

Reading First Leadership Training

February 14, 16, & March 1, 2006

8:30 a.m. – 3:00 p.m.

Agenda

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|---------------|---|
| 8:30-9:00 | Continental Breakfast |
| 9:00-9:15 | Welcome and Introductions
Expected Outcomes |
| 9:15-10:15 | Review of ELL Research, Strategies & Observation Tools: Where Are We and Where Are We Going? |
| 10:15 – 11:15 | Sharing ELL Perspectives and Ideas – District and School Participants |
| 11:15 –11:30 | Break |
| 11:30-12:30 | Plan Professional Development for Teachers of EL Students. <ul style="list-style-type: none">• Integrate Murphy – Chapter 11: <i>Promoting the Learning of Staff</i>• Integrate <i>Stages of Concern</i> About an Innovation |
| 12:30-1:10 | Lunch |
| 1:10- 2:10 | Monitoring Visit Tools and Guidelines

Break-out #1
Round 1.1 and 1.2 Schools – Joan McNeil
(Year 3 Schools)

Break-out #2
Round 1.3 and 1.4 Schools – Allison Shook
(Year 1 & 2 Schools) |
| 2:10 – 2:50 | Continuation Criteria Guidelines – Joan McNeil |
| 2:50-3:00 | Next Steps & Evaluation |

Expected Outcomes:

1. Synthesize the “Big Ideas” from ELL presentations and share ideas from a few schools that are successfully implementing EL strategies. Explore ideas on how leaders can look for ways to help teachers and coaches implement effective instruction for ELL students.
2. Read and integrate Chapter 11 on Promoting the Learning of Staff (pp.181 – 190) in Joseph Murphy’s text, *Leadership for Literacy*. Apply the principles discussed in this chapter and previous presentations to school-based Reading First goals and activities around professional development and improving teachers’ skills. Develop a preliminary plan for SY06-07.
3. Review the Monitoring Visit forms for Years 1, 2, and 3. Discuss expectations and have an opportunity to ask clarification questions regarding the monitoring visit process and the tools used.
4. Discuss and provide feedback on the continuation criteria and guidelines that was disseminated by the Office of Reading.

Participant Activity # 1: (30 minutes)

Review of Articles (1-4) from ELL Statewide Meeting on November 16, 2005 and one disseminated via email (#5 below).

Articles:

1. Gersten, R. & Geva, E. (April 2003). Teaching reading to early language learners. *Educational Leadership*. pp. 44–49.
2. Lenters, K. (Dec 2004/Jan 2005). No half measures: Reading instruction for young second-language learners. *The Reading Teacher*. V58, No4. pp 328-336.
3. Hickman, P., Pollard-Durodola, S, & Vaughn, S. (May 2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. *The Reading Teacher*. V57. No8, pp 720-730.
4. Helman, L. A. (February 2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*. V57, No 5, pp 452-460.
5. Graves, A. W., Gersten, R. & Haager, D. (2004). Literacy instruction in multiple-language first-grade classrooms: Linking student outcomes to observed instructional practice. *Learning disabilities Research & Practice* 19 (4). 262-272.

Purpose:

Review and synthesize the “Big Ideas” from ELL articles and presentations.

Reviewing the Articles - Directions:

1. Choose or assign one of the articles to each table.
2. Choose a facilitator, time keeper, recorder and reporter.
3. Highlight/discuss the concepts you found to be the most important.

4. Discuss your findings with your table. The recorder at your table will bullet the key ideas on the template provided on pages 5 - 7.
5. Decide on the **3 - 4** BIG IDEAS that you feel are important to share with the whole group.
6. Following the instructions below, summarize the BIG IDEAS on the half-sheets provided. Be specific!
 - a. Write 1 idea per paper
 - b. Use ***only*** a few words to describe your insight.
 - c. Write BIG with a black marker
 - d. e.g.

Sounds in L1 correlate with L2

7. The table reporter will place your 3 - 4 half-sheets under the appropriate article on the chart. The reporter will read your BIG IDEAS to the group in a dynamic and inspirational manner.

PARTICIPANT NOTES:

Article # 1

Gersten, R. & Geva, E. (April 2003). Teaching reading to early language learners. *Educational Leadership*. pp. 44–49.

“Big Ideas”

Article # 2

Lenters, K. (Dec 2004/Jan 2005). No half measures: Reading instruction for young second-language learners. *The Reading Teacher*. V58, No4. pp 328-336.

“Big Ideas”

Article # 3

Hickman, P., Pollard-Durodola, S, & Vaughn, S. (May 2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. *The Reading Teacher*. V57. No8, pp 720-730.

“Big Ideas”

Article # 4

Helman, L. A. (February 2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*. V57, No 5, pp 452-460.

“Big Ideas”

Article # 5

Graves, A. W., Gersten, R. & Haager, D. (2004). Literacy instruction in multiple-language first-grade classrooms: Linking student outcomes to observed instructional practice. *Learning disabilities Research & Practice*, 19 (4). 262-272.

“Big Ideas”

Participant Activity #2 - Synthesizing the Research Articles: (15 minutes)

Guiding Questions: Be prepared to share with all.

1. Identify the "big ideas" that are similar across the articles.
2. What ideas resonated with you today? Use these insights when planning implementation of ELL strategies.
3. List several ideas that were new to you or were clarified as we reviewed the readings.

Participant Activity #3 – Observation and Planning Tool

(15 minutes)

Directions:

1. Review the Observation Tool on page 10 that was adapted from the ELLCOI in the Graves, Gersten, & Haager article.
2. Review and discuss the cluster items with your table.
3. Rate your school on each of the cluster items.
4. Think about which clusters you would like to focus on first. Identify the clusters that, when effectively implemented, would have the greatest impact on your student outcomes.

For more in-depth information on the development of the ELLCOI, see Haager, D., Gersten, R., Baker, S., & Graves, A. (2003). The English language learner observation instrument for beginning readers. In S. Vaughn & K.L. Briggs (Eds.), *Reading in the classroom: Systems for the observation of teaching and learning*. Baltimore, MD: Brookes.

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Items on the ELL Classroom Observation Instrument

Six Clusters of Items:	Not Effective	Partially Effective	Moderately Effective	Very Effective
	1	2	3	4
<i>Explicit Teaching (Cluster One)</i>				
1) Models skills and strategies				
2) Makes relationships overt				
3) Emphasizes distinctive features of new concepts				
4) Provides prompts				
5) Length of literacy activities is appropriate				
6) Adjusts own use of English during lessons				
<i>Instruction Geared Toward Low-Performing Students (Cluster Two)</i>				
7) Achieves high level of response accuracy				
8) Ensures quality of independent practice				
9) Engages in ongoing monitoring of student understanding and performance				
10) Elicits responses from all students				
11) Modifies instruction for students as needed				
12) Provides extra instruction, practice, and review				
13) Asks questions to ensure comprehension				
<i>Sheltered English Techniques (Cluster Three)</i>				
14) Uses visuals or manipulatives to teach content				
15) Provides explicit instruction in English				
16) Encourages students to give elaborate responses				
17) Uses gestures and facial expressions in teaching vocabulary and clarifying meaning of content				
<i>Instructive Teaching (Cluster Four)</i>				
18) Secures and maintains student attention during lesson				
19) Extent to which students are ‘on task’ during literacy activities				
20) Selects and incorporates students’ responses, ideas, examples, and experiences into lesson				
21) Gives students wait time to respond to questions				
<i>Vocabulary Development (Cluster Five)</i>				
22) Teaches difficult vocabulary prior to and during lesson				
23) Structures opportunities to speak English				
24) Provides systemic instruction to vocabulary development				
25) Engages students in meaningful interactions about text				
<i>Phonemic Awareness (Cluster Six)</i>				
26) Provides systemic instruction in phonemic awareness				
27) Provides systemic instruction in letter-sound correspondence				
28) Provides systemic instruction in decoding				
<i>Other items that were moderately correlated with reading measures but did not load in a cluster on the factor analysis</i>				
29) Provides feedback on academic performance				
30) Transitions between instructional activities are short and efficient				

Source: Literacy Instruction in Multiple-Language First-Grade Classrooms: Linking Student Outcomes to Observed Instructional Practice, Anne W. Graves, Russell Gersten, Diane Haager; *Learning Disabilities Research and Practice* 2004 19:4 262

Participant Activity #4 – Sharing ELL Perspectives and Ideas (60 minutes)

Directions:

1. Listen to your colleagues as they share some of their structures and/or ELL strategies. Space is provided below to jot down some notes or good ideas that you have heard.

Good Ideas I Heard from the Speakers

Speaker Name	School/District	Ideas to Remember

Speaker Name	School/District	Ideas to Remember

Speaker Name	School/District	Ideas to Remember

2. Clearly, **many of you** are engaged in effective practices regarding ELL strategies and instruction. List several of the more effective strategies, ideas or structures, *not yet presented today*, that you have found to be especially effective. Be prepared to briefly share with your colleagues.

Ideas/Strategies We Found To Be Effective

Participant Activity #5 – Planning Professional Development for Teachers of EL Students (60 minutes)

Outcome:

Participants will develop a preliminary plan for implementing or refining ELL strategies and structures into their school's overall literacy action plan.

Directions:

1. Using the information that you gleaned from Murphy's Chapter 11 *Promoting the Learning of Staff*, the chart below on *Stages of Concern about an Innovation* (page 15), and your self-ratings on the adapted ELLCOI from Graves, Gersten, & Haager (page 10), complete the guideline questions on the implementation plan on pages 16 and 17.
2. Discuss the implications this plan will have for your school (e.g. scheduling, specialists or resource allocations, etc.)

STAGES OF CONCERN

Typical Expressions of Concern About an Innovation

Stages of Concern		Expressions of Concern	Appropriate Assistance	
Impact	6.	Refocusing	I have some ideas about something that would work even better.	Encourage this person to experiment with his or her ideas.
	5.	Collaboration	I am concerned about reading what I am doing with what other instructors are doing.	Bring together others who are interested in collaboration; use these people to provide technical assistance to someone who needs help.
	4.	Consequence	How is my use affecting kids? How can I refine it to have more impact?	Provide opportunities for the teacher to visit other settings where the practices are in use; encourage a study team to look at the effectiveness of the practices,
Task	3.	Management	I seem to be spending all my time in getting materials.	Provide answers that address specific “how-to” issues; demonstrate exact and practical solutions.
Self	2.	Personal	How will using it affect me?	Let the person know everyone feels these kinds of concerns; connect him or her with those whose personal concerns have diminished.
	1.	Informational	I would like to know more about it.	Use a variety of ways to share information; help this person see how the change relates to current practices.
	0.	Awareness	I am not concerned about it (the innovation)	Involve this person in discussion about the change; share enough information to arouse interest, but don't overwhelm them.

Source: Adapted from: Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, and Gene E. Hall. *Taking Charge of Change*. Alexandria, VA, and Austin, TX: SEDL, 1987.

ELL Classroom Implementation Plan

What are your school's strengths?

On which clusters did you rate your school "Partially Effective"?

On which clusters did you rate your school "Not Effective"?

Select 2-3 clusters that will become your ELL priorities next year:

- 1.
- 2.
- 3.

Planning:

How will you share this information and your expectations with school staff?

Describe some ways that you might use the Observation Instrument?

How will you celebrate positive changes that occur?

How will you address areas that do not improve?

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Priority 1

Activities/Actions	Person(s) responsible	Target Date	Resources Needed

Priority 2

Activities/Actions	Person(s) responsible	Target Date	Resources Needed

Priority 3

Activities/Actions	Person(s) responsible	Target Date	Resources Needed

Participant Activity #6 Monitoring Visit Tools and Guidelines

(60 minutes)

Break-out # 1: Round 1.1 and 1.2 Schools

Directions:

1. Participants in Year 3 of Reading First implementation, please remain in the large room for the break-out session.
2. You will need the Year 3 Monitoring Tool handout for this presentation.

Break-out #2: Round 1.3 and 1.4 Schools

Directions:

1. Participants in Year 1 or 2 of Reading First implementation, please move to the assigned break-out room as directed.
2. You will need the Year 1 or Year 2 Monitoring Tool handout for this presentation.

Notes from this presentation:

Participant Activity # 7 Continuation Criteria Guidelines

(40 minutes)

Directions:

1. All participants return to the main room.
2. You will need your Continuation Criteria Guidelines handout for this portion of the presentation.

Next Steps and Evaluation

(10 minutes)

1. What's to come? Brief summary - looking ahead.
2. Please complete the Donahue training evaluation forms and leave on your table.