What do you think influences changes in reading achievement?

Write your thoughts on the small Post-Its and place on your Literacy Pyramid Work Mat.

We will begin the presentation at 9:00am.
Credits

• Based on Presentation & Research by Timothy Shanahan, University of Illinois at Chicago

• Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
How Do You Improve Literacy Outcomes?

You are responsible for making the moves that will improve reading achievement.

You not only must raise the scores this year, but you need a plan to keep raising the scores into the future...
So what are you going to do?
Some Solutions are Unlikely to Work...

Maybe you could just buy a reading program...

but if that worked, then wouldn’t everybody have high scores?
You could go to see the Wizard to find out if he could help....

But he’d probably just tell you to muster up the heart and brain and courage to get the job done.
Some Solutions are Unlikely to Work...

Maybe you could pray harder?

Of course, prayer doesn’t work that way...

And everybody knows you can’t pray in the public schools...
Some Solutions are Unlikely to Work...

Maybe you’ll get lucky and new condos for rich kids will move into your neighborhood...

then the scores could rise without doing anything!
Some Solutions are Unlikely to Work...

Or, the teachers could “help” the kids take the tests....

uh, well, no, that’s been tried before....

And it is unethical!
Some Solutions are Unlikely to Work...

You could google it, or use Pinterest to find the best ideas for teaching reading.

Please don’t!
Clearly none of those ideas are going to work!

So what can you *really* do to improve reading achievement?
What do you think influences changes in reading achievement?

- Assessments?
- Curriculum?
- Special Education?
- Parents?
- Principals?
- Time?
- Class size?
- Student Motivation?

Literacy Improvement Pyramid
Outcomes for Today’s Session

- Understand the Literacy Improvement pyramid to promote language and literacy.
- Explore resources to assist in establishing systems to support language and literacy.
- Understand how Reading Achievement Plan requirements support district-wide reading models.
Reading Achievement Plans

A **district plan** for raising student achievement in reading. Ohio law requires each school **district or community school** that meets the following criteria, as reported on the past two consecutive report cards, to submit to the Ohio Department of Education a Reading Achievement Plan by **December 31**.

1. The **district or community school** received a grade of “D” or “F” on the K-3 Literacy Improvement Measure; and

2. Fewer than 60 percent of the **district’s or community school’s** students scored proficient or higher on the state’s grade 3 English language arts test.
According to the 2015 National Assessment of Educational Progress (NAEP) scores, 36% of our nation’s fourth-grade students were proficient readers.

Why is this so important anyway?
Reading Trajectories of Low Readers
There’s Good News

Reading research indicates that 90-95% of ALL students, including those with learning disabilities, can achieve literacy levels at or approaching grade level.

Torgeson, 2007
Education continues to rely on the “excellent teacher” myth rather than on the “improved system” approach.

Excellent teachers are a gift, and we should admire, learn from and support them.

Rob Homer, 2013
But the real issue is how to

- train more “excellent teachers”
- give them curricula that really works
- give them a **system** that makes it easier and more likely that excellent teaching happens by design rather than by heroic efforts to overcome the system.
“Place a good practice in a bad system, and the system will win every time.”

Adapted from S. Sarason
The Truth About Reading...

1) Teaching reading is essential and urgent
   • Teaching all children to read proficiently by third grade should be the number one priority for schools

2) Teaching reading is complex
   • Teaching reading *is* rocket science (Moats, 1999)

3) Teaching reading should be guided by science
   • Teachers must have an in-depth understanding of reading instruction and assessment
Change Is A Process
Not An Event

• Implementation occurs in stages.
• Someone must plan and negotiate the journey through these stages to engage and support practitioners and administrators and effectively launch the work.
• We must ensure those doing the work have the skills and support structures to feel competent and confident in using the innovation as intended.
Literacy Improvement Pyramid

Leadership
Leadership

• “Beat the odds” studies suggest the importance of leadership in raising literacy scores
• Improving reading school- or district- wide requires a coherent response
• Leadership can improve things, but it also can make things worse
• Principals and other leaders found to have only indirect outcomes on student achievement (Hallinger & Heck, 1998)
Leadership

- Setting goals and expectations (.42)
- Resourcing strategically (.31)
- Planning, coordinating, evaluating teaching and curriculum (.42)
- Promoting and participating in teaching and learning (.84)
- Ensuring an orderly and supportive environment (.27)

Robinson, Hohepa, & Lloyd, 2009
Leadership

1. Establishing and Conveying Vision
2. Building Professional Capacity
3. Creating Supportive Organization for Learning
4. Facilitating High-Quality Learning Experiences
5. Engaging families in collaborative processes and anchoring schools in the community
Leadership

Establishing and Conveying Vision

- Creating, articulating, stewarding shared mission and vision
- Implementing vision by setting goals and performance expectations
- Modeling aspirational/ethical practices
- Communicating the state of the vision
- Promoting data use for continual improvement
- Tending to accountability

(Hitt & Tucker, 2016)
Leadership
Building Professional Capacity

- Selecting faculty and staff
- Individualizing learning opportunities
- Building trusting relationships
- Providing opportunities to learn
- Protecting teachers from distraction
- Creating communities of practice
- Engendering responsibility for learning

(Hitt & Tucker, 2016)
Leadership
Creating Supportive Organization for Learning

• Acquiring/allocating resources for mission
• Considering context to maximize organizational functioning
• Building collaborative processes for decision-making
• Sharing and distributing leadership
• Building on diversity
• Strengthening and optimizing school culture
• Maintaining high-performance expectations

(Hitt & Tucker, 2016)
Leadership
Facilitating High-Quality Learning Experiences

- Maintain safety and orderliness
- Personalizing the environment to reflect student backgrounds
- Developing and monitoring curriculum program
- Developing and monitoring instructional program
- Developing and monitoring assessment program

(Hitt & Tucker, 2016)
Leadership

Engaging families in collaborative processes
Anchoring schools in the community

• Building productive relationships with families and communities
• Engaging families in collaborative processes
• Anchoring schools in the community

(Hitt & Tucker, 2016)
Leadership Teams and the Reading Achievement Plan

Section 1: DLT Membership, Development Process and Plan For Monitoring Implementation

Members of the district leadership team should include individuals with key positions at various levels of the organization.
Section 2: Alignment Between the District's Reading Achievement Plan and Other District Improvement Efforts

Aligned to other district and school improvement initiatives to ensure a cohesive improvement structure.
Team Time Discussion

• Members of the RAP Writing team should include individuals with key positions at various levels of the organization.

• RAPS are aligned to other district and school improvement initiatives to ensure a cohesive improvement structure.
Amount of Instruction

Time

- Amount of instruction is the biggest *alterable* factor in student learning
- Large amount of correlational and experimental research evidence
- Thousands of studies on the importance of *time*
Amount of Instruction
Extended School Year

• Extending the school year by 30 days led to increases in student learning in reading and math (Frazier & Morrison, 1998)

• This study increased school year by 30 days and raised reading achievement by about 1 full year in reading over comparison children
Amount of Instruction
Effects of full-day kindergarten

• Full-day kindergarten increases academic experience by about one month per year
• Full-day kindergartens consistently outscore half-day kindergartens on achievement tests
• Stronger, longer lasting benefits for children from low-income families or others with few educational resources prior to kindergarten
High school students who are absent 30+ days per year are substantially more likely to drop out.

Schools with the highest absentee rates have the lowest achievement (drop-out factories).
Amount of Instruction

Use of School Day

- Concept of Academic Learning Time (Fisher, Marliave, Filby, 1978)
- Beat-the-odds comparisons showed that effective teachers keep students on task/engaged 96% of the time, students of less effective teachers only 63% (Taylor, 1999, 2006)
- “Bell to bell” teaching with everybody there (Mel Riddle)
Amount of Instruction

- Allotted time versus engaged time
- Shanahan requires 2-3 hours per day of reading and writing instruction, K-12
- Increase time within the school day
- Fastest gains can be achieved by increasing amount of teaching
Why Do We Need A School-Wide Reading Schedule?

*Time is of the Essence & Teaching Reading is Urgent*

**Available Time**: Amount of time available for school activities (about 6 hours)

**Allocated Time**: Amount of time allocated for academic instruction (about 4 hours, 66% of time)

**Engaged Time**: Amount of time actively engaged in learning tasks (about 2 hours, 50% of allocated time)

**Academic Learning Time**: Amount of time students are successfully engaged in academic tasks **50 minutes!**
Prioritize Uninterrupted Instructional Time

• Primary grades need 120 minutes, however, 150 minutes of literacy instruction per day is recommended.

• Third grade and beyond need 90 minutes to 120 minutes of literacy instruction per day.
Amount of Instruction
Kennewick School

• *Annual Growth for All Students... Catch-up Growth for Those Who are Behind* by Lynn Fielding, Nancy Kerr, and Paul Rosier

• Tells of experiences in Kennewick, WA school that successfully raised reading achievement

• They estimate that 60-80 minutes of reading instruction (per day/per year) will raise achievement one year

• So, a youngster who enters 3rd grade 2 years behind in reading, will need about 240 minutes of instruction daily to catch up
## Washington Elementary School

### Growth in % of 3\textsuperscript{rd} grade students meeting grade level standards

<table>
<thead>
<tr>
<th>School Year</th>
<th>Percent at Grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>57</td>
</tr>
<tr>
<td>96</td>
<td>72</td>
</tr>
<tr>
<td>97</td>
<td>72</td>
</tr>
<tr>
<td>98</td>
<td>68</td>
</tr>
<tr>
<td>99</td>
<td>78</td>
</tr>
<tr>
<td>00</td>
<td>94</td>
</tr>
<tr>
<td>01</td>
<td>96</td>
</tr>
<tr>
<td>02</td>
<td>99</td>
</tr>
<tr>
<td>03</td>
<td>94</td>
</tr>
<tr>
<td>04</td>
<td>98</td>
</tr>
<tr>
<td>05</td>
<td>99</td>
</tr>
<tr>
<td>06</td>
<td>98</td>
</tr>
</tbody>
</table>

- **Baseline year**
  - Began testing in 2\textsuperscript{nd} grade and focusing on earlier improvement

- **Result of improvement at both 2\textsuperscript{nd} and 3\textsuperscript{rd} Grade**
  - Began providing intensive interventions in the afternoon to many students

- **Working harder and more effectively at 3\textsuperscript{rd} grade**
Amount of Instruction

Other data on amount of instruction

- Preschool
- After-school programs
- Summer school programs
- Snow days
- Days with unplanned teacher absences
How Do K-5 Teachers Allocate Time?

In a research study in which 105 teachers were asked how to allocate time in a two-hour time block, results showed that many teachers planned little or no time for areas such as assessment, vocabulary, phonemic awareness, and spelling.

(Spear-Swerling & Zibulsky, 2014)
Team Time Discussion

- How are schedules created in the district?
- Are reading blocks “sacred” time?
- Given your current school day, could more time be devoted to reading instruction? If so, what would this entail?
Literacy Improvement Pyramid

Amount of Instruction

What is Taught

Leadership
What is Taught / Curriculum

• Second biggest impact on learning is from what is taught

• **Explicit and Systematic curriculum** is important in ensuring that teaching occurs

• **Sequential curriculum** prevents excessive overlaps across grade levels

• Curriculum needs to be organized

Explicit  Systematic  Sequential
What is Taught / Curriculum

Five Components of Reading

1. Phonemic awareness
2. Phonics—spelling and morphology
3. Reading fluency
4. Vocabulary
5. Comprehension

(National Reading Panel, 2000)
“Big Ideas” of Reading Instruction
(Five Essential Building Blocks of Reading – MDE)

K – 3rd Grade

• Phonemic Awareness
• Phonics
• Fluency
• Vocabulary
• Comprehension

4th – 12th Grade

• Word Study
• Fluency
• Vocabulary
• Comprehension
• Motivation
Both are necessary, but neither on its own is sufficient. In the early years, the **word recognition** skills are the greatest influence on reading comprehension. They need to be explicitly taught. But as **language comprehension** skills increase, **word recognition** skills play a more critical role.

- Kate Cain, Ph.D., 2017

Based on the Simple View of Reading by Gough and Tunmer, 1986
What is Taught / Curriculum

The Simple View of Reading

Based on the Simple View of Reading by Gough and Tunmer, 1986
The Simple View of Reading

Word Recognition \times Language Comprehension = Reading Comprehension

Simple View of Reading: Decoding

Fluency: Read with sufficient accuracy & rate to support comprehension

Word Knowledge: Instant and effortless access to all, or almost all, words read (sight vocabulary)

Phonics & Word Recognition: Know & apply grade-level phonics & word analysis skills in decoding words

Phonological Awareness: Demonstrate understanding of spoken words, syllables & sounds (phonemes)

Print Concepts: Understand the organization & basic features of print

(Gough, 1986; Kilpatrick, 2015)
The Simple View of Reading

Word Recognition \(\times\) Language Comprehension = Reading Comprehension

Simple View of Reading: Language

- **Inferential Language Skills**
  - Ability to discuss topics beyond the immediate context
- **Narrative Language Skills**
  - Ability to clearly relate a series of events
- **Academic Vocabulary**
  - Ability to comprehend & use words
- **Background Knowledge**
  - Possesses general and topic-specific background knowledge

(Gough, 1986)
The Reading Rope

Don’t Fall Victim to “Balanced Literacy”

It is too easy for practitioners, while endorsing balance, to continue teaching whole language without ever understanding the most important research findings about reading or incorporating those findings into their classroom practice.

- Louisa Moats, Whole Language Hijinks, 2007
## Changing Emphasis of Big Ideas

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td><strong>Blend &amp; Segment</strong></td>
<td><strong>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td><strong>Sounds/ Basic Phonics</strong></td>
<td><strong>Advanced Phonics &amp; Multisyllabic</strong></td>
<td><strong>Multi-Syllabic &amp; Word Study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>Sounds &amp; Words</strong></td>
<td><strong>Words &amp; Connected Text</strong></td>
<td></td>
<td></td>
<td><strong>Connected Text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Speaking and Listening</strong></td>
<td><strong>Listening, Reading, &amp; Writing</strong></td>
<td></td>
<td></td>
<td><strong>Reading &amp; Writing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td><strong>Speaking and Listening</strong></td>
<td><strong>Listening, Reading, &amp; Writing</strong></td>
<td></td>
<td></td>
<td><strong>Reading &amp; Writing</strong></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Michigan’s Integrated Behavior and Learning Support Initiative, 2017
What is Taught / Curriculum

http://www.childrenofthecode.org/Tour/c3/dysteac hia.htm
What is Taught / Curriculum

Reading instruction MUST have phonemic awareness and systematic phonics!!
There is no argument here.
The research is clear.

Dr. Tim Shanahan, June 2017
What is Taught
Phonological Awareness

• NRP reviewed 51 studies showing that phonological awareness teaching improved reading achievement (in K-1 or with older students low in PA)

• 10 - 15 Minutes a Day (LETRS 2nd ed)

• Simple instruction best
What is Taught
Phonological Awareness

- Transferable across languages

- Phonemic awareness skills are the foundation for decoding and then memorizing sight words (LETRS 2nd ed)

- We tend to stop our PA instruction at the basic level, but you need to continue into 2nd and 3rd grade with the advanced PA skills (LETRS 2nd ed)
Phonological Awareness

**EARLY**

- Word
- Syllables
- Alliteration
- Onset rime
- Rhyme recognition
- First sound matching

**BASIC**

- Syllable and Compound deletion
- Phoneme segmentation
- Phoneme Blending
- Phoneme Substitution

**ADVANCED**

- Phoneme Deletion
- Phoneme Deletion (middle)
- Phoneme Reversals
- Phoneme Chaining
Heggarty Phonemic Awareness

- This curriculum offers step by step daily lessons in phonemic awareness, from prek - grade 3.
What is Taught

Phonics

• NRP reviewed 38 studies showing that explicit and systematic phonics teaching improved reading achievement

• NELP (83 studies) found PA/phonics teaching had impact on all aspects of reading

• Teaching in PreK, K, 1, 2 (and with older struggling readers)

• Most effective individually and small groups
What is Taught
Word Recognition and Word Meaning

- Letters, sounds, syllables, decoding, affixes, word meanings
- 2.5 hours per week
What is Taught
Vocabulary

- NRP reviewed 45 studies showing that vocabulary teaching improved reading comprehension
- **Explicit** teaching of words and parts of words
- Vocabulary instruction needs to go deep, be **engaging**, focus on relationships, and have plenty of review
What is Taught
Oral Reading Fluency

• NRP reviewed 16 studies showing the effectiveness of repeated oral reading practice

• Rasinski’s review of high school reading in Cleveland

• Oral reading practice, with repetition, and feedback

• Provide up to 2.5 hours per week
What is Taught
Reading Comprehension

• NRP reviewed 205 studies on the teaching of reading comprehension strategies
• Most effective strategies (multiple strategies best)
  • Summarizing
  • Questioning
  • Monitoring
  • graphic organizers
  • text structure
  • visualization
What is Taught
Reading Comprehension

• Teaching needs to have a strong emphasis on meaning and learning

• **Reciprocal** teaching approaches

• Provide 2.5 hours per week
What is Taught Writing

- Writing Next reviewed 116 studies showing the effectiveness of writing instruction

- Found that strategy instruction, word processors, summary writing, etc. were effective

- Writing can improve reading achievement (Graham & Hebert, 2010)—more than reading, rereading, discussing

- Provide 2.5 hours per week of writing
Skills that Directly Impact Reading Achievement

In addition to the Big Ideas of Reading the following should also be included/taught in the reading block:

- Spelling: based on phonics patterns (to support decoding)
- Attending to punctuation (to develop prosody, which is a component of fluency)
- Writing in response to reading (to support comprehension
What is NOT Included in the Reading Block

- Handwriting
- Keyboarding
- Sentence combining
- Grammar
- Writing process

**Note:** These are important skills needed to effectively teach kids how to write. They need to be taught. However, they should not impede the time allocated to teach kids how to read and how to comprehend what they have read.
What is Taught

Evidence Based Strategies to Support Reading
Expectations and Supports for Students

Section 8: Expectations and Supports for Students and Schools

Describe the expectations and supports for schools in relation to the Reading Achievement Plan.

Section 8A: Strategies to Support Students

Describe the evidence-based strategies that will be used to meet specific student needs and improve instruction. This must include a description of how these evidence-based strategies support students on a reading improvement and monitoring plan.

Section 8B: Ensuring Effectiveness and Improving Upon Strategies

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will be effective, show progress and improve upon strategies utilized during the two prior consecutive school years.

Section 8C: Professional Development Plan

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development.
Section 8, Part A: Strategies to Support Students

• Describe how the evidence-based strategies identified support students on reading improvement and monitoring plans.

• These must be evidence-based strategies shown to be successful in improving reading among low-performing readers.

• These evidence-based strategies must include intensive, explicit and systematic instruction.
Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies

• Describe how the evidence-based strategies identified will support the school’s multi-tiered system of support, Universal Design for Learning and data-based decision making.

• Describe how the district will collect evidence to demonstrate that all evidence-based strategies are accessible to the full range of learners using the Universal Design for Learning principles for effective instructional design and delivery.
Team Time Discussion

• Peruse the IES Practice Guides in the Google folder.

• What strategies would be effective to implement?

• How are RIMPS developed? How do the strategies you discussed support students on RIMPS?
Literacy Improvement Pyramid

Quality of Instruction

Leadership

Amount of Instruction

What is Taught
Quality of Instruction

• Quality of teaching refers to those facilitative features that are not described by the amount of teaching or content of teaching

• Amount of reading/writing within instruction

• Thoroughness/intensity of instruction (RIM, 2008)

• Level of text difficulty/scaffolding (Shanahan, 2014)

• Amount of interaction (CLASS)

• Depth of information (Fisher, et al., 2016; Rowan & Correnti, 2009)

• Quality of explanation (Duffy, et al., 1987)
Quality of Instruction

• Appropriate teacher feedback to child’s errors during text reading is very important. The first cues should be to focus on the print and the sounds that the print makes. (Louise Spear-Swerling, 2017)

• Do not encourage students to use picture cues or to guess based on context clues. In fact, guessing from context leads to egregious errors; only 10 to 25 percent of words are correctly guessed. (Louisa Moats, 2000)
The Four-Part Processing Model

The elephant used its trunk to drink the water.
Quality of Instruction

- Noisy classrooms are learning classrooms. There is value in oral language!

- Academic language use by teachers is critical for successful literacy outcomes. (Leseaux, 2014 & ALIAS study 2008)
Quality of Instruction

Despite national calls for instructional frameworks that focus on Reading, Writing, Listening, and Speaking, and although talk is one of the most powerful tools for comprehending and analyzing text, research tells us very clearly that speaking is the neglected standard.

- Nonie Leseaux
Quality of Instruction

Lessons:
• Are organized and focused.
• Begin with a statement of goals.
• Provide review of pre-skills and knowledge.
• Provide step-by-step demonstrations.
• Use clear and concise language.
• Provide guided and supported practice.
• Provide scaffolding to increase student success.

(Archer & Hughes, 2011)
Quality of Instruction

- Brisk Pace using instructional routines focusing on the Big Ideas of Reading
- Frequent opportunities to respond with specific feedback
- Judicious practice and review
- Behavioral routines
- Clear behavioral expectations
- Efficient transitions
Effective and efficient explicit instruction requires that we attend to the details of instruction because the details do make a significant difference in providing quality instruction that promotes growth and success.

- Anita Archer
Quality of Instruction

• The most effective early intervention is prevention - in the form of differentiated classroom instruction (Louisa Moats, 2004).

• Studies show that all but those children at the highest risk of reading failure (mainly those below the 5th percentile on reading screening tests) can be taught to read moderately well if they are identified early and taught appropriately (Mathes, Denton, Fletcher, Anthony, Francis, and C. Schatschneider, 2005)

• No studies show that whole language programs are as successful as SBRR in teaching children in at-risk groups to read. (Ehri, 2004 & Moats, 2007)
Characteristics of SBRR Programs

- Routinely connect **phonemic awareness** instruction to the other big ideas, versus teaching it in isolation

- Go beyond the notion of **phonics** as the simple relationship between letters and sounds

- Build **fluency** in underlying reading skills and the reading of connected text

- Build **vocabulary** from the earliest levels by using a rich curriculum

- Support reading **comprehension** by focusing on the deep understanding of topics and themes rather than just a set of strategies

(Moats, 2007)
Focus on Prevention
Consider this...

- Kindergarten: 10–30 minutes over a short amount of time to close the gap
- First grade: 30–45 minutes over a short amount of time to close the gap
- Second grade: 60 minutes per day!
- Third grade and up: 90 minutes to 3 hours a day over a longer period of time to close the gap!

(Torgesen, 2004)
Team Time Discussion

- Consider your current reading program. Is it explicit, sequential, and systematic?

- Is there a focus on prevention or intervention?
Literacy Improvement Pyramid

Dr. Tim Shanahan’s 3 Aspects of Experience in Reading

- Quality of Instruction
- Amount of Instruction
- What is Taught

Leadership
We’ll See you Back in 1 Hour!
Dr. Tim Shanahan’s 3 Aspects of Experience in Reading

- Leadership
- Professional Development
- Quality of Instruction
- Amount of Instruction
- What is Taught
Teacher Training and Professional Development

http://www.childrenofthecode.org/Tour/c3/training.htm
Professional Development

- Evidence shows that professional development for teachers improves student achievement
- McGill-Frantzen, et al. (1999) found that high quality books only mattered in context of professional development
Professional Development

- Effective professional development must focus on how to teach/assess
- Should be ongoing, multifaceted, and allow for practice and experimentation
- Coaching and teacher study groups effective (if the teachers implement)
- PD in combination with other innovations especially effective
Despite the centrality of phonemic awareness to success in learning to decode printed words, many teachers confuse phonemic awareness with knowledge of letter sounds or do not understand the appropriate progression of tasks to use in teaching phonemic awareness.

(Cheesman, McGuire, Shankweiler & Coyne, 2009)
Others may avoid teaching essential skills because they do not know the content themselves or don’t understand how best to teach it, especially in phonics, phonology, word structure, grammar, and spelling.

(Moats, 2009; Schuele et al., 2008)
Professional Development Considerations

• Have ALL instructional staff received sufficient training in the curriculum and programs they are using?

• Is on-going in- and out-of-classroom professional development:
  • Planned for and provided?
  • Differentiated?
  • Connected to identified needs?

• Is training in classroom management, data analysis, grade level meetings and effective instructional techniques available?
Section 8: Expectations & Support for Students & Schools

Part C: Professional Development Plan

Professional Development and the Reading Achievement Plan

Section 8:
Expectations and Supports for Students and Schools
Describe the expectations and supports for schools in relation to the Reading Achievement Plan.

SECTION A PART A: STRATEGIES TO SUPPORT STUDENTS
Describe the evidence-based strategies that will be used to meet specific student needs and improve instruction. This must include a description of how these evidence-based strategies support students on reading improvement and monitoring plan.

SECTION A PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES
Describe how the district will ensure the proposed evidence-based strategies in Section A, Part A will be effective, show progress and improve upon strategies utilized during the two prior consecutive school years.

SECTION A PART C: PROFESSIONAL DEVELOPMENT PLAN
Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development.
Professional Development and the Reading Achievement Plan

• PD must be linked to the goals, action plan maps and evidence-based strategies for students stated throughout the plan.

• The PD must be research based and support the five essential components of reading (phonological awareness, phonics, fluency, vocabulary and reading comprehension).
Professional Development and the Reading Achievement Plan

The professional development plan should include:

1. Implementation of instructional materials, programs, and evidence-based strategies;

2. Implementation in the use and interpretation of screening, diagnostic, and curriculum based progress monitoring assessments;

3. Job-embedded opportunities such as modeling in the classroom, book studies, data analysis, etc;

4. Individualized and differentiated opportunities for professional growth.
Team Time Discussion

- Discuss Professional Development needs of the district.
- How is PD currently delivered? Would PD need to be restructured and if so, how?
- Who delivers the majority of PD in your district?
Literacy Improvement Pyramid

Leadership

Quality of Instruction

Teaching Materials

Professional Development

Amount of Instruction

What is Taught

Leadership
Teaching Materials

- Instructional materials include textbooks, supplementary materials, and intervention materials

- Textbooks can have a positive impact on learning (WWC)

- Mixed impact of textbooks on learning: they can raise achievement when they dictate curriculum coverage, but they often don’t because of implementation problems
Teaching Materials

• Need to be consistent with research: in terms of both curriculum (introducing those things that improve achievement) and instruction (amount of reading, etc.)

• In combination with PD they are especially effective
MIBLSI

Core Reading Curriculum Review Process

Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5
Teaching Materials

Decodable Texts

• When teaching foundational skills (decoding, systematic phonics) decodable text are the most effective text.
Teaching Materials

What About Leveled Books?

• Cannot be the basis for a systematic, explicit approach to beginning reading instruction.

• At advanced levels, students encounter many untaught phonic patterns and words. Without tools to decode, students become more reliant on memorization and guesswork.

• Fine for students who can read them but are not helpful as the central tool of instruction for children at risk (Moats, 2007)
Team Time Discussion

- What materials do your teachers use to teach reading?
- How were the materials selected?
Literacy Improvement Pyramid

- Assessment
- Professional Development
- Quality of Instruction
- Teaching Materials
- Leadership
  - Amount of Instruction
  - What is Taught
Assessment

- Different kinds of assessment: accountability, diagnostic, progress monitoring
- Accountability testing has not delivered higher achievement
- Diagnostic/monitoring testing has been shown to be an effective stimulant to learning in other subjects (Hattie, 2009)
- Need to assess student learning in order to make needed adjustments (Heck, 1990, 1991)
Reading Assessment System

A working document that outlines the processes for:

• Universal Screening Data Collection
• Collecting Progress Monitoring Data
• Finalizing MTSS Assessment Schedule
• Ensuring Fidelity of Data Collection and Data Entry
• Training for Data Analysis
Why Do We Need A School-Wide Reading Assessment System?

- Screen all students and systematically monitor progress over time to determine whether students have met grade-level benchmarks
- Increase fidelity of the data collection process
- Assist in determining core program’s strengths and areas of concern
- Help identify what big ideas of reading need attention at the grade, class, and student level
- Guide instructional decisions about groups of students as well as individual students

(Adapted from Oregon K-12 Literacy Framework, 2010)
### Do Assessments Include the Components Below?

<table>
<thead>
<tr>
<th>Written Expression</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension Skills/Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passage Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Phonics/Decoding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Phonics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6+</td>
</tr>
</tbody>
</table>
### MAP: Reading Primary Grades OH 2011 / OH Common Core English & Literacy PK-12: 2011

#### Summary
- Total Students With Valid Growth Test Scores: 83
- Mean RIT: 140.6
- Standard Deviation: 8.6
- District Grade Level Mean RIT
- Students At or Above District Grade Level Mean RIT
- Norm Grade Level Mean RIT: 151.3
- Students At or Above Norm Grade Level Mean RIT: 8

#### Overall Performance

<table>
<thead>
<tr>
<th>Percentile Range</th>
<th>Lo %ile &lt; 21</th>
<th>LoAvg %ile 21-40</th>
<th>Avg %ile 41-60</th>
<th>HiAvg %ile 61-80</th>
<th>Hi %ile &gt; 80</th>
<th>Mean RIT ( +/- Smp Err)</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>count</td>
<td>%</td>
<td>count</td>
<td>%</td>
<td>count</td>
<td>%</td>
<td>count</td>
</tr>
<tr>
<td>MAP: Reading Primary Grades OH 2011 / OH Common Core English &amp; Literacy PK-12: 2011</td>
<td>32</td>
<td>35%</td>
<td>39</td>
<td>47%</td>
<td>8</td>
<td>10%</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Goal Area
- **Vocabulary Use and Functions**: count | %
  - 30 | 36%
  - 33 | 40%
  - 13 | 16%
  - 6  | 7%
  - 1  | 1%
- **Foundational Skills**: count | %
  - 44 | 53%
  - 21 | 25%
  - 14 | 17%
  - 4  | 5%
  - 0  | 0%
- **Language and Writing**: count | %
  - 37 | 45%
  - 28 | 34%
  - 14 | 17%
  - 4  | 5%
  - 0  | 0%
- **Literature and Informational**: count | %
  - 41 | 48%
  - 23 | 28%
  - 12 | 14%
  - 5  | 6%
  - 2  | 2%

Mean RIT values are shown in the respective columns with their corresponding standard deviation.
<table>
<thead>
<tr>
<th>Foundational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics and Word Recognition</td>
</tr>
<tr>
<td>Phonological Awareness</td>
</tr>
<tr>
<td>Print Concepts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalize, Spell, Punctuate</td>
</tr>
<tr>
<td>Language: Grammar, Usage</td>
</tr>
<tr>
<td>Writing: Purposes: Plan, Develop, Edit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature and Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational Text: Key Ideas, Details, Craft, Structure</td>
</tr>
<tr>
<td>Literature: Key Ideas, Craft, Structure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Use and Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language: Context Clues and References</td>
</tr>
<tr>
<td>Vocabulary Acquisition and Use</td>
</tr>
</tbody>
</table>
One of the persistent problems in classrooms is translating assessment data into differentiated instruction and progress monitoring effectiveness of instruction (Moats, 2004).
A Side Note About Assessment...

- Assessments give us valuable information.
- DIBELS, for example, is a dipstick to predict later reading success and plan interventions if not on track.
- Using DIBELS alone will not change outcomes. **The quality of instruction changes outcomes!**
Conducting the Reading Tiered Fidelity Inventory (R-TFI) helps school teams examine their Reading MTSS in the following areas:

• Evidence-based practices for improving student reading.
• Systems that create a continuum of supports to meet the variety of reading needs among students.
• Data and evaluation for reading.
Reading Tiered Fidelity Inventory (R-TFI)
Data Analysis and the Reading Achievement Plan

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School

Describe why a Reading Achievement Plan is needed in your district or community school.

Section 3: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation

Section 3 Part A: Analysis of Relevant Student Performance Data

Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments as applicable.

Section 3 Part B: Analysis of Factors Contributing to Low Reading Achievement

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.
Reading Achievement Plan Section 5: Measurable Student Performance Goals

The measurable student performance goals should be specific, measurable, achievable, realistic and time-bound (SMART goals). It must also match the need identified in the data analysis.

Districts that already have identified measurable student performance goals for early literacy in their needs assessments or other improvement efforts may use those same goals to fulfil this requirement.
Section 6: Action Plan Map(s)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal that the plan is designed to address in the next year. Each plan must include at least one specific literacy goal.

<table>
<thead>
<tr>
<th>Action Plan Map - Goal #</th>
<th>Goal Statement</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Action Step 1</th>
<th>Action Step 2</th>
<th>Action Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead Person(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources Needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specifics of Implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure of Success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check/Review Date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add Action Plan Map</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal that the plan is designed to address.
Section 7: Plan For Progress Monitoring

Specify what evidence will be collected, at what specific times and by who — to monitor the extent to which you are implementing the action steps and measuring their impact on students’ progress toward the district goals.
Team Time Discussion

What Do You Have?
What Do You Need?

• Screening Assessments
• Progress Monitoring Assessments
• Diagnostic Assessments
• Outcome Assessments
Literacy Improvement Pyramid

- Assessment
- Diverse Learners
- Professional Development
- Quality of Instruction
- Teaching Materials
- Amount of Instruction
- What is Taught
- Leadership
Diverse Learners

- Needs
- Educational backgrounds
- Attention spans
- Interests
- Language abilities
- Cultural Backgrounds
Diverse Learners and Universal Design for Learning

AFFECTIVE NETWORKS: THE WHY OF LEARNING

Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS: THE WHAT OF LEARNING

Representation
For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS: THE HOW OF LEARNING

Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.
Diverse Learners

https://www.youtube.com/watch?v=bDvKnY0g6e4
Consider the Universal Design for Learning (UDL) framework. As district leaders, at which stage are you in your understanding and comfort level of implementing UDL guidelines?

<table>
<thead>
<tr>
<th>Description of stage</th>
<th>PRECONTEMPLATION</th>
<th>CONTEMPLATION</th>
<th>PREPARATION</th>
<th>ACTION</th>
<th>MAINTENANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>At this stage, the person is not yet aware that a change is needed or is very reluctant to acknowledge that the change is needed or “on its way.”</td>
<td>At this stage, the person acknowledges some interest and is open to the possibility of change but is ambivalent and uncertain.</td>
<td>At this stage, the person wants to and plans to participate in the change but is still trying to figure out what to do.</td>
<td>At this stage, the person is actively involved in the change process but is still developing the skills or becoming accustomed to the change.</td>
<td>At this stage, the person has achieved a high level of competence with the new way of work and is maintaining the change.</td>
<td></td>
</tr>
<tr>
<td>&quot;I don’t see a problem”</td>
<td>“It looks like the train is moving... I’m not sure about this”</td>
<td>“I’m getting ready to make the shift to the new way of work”</td>
<td>“I’m on board and beginning to feel comfortable with the change”</td>
<td>“Change? This is how we work here at our agency.”</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>“I’m ignoring it, this fad will go away!”</td>
<td>“I’m being forced to change”</td>
<td>“I’m interested, but I’m not sure I have the skills and know-how required...”</td>
<td>“There’s still a lot more to learn, but I understand where we are going and am committed to the new way of work.”</td>
<td>“I can’t believe I used to do this another way.”</td>
<td></td>
</tr>
</tbody>
</table>
Literacy Improvement Pyramid

- Assessment
- Diverse Learners
- Parents
- Professional Development
- Quality of Instruction
- Teaching Materials
- Amount of Instruction
- What is Taught
- Leadership
Parents

- Parent involvement can improve reading achievement (NELP, 2008)
- Parents often need guidance to support learning (Senechal, 2008)
- Parents can provide opportunities to use text and models of literacy use
- Parents can also teach in helpful ways
- Parents can make the school credible
- If parents cannot help, you can still succeed
Disparities in Early Vocabulary Experience

30 million word gap

Take turns
More talk
Tune in
Suskind, 2015
Literacy Improvement Pyramid

- Assessment
- Students with Disabilities
- Professional Development
- Quality of Instruction
- Teaching Materials
- Amount of Instruction
- What is Taught
- Leadership
- Parents
- Motivation
Motivation

• Research shows that student motivation impacts learning (Hattie, 2009)

• Easier to teach students effectively who are trying to learn

• Same can be said for principals, teachers, and parents
Here is where it starts
District Literacy Focus

• Multi-tiered structures encompassing evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students

• Building the capacity to support the adoption and sustained use of research-validated instructional design and delivery, curriculum, and assessment for ALL students

• Ensuring ongoing progress monitoring and instructional adjustments that allow for differentiated and individualized instruction for EACH student

• Improving reading achievement and preventing reading problems
The development of a literacy mission statement leads to a shared understanding and common focus. It encourages the school community, leadership, educators and parents, to examine and utilize the most effective literacy improvement strategies for the students with whom they interact.
“The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not.”

Fixen, Blasé, Duda, Naoom, & Van Dyke, 2010
Remember...

Change involves coming to grips with new ideas, practices, different requirements for individuals to perform their work, and behaviors, it is inevitable that it will not go smoothly at the beginning of implementation.

Be aware of the implementation dip, plans can be implemented in less time.

Without knowledge of the implementation dip, problems continue and people quit without giving the innovation or idea a chance.

(Fullan, 1998)
Reading Achievement Plan Feedback Session

November 30, 2017
12:00pm – 3:00pm
Houston Conference Center

Registration in STARS
Contact Information:

Carolyn Turner
Carolyn.tumer@hcesc.org

Elizabeth Fessel
Elizabeth.fessel@hcesc.org