

School-Wide Reading Improvement: What Does the Research Say? How Do We Make It Happen ?



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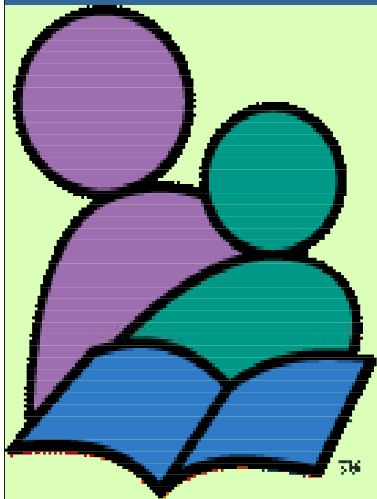
Topics to Be Covered

-  **Trends Across Recent Large-Scale Studies of Effective Schools and Teachers**
-  **Highlights on Accomplished Teachers from the CIERA Study of Effective Schools and Accomplished Teachers**
-  **CIERA School Change Study: Translating Research into Practice**
-  **CIERA School Change Study: Results from Classroom Observations**
-  **CIERA School Change Study: Using Data to Improve Classroom Instruction**

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,
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Sharon Walpole

The full report is available at www.ciera.org

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**

Teacher Factors By School Effectiveness (CIERA study)

Approach to Word Recognition Instruction in Grades 1 and 2

	Coaching During Reading	Explicit Phonics Instruction	Practice on Sight Words
3. Most Effective	53%	60%	27%
2. Moderately Effective	17%	61%	0%
1. Least Effective	13%	60%	40%
	3>2=1		3>2, 1>2

Teacher Factors By School Effectiveness (CIERA study)

Approach to Comprehension Instruction in Grades 1 through 3

	Text-Based Questions	Higher-Level Questions	Writing in Response to Reading
3. Most Effective Schools	37%	37%	47%
2. Moderately Effective Schools	34%	7%	24%
1. Least Effective Schools	45%	0%	27%

3 > 2 = 1

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

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**

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.**

**School
Change**

**Prof.
Dvlpmnt**

**School
Reading
Programs**

Master Plan

**Support for
Building
Leadership
Team**

**Support for
Principals**

**Support for
External
Facilitators**

**Class-
room
Instrctn**

**Early
Reading
Intrvntns**

**Home/
School/
Community
Conctns**

**Links to
other CIERA
Projects**

**Other
Resources
& Websites**

**Other
References,
Reports, Texts,
Articles, etc.**

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 in 1999-2000


 **7 Schools Using Framework (LA; Minneapolis; St. Paul; Madison; Southfield, MI; Roxboro, NC). Schools range from 64-95% poverty, with the exception of 1 school.**

 **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, 1 week of logs for teachers; fall and spring assessments of reading and writing for children.**








Research Design in 1999-2000 (cont.)

 **Observations of and field notes from large and small group meetings related to project.**

 **Logs and field notes 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.**


Observation Procedures

-  **Record for 5 minutes what is happening/ being said.**
-  **Count the number of children **on task** out of all the children in the room and code the following:**
 -  **1) grouping patterns (whole class, small group, etc.)**
 -  **2) reading activities (reading connected text, phonics work, discussing story, comprehension strategy work, etc.)**
 -  **3) materials used (textbook, trade book, worksheet, etc)**
 -  **4) interaction styles (telling, recitation, coaching, etc.)**
 -  **5) expected student responses (reading, oral responding with turn-taking, writing, etc.)**

Sample of Observational Notes

9:38 Small group continues. T is taking running record of child's reading. Others reading familiar books. Next, T coaches boy on sounding out "discovered." Covers up word parts as he says remaining parts. T: Does that make sense? . T: What is another way to say this part ["cov" with short o]? Ch I teacher's students still reading silently at back. T passes out new book: My Creature. T has students share what the word creature means. Ss: animals, monsters, dinosaurs, Dr. Frankenstein. 11/12 OT (On Task)

Analysis of Observational Codes

 **Calculate the mean pupil time on task rate**

Calculate the percent of segments in which:

- 1) teacher was working with students in various grouping patterns**
- 2) teacher was working with students on various reading activities**
- 3) teacher was using particular types of materials**
- 4) teacher was using various interaction styles**
- 5) students were expected to be responding in various ways**

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 or the main ciera home page, www.ciera.org

References

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