.

Margaret Troyer:

Thanks for having us.

Kala Jones:

Thank you.

Kori Hamilton Biagas:

It's such an honor to be able to talk with developers and researchers that are really working closely with practitioners to solve the problem of reading comprehension and improve reading for secondary students. And I'm wondering, what is the big issue that kind of brought you into this work, the big challenge in education that you are working to address, Margaret?

Margaret Troyer:

Yeah, so my career in education, I started out as a middle school English teacher and then became a literacy coach, and worked in Baltimore and Washington DC, and the vast majority of the kids I taught were reading quite a bit below grade level. So then when I went to grad school and I earned my doctorate, I was like, I've got to figure out how to solve this problem. How do we help these older kids improve their reading? And what I learned in grad school is that there is a pretty robust research base on how to help students get better at reading, which then my response to that was like, well then why isn't this happening? Why isn't this problem solved?

So through my research combined with my teaching experience, what I kind of came to believe is that the two reasons why this problem is not solved is, one, student engagement and motivation. By the time kids get to middle school and they are reading a couple of years below grade level, many of them have experienced years of repeated failure in school, and they are no longer engaged with the process of trying to be a good student and be successful at school because that hasn't worked out for them in the past. So we've got to find some way to engage and motivate the students who are struggling.

And then the other thing is from the teacher side, we may have these practices that we know work in research, but are they being implemented in the classroom effectively? So that's how I came to focus on STARI, the Strategic Adolescent Reading intervention, did my dissertation on STARI, and then came to work for SERP after graduating. Still working on STARI and doing research on STARI. STARI is an intervention that's really designed to engage and motivate those older struggling readers. And what I really like about working at SERP is that we do work at the intersection of research and practice.

So we're not just sort of doing a big randomized controlled trial, which at the end of it we say this intervention is effective, and now we're done. We're really following the contours of the problem. What is actually happening in the classroom? What are teachers struggling with? How can we provide supports that are going to address that struggle so that teachers can effectively implement this intervention?

Kori Hamilton Biagas:

Well, that sounds like a really fortuitous pathway to come out of the classroom and have the opportunity to work on this project in graduate school, grow familiarity with it really closely, and then be able to transition into that as part of your career path. That sounds like a really cool gift because it's like you've been building on this for so long, and now you have the opportunity to be leading the way in making this impact. Kala, can you give us a little background about how you found your way into this space and what is the challenge that you've been working with as a professional to solve in the education space?

Kala Jones:

Sure, absolutely. So mine started back as a Teach for America teacher. So straight out of college, I taught with Teach for America at a school that I actually went to for high school. So they sent me back to my home city, home state, back to the high school that I attended. And I was teaching ELA classes for [inaudible] for AP students and as well as some ELA classes for the bubble students, so the students are trying to push up.

And throughout that process, I realized that there was something, especially with our students who we're teaching reading. So I encountered a lot of reading teachers who the work just was clearly not for them. Well, in their words, it was old people who had died. So the content wasn't really familiar to them. It was about people that couldn't engage with them. And so that was always in the back of my mind as I continued teaching.

But it wasn't until I did my dissertation where I focused on slow violence. And so slow violence is minute acts of oppression that when compound create generational effect. So through my research with-

Kori Hamilton Biagas:

Can you give me an example of that?

Kala Jones:

Sure. So an example of school specific slow violence, which is what me and my co-researchers worked on was lack of opportunities. An example of that would be lack of opportunities as far as the classes and the subjects taught. So for example, the rigor in those classes, the type of work that's being done, it stops them because if a student, like Margaret said, is not engaged, they kind of shut that out and that leaves them, they're no longer access to the continued pathway.

Kori Hamilton Biagas:

Right, right.

Kala Jones:

So once I realized that, I was like, well, my big thing is I want to mitigate those acts of school-specific slow violence. Again, one of those huge things is lack of opportunities, lack of classes that can help them push forward. So unfortunately in education, we know the more students you want to interact with, the more students you want to help, the farther you have to go from the classroom. And while that sucks, I also felt it was time for me to leave because I didn't want to be... Once you're there and you see the problems, it's harder to just go back every day and just be a part of the problem.

And so when I was looking for something else that actually helped that I found SERP and I found the STARI program, and I was like, this is a huge aspect of slow violence. It's crippling for students, especially low-income, minority students who I worked with my whole career and who I was a part of that community. So when I was able to join a group that actually that intersectionality of research and practice, where it's like I got to do the work as well as be a part of it, it was serendipitous.

Kori Hamilton Biagas:

Yeah. You're right. It's one of those things that I am also a former classroom teacher, and I had a similar experience in terms of I left teaching because I wanted to have a larger impact. And so it's so cool that both of you are able to have that distance and closeness at the same time, and that you have that ability to occupy the researcher and developer space while simultaneously seeing and working with teachers and students and seeing the direct impact of the program that you're providing to a school system. So can you give us some more information about STARI and how it's evolved and continues to evolve?

Margaret Troyer:

Sure. So all of SERP's products and programs are rooted in problems of practice. Like I said, we work at the intersection of research, practice and design. So practitioners pose a problem of practice, SERP brings researchers to the table to create a solution, and then we also have a design team who works to make sure that those solutions are really user-friendly and attractive. So the problem of practice that sparked the development of STARI was the superintendent of Boston Public Schools saying that students could not comprehend their textbooks when they got to high school. So the SERP research team knew that if we want to help students be ready for high school, we have to intervene in middle school.

So STARI was developed through a partnership between Boston Public Schools, SERP, Harvard University, and Wheelock College. So a small group of Boston Public Schools teachers was really involved in developing the original units and piloting them and revising them until the product was ready to evaluate. And then in the 13-14 school year, there was an evaluation through an IES grant under their Reading for Understanding program that demonstrated STARI's effectiveness for students who were reading below grade level in middle school grades, and that's when I came in. That's when I was in grad school working on analyzing the data from that study.

And because I was a teacher and I was really interested in what's going on in the black box of the classroom, not just looking at the data, I started visiting classrooms and interviewing teachers. That's how my dissertation work came out of looking at the implementation of STARI and then moved into the role of project director on another grant at SERP.

And then how did STARI evolve? Well, I think we just kind of kept learning from the teachers who were implementing it and the administrators who were implementing it, what's going well, what's not working so well. So at that point, STARI was designed with two different series, level one and level two. And that made a lot of sense to researchers because it was like, okay, well, some kids might need a second year of STARI depending how far behind they are when they start out. So there's two that means everybody can get two. But practitioners were like, "There's three years of middle school. Which series do I use with the seventh graders?"

And also, each series had four units, which was more than almost any teacher could get through in a school year because each unit is jam-packed with a lot of content. So one of the sort of sub-projects that I led after I started at SERP was splitting out the existing eight units and adding one more unit so that we had three series, one for sixth grade, one for seventh grade, one for eighth grade that were three units each. So that's just kind of an example of how we continue learning not only from research, but from practice to make a program that is going to be effective not only in a data way, but in this program can be effectively implemented kind of way too.

Kori Hamilton Biagas:

Yeah. So Kala, can you talk to me a little bit about how you see the intersection or integration of STARI and how it kind of combats this violence that you were talking about this slow violence?

Kala Jones:

Absolutely. So there are different aspects or acts of slow violence that, well school-specific slow violence specifically because the term was usually originally coined for environmental, like racism and violence.

Kori Hamilton Biagas:

I see. Thank you for clarifying.

Kala Jones:

Yes. So there are so many different acts of it, but STARI specifically mitigates so many of those. For example, the lack of access to texts that students can relate to is a huge one because if students can't see themselves in texts, it's harder for them to get engaged. So the idea of reading books like *Ghost Boys*, where kids can actually see themselves, where majority of our students who use STARI are students in low-income neighborhoods who are Black and brown students. So being able to see these stories where it's like, oh, this kid looks like me or this person is about this... But also in the fluency passages.

So one of my first roles or tasks when I started STARI was to help change a few of the fluency passages. So one of our books is *Ghost Boys* and a few have the fluency passages talk about Trayvon Martin and Tamir Rice, and those types of things. And a huge part of slow violence, school-specific slow violence, for me is survivance narratives. So this idea of, it's not just about the negative, but the power that comes through and the positivity, because a lot of the kids in our neighborhoods, they know about the sad part, they know about the tragedy, but they don't really know the happiness and hope that come from it. So being able to modify these passages, so it's not just about Trayvon Martin's death, but about the life he lived, about Tamir Rice-

Kori Hamilton Biagas:

And not just contributing to the trauma?

Kala Jones:

Yeah, but also the things that came from that. And I don't even think Margaret knows, but one of my line sisters... I'm a member of a sorority. One of my line sisters is actually Trayvon Martin's mom. And after we did some, I sent some of them to her. And so being able to talk in a circle of motherhood and those things, it was something where it's like, it's not just about her son's death, but it's about the happiness. And I know that that means a lot to students just to see that Tamir Rice liked Legos and he liked Curious George. And after Trayvon Martin's death, it sparked an amazing conference of mothers who can grieve together and sharing the hope and possibilities. So just those things and being able to pass that to kids for generations is ideal.

Margaret Troyer:

And very powerful.

Kori Hamilton Biagas:

Yeah. So you were talking a little bit about the structure of STARI. You were talking about literacy passages. So can you tell me a little bit more about how does STARI work? How do teachers use it? What exactly is STARI? Margaret, I'm going to start with you on that one.

Margaret Troyer:

Sure. So STARI is a multi-component intervention. One of the things that we learned in the early, around the 2010, 11 days of piloting in Boston Public Schools is that most schools don't have the capacity to implement multiple reading interventions. So we needed one intervention that was going to address all the needs of the students. So we have decoding where students are actually learning to chunk and sound out words. We have fluency where the research-based way to improve fluency is through repeated readings of leveled texts. So students engage in this two-day fluency routine where they read the same passage about four or five times for a different purpose each time. And there are four levels of fluency passage. So every student can read a passage that is on their just right level where they can read it with 90 plus percent accuracy.

There's also comprehension strategy instruction. We use the reciprocal teaching model of comprehension strategy instruction, which was created by Pallingsar and Brown decades ago and has performed really well in the research literature in many, many studies. And we use a combination of partner reading and what we call guided reading, although it's actually very different from the sort of elementary school style guided reading that a lot of people associate with that term.

Kala Jones:

You're right, yeah.

Margaret Troyer:

Because the whole class is reading the same age appropriate book, but we alternate back and forth between partner reading where students sit in partners and read and discuss with a partner and guided reading where the whole class is reading the book and discussing as a whole class.

There's also at least one debate in every unit because debate is motivating and engaging. And when you are asked an engaging, meaningful, relevant question about a text, and you have to take a stance and you have to argue that stance, you have to go back into the book and find some good evidence to support the stance because you want to win. You want to win that debate, right? So it's a really motivating way of getting students to read and to talk about what they've read.

So those are the components. STARI is a complete year-long curriculum for each grade. So they're three units, and we strongly, strongly recommend that districts give at least 45 minutes a day to STARI, or the equivalent if they're on a block schedule, A day, B day, whatever, but that they need to put that time in order to see the growth.

In our 13-14 study in Massachusetts, we saw that the more of the curriculum a student got through, the more they grew. So we really pushed schools to put the time in to allow students to get through the curriculum and to grow. And when you order the STARI curriculum, it consists of student workbooks, teacher lesson plans, the published literature and nonfiction texts, as well as ancillary materials like do nows exit tickets, slides, assessment guides, all the things. So kind of all the pieces that you would think you would need in order to actually implement the curriculum.

Kori Hamilton Biagas:

Right. So that really takes the burden off of the teacher and the school to be trying to generate these additional supplemental pieces that are helping the students to excel.

Margaret Troyer:

Yes, and that's something we've heard a lot from reading specialists is like, I was just put in a classroom and told, teach these kids to read. I wasn't given a curriculum until I had STARI. And STARI, the lesson plans are really clearly laid out so that even folks who are not reading specialists can follow the curriculum and be successful with students, which is great because not every school has a certified reading specialist who's able to teach the kids who are in need of intervention. So STARI really is an intervention that can be taught by any educator who has the will and the motivation to work with that group of students and the growth mindset to support them in succeeding.

Kori Hamilton Biagas:

And how special that there are two educators who are having a close eye on the evolution and development of this content. Who can say, "I know that from a researcher perspective that might make sense, but I was in the classroom and I wouldn't have done that, I wouldn't do that. I can't use this." Kala, can you tell us a little bit about the content? What kinds of materials are in there? How is the content selected or identified or created? You were talking about things that are very timely and relevant to the current experiences of students, and so how are you all going about identifying and selecting these passages and these books to just ensure that engagement piece and that relevancy piece stays at the foreground?

Kala Jones:

Absolutely. So there's a long process to picking novels, nonfiction and fiction texts, because both are included in each unit. There is a long process of going through whether the texts are at the right lexile level, so where students can actually understand them, but it's also at the same engagement level. So it's one thing for a text to be readable for a student, but again, if it's not in a topic or a subject that they're interested in, then it's kind [inaudible]. So definitely looking at those two things.

But also what I really, really appreciate about STARI and just SERP in general is the idea that it's constantly evolving. So the Ghost Boys unit where we had those Trayvon Martin text was done years ago prior to my even joining the team. However, there was conversation and there were questions about the text and the content and things like that. And so Margaret took that and said, "Let's update this. Let's do something about it. Let's do that." So this idea of this constant evolution of it.

Now that we're in the process of creating the high school aspect of it, we've engaged in focus groups with teachers who've taught STARI. We've had them read the book, and we've discussed things that they might like about it, things they might see or come up with as issues. We have schools right now piloting that first unit and seeing how they feel about the text, and we're taking their advice and their suggestions at hand as we made this second section in that unit.

And so this idea of making sure that their voices are heard, but also we're the researcher and the teacher aspect. So we definitely keep in mind like, okay, wow, this might make sense as a teacher where we're adding some things in there or this text might be helpful, but we're trying to do the gambit of things. So there's books about sports, there's things about bullying, this new text for high school is about bullying, there's things about racism, there's things about every aspect of subjects. So there's something for every student to be drawn to so that there's not just books where predominantly male leads, there's predominantly female leads. So the books have definitely a lot of different things where we make sure we touch a lot of different points so that every kid can see themselves or something they're interested in.

Kori Hamilton Biagas:

Yeah. Yeah. That's so incredibly powerful, and I wish that I had had this when I was teaching. So I want to speak to something that may or may not be obvious. You all work at SERP, but this is the SRI Homeroom podcast. And so how are you all connected to the work that's happening at SRI? What is the relationship that STARI has with SRI?

Margaret Troyer:

Yeah. Well, about a year and a half ago now, we applied for this grant to participate in the LEARN Network through IES. And the goal of that grant was to take products that have evidence of effectiveness, but that have not yet scaled up. And the LEARN Network is designed to help us figure out how to scale up that product. So we've been working as a member of that team with three other product teams and with the SRI team as a lead to kind of figure out... Kala and I are teachers and researchers, we're not sales and marketing people, so we don't really know how to sort of scale up.

And we feel like we have this great program. It's more effective than a lot of other reading interventions, it's more affordable than a lot of other reading interventions, it's more engaging than a lot of other reading interventions. Why isn't everybody using it? How do we get out there and let schools and districts know like, hey, we have this great product that you may be interested in? And as a small organization, how do we scale up and support that? So that's what the LEARN Network is helping us with.

Kori Hamilton Biagas:

Oh, awesome. Okay. So LEARN, I think it's leveraging evidence to accelerate recovery nationwide. So they're helping you with that acceleration piece, right? Because I agree with you, what you're describing is something that should be in classrooms everywhere, and it could make a huge difference on the experience of youth all over the United States. And that idea of engagement and seeing yourself in text and finding the joys of what it is to be a person of color, to be a woman, all of those things, in the reading that you get to participate in school sounds like a huge shift from what many people typically experience, but it shouldn't be, right? It should just be part of what learning is for all students.

I'm wondering here if we had an opportunity to just dream about... You both talked about the different reasons that you're doing this work with STARI and what you're trying to accomplish and disrupt. So if you're successful, what would that success look like in the education system for you, Kala?

Kala Jones:

Wow, that's a-

Kori Hamilton Biagas:

It's a huge question.

Kala Jones:

Yes.

Kori Hamilton Biagas:

It's a huge question. Yeah. And there's no right answer.

Kala Jones:

Yeah, absolutely.

Kori Hamilton Biagas:

We're dreaming.

Kala Jones:

Of course. So it would look like I mentioned so many different acts of slow violence, but to mitigate this one I think would open the eyes of students like mine, like who I was, to opportunities elsewhere. So this idea of being able to read things that are about people that look like me, not only help them learn to read better in comprehension, which will obviously take them further. So that can look like more students excelling, more students having opportunities to those upper level classes or subjects. Because unfortunately, we leave the fun stuff to the kids who have higher capabilities, and I use that as a quotations intentionally.

So that access to open them up to maybe realizing that I might want to be a writer, so that could look like more writers that look like them in that field and showing them that people that look like them that may have started at a lower level, they have access. So there's so many different ways this can go, and I think that's the beauty of it. Because you don't know where it looks, but there's no bad way. So I think there is either more authors, more students being engaged, more students having access to materials that help them read and comprehend better, access to those upper level classes, more students going to college and other places, those things. So the opportunities are endless.

Kori Hamilton Biagas:

Yeah. Margaret, what about you?

Margaret Troyer:

Yeah. I mean, I think if we're dreaming, the goal is every student being able to read on grade level in high school, every student being able to read and comprehend that biology textbook or the novel in Kala's AP literature class. And not only because of their reading level, but because they have the strategies to tackle challenging text that they've learned and developed. And not only being able to read those textbooks, wanting to read, knowing that reading can be fun, engaging, joyful, and seeking out books that they enjoy outside of school and reading for fun and for pleasure throughout their life. That's the goal.

Kori Hamilton Biagas:

I love both of these. And something that you both have spoken to but haven't said explicitly yet is also, for me, my dream for STARI is also to shift the expectations of the adults. It sounds like one of the other huge pieces, and Margaret you spoke to this at the beginning, is shifting the mindsets of the adults so that they also believe that the students are capable of doing this, that the students are capable of reading on grade level, engaging in complex discussions, are able to take position and find evidence.

That piece has a significant ongoing impact as well. If the adults in the building believe that the kids can, that the children can, and then they have the tools to support them to be able to, then the children that come after that first batch of STARI students also are perceived to be able to. And so now this teacher has this different idea of what kids are capable of doing. And that's life changing for all of the children that come into that teacher's classroom after.

Margaret Troyer:

Absolutely, absolutely. And a lot of kids come into the STARI classroom believing that they cannot because they have experienced years of school failure. They come into that STARI classroom believing, I'm not smart, I'm not good at school. And they have a thousand coping mechanisms to avoid being embarrassed by the other kids seeing that they're not smart and they're not good at school. So when the

teacher asks them a question, they'll say, "I don't know." They'll wait for someone else to answer the question, they'll wait for the teacher to tell them what sense to make of the book that they're reading-

Kala Jones:

Might demonstrate negative behavior.

Margaret Troyer:

It's hard work. Yeah, it's hard work for teachers to combat that and believe, yes, you can read this chapter silently and then tell me what you think about what you read.

Kori Hamilton Biagas:

Or tell this one other person what you think about what you read.

Margaret Troyer:

Yes, yes. And that's why we've got the partner structure, because it is a lot less intimidating sometimes to just tell a peer than to have to speak in front of the whole class. But yeah, sometimes it's a mindset shift for both the students and the teachers. And it can be tough, but it can be done.

Kala Jones:

And another aspect to that is I don't think we highlight much the collaborative effort. Too often these students who've experienced so much failure don't have those strategies of working with a team. So being able to do that partner reading, and a lot of our comprehension questions in the fluency passage asks, what does your partner think? Jot this down. Because learning in silos isn't as much fun. And once they learn that, especially oftentimes in these lower level reading classes, it's look at a computer, it's you and the computer, it's you have to do this on your own when it's like, who would want to enjoy that? Who would want to continually do that? But when you're able to read these texts and you and your classmate are doing the debate together and you're on the team and you get to talk about something about the books and this, and you guys are devising a strategy together, it makes it more fun.

Kori Hamilton Biagas:

Yeah. You get to struggle together and find success together. Yeah, I love that idea, that collaboration. So what keeps you coming back to this work? It sounds like there are so many positive things that are part of your experience as developers and practitioners on this project, but there's also a lot of barriers. Why aren't more people using this? And how do you continue to find content to develop this and keep it fresh and all of that? There seems like there are so many moving parts to ensure that what you're providing to schools is of extremely high quality, is again relevant, is engaging. So what are the things that keep you going motivated in coming back to this work, Kala?

Kala Jones:

A few things. So one is the idea of being able to expose students to topics they probably wouldn't have thought about. So our newest unit working on is about unions, and we're getting to read about that and things like that where students may have experienced it in their life. They know someone who worked at minimum wage, who's not in a union who's struggling, but they have never seen that in a text probably. And so being able to expose that and being able for those students to then go home and have those conversations with family members, and that I think is amazing. I can imagine the looks on parents' face. What are you talking about? Where did you learn about this stuff and this organizing? The fluency passage is about union organizing, so I think that's awesome.

But also for the sisters and brothers of the students I taught. So I still have family that lives there. One of my nieces is turning eight this week. And so being able to know that even though she might not be the strongest reader, there is an opportunity. And I am pushing to get this in my district so that my niece, she has that access. So when she gets there, if that happens to be her thing, of course she has family members, but also she has a class and a text that she can go to, that she can work through this so that she doesn't feel those years of failure, that she starts with that. And I want that for all of the siblings of my students and their children eventually, and all of that. Just the idea of just making sure that they don't have to go through the same things that students before them had.

Kori Hamilton Biagas:

Yeah, leave it better than you found it.

Kala Jones:

Yes.

Kori Hamilton Biagas:

Yeah. Margaret, what keeps you coming back? What keeps you motivated? What keeps you grinding and working on this?

Margaret Troyer:

Yeah, so when I was training teachers several years ago when we were first starting the grant that's now just wrapped up, I had this slide that was like, why are we doing this work? And it's like, one, to improve teaching and learning for students who struggle with reading. Two, to evaluate STARI, blah, blah, blah. And when I would present it, I would say there's a reason why I put them in this order because this is what gets me out of bed in the morning, feeling like I am working to improve teaching and learning for students who struggle.

Because if you leave middle school and you're not a proficient reader, you are setting yourself up for struggle throughout life. Most students who leave eighth grade reading significantly below grade level are not going to graduate from high school, which of course has lifelong ramifications for the things that you're going to be able to achieve. So I feel like it is critical to intervene in middle school. It's really important work and the fact that STARI is working, is doing it. And then we have these lovely videos where we interview students and they talk about how STARI is so different from anything they've done before. I don't really like reading, but I finally feel like I'm okay at it. And then we get an email from a teacher who's participating in the study we have going on now saying, "Well, we're doing STARI in seventh grade, but our sixth grade teacher really wants to do it. Could we do sixth and seventh grade next year?"

I really enjoy the work of developing curriculum and developing professional learning and feeling like... Kala said at the beginning of this, "To broaden our impact, we have to step further away from the classroom," so I like the way... I'm certainly further away from the classroom than when I was a teacher, even when I was a literacy coach, but I still have those touch points with teachers and kids, and I get to see the effect that our work is having.

Kori Hamilton Biagas:

Yeah, that's all the motivation you need, right? Looking at your eight year old niece and saying, "I'm going to make this better than it was when I was there." And then looking at teachers and hearing from teachers like, "You are improving our lives. Keep helping. You're making a difference." Yeah, that is all the motivation you need to keep going. And then trying to get into the classroom of more and more teachers, not for the accolade, but for the impact. I love it. I love it so much. It has been such a pleasure

talking with you all today and learning more about this incredible intervention. How can people learn more about it? How can they find you? How can they participate in the STARI program? Share some of that.

Margaret Troyer:

So you can go to serpinstitute.org/STARI. Our website has tons of information about the intervention, lots of little snippets of classroom video so you can see what each component looks like in action. And it also has ordering information. So STARI is an open education resource. You can download and print all of the curriculum materials from our website just with a free account. So that's great if you are the reading specialist who has just been told, "Go teach those kids to read. Figure something out, that's your job." You can download and print it for free.

For districts or schools that are wanting to implement it at larger scale, you can also order pre-printed materials, and we've got a bundle order form so you can get the literature, the curriculum materials, and the professional learning all together. And learn more, whatever questions are still outstanding or probably answered on our website.

Kori Hamilton Biagas:

Okay. We'll be sure to link the website in our show notes. And if you're a district decision maker out there, or if you're a reading specialist, go to the website so you can get this and start working with your kids and improve their lives. Thank you, Margaret and Kala for joining me on the SRI Homeroom today.

Margaret Troyer:

Thank you for having us.

Kala Jones:

Thank you for having us.

Kori Hamilton Biagas:

And thank you all for listening to the SRI Homeroom, produced by SRI. We'll talk to you again next time. Take care.

Thank you for joining us on the SRI Homeroom, produced by SRI Education, a division of SRI. Margaret Troyer is the director of Literacy Research and Development, and Kala Jones serves as Literacy specialist for the Strategic Education Research Partnership, known as the SERP Institute. Learn more about them and their work in today's show notes. Find all of our episodes, transcripts, and links to other resources by visiting sri.com/education. You can also connect with us on social media with the links in today's show notes. The views expressed in today's podcast belong solely to the participants and do not represent the views of SRI or any organizational funder or partner.