

# Translating Characteristics of Effective School Reading Programs into Practice



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# Topics to Be Covered

 **Trends Across Recent Large-Scale Studies of Effective Schools and Teachers**

 **Research on Effective School Reform**

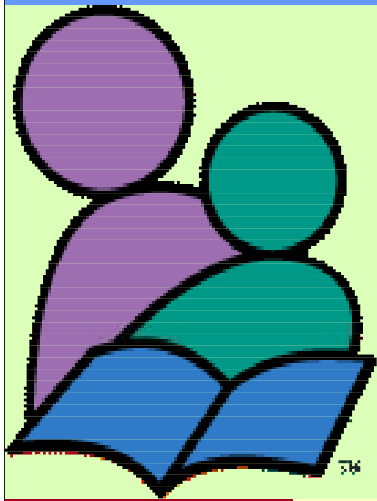
 **CIERA School Change Study: Translating Research into Practice**

 **Learning Organizations: Reading Enhancement**

# Characteristics of Effective Schools: A National View

Characteristic	Study				
	Hope/ Urban Ed	CIERA	Pros- pects	Texas Title I	Chica- go
Put students first	X	X		X	X
Strong Leadership	X		X		X
Teacher collaboration	X	X		X	X
Systematic Assessment/ Use of data	X	X		X	X
Strong Links to parents	X	X	X	X	X

# Effective Schools and Accomplished Teachers: Teaching All Children to Read







# CIERA

Center for the Improvement of  
Early Reading Achievement

Barbara Taylor,  
P. David Pearson,  
Kathleen Clark, &  
Sharon Walpole

The full report is available at [www.ciera.org](http://www.ciera.org)  
and will appear in The Elementary School  
Journal in November, 2000.






# Schools that achieve unexpected results in high poverty settings (CIERA study)..

-  Reach out to parents as partners (correlation with achievement = .73)
-  Use collaborative approaches among classroom and special teachers for reading instruction to better meet individual student needs (correlation with achievement = .37)
-  Monitor student progress across grades with internally developed assessment tools (correlation with achievement = .42)
-  Make reading a school-wide priority (135 minutes per day)

# Characteristics of Accomplished Teachers: A National View

Characteristic	Knapp	Chicago	Pros- pects	CIERA	CELA NY/NJ
Balanced Instruction	X	X	X	X	X
Higher Order Thinking	X	X	X	X	X
Small Group Instruction			X	X	X
Effective Management				X	X

# Teachers who work in the schools identified as most effective (CIERA study)

-  Reach out to parents (correlation with achievement,  $r = .26$ )
-  Emphasize small group instruction (60 minutes,  $r = .30$ ) in addition to whole class instruction (24 minutes)
-  Provide an extra edge in opportunity for independent reading (28 minutes/day,  $r = .32$ )
-  Supplement explicit phonics instruction by coaching students in applying phonics to real text
-  Emphasize all levels of comprehension, especially higher order comprehension and writing in response to reading

# Looking across ALL schools, those teachers who rate high on a scale of accomplishment (CIERA study)...



Spend more time in small than whole group instruction (48 vs. 25 minutes for most accomplished teachers as opposed to 25small/48 whole for least accomplished teachers)



Maintain high levels of student engagement on task (96% for most accomplished teachers versus 62% for least accomplished)



Prefer coaching (48% of most accomplished versus 8% of least accomplished) over telling ( 7% of most accomplished versus 75% of least accomplished) as an interaction style Use coaching while reading to supplement explicit phonics instruction



Emphasize all levels of comprehension, especially higher level comprehension and writing in response to reading



# Research on Effective School Reform Practices (from Moffett, Ed Leadership, April, 2000)



**Develop a Reform-Support Infrastructure**



**Nurture Professional Communities**



**Reduce Turnover**



**Use Facilitators to Build Capacity**

# Research on Effective Professional Development (from Moffett, Ed Leadership, April, 2000)



**Provide Abundant Staff Development**



**Balance Pressure with Support**



**Provide Adult Learning Time**



**Reduce Fragmentation and Overload**

Using the findings from our work and the work of others, we have developed...

**The CIERA School Change  
Framework, dedicated to...  
Improving reading achievement  
through school- wide  
collaboration and choice**

**Barbara Taylor, U MN/CIERA**

**David Pearson, MSU/CIERA**

# CIERA School Change Framework Assumptions



**No single solution to reform exists. Schools are at different places with different needs.**



**Schools will benefit from becoming collaborative, learning communities.**



**Teachers will benefit from reflection and change efforts related to their teaching practices.**

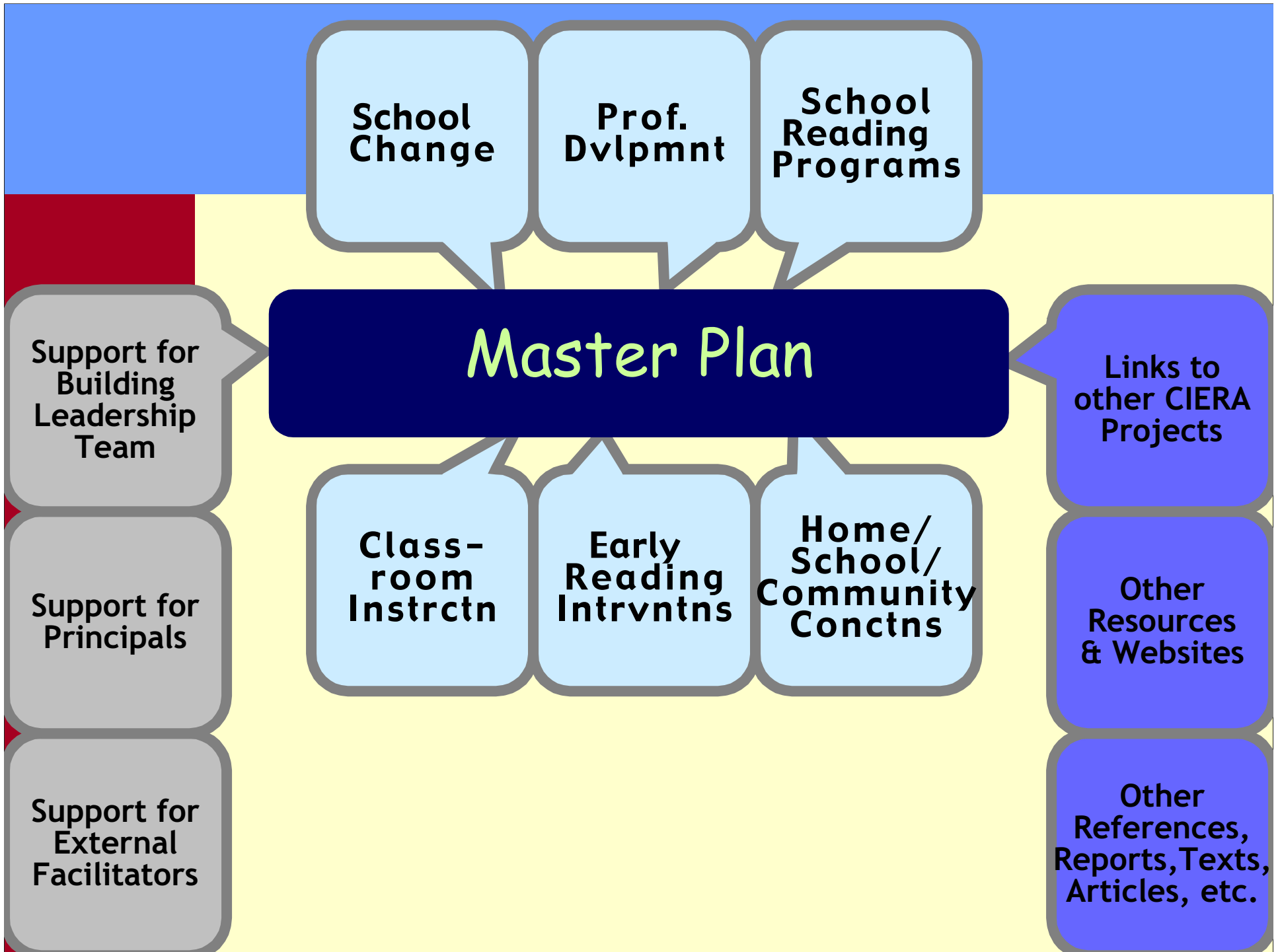


**School staff must put the children first.**

# Master Plan

Master Plan  
For CIERA  
School  
Change  
Project

1. **75% agreement to participate**
2. **Cross grade and role collaboration**
3. **Every child is everyone's responsibility**
4. **External facilitator – 8 hours/week min.**
5. **Building leadership team**
6. **Professional development/school change effort for 3 years min.**
  - ◆ **Large group mtngs – 1–2 hrs/mnth**
  - ◆ **Small group activities– 1–2 hrs/wk**  
(e.g., study groups, video sharing)
7. **Plan for involving parents as partners.**



# Description of the CIERA School Change Framework



**Internet-based delivery system.**



**Main topics (school change, prof. dvlpmnt, school-wide rdg program, classroom instruction, early reading interventions, school/home/community connections) divided into subtopics.**



**Each subtopic developed through text, short readings, research references, video clips of effective practice (where applicable), suggested whole-school and study group activities, links to other resources.**



**Discussion site for schools participating in project to share ideas.**

# Research Design



**7 Schools Used Framework in 1999–2000 (LA; Minneapolis; St. Paul; Southfield, MI; Roxboro, NC). 14 schools using framework in 2000–2001. Schools range from 70–90% poverty.**



**2 teachers per grade (K–6), 6 children per class (2 low, 2 average, 2 high) participating in data collection: 3 classroom observations, 3 interviews, 2 weeks of logs for teachers; fall and spring assessments of reading and writing for children.**




# **One Focus in 2000-2001: Improving Classroom Instruction**

**Use of observation data to help teachers pinpoint one or more aspects of instruction to improve upon.**


**Use of the video clips on the website to examine effective practice.**

**Use of video sharing, coaching and/or support from a peer, a study group, or the external facilitator to improve classroom practice.**

# Resources from the CIERA School Change Project

 **CIERA School Change Observation Training Kit – Available in August, 2000 (manual, training videos, CD with video clips to illustrate categories within coding levels – e.g. recitation/coaching, lower/higher level questioning).**


 **CIERA School Change Website – Available by January, 2001.**


 **Please check the CIERA School Change website for more information – [www.schoolchange.ciera.org](http://www.schoolchange.ciera.org) or the main ciera home page, [www.ciera.org](http://www.ciera.org)**

# Learning Organizations

## **Reading Enhancement**


# Effective School-Wide Practices


 **Strong School Leadership**


 **Strong teacher collaboration**

 **Use of data to inform instruction**

 **Focus on professional development and innovation**

 **Collaborative responsibility for improvement**












 **Work as a team with staff and families**

 **Strong links to parents**

 **Early reading intervention**

 **Teachers as a community of learners**





# Developing Learning Organizations




-  **Common Culture**
-  **Principal and Teacher Continuity**
-  **Front Load Support for Implementation**
-  **Professional Development**
-  **Build Relationships**
-  **Build Infrastructure**
-  **Use Change Facilitators**
-  **Strengthen Communications**
-  **Reduce Overload and Fragmentation**
-  **Restructure Teacher Time**
-  **Balance Pressure and Support**

# SCHOOL DEMOGRAPHIC CHANGE

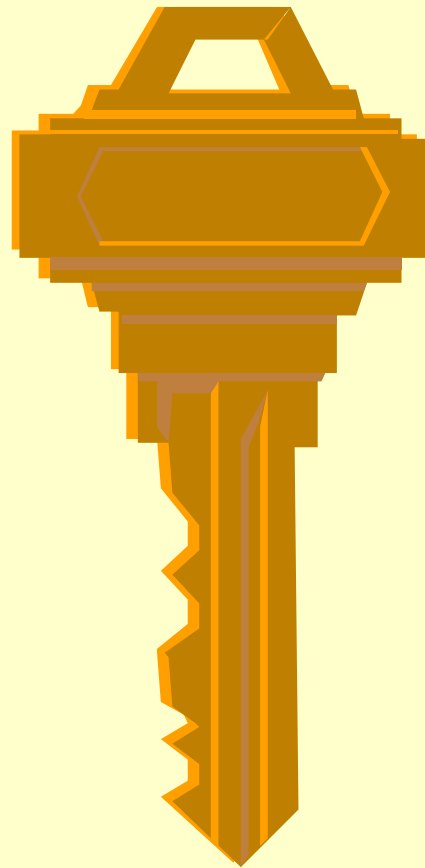
	<b>BEGINNING</b>	<b>P RESENT</b>
<b>NUMBER OF STUDENTS</b>	<b>500</b>	<b>800</b>
<b>POVERTY</b>	<b>15%</b>	<b>85 %</b>
<b>NON-ENGLISH SPEAKING</b>	<b>12%</b>	<b>42 %</b>
<b>STUDENTS OF COLOR</b>	<b>15%</b>	<b>75 %</b>
<b>MOBILITY</b>	<b>18%</b>	<b>40 %</b>

# The Journey Begins: Roadmaps


-  **USE OF DATA TO INFORM CHANGE**
-  **DECISIONS MADE COLLABORATIVELY**
-  **TEACHER LEADERSHIP**
-  **ORGANIZATIONAL CHANGE STRUCTURES**

-  **CHOOSING LEVERAGE POINTS**
-  **RESEARCHER-BASED CURRICULUM**
-  **JOB EMBEDDED PROFESSIONAL DEVELOPMENT**

# KEYS FOR THE JOURNEY




 **OWNERSHIP OF  
THE PROCESS**

 **DIALOGUE AND  
REFLECTION**

 **ESSENCE WITH  
FORM**

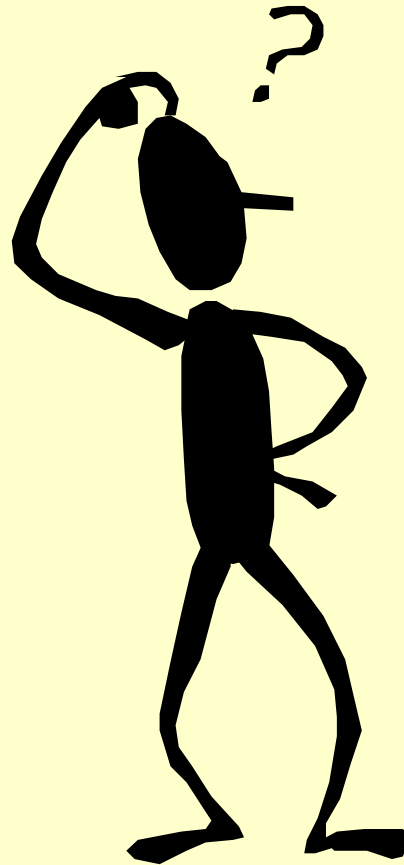
 **CORE  
FACILITATORS**

 **STUDY GROUP  
FORMAT**






 **MASTER  
TEACHERS**



# WHAT'S THE DEAL?



# NEEDS ASSESSMENT RESULTS

-  **ON-TASK BEHAVIOR**
-  **STANDARD CURRICULUM**
-  **BEST INSTRUCTIONAL PRACTICES  
TO MEET NEEDS OF DIVERSE  
LEARNERS**
-  **SHIFT RESOURCE SUPPORT TO  
PRIMARY GRADES**
-  **SPACE**

# DECISION-MAKING MODELS

## ORGANIZATIONAL DESIGN





**Schools must have viable structures in place where a majority of problems can be addressed by an informed and representative group.**

# DECISION-MAKING MODELS

## COMMITTEE/TASK FORCE

**A group of people who have passion and knowledge around a topic and are representative of the stakeholders. They are charged to problem-solve concerns and make decisions for others.**

# MATCHING STAFF AND PROGRAMS

-  **NEEDS ASSESSMENT OF LEARNING GAPS (STUDENTS)**
-  **NEEDS ASSESSMENT OF SKILL GAPS (STAFF)**
-  **READING FOR CHANGE AND DIRECTION OF CHANGE**
-  **DELINIATING CHANGE PROCESS WITH STAFF**

# CREATING TIME



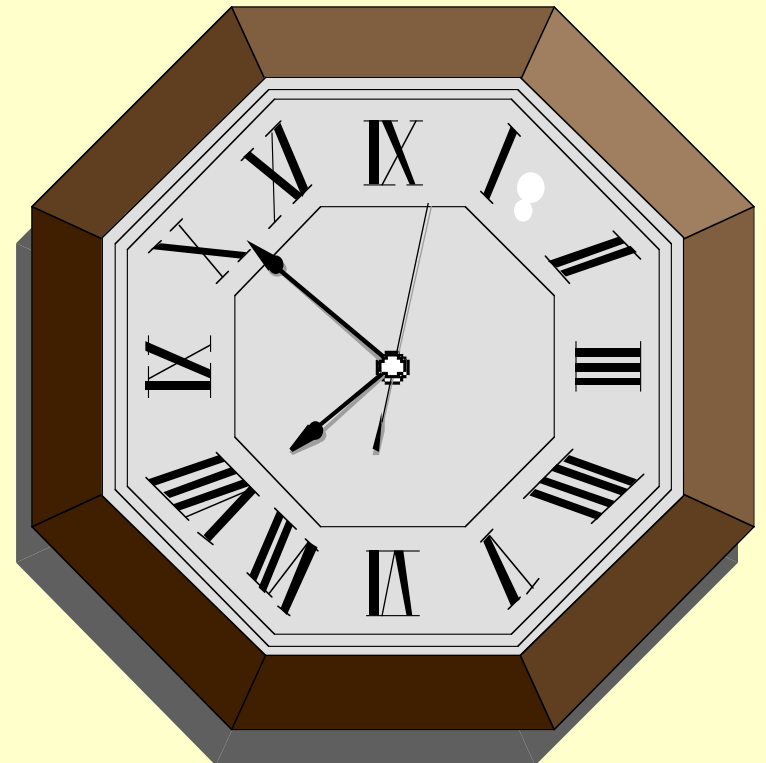
**DROP  
SOMETHING**



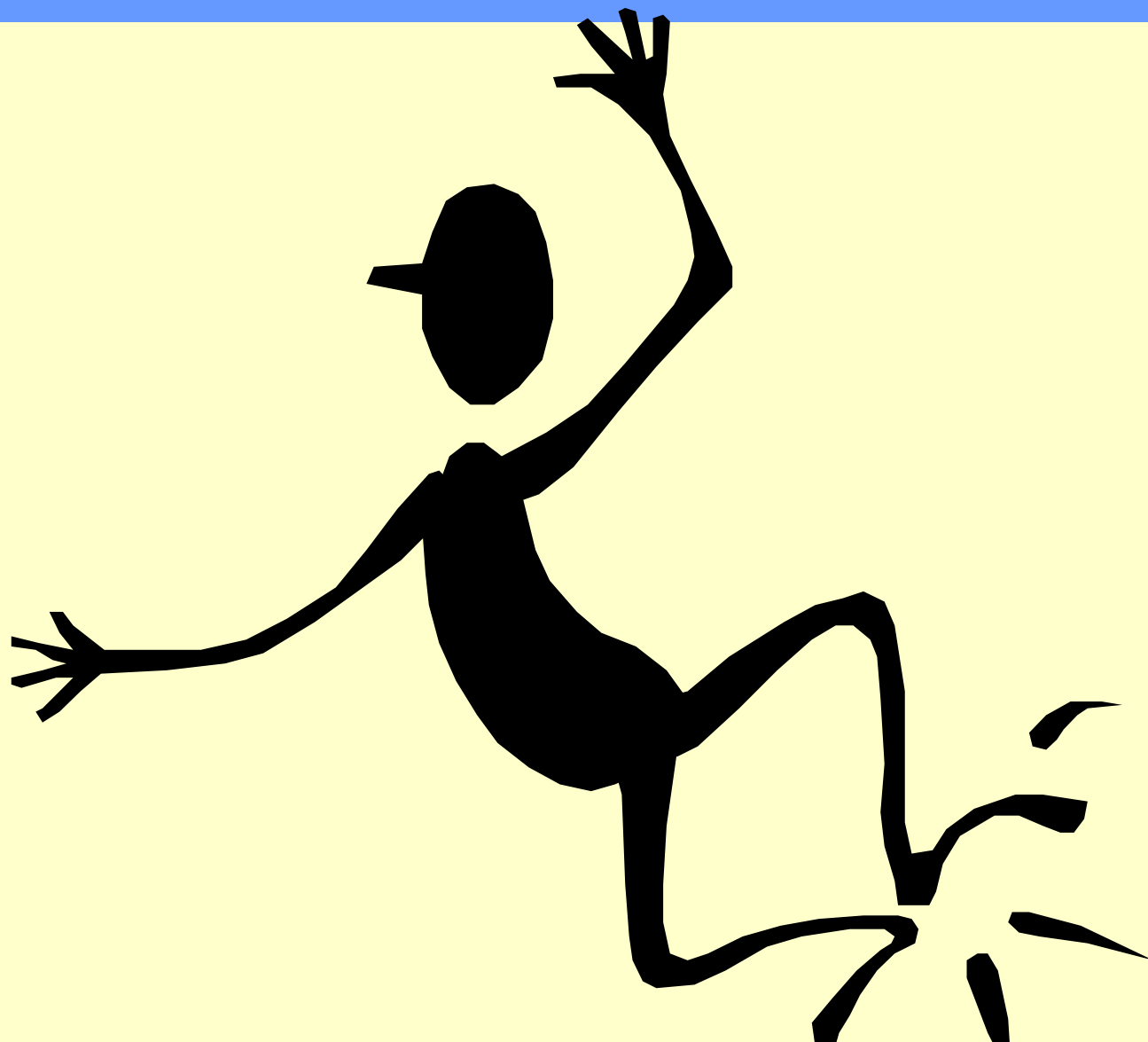
**MAKE IT A  
PERMANENTLY  
SCHEDULED TIME**



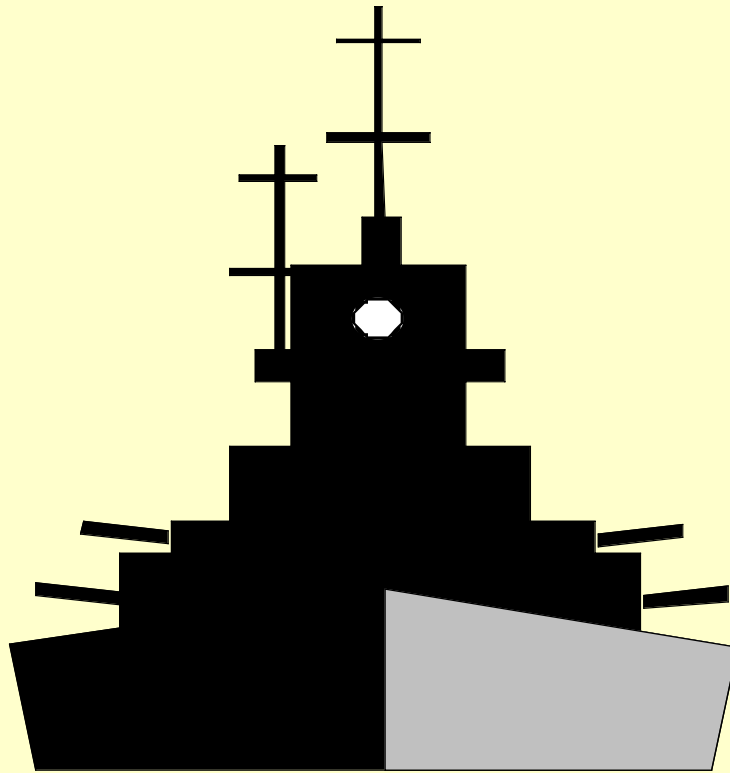
**PRIORITY IS  
INSTRUCTION**



THIS TOO SHALL PASS



YOU WILL BE ASSIMILATED,  
RESISTANCE IS FUTILE.













BE THE CHANGE YOU ARE  
TRYING TO CREATE




# References

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-  Wharton-MacDonald, R. W., Pressley, M., & Hampston, J.M. (1998). Literacy Instruction in Nine First-Grade Classrooms: Teacher Characteristics and Student Achievement. The Elementary School Journal. 99.101-128.

# Research Design in 1999-2000 (cont.)

 **Observations of and field notes from large group and study group meetings, from external facilitators.**

 **Analysis of 1) status of and growth in students' reading and writing, 2) status of and change in teachers' classroom practices, 3) status of and change in school practices related to reading.**