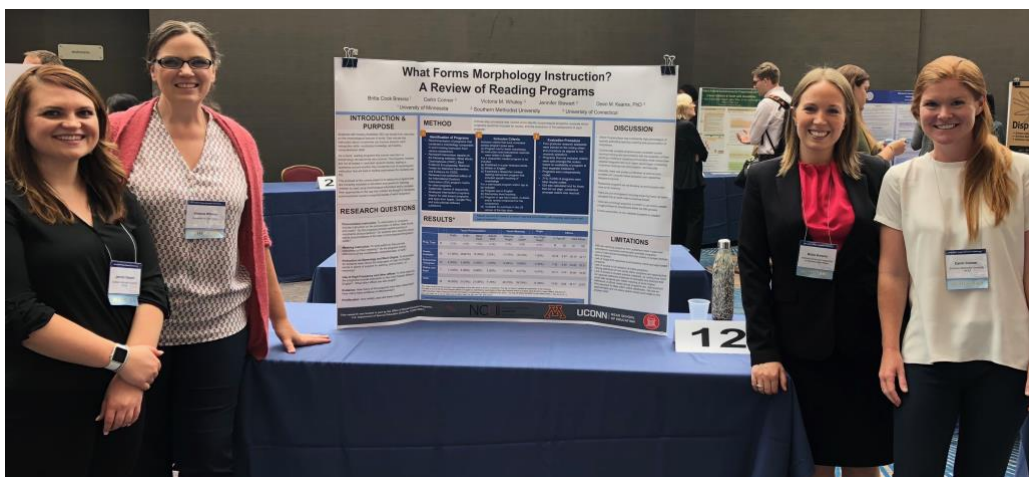


NCLII SCHOLARS ATTEND OSEP PROJECT DIRECTORS' CONFERENCE IN WASHINGTON, DC

In July, NCLII Scholars convened in Washington, DC to attend the **OSEP Project Directors' Conference**. The first day of the meeting was a busy one, as Scholars attended the First Time Attendees Meeting as well as the Program Area Meeting focused on Personnel Development. In addition, Scholars showcased their collaborative cross-institutional work during the Monday afternoon poster session. With 13 posters featured, Scholars presented on a range of topics, including "Function-Based Interventions in Regular Education Settings," "Adapting Behavior Interventions with Practice Elements," "Implementing Intensive Reading Interventions," and "Are Special Education Teachers Prepared to Make Data-Based Decisions?," to name a few. Scholars found this time to be beneficial, with one noting "It was one of the best poster sessions I have ever attended. The feedback was helpful and provided me with ideas for future research." On Tuesday and Wednesday, Scholars attended keynote sessions, large panels, and breakout sessions, all of which provided for networking opportunities as well as an opportunity to learn more about other national centers and large-scale grants. We'd like to extend a big **THANK YOU** to OSEP for including NCLII in this year's meeting!



Scholars Jennifer Stewart (SMU), Victoria Whaley (UConn), Britta Bresina (UMN), and Carlin Conner (SMU) present on "What Forms Morphology Instruction? A Review of Reading Programs"



Scholars Kristi Baker (SMU), Katherine Sargent (Vanderbilt), and Maria L. Hugh (UMN) with their poster titled "Implementing Intensive Reading Intervention: Professional Development; A Systematic Review"



Scholars Kaitlin Leonard (UConn) and Gina Braun (UIC) present on "How Does Attendance Affect Student Achievement in a Reading Intervention?"

SCHOLAR-FACULTY COLLABORATION FOCUSES ON SYSTEMATIC REVIEW OF VOCABULARY DEVELOPMENT OF YOUNG READERS

NCLII Scholar Christy Austin (UT Austin) has collaborated with Dr. Michael Coyne (University of Connecticut) to conduct a synthesis that systematically reviews studies investigating the relationship between pretest reading scores and student response to vocabulary interventions. Together, Christy and Dr. Coyne developed the following inclusion criteria: (a) studies included a word learning or vocabulary intervention provided in English in a school setting, (b) studies included at least one outcome measure of word learning, operationalized as either a receptive or expressive vocabulary measure, (c) analysis provided sufficient data to determine how student differences at pre-test impacted response to a word learning or vocabulary intervention (moderator analysis or pre-test/posttest correlation), (d) interventions included students in grades Pre K–3, and (e) studies were published in a peer-reviewed journal. Through an electronic search and reference list search, 43 studies were identified that met inclusion criteria. Christy is currently working to code each of the studies. Once coding is complete, Christy and Dr. Coyne will work together to analyze the findings and determine the implications that the findings have on the benefits and challenges of supporting the vocabulary development of early elementary readers.



Christy Austin

This collaboration has helped Christy continue to develop her knowledge related to vocabulary development and student response to evidence-based reading interventions. Christy has used this knowledge to guide the development of her dissertation study. For her dissertation, she will conduct an experimental study that investigates the effects of instruction explicitly linking decoding and vocabulary compared to decoding instruction provided in isolation on students' word identification accuracy and fluency. She is specifically interested in this as an instructional approach for students who have demonstrated prior inadequate response to explicit decoding instruction.



Dr. Michael Coyne

IN THE NEWS

IMPORTANT DATES

Fall NCLII All-Scholar Meeting
November 9-10
UT Austin

DC Policy Meeting & All-Scholar Meeting
January 15-17, 2019
Washington, DC

2019 CEC Convention & Expo
January 29-February 2, 2019
Indianapolis, IN

COHORT 1 SCHOLARS PREPARE FOR POST-GRADUATION CAREERS

This fall, NCLII launched its Year 4 Curriculum with a specific focus on **“How to Get and Be Successful in Your First Job.”** Over the course of the academic year, Cohort 1 scholars will learn how to navigate the job market; conduct both phone/video and on-campus interviews; prepare CVs, cover letters, and job talks; create a 1-year and a 5-year plan; negotiate job offers; write small research grants; and collaborate with schools, organizations, and university leadership. In the latter part of the year, the curriculum will cover transitioning to a new job, work/life balance, evaluations, and promotions. Scholars have already participated in two webinars: “Getting Ready to Apply” led by Chris Lemons and “Initial Interviews” led by Sharon Vaughn and Marcia Barnes. A third webinar – “Getting Ready for On-Campus Interviews” – will be led by Stephanie Al Otaiba and LeAnne Johnson on October 19. At the NCLII Fall Meeting in November, Cohort 1 scholars will present mini “job talks” for feedback in front of small groups of faculty and scholars. Scholars have expressed enthusiasm over the topics covered to date. Through the expertise of our dedicated faculty, we feel confident that scholars will be well equipped throughout the job search process.