Leading Literacy Change
Public School Administrators Symposium
IDA Conference
2006-2007

Afternoon Agenda, November 8, 2006

12:30 – 12:40 **Overview of School-wide Change**

12:40 – 1:25 **Building a 3-Tier Model of Intervention**
- **Why a 3-Tier Model**
- **Core, Supplemental, Intensive Programs**
- **Finding Out What's Going on in Your School**
- **Putting It All Together**

1:25 – 1:40 **Break**

1:40 – 2:00 **Building Teacher Knowledge**
- **Finding Out What They Know**
- **Guidelines for Planning PD**
- **PD Topics – What We've Learned**
- **Don't Reinvent the Wheel**

2:00 – 2:30 **Using Assessments to Implement Literacy Change**
- **Building an Assessment Framework**
- **Efficient and Effective**
- **Analyze Data to Inform Instruction**
- **Assess Change Process**

2:30 – 3:55 **Leadership for Literacy**
- **How Do We Spend Our Time?**
- **Principles of Change**
- **Talking the Talk**
- **Stakeholder Analysis**

"Management is doing things right; leadership is doing the right things."

Peter Drucker

Public School Administrators Symposium

The *Leading Literacy Change* work is intended for school-based literacy leaders. The purpose is to enhance literacy leaders' ability to implement and guide school-wide reading initiatives and practices aimed at improved reading outcomes for all students.

"...One frequently finds a strong (administrative) leader associated with exemplary reading programs..." (Samuels, 1981)

Instructional leadership is cited in research going back over 25 years. From that research, we are going to present to you with the practical characteristics, behaviors, tools, and actions that describe today's high performing literacy leaders and the schools in which they work. Importantly, we will focus on a 3-Tier approach to intervention, building teacher knowledge, building an assessment framework, and some key leadership routines that promote positive school-wide literacy outcomes.

Participant Activity #1

Reflection

> *"No institution can survive if it needs geniuses or supermen to manage it. It must be organized to get along under a leadership of average human beings."* - (Peter Drucker)

Directions:

1. Discuss with your partner or tablemates what this quote means to you.

2. Think about how the message conveyed by this quote relates to you and the work you do on a daily basis.

3. Be prepared to share with the entire group.
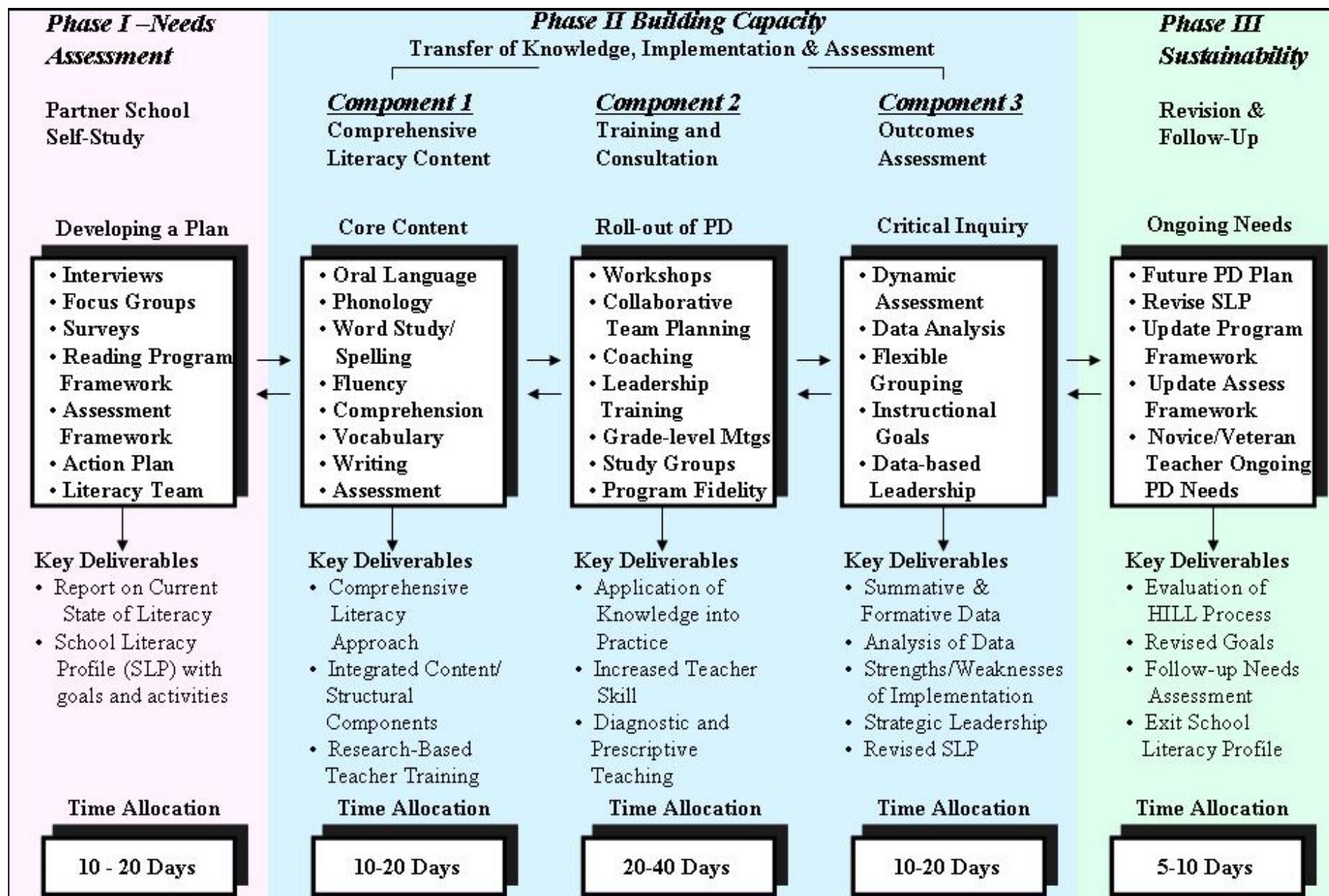
Expected Outcomes:

<u>Participants will:</u>

1. Develop an understanding of leadership in the broader context of school-wide change.

2. Integrate RtI knowledge with the task of building and implementing a multi-tiered approach to literacy instruction.

3. Develop an understanding of how core, supplemental, and intensive programs are incorporated into a multi-tiered approach to literacy instruction.

4. Implement an effective and efficient assessment framework that informs classroom instruction.

5. Consider the routines necessary for leading an effective school-wide literacy change initiative that addresses the needs of all students.
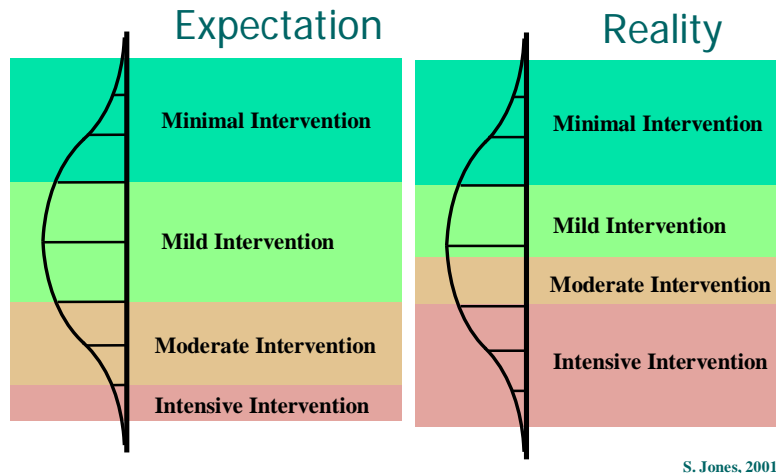
Materials Packet:

Participants should have:

- Participant Handout

Phase I – Needs Assessment	Phase II Building Capacity — Transfer of Knowledge, Implementation & Assessment			Phase III Sustainability
Partner School Self-Study	**Component 1** Comprehensive Literacy Content	**Component 2** Training and Consultation	**Component 3** Outcomes Assessment	Revision & Follow-Up
Developing a Plan	Core Content	Roll-out of PD	Critical Inquiry	Ongoing Needs
• Interviews • Focus Groups • Surveys • Reading Program Framework • Assessment Framework • Action Plan • Literacy Team	• Oral Language • Phonology • Word Study/ Spelling • Fluency • Comprehension • Vocabulary • Writing • Assessment	• Workshops • Collaborative Team Planning • Coaching • Leadership Training • Grade-level Mtgs • Study Groups • Program Fidelity	• Dynamic Assessment • Data Analysis • Flexible Grouping • Instructional Goals • Data-based Leadership	• Future PD Plan • Revise SLP • Update Program Framework • Update Assess Framework • Novice/Veteran Teacher Ongoing PD Needs
Key Deliverables • Report on Current State of Literacy • School Literacy Profile (SLP) with goals and activities	Key Deliverables • Comprehensive Literacy Approach • Integrated Content/ Structural Components • Research-Based Teacher Training	Key Deliverables • Application of Knowledge into Practice • Increased Teacher Skill • Diagnostic and Prescriptive Teaching	Key Deliverables • Summative & Formative Data • Analysis of Data • Strengths/Weaknesses of Implementation • Strategic Leadership • Revised SLP	Key Deliverables • Evaluation of HILL Process • Revised Goals • Follow-up Needs Assessment • Exit School Literacy Profile
Time Allocation	Time Allocation	Time Allocation	Time Allocation	Time Allocation
10 - 20 Days	10-20 Days	20-40 Days	10-20 Days	5-10 Days

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Role of Curriculum/Programs in Effective Instruction

Differences Between Expectation and Reality

Instructional Intervention

Expectation
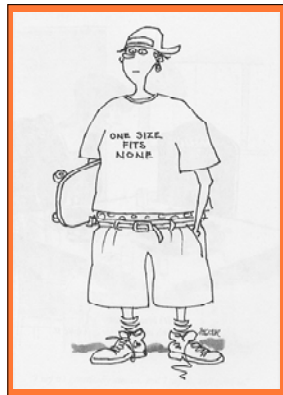
Reality

Minimal Intervention

Mild Intervention

Moderate Intervention

Intensive Intervention

Minimal Intervention

Mild Intervention

Moderate Intervention

Intensive Intervention

S. Jones, 2001

Classroom Teachers Must Account for Individual Differences

Instructional Intervention

Programs/Curricula

Reality

Core

Supplemental

+

Intervention

Minimal Intervention

Mild Intervention

Moderate Intervention

Intensive Intervention

S. Jones, 2001

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Principles Gleaned from Research

- One size does not fit all.

- Children and teachers differ.

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Preventive Instruction

"The best intervention is effective instruction."
- National Research Council

Each layer aims at preventing
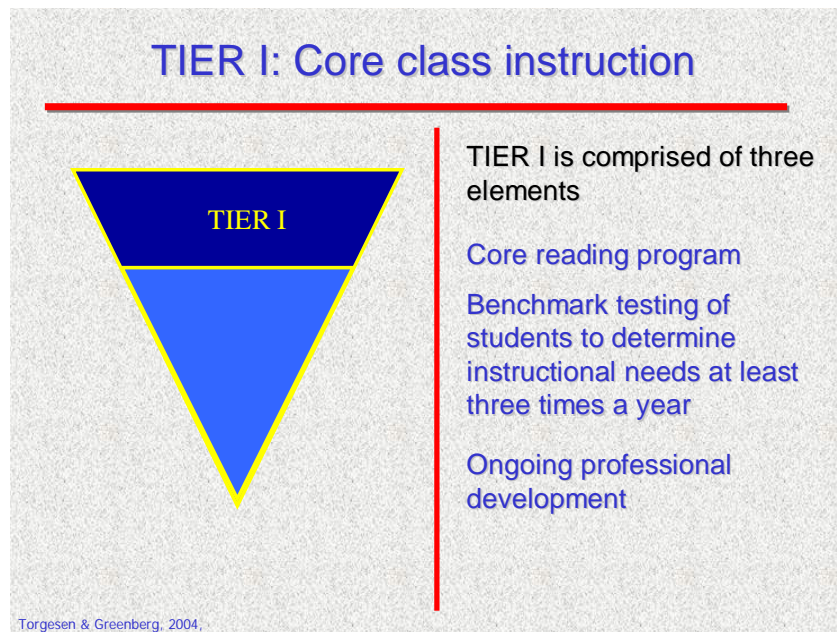reading disabilities

Each layer provides more intense
& supportive intervention

Layers of intervention
responding to student needs

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Multi-tiered Instruction

Interventions should be organized in tiers

TIER I

TIER II

TIER III

Layers of intervention responding to student needs

Each tier provides more intensive and supportive intervention

Aimed at preventing reading disabilities

Torgesen & Greenberg, 2004,

Components

TIER I: Core class instruction

TIER I

TIER I is comprised of three elements

Core reading program

Benchmark testing of students to determine instructional needs at least three times a year

Ongoing professional development

Torgesen & Greenberg, 2004,

A Core, Comprehensive, Research-Based Program (CCRP)

Reading Excellence and Reading First programs call for the use of a "research-based" program.

Advantages of a CCRP

A core, comprehensive research-based reading program—

- Provides continuity for children and adults – programmatic scaffolding

- Includes proven practices –research-based

- Supplies most teaching tools – time

- Ensures systematic progression, not leaving instruction to chance

- Protects the rights of children – specific skills to teach

Participant Activity #2
Reflection: What is Going on in your School?

1. Do you use a research-based core program? If yes, when was it adopted?

2. When was the core you are using developed?

3. How is it implemented in your district/school? (e.g. Who uses it?)

4. Have its strengths and weaknesses been objectively determined in research?

5. Did you use a thoughtful, systematic process to choose your core program?

6. Is the efficacy of the program established with student outcome data?

7. What is your personal experience with the program?

8. What is your opinion about the program?

Guidelines for Reviewing Comprehensive Core Reading Programs

1. Oregon Reading First Center: Review of Comprehensive

    Programs

    http://reading.uoregon.edu/curricula/con_guide.php

2. Florida Center for Reading Research

    http://www.fcrr.org

Review of Supplemental and Intervention Programs

1. University of Oregon

    http://reading.uoregon.edu

2. Florida Center for Reading Research

    www.fcrr.org

Supplemental Instruction

TIER II: Supplemental instruction

TIER II

Tier II is small-group supplemental instruction in addition to the time allotted for core reading instruction.

Tier II includes programs, strategies, and procedures designed and employed to *supplement, enhance, and support* Tier I.

Torgesen & Greenberg, 2004
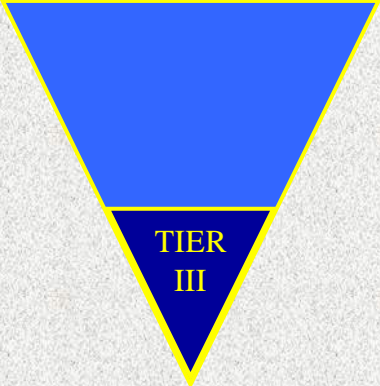
TIER II: SUPPLEMENTAL INSTRUCTION

Focus	For students identified with marked reading difficulties, and who have not responded to Tier I efforts
Program	Specialized, scientifically based reading program(s) emphasizing the five critical elements of beginning reading
Grouping	Homogeneous small group instruction (1:3, 1:4, or 1:5)
Time	Minimum of 30 minutes per day in small group in addition to 90 minutes of core reading instruction
Assessment	Progress monitoring twice a month on target skill to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

Torgesen & Greenberg, 2004

Intensive Intervention

TIER III: Intensive intervention

TIER
III

Tier III is intensive, strategic, supplemental instruction specifically designed and customized small-group or 1:1 reading instruction that is extended beyond the time allocated for Tier I and Tier II.

Torgesen & Greenberg, 2004

Intended to accelerate Instruction!

TIER III: INTENSIVE INTERVENTION

Focus	For students with marked difficulties in reading or reading disabilities and who have not responded adequately to Tier I and Tier II efforts
Program	Sustained, intensive, scientifically based reading program(s) emphasizing the critical elements of reading for students with reading difficulties/disabilities
Grouping	Homogeneous small group instruction (1:1- 1:3)
Time	Minimum of two 30-minute sessions per day in small group or 1:1 in addition to 90 minutes of core reading instruction.
Assessment	Progress monitoring twice a month on target skills to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school

Torgesen & Greenberg, 2004

Participant Activity # 3

Purpose:

Become familiar with the Summary Table for FCRR Reports. This is one tool that is helpful when considering Supplemental and Intervention Programs.

Directions:

1. Review the Summary Table on pages 9-12.

2. Answer the following questions:
    a. You are a Literacy Leader and your data shows that you need an explicit and systematic fluency program for your 2nd and 3rd graders. Name some programs that you might consider?

    b. You are a Literacy Leader and you are looking for an intervention program to be adopted district wide for kindergarten and grade 1 struggling students. Name some of the programs that you might recommend for review.

Summary Table for FCRR Reports
http://www.fcrr.org/FCRRReports/CReports.aspx

Important Note: FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does not constitute endorsement or lack of endorsement by the FCRR. The programs for which reports are available do not constitute an "approved" or "required" list, since many potentially useful programs have not yet been reviewed.

Specific information can be found at the bottom of the table or by rolling the mouse over each category within the table.

Table of FCRR Reports								
Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Academy of Reading	2, 3, 5	3-12	++	++	++	+	+	a, b, d
Accelerated Literacy Learning (A.L.L.)	2	1	+++	+++	+++	+++	+++	a, d, l, m
Accelerated Reader	2, 3	K-12	n/a	n/a	n/a	n/a	+	d, e
Breakthrough to Literacy	1, 3	K-2	++	++	++	+++	+++	a, b, d
Classworks	2, 3, 5	K-8	+	+	n/a	+	+	m
Compass Learning Odyssey Reading	2, 3	K-2	+	+	+	+	+	n
Comprehension Plus	2, 5	1-6	n/a	+	n/a	+	+++	a, b, c, d, k
Corrective Reading	2, 5	4-12	+++	+++	+++	+++	n/a	a, b, c, d
Destination Reading	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Discover Intensive Phonics for Yourself	2, 3, 5	K-12	+	+++	n/a	+	n/a	a, b, c, d, h
Early Success	2	1-2	++	++	+++	+++	+++	m
Earobics	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Elements of Reading, Fluency	2	1-3	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
Elements of Reading, Phonics and Phonemic Awareness	2	K-2	+++	+++	n/a	n/a	n/a	a, b, c, d, g

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Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Elements of Reading, Vocabulary	2	K-3	n/a	n/a	n/a	+++	n/a	a, b, c, d, j
Essential Learning Systems	2, 3	2-12+	+	+	+	+	+	e
Failure Free Reading	2, 3, 4, 5	1-12	n/a	n/a	++	++	+	c, d
Fast Forword Language	2, 3, 5	K-12	+++	n/a	n/a	+	+	f
Fast Track Reading	2, 5	4-8	+	+	+++	++	++	a, b, c
First Grade Peer-Assisted Literacy Strategies	2, 4	1	+++	+++	+++	+	++	a, b, c, d
Fluency First!	2	K-3	n/a	n/a	++	n/a	n/a	a, b, d, i
FOCUS Reading and Language Program	2, 3	K-3	+++	+++	+++	+++	+	a, b, c, d
Fundations	2	K-3	+++	+++	+++	+++	++	a, b, c, d
Funnix Reading Programs	2, 3, 4	K-2	+++	+++	+++	++	+	a, b, c, d
Great Leaps	2, 5	K-12+	n/a	+	+++	n/a	n/a	c, d, i
Harcourt Trophies First Grade Intervention Kit	2	1	+	+	+	+	+	a, c, d
Headsprout Early Reading	2, 3, 4	K-2	++	+++	+++	+++	+++	a, b, c, d
HOSTS	2, 3, 4, 5	K-12	++	+++	++	++	++	l, n
Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Kaleidoscope	2, 5	2-6	+++	+++	+++	++	+++	a, b, c, d
Language!	1, 2, 5	3-12	+++	+++	+++	+++	+++	a, b, c, d
Language First!	2, 3, 5	K-5	+	n/a	n/a	++	+	c, j
Language for Learning	2	K-1	n/a	n/a	n/a	+++	n/a	a, b, c, d, f
Language for Thinking	2	1-2	n/a	n/a	n/a	+++	n/a	a, b, c, d, f
LeapTrack Assessment & Instruction System	2, 3, 5	K-3	++	++	+	++	++	e, n
Lexia Phonics Based Reading	2, 3	K-3	+	++	+	n/a	+	e, h
Lexia Reading S.O.S.	2, 3, 4, 5	4-12	n/a	+++	n/a	+	n/a	b, d, h
Lightspan Early Reading Program	2, 3	K-3	+++	+	+	++	+++	d

Program	Type of Program	Grade Reviewed	PA	P	F	V	C	Notes
The Literacy Center	2, 3	K-2	+++	+++	+	+	+	g
My Reading Coach	2, 3, 5	2-12+	+	+++	+	+	+	b, d
OpenBook to Literacy	2, 3, 4	K-3	+	++	+	+	+	a, b
Phonics and Friends	2	K-2	+	++	n/a	n/a	n/a	a, b, c, d, h
Phono-Graphix	2, 4, 5	K-5	+++	+++	++	n/a	n/a	a, b, c, d, g

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Questioning the Author	2, 5	3-12	n/a	n/a	n/a	n/a	+++	d, k
QuickReads	2, 5	K-4	n/a	+	++	++	++	a, b, c, d
REACH	2, 5	4-12	+++	+++	+++	+++	+++	a, b, c, d
Read 180	2, 3, 5	6-8	n/a	++	++	++	+++	d, n
Read Naturally	2, 3, 4, 5	1-12+	n/a	n/a	+++	n/a	n/a	a, b, c, d
Read Well	1	1-3	+++	+++	+++	+++	+++	a, b, c, d
Read XL	2, 5	6-8	n/a	+	+	++	++	a, b, c, d
Read, Write & Type! Learning System	2, 3, 4	1-3	+++	+++	+++	+	+	a, b, c, d, g
The Reading Edge	1	6-8	+++	+++	+++	+++	+++	a, b, c, d
Reading Plus	2, 3, 5	K-12	n/a	n/a	+	+	+	i
Reading Rescue	2, 4	1	+++	+++	+++	++	+++	d, l, m
Rewards	2, 4, 5	4-12	+	+++	+++	+	+	a, b, c, d, i
Rigby Literacy	1	K-3	+	+	++	+	+++	n
Road to the Code	2	K-1	+++	+++	n/a	n/a	n/a	a, b, c, d, g

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Saxon Phonics and Spelling	2	K-3	++	++	++	++	+++ (3rd)	a, b, c, d, g
Scott Foresman Early Reading Intervention	2	K-1	+++	+++	+++	+++	n/a	a, b, c, d, g
SIM - Strategic Instruction Model	2, 5	4-12	n/a	++	n/a	++	+++	a, b, c, d, l
Sing, Spell, Read, and Write	1, 2	K-2	++	++	++	+	+	a
Smart Way Reading and Spelling	2, 4, 5	1-5	n/a	+++	n/a	n/a	n/a	a, b, c, d, e

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Program	Type of Program	Grade Reviewed	PA	P	F	V	C	Notes
Soar to Success	2, 5	3-8	n/a	+	+++	++	+++	a, c, k, l
Soliloquy Reading Assistant	2, 3, 5	2-5	n/a	n/a	+++	+++	+++	a, b, c, d, i
Spalding Writing Road to Reading	2, 5	K-8	+	++	+	++	+++	a, b, c, d
Spell Read P.A.T.	2, 4, 5	K-12	+++	+++	+++	++	+++	a, b, c, d, l
SRA Early Interventions in Reading Level 1	2	1-2	+++	+++	+++	n/a	+++	a, b, c, d, l
Success For All	1, 2	K-3	+++	+++	+++	+++	+++	a, b, c, d, o
SuccessMaker Enterprise	2, 3, 5	K-8	+	+	+	++	+++	a, b, d, m
Text Talk	2	K-3	n/a	n/a	n/a	+++	n/a	a, b, c, f, j
Thinking Reader	2, 3	6-8	n/a	n/a	n/a	n/a	+++	e, k

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Voyager Passport	2, 4	K-3	++	++	+++	+++	+++	a, b, c, d
Voyager Passport E, F, & G	2, 5	4-6	n/a	+	++	++	++	n
Voyager Universal Literacy System	1	K-3	+++	+++	+++	+++	+++	a, b, c, d
Waterford Early Reading System	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Wilson Reading System	2, 5	3-12	+++	+++	+++	++	+++	a, b, c, d, l
Wright Group Literacy for Kindergarten	1, 2	K	++	++	++	++	++	a, d, n

Key

Type of Program
1 = Core Reading Program
2 = Supplemental or Intervention Program
3 = Technology-Based Program
4 = Program that may be implemented by a tutor or mentor
5 = Intervention or Remedial Program for students above third grade

Reading Component (PA = Phonemic Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension)

+ = some aspects of this component taught and/or practiced

++ = most aspects of this component taught and/or practiced

+++ = all aspects of this component taught and/or practiced

n/a = Not Addressed in this program. In other words, this element of reading is not a goal of this program.

Notes

a. explicit
b. systematic
c. student materials aligned
d. ample practice opportunities provided
e. practice only
f. oral language only
g. phonemic awareness and phonics program
h. phonics program
i. fluency program
j. vocabulary program
k. comprehension program
l. extensive professional development required
m. expertise required to make informed curriculum decisions
n. extensive organization of materials required
o. school-wide implementation required

Florida Center for Reading Research
LANGUAGE!

What is *LANGUAGE!*?

LANGUAGE! is a comprehensive literacy curriculum that integrates reading, spelling, writing, and other critical language arts strands. It is designed for students performing two or more years behind grade-level placement. *LANGUAGE!* is designed specifically for students who benefit from explicit instruction in a structured language curriculum, whether they are in the general or special education program. The classroom teacher delivers sequenced, systematic, cumulative and explicit instruction in two daily sessions that total 90 minutes. The program is highly individualized, with students placed at an instructional level on the basis of an entry assessment, and continuing on that level until mastery of concepts and skills is attained. Flexible, small instructional groups are formed within the whole class according to mastery performance. During teacher directed small group instruction other students may be assigned: 1) practice to build fluency in sorting, categorizing, grammar, and writing, 2) independent reading at their independent reading level, and 3) journal writing.

The curriculum is comprised of three levels, or 54 units. Level 1 (units 1-18) is designed for readability level primer-2.5, readability for Level 2 (units 19-36) is 2.5-6.0, and Level 3's (units 37-54) readability is 6.0-9.0. Levels 1 and 2 will be the focus of this report. It is recommended that approximately one year be devoted to each level of the curriculum, though this will vary depending on the students' entry point and learning pace. A series of increasingly difficult decodable readers, *The J & J Language Readers*, accompanies the curriculum. These readers include activities related to various aspects of the curriculum, which are to be completed prior to reading, during reading, and after reading. These activities include vocabulary expansion exercises, a pre-reading summary, writing extension activities, and a series of questions for discussion based on all levels of thinking in Bloom's taxonomy.

There are sixteen strands of curriculum content reflecting different facets of language, writing, and reading instruction, with a master lesson plan provided for the teacher for each unit. Examples of strands include phonemic awareness, phoneme-grapheme associations, word recognition, comprehension, spelling, grammar and usage, syntax and sentence structure, semantic relationships and morphology. An instructional resource guide and supplementary books and materials offer the teacher all items that are needed for implementation of the program. The underlying progression of the content moves from phonemic skills through connected text. The *LANGUAGE !* lesson plans systematically guide teachers through this logical progression each day. Students establish a strong foundation in and understanding of the structure and function of the English language.

Consumable student materials, which incorporate numerous content strands, are coordinated with each instructional unit. Students complete a variety of interrelated activities within each unit, though they are not required to practice independently any concepts that they have not been directly and explicitly taught previously. Oral exercises and practice always precede written work of the same skill. In addition to the use of consumable materials, small group, and folder activities, students write in journals and read independently each day. Level 1 students also practice phonemic awareness daily for 5 to 10 minutes. Because students work with a concept until mastery, defined by *LANGUAGE!* as automatic application of skills and concepts at an 80% correct level, they progress through the program at different rates.

Is *LANGUAGE!* aligned with Reading First?

LANGUAGE! addresses each of the five areas of reading instruction identified by Reading First as being critical to the development and mastery of reading: phonemic awareness, phonics,

vocabulary, fluency, and comprehension. The *LANGUAGE!* program comes with its own book of phonemic awareness activities, which include rhyming, production, isolation, segmentation, blending, deletion, substitution, and reversal of phonemes. Phonics is directly taught by linking the correct letter symbol to the phonemes. Vocabulary development is taught through a study of structures including comparative forms, tenses, and affixes, and Greek, Latin, and Anglo-Saxon roots. In addition, oral/listening vocabulary instruction supplements the concepts of each *J & J Language Reader* story. Fluency is stressed not only through daily independent reading, but also through direct practice of timed readings of words, phrases, and passages. Many comprehension exercises and teacher support materials are provided to aid in the instruction of specific reading comprehension strategies, such as graphic organizers, pictorial sequencing aids, and semantic maps.

Professional development for elementary level instruction, grades 1-3, includes a 3-day training for Level 1, followed by ongoing support and a 2-day training for Level 2. Since this is a comprehensive and cumulative language arts curriculum that incorporates systematic instruction at multiple levels of reading and language complexity, adequate professional development and ongoing support are particularly important to its effective implementation. Districts and schools that select *LANGUAGE!* as an approach to help children who are struggling in learning to read should be prepared to provide for the ongoing professional development that this program requires.

Research Support for LANGUAGE!

LANGUAGE! was introduced in 1994-95 as a comprehensive reading/language arts curriculum for nonreaders, second language learners, students with special education needs, and below average readers. A study using a research design that included a control group was undertaken with 45 middle and high school juvenile offenders (Greene, 1996). The average time of individual student engagement with the *LANGUAGE!* program was 22.7 weeks. A control group of 51 similarly adjudicated youth were provided instruction that, in contrast to *LANGUAGE!*, was unstructured and whole-group rather than individualized. Three assessment measures were used to evaluate students' language growth: the Gray Oral Reading Test (GORT-3, Wiederholt & Bryant, 1992), the Wide Range Achievement Test (WRAT-R, Wilkinson, 1993) and the written expression subtest of the Peabody Individual Achievement Test (PIAT-R, Markwardt, 1989). Although the students in the experimental group were significantly language delayed in comparison to those in the control group, the treatment group gains were statistically significant for all measures. The gains were judged as being educationally meaningful as well, as "students in the treatment group gained an average of more than three grades in word identification, spelling, comprehension, and composition during a typical six month enrollment period" (Greene, 1996, p.115).

While the majority of studies conducted regarding the efficacy of the *LANGUAGE !* curriculum have involved middle and high school students, a recent study reported by *LANGUAGE!* described the growth in oral reading fluency of 30 third grade students from Baldwin County, Alabama. Using DIBELS Oral Reading Fluency to document growth, the *LANGUAGE !* students progressed from 34 words correct per minute (WCPM) on average in the fall 2001 to almost 69 WCPM in the fall 2002. The performance range within which students are considered to be at-risk for reading failure, according to DIBELS, is below 70 WCPM. At the beginning of the school year, all but one student in the sample scored in this at-risk range, whereas after one full calendar year of *LANGUAGE !*, 42% of the sample (13 students) achieved fluency rates above 70 WCPM.

Additionally, one study in Idaho was implemented with 3rd through 6th grade special education students in four elementary schools in the 2000-2001 school year. The LANGUAGE! curriculum was implemented from October through May, 5 days per week, for 30-90 minutes each day. Instructional groups varied in size from one to ten students. Gains were measured using the Woodcock-Johnson Basic Reading subtests (Woodcock & Johnson, 1989). Results indicated growth between 8 months and 1.3 years on Letter Word Identification, Word Attack

(word decoding), and Passage Comprehension for all four grades. It is not clear which gains reached statistical significance, and no control group was included in this study.

In the Sacramento City Unified School District the *LANGUAGE!* program was implemented during the 1998-99 school year with students in 6th, 7th, 8th, and 10th grades who were enrolled in three schools. In these schools the majority of students (83%) were performing below the 25th percentile in reading on the Stanford Achievement Test (1996). Instruction was delivered in two periods totaling 90 minutes per day by language arts and English teachers. Selected subtests from three standardized instruments (Wide Range Achievement Test-Revised, Woodcock Johnson Psycho-Educational Battery-Revised, and the Multilevel Academic Survey Test, or MAST, 1985) were used as pre- and posttest measures. On the WRAT-R, gains in spelling for grades 6, 7, and 8 were statistically significant, but the actual spelling level of the students remained low. Two of the four grades showed statistically significant gains on the WJ-R Word Attack subtest, while three of the four grades showed statistically significant gains on the Letter Word Identification subtest. Scores in all grades indicated percentile growth on the MAST, but it was not noted whether or not this improvement reached statistical significance.

Since no control groups were used in the Baldwin County, Idaho Falls or Sacramento City studies, it is not possible to determine whether or not the gains seen in these two studies were attributable solely to implementation of the *LANGUAGE!* curriculum, or whether other factors might have been involved. Nevertheless, the improvements in student performance and the resultant indications of the efficacy of the *LANGUAGE!* program are very encouraging. *LANGUAGE!* is currently seeking a sponsor to undertake more studies that incorporate the use of control groups. We conclude that preliminary research results are very promising for *LANGUAGE!,* and that future studies with a more rigorous scientific design will contribute to our knowledge of the effectiveness of the program.

Strengths & Weaknesses

Strengths of *LANGUAGE!*:
- *LANGUAGE!* is an extremely thorough presentation of numerous reading, writing, and language arts strands, taught systematically in parallel fashion to children of all ages with delays in reading, writing, and/or language.
- The instructor's manual and instructor's resource guide offer many materials to assist in teaching the content of the program, as well as substantial background information about the knowledge required to effectively teach the content.
- *LANGUAGE!* is highly structured and individualized, offering each student a step-by-step progression through the curriculum at his or her own pace.
- Detailed Lesson Plans for each unit tie together the many materials, sources, and activities in the program that are needed for instruction.

Weaknesses of *LANGUAGE!*:
- The majority of the research for *LANGUAGE!* has been conducted with middle and high school students; more studies with elementary school students are needed.

Which Florida counties have schools that implement *LANGUAGE!*?

There are currently no elementary programs implementing *LANGUAGE!* in Florida. However, there are three counties that are using it at the middle school level. These counties are Leon (850-487-7147), Sarasota (941-927-9000), and Volusia (386-734-7190). The closest county geographically to Florida that uses *LANGUAGE!* at the elementary level is Baldwin County, Alabama (contact: 251-209-5319).

What is going on in your district/school?

Participant Activity #4 Reflection:

1. Do you use a research-based supplemental/intervention program? If yes, when was it adopted?

2. When was the supplemental/intervention program you are using developed?

3. How is it implemented in your district/school? (e.g. Who uses it?)

4. Have its strengths and weaknesses been objectively determined in research?

5. Did you use a thoughtful, systematic process to choose your supplemental/intensive program?

6. Is the efficacy of the program established with student outcome data?

7. What is your personal experience with the program?

8. What is your opinion about the program?

Individual Teacher Program Survey
Name of School
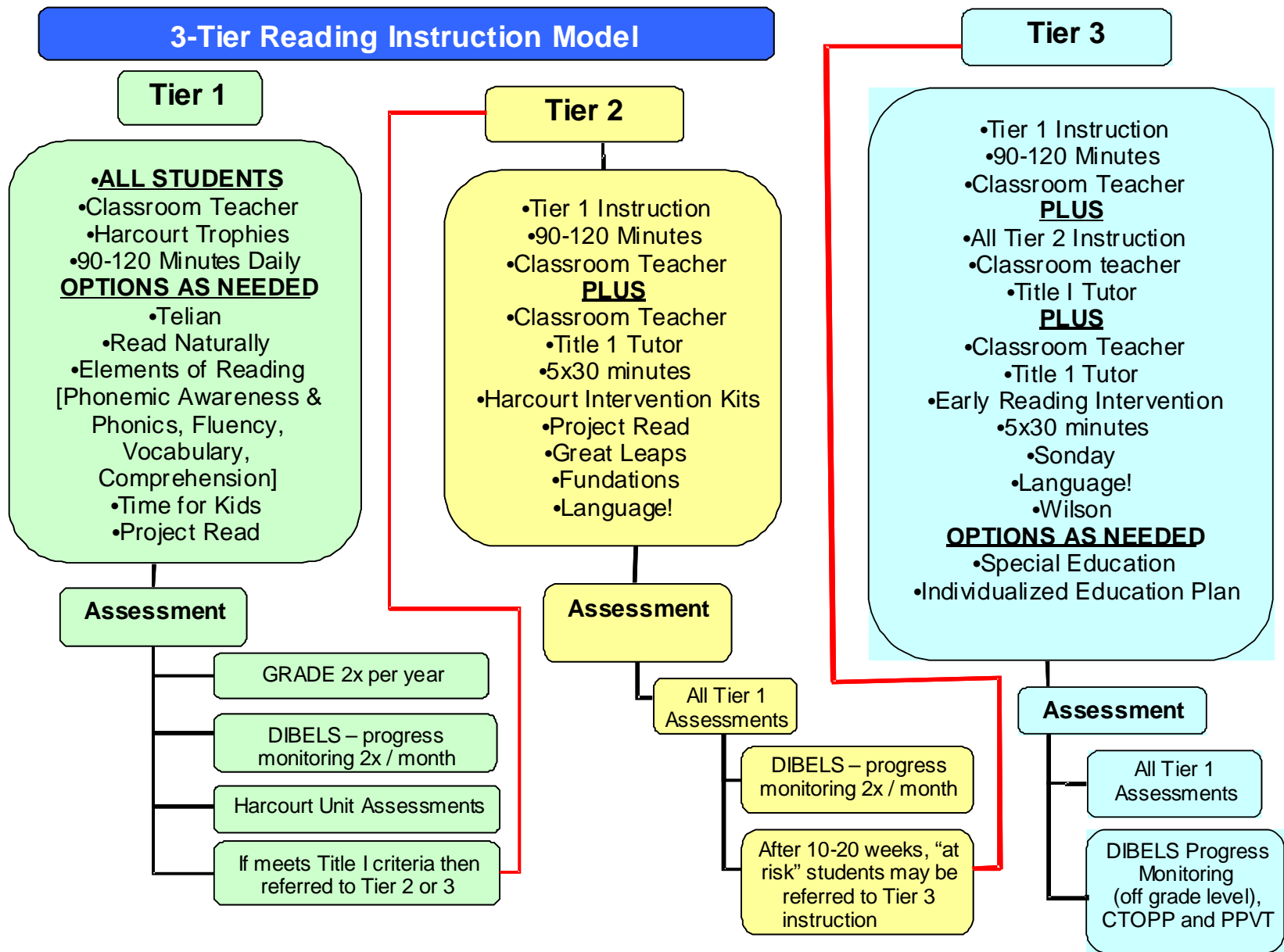
NAME: _____   GRADE LEVEL(S) TAUGHT: _____

DATE: _____

PROGRAM	AREA ADDRESSED BY PROGRAM (see key below)							YOUR SKILL WITH EACH PROGRAM (see key below)						USE OF PROGRAM				
	O L	P A	P	S P	F	V	R C	0	1	2	3	4	5	CORE %	SUPPLEMENTAL %	INTENSIVE %	Who Provides (teacher, specialist, etc).	Service Delivery Model (individual, group)

Key to Area:
OL = Oral Language
PA = Phonemic Awareness
P   = Phonics
SP = Spelling
F   = Fluency
V   = Vocabulary
RC = Reading Comprehension

Key to Skill:
0 = don't use
1 = little experience
2 = progressing
3 = comfortable
4 = confident
5 = could teach others

School-Wide Literacy Program *Summary*
Anytown School

Program Name	Domain Addressed							Grade Levels										Who Provides (teacher, specialist, etc)	Service Delivery Model (individual, group)	Frequency Provided		
	OL	PA	P	SP	F	V	C													Core %	Supp %	Inten %

Key to Domain:
OL = Oral Language
PA = Phonemic Awareness
P   = Phonics
SP = Spelling
F   = Fluency
V   = Vocabulary
C   = Comprehension

3-Tier Reading Instruction Model

Tier 1

•ALL STUDENTS
•Classroom Teacher
•Harcourt Trophies
•90-120 Minutes Daily
OPTIONS AS NEEDED
•Telian
•Read Naturally
•Elements of Reading
[Phonemic Awareness &
Phonics, Fluency,
Vocabulary,
Comprehension]
•Time for Kids
•Project Read

Assessment

GRADE 2x per year

DIBELS – progress
monitoring 2x / month

Harcourt Unit Assessments

If meets Title I criteria then
referred to Tier 2 or 3

Tier 2

•Tier 1 Instruction
•90-120 Minutes
•Classroom Teacher
PLUS
•Classroom Teacher
•Title 1 Tutor
•5x30 minutes
•Harcourt Intervention Kits
•Project Read
•Great Leaps
•Fundations
•Language!

Assessment

All Tier 1
Assessments

DIBELS – progress
monitoring 2x / month

After 10-20 weeks, "at
risk" students may be
referred to Tier 3
instruction

Tier 3

•Tier 1 Instruction
•90-120 Minutes
•Classroom Teacher
PLUS
•All Tier 2 Instruction
•Classroom teacher
•Title I Tutor
PLUS
•Classroom Teacher
•Title 1 Tutor
•Early Reading Intervention
•5x30 minutes
•Sonday
•Language!
•Wilson
OPTIONS AS NEEDED
•Special Education
•Individualized Education Plan

Assessment

All Tier 1
Assessments

DIBELS Progress
Monitoring
(off grade level),
CTOPP and PPVT

Effective Schoolwide Reading Programs Survey
(adapted from the *Institute on Beginning Reading*, Kameenui & Simmons, 2001)

School:_____

Position (check one):   **Grades Taught (if applicable)**

_____Administrator   _____Kindergarten   _____Fifth

_____Teacher   _____First   _____Sixth

_____Support (SLP, SPED, etc.)   _____Second   _____Seventh

_____Paraprofessional/Educational   _____Third   _____Eighth
          Assistant
                                                     _____Fourth

Years of Teaching Experience_____   Years at Present School:_____

Directions

Who should fill this out? All administrators, and faculty, and staff members who provide direct services to children. This is an individual survey so each person should complete it independently.

1. Fill out all information above so results can be viewed from different perspectives.

2. Based on your knowledge of your school's reading program (e.g. goals, materials, allocated time), please use the following evaluation criteria to rate your impressions of the reading program's implementation.

Levels of Implementation Description

0 = Not in place

1 = Partially in place

2 = Fully in place

3. In the right-hand column of the table, document evidence available to support your rating for each item.

4. In the right-hand column of the table, document evidence available to support your rating for each item.

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Internal/External Auditing Form

0	1	2
Not in place	**Partially in place**	**Fully in place**

Evaluation Criteria	Documentation of Evidence
I. Goals, Objectives, Priorities - Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.	
Goals and Objectives: _____ 1. are clearly <u>defined</u> and <u>quantifiable</u> at each grade level.	
_____ 2. are articulated across grade levels.	
_____ 3. are prioritized and dedicated to the most important skills/strategies in reading.**	
_____ 4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions).**	
_____ 5. are commonly understood and consistently used by teachers and administration within and between grades to evaluate and communicate student learning and improve practice.	

0	1	2
Not in place	**Partially in place**	**Fully in place**

Evaluation Criteria	Documentation of Evidence
II. <u>**Assessment**</u> **–** Instruments and procedures for assessing reading achievement are clearly specified, measure important skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.	
<u>Assessment:</u> _____ 1. A Schoolwide assessment system and database is established and maintained for documenting student performance and monitoring progress.**	
_____ 2. Measures assess student performance on prioritized goals and objectives.	
_____ 3. Measures have established technical adequacy (e.g., reliability and validity).	
_____ 4. All users receive training and followup on measurement administration, scoring, and data interpretation.	
_____ 5. At the beginning of the year, measures identify students' level of performance and are used to determine instructional needs.	

II. **Assessment** continued

Evaluation Criteria	Documentation of Evidence
_____ 6. Measures are administered formatively throughout the year to document and monitor student reading performance (e.g., quarterly for all students; every 4 weeks for students at risk).	
_____ 7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and	
_____ 8. The building has a "resident" expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	Who?

0	1	2
Not in place	**Partially in place**	**Fully in place**

Evaluation Criteria	Documentation of Evidence
III. Instructional Programs and Materials – The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.	
_____ 1. A core instructional program with documented research-based efficacy is adopted and implemented school wide.***	
_____ 2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (e.g., phonemic awareness, phonics, vocabulary, reading fluency, comprehension strategies).**	
_____ 3. The instructional materials and program align with and support state standards.	
_____ 4. Programs of documented efficacy are in place to support students who do not benefit adequately from the core program.**	
_____ 5. A validated process based on scientifically-based criteria is used to select instructional materials.	
_____ 6. Programs and materials are implemented with a high level of fidelity.**	

0	1	2
Not in place	**Partially in place**	**Fully in place**

Evaluation Criteria	Documentation of Evidence
IV. <u>Instructional Time</u> – A sufficient amount of time is allocated for instruction and the time allocated is used effectively.	
_____ 1. A Schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of the time.	
_____ 2. Reading time is prioritized and protected from interruption.**	
_____ 3. Instructional time and practice are allocated to skills most highly correlated with reading success (e.g., phonemic awareness, phonics, vocabulary, reading fluency, comprehension strategies).	
_____ 4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.**	
_____ 5. Additional instructional time is allocated to students who fail to make adequate reading progress.	

0	1	2
Not in place	**Partially in place**	**Fully in place**

Evaluation Criteria	Documentation of Evidence
V. __Differentiated Instruction/Grouping/Scheduling -__ Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.	
_____ 1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.	
_____ 2. Instruction is provided in flexible homogeneous groupings to maximize student performance.	
_____ 3. Tutoring is used judiciously to supplement (not supplant) explicit teacher-directed instruction.	
_____ 4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (e.g., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback.)	
_____ 5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	

0	1	2
Not in place	**Partially in place**	**Fully in place**

Evaluation Criteria	Documentation of Evidence
VI. <u>Administration/Organization/Communication</u> - Strong learning leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.	
_____ 1. Administrators are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	
_____ 2. Administrators work with staff to create a coherent plan for reading instruction and institute practices to attain school reading	
_____ 3. Administrators maximize and protect instructional time and organize resources and personnel to support reading instruction, practice,	
_____ 4. Grade-level teams are established and supported to analyze reading performance and plan instruction.	
_____ 5. Concurrent instruction (e.g., Title I, special education) is coordinated with and complementary to general education reading instruction.	
_____ 6. A communication plan for reporting and sharing student performance with teachers, parents, and other stakeholders is in place.	

0	1	2
Not in place	**Partially in place**	**Fully in place**

Evaluation Criteria	Documentation of Evidence
VII. **Professional Development -** Adequate and ongoing professional development is available to support reading achievement.	
_____ 1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional priorities and effective	
_____ 2. Ongoing staff development is established to support teachers and instructional staff in the assessment and instruction of instructional	
_____ 3. Time is allocated for educators to analyze, plan, and refine instruction.	
_____ 4. Staff development efforts are explicitly linked to scientifically validated programs and practices.	

Section 2

Building Teacher Knowledge:
Professional Development to Improve Classroom Practice

Hanson Initiative for Language & Literacy (HILL)   MGH INSTITUTE OF HEALTH PROFESSIONS

"It is the *teacher* more than the method or the type of materials that determines the success or failure of a reading program."

(Bond and Dykstra, 1967)

Title I Teacher
3rd Grade
Small Group
Bowe Elementary
Chicopee

Classroom Observation Tool

Check the content of instruction for all activities as entered in the observation log. Next to each topic enter the amount of time the teacher spent on that area of instruction during the observation. Rate each topic according to the needs of the teacher. Note any specific areas that should be addressed.

Topic	High Need	Medium Need	Low Need	Notes
Teaching Phonemic Awareness ___min ⇒ ___Oral rhyming, songs, and choral recitation ⇒ ___Divide spoken language into sentences or words ⇒ ___Identify, categorize, add, or delete sounds in spoken words ⇒ ___Blend several spoken sounds to form words ⇒ ___Segment spoken words into sounds and syllables ___Other:_____	3	2	1	

Effective Phonics Instruction ___min
⇒ ___Alphabetic knowledge-identify printed letters by name
⇒ Letter-sound correspondences and decoding rules
   ___ Consonants
   ___ Vowels
   ___ Blends
⇒ ___Blends sounds letter by letter when reading one-syllable words
⇒ ___Blend onset and rime or decode by analogy to read common word families
⇒ ___Use knowledge of syllable patterns to combine syllables when reading multi-syllable words
⇒ ___Analyze whole words into component parts and blend parts to read whole words
	3	2	1	

Topic	High Need	Medium Need	Low Need	Notes
⇒ ___Guided oral reading of connected text with teacher feedback on decoding unfamiliar words ⇒ Practice oral reading of connected text without teacher guidance to improve decoding accuracy ⇒ Integration of encoding (spelling) and decoding words ___Other:_____				
Teaching Fluent Reading ___min ⇒ ___Identify isolated sight words ⇒ ___Guided oral reading of connected text with teacher feedback to improve fluency (speed, accuracy, expression) ⇒ ___Practice oral reading of connected text without teacher guidance to improve fluency ⇒ ___Repeated oral reading ⇒ ___Timed oral reading of connected text ⇒ ___Practice silent reading of connected text ⇒ ___Other:_____	3	2	1	
Teaching Vocabulary ___min ⇒ ___Build background knowledge through experience, discussion, direct teaching, or relating personal experience to text ⇒ ___Build vocabulary knowledge through experience, discussion, direct teaching, relating personal experience to text ⇒ ___Infer word meaning when reading connected text ⇒ ___Word study (e.g., semantic categories of related words; synonyms, antonyms: word structure roots/affixes)	3	2	1	

Topic	High Need	Medium Need	Low Need	Notes
⇒ ___Use a dictionary or thesaurus ___Other:_____				
Teaching Comprehension Strategies ___min ⇒ ___Pre-reading activities(preview, predict, set purpose) ⇒ ___Self-monitor Reading comprehension (reread, self correct) ⇒ ___Use graphic organizers (story maps or informational text structure) ⇒ ___Work cooperatively to construct text meaning (literature discussions, partner reading, book clubs) ⇒ ___Formulate questions about text ⇒ Determine meaning of text by answering questions ⇒ ___literal ⇒ ___inferential/critical ⇒ ___Summarize main ideas ⇒ ___Use reciprocal teaching/coordination of multiple strategies (predicting, questioning, clarifying, summarizing) ___Other:_____	3	2	1	
Effective Instruction for Struggling Readers *(explicit instruction, active involvement, opportunities for practice, scaffolding, etc)* ⇒ ___Teacher led instruction: teacher models using text, demonstrates skills, explains ⇒ ___Teacher provides explicit skills instruction using a systematic scope and sequence with instructional texts	3	2	1	

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Topic	High Need	Medium Need	Low Need	Notes
⇒ ___Teacher coaches individual students within teacher-led group instruction ⇒ ___Teacher engages students in interactive discussion (teacher/student, student/student) ⇒ ___Students work independently (i.e., individuals, partners, groups) without teacher guidance ⇒ ___Teacher modifies instruction based upon assessment information (e.g., "teachable moment") ⇒ ___Teacher acknowledges correct responses ⇒ ___Teacher provides instructional feedback to correct, clarify, or expand student response ⇒ ___Other:_____				
Selecting Appropriate Text for Reading Instruction ⇒ ___Teacher uses grade level reading material for read aloud ⇒ ___Students spend time reading independent level text to apply comprehension and decoding skills ⇒ ___Teacher uses instructional level text for small group reading instruction Other:_____	1	2	3	
Organizing and Managing Small-Group Reading Instruction Teacher works with: % of observation ⇒ ___Whole Group: ____% ___Small, homogeneous group: ____ % ⇒ ___Small, heterogeneous group: ____ % ⇒ ___Individual student: ____ % Students work in:	3	2	1	

Topic	High Need	Medium Need	Low Need	Notes
⇒ ___Heterogeneous centers: _____ % ⇒ ___Homogeneous centers: _____ % ⇒ ___Partners _____ % ⇒ ___Individually _____ % ___Other:_____				
Using the Results of Assessments to Plan Effective Instruction ⇒ ___Checking of student work completed independently ⇒ ___Screening:_____ ⇒ ___Diagnostic:_____ ⇒ ___Curriculum-based:_____ ___Other:_____	3	2	1	
Monitoring Student Progress in Reading ⇒ ___ Teacher monitors student oral reading fluency ⇒ ___Teacher monitors student comprehension and vocabulary responses ⇒ ___Teacher records progress in reading skills and strategies ⇒ ___Small group instruction is based on data ⇒ ___Teacher adjusts instruction for the group based on progress monitoring data	3	2	1	
Getting the Most Out of Core Reading Program ⇒ ___Basal ⇒ ___Workbooks/worksheets ⇒ ___Language experience stories Children's trade books:	3	2	1	

Topic	High Need	Medium Need	Low Need	Notes
⇒ ___Fiction				
⇒ ___Informational text				
⇒ ___Decodable books				
⇒ ___Leveled books				
⇒ ___Paper and pencil/other writing materials				
⇒ ___Student work (journals, writing folders)				
⇒ ___Classroom displays (posters, charts, word cards, word walls, photos, environmental print)				
⇒ ___Games, puzzles, manipulatives				
⇒ ___Blackboard/whiteboard, felt board, or easel pad				
⇒ ___Audio/video				
Computer resources				
⇒ ___software				
⇒ ___internet access				
___Other:_____				

Summary of Observations

Grade_____ Date_____

Using the observation data for each teacher, rate each topic according to the needs at each grade level. Note any specific trends or areas that should be addressed.

Topic	High Need	Medium Need	Low Need	Notes
Teaching Phonemic Awareness	3	2	1	
Effective Phonics Instruction	3	2	1	
Teaching Fluent Reading	3	2	1	
Teaching Vocabulary	3	2	1	
Teaching Comprehension Strategies	3	2	1	
Effective Instruction for Struggling Readers	3	2	1	
Selecting Appropriate Text for Reading Instruction	3	2	1	
Organizing and Managing Small-Group Reading Instruction	3	2	1	
Using the Results of Assessments to Plan Effective Instruction	3	2	1	
Monitoring Student Progress in Reading	3	2	1	
Getting the Most Out of Core Reading Program	3	2	1	

Participant Activity #5

Directions:

1. At your table describe positive professional development activities that you have experienced.

2. Make a list of what characteristics made the activity positive.

Guidelines for Planning On-Site Professional Development

A high-quality professional development plan	A low-quality professional development plan
Examines data from early reading assessments to identify instructional needs	Is fragmented, unfocused, and not based on evidence of need
Is developed collaboratively by teachers and coaches	Is driven by central office administration
Is grounded in research-based practice	Is based on familiar practices, regardless of efficacy
Focuses on what students need to learn and how to ensure that all students become successful readers	Does not carefully consider assessment results and student needs
Prepares teachers to use the core, supplemental , and intervention materials effectively form the first day of school	Provides one-shot training sessions on the content of programs, with little focus on how to effectively deliver instruction
Provides teachers with a variety of continuous learning opportunities	Relies on traditional workshops with little practice, feedback, or follow-up

Adapted from National Partnership for Excellence and Accountability in Teaching. (1999). Revisioning professional development looks like. Oxford, OH: National Staff Development Council

PD Topics: What we learned from RF

- Model of Reading
- Current Reading Research
- Implementing systematic, explicit instruction

Hanson Initiative for Language & Literacy (HILL)

STRANDS OF EARLY LITERACY DEVELOPMENT **(adapted)**

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)
VOCABULARY (breadth, precision, links, etc.)
LANGUAGE STRUCTURES (syntax, semantics, etc.)
VERBAL REASONING (inference, metaphor, etc.)
LITERACY KNOWLEDGE (print concepts, genres, etc.)

increasingly strategic

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
DECODING (alphabetic principle, spelling-sound correspondences)
SIGHT RECOGNITION (of familiar words)

increasingly automatic

Grade: K   1   2   3   4+

Source: Neuman, Susan B. and Dickinson, David K., "Handbook of Early Literacy Research"—figure by Hollis Scarborough

Hanson Initiative for Language & Literacy (HILL)

Excerpt from Louisa Moats: *"Teaching Reading Is Rocket Science"*

"What Does the Research Say About Effective Reading Instruction?

Well-designed, controlled comparisons of instructional approaches have consistently supported these components and practices in reading instruction:

- Direct teaching of decoding, comprehension, and literature appreciation;

- Phoneme awareness instruction;

- Systematic and explicit instruction in the code system of written English;

- Daily exposure to a variety of texts, as well as incentives for children to read independently and with others;

- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;

- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and

- Frequent writing of prose to enable a deeper understanding of what is read."

References:
- Moats, L. *"Teaching Reading is Rocket Science."*
- Tolman, C. "Working Smarter, Not Harder: What Teachers of Reading Need to Know and Be Able to Teach." *Perspectives,* Fall 2006. pp. 16-23.

Coherent Design of Scientifically Based Reading Instruction

- Explicit
- Systematic
- Intensive

Explicit Instruction

- Concrete and visible
- New concepts and skills
    - Explained with clear, concise language
    - Many examples used during modeling
    - Scaffolded (by teacher) extended & guided practice to apply newly learned concepts & skills
    - Corrective feedback

Systematic Instruction

- Instructional steps are part of a carefully
- designed instructional plan
- Purposeful and preplanned sequence
- Tasks break down into manageable steps
- Easier to more difficult
- Extensive teacher support/scaffolding during initial stages of learning

Intensive

- Focused, targeted, persistent teaching
- *More* instructional time (than allocated for core reading instruction
- Student progress monitored frequently
- High degree of scaffolding

Why Reinvent the Wheel?

Examples of Professional Development Programs on the Market:

- LETRS
- Teacher Reading Academies
- Voyager U

Implementing *Literacy Change* Through Assessment Driven Levels of Instruction

Purpose
The purpose of this topic is to help educational leaders strategically focus on the work of changing literacy outcomes around student data for the purpose of adjusting classroom instruction. The information/chart provided are intended to help literacy leaders think about changing student outcomes using a systematic and consistent approach.

Expected Outcomes

Teachers
- Identify students who are and *are not* meeting benchmarks.
- Plan, implement, and adjust strategic instruction that is focused on students acquiring key skills.

Principals, Reading Specialists, Coaches
- Identify teachers who are successful and teachers who are not experiencing success in implementing the program.
- Plan, implement, and adjust strategic instruction that is focused on teachers acquiring the necessary skills to change the skills of students in their class.

District Administrators
- Identify schools that are demonstrating success and schools that are having difficulty implementing a comprehensive literacy program.
- Plan and implement strategic professional development that is focused on school leaders acquiring the skills needed to effectively lead literacy change.

Assessment Framework
Building a Comprehensive Assessment Framework
One of the first activities in which literacy leaders need to engage is building a comprehensive assessment framework that is effective and efficient. The purpose of an assessment framework is to determine the appropriate tools needed to assess students using screening, diagnostic, formative, and outcomes based assessments that inform instruction. Literacy leaders need to gather sufficient information to inform instruction without over assessing or gathering redundant information from too many assessments. Schools often have superfluous layers of assessments that overlap because they provide similar or irrelevant data.

3-Tier Literacy Assessment Model – Middle & High Schools

	COMPONENT	September Screening/Diagnostic Group	Individual	As Needed In-depth Diagnostic Individual	January Progress Monitoring	May Progress Monitoring/ Outcomes Group	Individual
Tier I	Comprehension						
	Vocabulary						
Tier II	Fluency						
	Spelling/ Writing						
Tier III	Word Study/ Decoding						
	Phonemic Awareness						

Hanson Initiative for Language & Literacy (HILL), 2004

HILL Contacts: Sandra Jones, sdjones@mghihp.edu; Darci Burns, dburns@mghihp.edu;

Massachusetts *Reading First* Plan Assessment Framework
Grade 1 Assessment

COMPONENT	SEPTEMBER-OCTOBER		AS NEEDED	JANUARY	MAY	
	Screening/ Diagnostic Fall Benchmark		In-depth Diagnostic and Progress Monitoring [+]	Winter Benchmark	Outcomes Spring Benchmark	
	Group	Individual	Individual		Group	Individual
Phonemic Awareness	**GRADE, Level K, Form A** • Sound Matching • Rhyming	**DIBELS Benchmark 1** • Phoneme Segmentation Fluency	**DIBELS**	**DIBELS Benchmark 2** • Phoneme Segmentation Fluency	--	**DIBELS Benchmark 3** • Phoneme Segmentation Fluency
Phonics/Word Identification	**GRADE, Level K, Form A** • Print Awareness • Letter Recognition • Same/Different Words • Phoneme-Grapheme Correspondence • Word Reading (optional)	**DIBELS Benchmark 1** • Letter Naming Fluency • Nonsense Word Fluency	**DIBELS GRADE** (off-level)	**DIBELS Benchmark 2** • Nonsense Word Fluency	**GRADE, Level 1, Form B** • Word Reading	**DIBELS Benchmark 3** • Nonsense Word Fluency
Fluency	--	--	--	**DIBELS Benchmark 2** • Oral Reading Fluency	--	**DIBELS Benchmark 3** • Oral Reading Fluency
Vocabulary	--	--	**PPVT-III** (listening)	--	**GRADE, Level 1, Form B** • Word Meaning (reading)	--
Comprehension	**GRADE, Level K, Form A** • Listening Comprehension	--	**GRADE** (off-level)	--	**GRADE, Level 1, Form B** • Listening Comprehension • Sentence & Passage Comprehension (reading)	--

Key:
DIBELS: Dynamic Indicators of Basic Early Literacy Skills; GRADE: Group Reading Assessment and Diagnostic Evaluation; PPVT-III: Peabody Picture Vocabulary Test – 3rd Ed
[+] In-depth diagnostics as needed for at-risk students; DIBELS progress monitoring assessments can be administered as frequently as prudent using alternate forms.

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Introduction

Traditionally, schools and districts tend to allocate professional development resources and support based on criteria other than student needs. Resources tend to be equally distributed regardless of the level of need. This practice needs to change if school and district-wide literacy improvements are to be achieved.

It is vital that district and school leaders allocate resources and assistance based on students' critical literacy targets. Students can be categorized into four main learning groupings: advanced, benchmark, strategic, and intensive. These categories can describe individual students, individual teachers and their classrooms, and individual schools and are consistent with the terminology used in Literacy Change.

It is common practice for teachers to think about the need for instruction for individual students and to develop instruction based on individual student needs. It is imperative that educational leaders think about a schoolwide intervention plan that is based on student needs. Importantly, the success of large groups of students is directly dependent on the effectiveness of teachers. Consequently, before one can decide which students are in need of strategic or intensive instruction, one must first establish the extent to which teachers are successfully implementing their reading programs.

Individual Student Level

Advanced students are those who perform consistently above the benchmark goals and perform quite well in the grade-level materials. They are able to manage a variety of materials designed as challenge or enrichment resources. Challenge materials are found within most of the latest editions of the core programs and should be delivered during homogeneous small-group instruction time.

Benchmark students are those who perform consistently on goals and meet the standards established for their grade-level. These students are able to manage the grade-level materials and content well. At times, they may need some reteaching, but typically, this interruption in their overall positive trajectory of learning causes only a minor delay.

Strategic students are those who are struggling with some specific content and frequently perform 6 months to one grade level below standard on their schoolwork. Strategic students need additional support during small-group time to reach benchmarks on progress-monitoring assessments. Typically, this

assistance can be provided within the regular classroom with additional time (approximately 30 minutes), pacing adjustments, preteaching, and reteaching. The majority of recent core program editions provide numerous recommendations and explicit information for strategic classroom instruction. There are several different service delivery models that can be considered. The Walk to Reading Model group students to facilitate focused strategic instruction. Push-in Models also provide opportunity for homogeneous groupings and additional strategic instruction by specialists or paraprofessionals. Focused, small group attention is effective for these students as instruction to accelerate their progress can occur the entire time with specially designed explicit and systematic materials. Lastly, these students require more frequent progress monitoring (at least monthly) and diagnostic assessment to identify specific areas, as needed.

Intensive students are those students who consistently perform poorly; who are two or more standard deviations below the mean on standardized tests, and are considerably below the benchmark on progress-monitoring assessments. These students require focused intensive support with preteaching and reteaching as well as additional specialized instruction during small group time. Some of this instruction may need to be provided outside of the regular classroom in a 1:1 tutoring situation or in a uniquely designed small group intensive intervention program. Intensive instruction may require an additional 30 – 60 minutes of focused attention. For students in this category, the intensive materials in many of the new programs may be helpful but, typically, are not sufficient. Specially designed intervention programs may be required to accelerate learning and should be considered. Students in this intensive category need frequent progress monitoring (every 1 to 2 weeks) and diagnostic testing, as deemed necessary.

Classroom Levels

Advanced level classrooms contain consistently large numbers of students who meet or perform above the benchmarks. These classrooms provide excellent models for others. The teachers and students in these classrooms are able to effectively use the challenge materials provided in their core program. Typically, they can move at quick pace, while still addressing the needs of the few students who may be in a different category.

Benchmark level classrooms are those that have almost all of the students meeting benchmarks. The teachers in these rooms can be positive models for others, can mentor colleagues, and most likely need minimal assistance other than recognition and support from their administrators and coaches.
Strategic level classrooms are those where approximately 50 - 75% of the students are not meeting benchmark goals. Teachers in strategic classrooms

need more support and specific assistance from their administrators and coaches to implement an effective classroom literacy program. With a well-constructed program that is designed to improve outcomes, and if large numbers of students in a heterogeneously grouped classroom are not meeting the targets, the teacher is probably not implementing the program as designed. Although the students will need additional assistance, the fundamental cause of their lack of success is likely to be the difficulty the teacher is having in effective implementation, rather than the individual student learning issues.

Intensive classrooms are those where over 50% of the students are consistently failing to meet benchmark goals. Teachers in these classrooms need substantial amounts of support and directed coaching both with the administrator, reading specialist, and Literacy Change Implementation Facilitator. These teachers need to be taught to use the core program with fidelity and be held accountable for effective implementation in the classroom. They also need to choose appropriate intensive interventions, if needed.

School-wide Level

Districts can use the same categories to identify entire schools in need of intensive or strategic support and the degree of autonomy the school will enjoy. For example, schools with consistently low performance (e.g. intensive) may be required to work closely with district staff and may have limited decision-making autonomy within the district. Schools that are categorized as benchmark may enjoy a great deal of autonomy as long as they continue to meet benchmark target goals.

Planning for Data Analysis

Literacy leaders should come to a data analysis meeting with school-wide *Literacy Change* data from a data management system.

Each literacy leader reviews the classroom data and identifies classrooms by teacher name in which:
- 75 – 80% of the students are meeting <u>benchmark</u> target goals
- 50 – 75% of the students are meeting target goals as <u>strategic</u>
- 50% or fewer are meeting target goals as <u>intensive</u>

Each literacy leader will answer the questions below while considering <u>each test and task</u>.

<u>Benchmark</u>
- In which <u>classrooms</u> are **75 – 80%** of students meeting benchmarks?
- In which <u>schools</u> are **75 – 80%** of the classrooms meeting the benchmarks on most if not all of the tasks?

<u>Strategic</u>
- In which <u>classrooms</u> are **50 – 75%** of students meeting benchmarks?
- In which <u>schools</u> are **50 – 75%** of the classrooms meeting the benchmarks on most if not all of the tasks?

<u>Intensive</u>
- In which <u>classrooms</u> are fewer than **50%** of students meeting benchmarks?
- In which <u>schools</u> are fewer than **50%** of students meeting benchmarks?

Assessment Driven Levels of Instruction

LEVELS	*Advanced*	*Benchmark*	*Strategic*	*Intensive*
Classrooms within Grade Levels	More than 80% of students are meeting Benchmark Goals	75-80% of students are meeting Benchmark Goals	50-75% of students are meeting Benchmark Goals	Less than 50% of students are meeting Benchmark Goals
Grade Level Within School	More than 80% of classrooms and/or students are meeting Benchmark Goals	75-80% of classrooms and/or students are meeting Benchmark Goals	50-75% of classrooms and/or students are meeting Benchmark Goals	Less than 50% of classrooms and/or students are meeting Benchmark Goals
School	More than 80% of all students K-5 are meeting Benchmark Goals	75-80% of all students K-5 are meeting Benchmark Goals	50-75% of all students K-5 are meeting Benchmark Goals	Less than 50% of all students K-5 are meeting Benchmark Goals

Assessing Implementation of Change

STAGES OF CONCERN

Typical Expressions of Concern About the 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.

Concerns-Based Adoption Model (CBAM)
Levels of Use of an Innovation

Instructions: Please read the descriptions of each of the eight levels related to adoption of your core program. Choose the level that best fits where you are in the adoption of the core.

①	**Level 0: Non-use** I have little or no knowledge of this core program, no involvement with it, and I am doing nothing toward becoming involved.
②	**Level 1: Orientation** I am seeking or acquiring information about this core program.
③	**Level 2: Preparation** I am preparing for the first use of this core program.
④	**Level 3: Mechanical Use** I focus most effort on the short-term, day-to-day use of the core with little time for reflection. My effort is primarily directed toward mastering tasks required to use the core in my classroom.
⑤	**Level 4 A: Routine** I feel comfortable using the core program in my classroom. However, I am putting forth little effort and thought to improve my use of the core program or its consequences.
⑥	**Level 4 B: Refinement** I vary the use of the core program to increase the expected benefits within the classroom. I am working on using the core program in a differentiated manner to maximize the effects with my students.
⑦	**Level 5: Integration** I am combining my own efforts with related activities of other teachers and colleagues to achieve impact in the classroom.
⑧	**Level 6: Renewal** I reevaluate the quality of use of the core program, seek major modifications of, or alternatives to, present innovation to achieve increased impact, examine new developments in the field, and explore new goals for myself and my school or district.

Griffin, D. and Christensen, R. (1999). Concerns-Based Adoption Model (CBAM) Levels of Use of an Innovation (CBAM-LOU). Denton, Texas: Institute for the Integration of Technology into Teaching and Learning.

REASONS FOR RESISTANCE TO CHANGE

Reasons Related to <u>Not Having the Ability to Change</u>:

1. Lack of knowledge and skill in the <u>content</u>
2. Lack of knowledge and skills in the <u>process</u>

Reasons Related to the <u>Lack of Willingness to Change</u>:

3. No one has made a clear case for change
4. There has been poor communication about the change
5. People do not believe the change is worthwhile
6. People are afraid they will fail
7. The change is not aligned with the school culture
8. Stakeholders are not adequately involved
9. Last of trust in the system or the leaders
10. Lack of leadership for change or positive role models
11. Inadequate resources (time, materials, and/or facilities)

Reasons Related to <u>Special Circumstances</u>:

12. Style differences that are misinterpreted as resistance
13. Sincere belief that the proposed change is wrong or is being implemented the wrong way
14. Personal reasons unrelated to the change (e.g. other huge project in process, impending retirement, pregnancy, illness, etc.)

Adapted from: Kaser, J., Mundry, S., Stiles, K.E., & Loucks-Hosley, S. (2006). *Leading Every Day: 124 Actions for Effective Leadership.* Corwin Press. Thousand Oaks, CA.

Strategies for Addressing Resistance Include: **Adapted From:** Systems
Thinking/Systems Change ©The NETWORK, Inc.

1. Build stronger relationships among all members of the organization.
2. Practice communicating negative as well as positive aspects of change.
3. Learn to dialogue.
4. Gather data to understand the basis of people's resistance.
5. Develop plans for addressing the concerns and needs people have with regard to the change.
6. Create a shared vision for what you are trying to accomplish.
7. Hold high expectations for each other in the organization.
8. Acknowledge change as a process
9. Empower stakeholders
10. Encourage all stakeholders
11. Set concrete goals
12. Show sensitivity
13. Model process skills
14. Develop strategies for dealing with emotions
15. Manage conflict
16. Communicate
17. Monitor dynamics

Change is Like an Iceberg...

Technical Solution

Beliefs   Culture

...there is a lot more under the
water than above the water

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A General Model of Instructional Leadership
Complete this chart on your own when directed

Instructional Leadership Characteristics	Skill Level				
	1	2	3	4	5
Developing a Mission and Goals					
Framing school wide literacy goals					
Communicating school wide literacy goals (internal and external)					
Championing literacy change through behavior					
Managing the Literacy Improvement Function					
Promoting quality instruction					
Supervising and evaluating instruction					
Allocating and protecting instructional time					
Coordinating the curriculum					
Monitoring student progress					
Promoting an Academic Learning Climate					
Establishing positive expectations & standards					
Maintaining high visibility					
Providing incentives for teachers & students					
Promoting professional development					
Developing a Supportive Work Environment					
Creating a safe and orderly learning environment					
Providing opportunities for meaningful student involvement					
Developing staff collaboration and cohesion (teams)					
Securing outside resources in support of school goals					
Forging links between the home and the school					

Key to Skill Level:
    1 = None
    2 = Needs Improvement
    3 = Fair
    4 = Good
    5 = Excellent

Participant Activity
Framing Leadership: A Literacy Leader – What Do I Do? What Should I Be Doing?

1. Reflect for a moment about the behaviors (on the chart below) that leaders' exhibit.
2. Estimate how many hours per week you allocate to each behavior (be candid).
3. Star the behaviors that you think will have the biggest impact on your students' ability to read and write.
4. Use a highlighter and identify the behaviors you wish to increase. Set a goal for yourself and assign the number of hours you will engage in these starred activities per week.

Principal Leadership Behavior	Hours Per Week (40)
1. Talk/Meet with Teachers/Parents	
2. Classroom Observations & Evaluations	
3. Discipline Students	
4. IEP Meetings	
5. Lunch/Bus Duty	
6. Budget/Administrative Duties	
7. Recruiting, Hiring, Orienting	
8. Curriculum/Professional Development	
9. Building Management	
10. Staff Meetings	
11. Scheduling/Subs	

"Talking the Talk"

High quality school literacy programs have a common language and display consistent behaviors that are guided by well-understood and articulated principles. These principles are deeply embedded in the school's culture. Literacy leaders use these principles to implement their Reading First Plan by shaping practices and behaviors. There are no mixed messages to administrators, teachers, coaches, students, parents, or community members. These principles must reflect the beliefs, values, and assumptions that literacy leaders want to embed into the culture of the school.

A shared common language about teaching literacy and student learning is apparent to a greater extent in effective schools than in less effective schools.

Source: Murphy, J., *Leadership for Literacy: Research-based practice, PreK-3* **(2004). Corwin Press, CA,**

A comparison of highly effective and less effective practices in schools

High Mastery - Effective	Lower Mastery - Ineffective
Teachers refer to instructional competencies when describing their expertise	Teachers refer to personal, social and managerial when describing their expertise
Ambitious goals for student achievement	Goals centered on adult needs or values
Clear, well articulated vision	Little sense of direction
Clear sense of direction that can be stated in a few crisp sentences	Focus on maintaining order and tranquility
Enthusiasm and "can-do" attitude	Piecemeal management of programs
Spend time on what matters most in their priorities (role-modeling)	Looks for compliance, not results
Creates a sense of purpose, generates expectations, commitment	Lack common understanding of goals
Links activities to overarching goals	Lack common understanding of activities
Goals are focused on student achievement	Goals focus on ensuring a "smooth running" school

Stakeholder Analysis

Stakeholder analysis is the technique used to identify the key people who need to support your change initiative. You then develop a plan to build the support that will help you succeed.

Using a Stakeholder-based Approach Allows You to:

- Use the opinion of powerful stakeholders early and often to shape your project because this builds support, and improves the quality of your effort
- Gain support from powerful stakeholders to help you win more resources
- Engage in early dialog with stakeholders to help ensure that they *really* understand your approach
- Anticipate reactions, implement and develop appropriate plans

Steps for Completing a Stakeholder Analysis:

- List and prioritize all of the stakeholders in your school/district
- Identify their position in the school
- Identify current position of each stakeholder on the grid (where they really are, not how you wish they felt)
- Consider if you're satisfied with their location on the grid; are they important to the success of Reading First in your school?
- Develop a plan to gather more support from priority stakeholders

Stakeholder Planning:

- What stake do they have in the outcome of your work?
- What information do they have? From whom? What additional information do they need?
- Who influences their opinion?
- How might you engage them in discussing your project?
- If you can't gain their support, what is Plan B?

Stakeholder Analysis #1 – Somewhere School: 9/15/04

Stakeholders	+2	+1	Neutral	-1	-2
Joe Brown Superintendent			X		
Susan Raymond, District Coordinator					X
Ed Maresco Principal		X			
Ms. Hanchette 3rd Grade Teacher (1 yr. from retirement)					X
Mrs. Jones 2nd Grade Teacher (2nd Year)	X				
Mrs. Carr 3rd Grade Teacher (Union Rep)				X	
Ms. Galvin Reading Teacher K-3 (12 yrs experience)	X				
Mr. Martin SPED Teacher 4th Grade (5yrs experience)		X			
Ms. Bontempo Reading Teacher (5yrs experience)				X	

Stakeholder Action Plan #1 – Somewhere School

- Reading Specialist meets with District Coordinator bi-monthly

- Reading Specialist and Principal meet regularly with Superintendent

- Principal assigns Ms. Galvin to provide intervention in Ms. Hanchette's classroom and provides regular evaluative follow-up

- Ms. Galvin mentors Ms. Bontempo (use coaching schedule to monitor)

- Ms. Jones' classroom becomes a model – arrange visitations

- Reading Specialist forms a Literacy Leadership Team – sets up schedule for meetings; make sure that Ms. Carr is on the team

Stakeholder Analysis #2 – Somewhere School: 11/15/05

Stakeholders	+2	+1	Neutral	-1	-2
Joe Brown Superintendent		X			
Susan Raymond, District Coordinator			X		
Ed Maresco Principal		X			
Ms. Hanchette 3rd Grade Teacher (1 yr. from retirement)					X
Mrs. Jones 2nd Grade Teacher (2nd Year)	X				
Mrs. Carr 3rd Grade Teacher (Union Rep)			X		
Ms. Galvin Reading Teacher K-3 (12 yrs experience)	X				
Mr. Martin SPED Teacher 4th Grade (5yrs experience)				X	
Ms. Bontempo Reading Teacher (5yrs experience)				X	

Stakeholder Action Plan #2 – Somewhere School

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Tips for Literacy Leaders from Best Practices Research

- Effective schools focus on *a few* clearly articulated, agreed upon, and measurable literacy goals around which staff energy and resources are focused.

- Effective schools expand the literacy goals into *a few* coordinated objectives, each with an action plan and manageable scope.

- Effective schools use teams to carry out, coordinate, communicate, and integrate goals and objectives.

Six Characteristics of High Performing Literacy Leaders

1. Literacy is the top priority of the school - Reading is First!

"Across the four most effective schools in this study, reading was clearly a priority. The teachers and principals considered reading instruction their job and they worked at it. They worked together, worked with parents, and worked with a positive attitude to reach the goal of all children reading well before they left (third) grade. They set personal preferences aside in order to reach consensus on schoolwide monitoring systems, curriculum, and professional development, with the constant goal of improving an already effective reading program."

(Taylor, B.M., Pearson, P.D., Clark, K.F., & Walpole, S. (199, September). *Beating the odds in teaching all children to read.* Ann Arbor: University of Michigan, Center for the Improvement of Early Reading Achievement. p.9)

2. Educators are committed to making a difference.

Teachers in schools where learners perform well in reading, not only believe that they have "the power to influence a child's maturation," they also have the will to teach all students to read well."

Source: Murphy, J., *Leadership for Literacy: Research-based practice, PreK-3* (2004). Corwin Press, CA, (p. 55)

3. Educators hold high expectations for student achievement.

"One generalization can be made about the elements of a successful reading program; in practice these factors reflect a belief on the part of principals and teachers that children can be taught to read, regardless of motivation or background. "

(Armor, D., Conroy-Osequera, P., Cox, M., Kind, N., McDonnell, L., Pascal, A., et al.(1976, August). *Analysis of the school preferred reading program in selected Los Angeles minority schools* (Report No. R-2007-ASUSD). Santa Monica, CA:RAND. (p.40.)

4. Decisions and Actions Map Backwards from the Child

"In schools that bring all learners to mastery of literacy skills student learning is the highest priority when compared with curriculum and instruction."

(Fisher, C., & Adler, M. A. (1999, December). *Early reading programs in high-poverty schools: Emerald Elementary bets the odds.* Ann Arbor: university of Michigan, Center for the Improvement of Early Reading Achievement. (p. 58)

5. Staff Maintains a Strong Academic Press

"...In schools that promote high levels of literacy, there is (1) a strong academic emphasis and a climate of challenge, (and) (2) a powerful 'achievement orientation' in the administrative ranks."

Source: Murphy, J., *Leadership for Literacy: Research-based practive, PreK-3* (2004). Corwin Press, CA, (p. 59) ww

6. Educators Assume Responsibility for Student Learning

"The staffs of declining schools...tend to displace the responsibility for skill learning on the parents or the students themselves."

"Schools that excel in helping youngsters master literacy skills operate from a different mind-set: 'teaching failure is not excused...when students fail to learn, the school assumes the major responsibility'..."

Source: Murphy, J., *Leadership for Literacy: Research-based practice, PreK-3* (2004). Corwin Press, CA, (p. 61)

Name of Program:

Name of School: **District:**

Implementation Facilitator: **Date:**

ACTION PLAN FOR 2006-2007

Priority Goal to be Addressed:

Activities/Actions	Person(s) Responsible	Due Date	Resources	Plan to Evaluate

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