Characteristics of Effective Early Literacy Programs

Barbara Taylor
CIERA/University of Minnesota

P. David Pearson
CIERA/Michigan State University

Topics to Be Covered

📖 **Trends Across Recent Large-Scale Studies of Effective Schools and Findings from the CIERA Study of Effective Schools and Accomplished Teachers**

📖 **Trends Across Recent Large-Scale Studies and 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: 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

3

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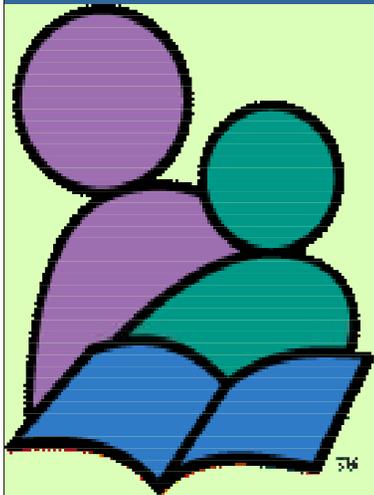
CIERA

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

4

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

  📖 **Reach out to <u>parents</u> as partners (correlation with achievement = .73)**

  📖 **Use <u>collaborative</u> approaches among classroom and special teachers for reading to provide small group instruction and to better meet individual student needs (correlation with achievement = .37)**

  📖 **<u>Monitor student progress</u> across grades with internally developed assessment tools (correlation with achievement = .42)**

  📖 **Make <u>reading a school-wide priority</u> (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 <u>parents</u> (correlation with achievement, r = .26)
- 📖 Emphasize <u>small group instruction</u> (60 minutes, r = .30) in addition to whole class instruction (24 minutes)
- 📖 Provide an extra edge in opportunity for <u>independent reading (28 minutes/day, r = .32)</u>
- 📖 Supplement explicit phonics instruction by coaching students in <u>applying phonics to real text</u>
- 📖 Emphasize all levels of comprehension, especially <u>higher order</u> comprehension and <u>writing</u> 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 Instructn	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

Metacognitive Dialogue on Strategies

- Matthew:The point is to be able to read on your own this summer. What if you come to a big long word? Yes, sound it out. What else can you do? Yes, you can twist it a little (e.g., try a different vowel sound in 'terrible'). Also you can ask yourself if it makes sense. And if you try these things, then what do you do? Yes, skip it, or what else? Yes, you can ask someone.

9

Cecelia: How did you figure out 'squirt" Tom?

Tom: I sounded it out.

Cecelia: You could also look at the picture.

Tom: Also make sure it makes sense.

Beth: I noticed that Mara got stuck and skipped it and read around it and then came back to it. That's good thinking.

11

Beth: What could give you a clue on that word?

Prompts to Figure Out Words - Specific

Lora is helping a group reading aloud:

Woah, back up there. Frame the work with 'i - n".

What is the first sound? What is the second sound?

What's the word?

13

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	

14

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 <u>higher level</u> comprehension and <u>writing</u> in response to reading

More of the most accomplished teachers (n = 7) were frequently observed helping their children track and read than the least accomplished teachers (n = 2).

Kindergarten children in the most accomplished schools scored higher on phonemic segmentation and blending in the most effective schools (9.8/16) than children in the moderately effective (4.6) or least effective (2.8) schools.

More teachers in the most effective schools were frequently observed helping their children write for sounds than in the least effective schools.

Characteristics of Four Highly Accomplished Primary Grade Teachers

- High expectations for student learning and behavior
- Coaching students (to be more successful) as they are engaging in literacy activities (often in small groups)
- Providing authentic, engaging literacy activities for students (e.g. 20-30 minutes a day of independent reading, writing in response to reading, writing)
- Fostering independent learners
- Establishing classroom management routines which help students become independent learners

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

The CIERA School Change Project, 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.**

20

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

Support for
Building
Leadership
Team

Master Plan

Links to
other CIERA
Projects

Support for
Principals

Class-
room
Instrctn

Early
Reading
Intrvntns

Home/
School/
Community
Conctns

Other
Resources
& Websites

Support for
External
Facilitators

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 grad e (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.

24

  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.

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)

6   C/s/r   r/t/a/r   wr/t/c/or(indv)   v/t/r/or

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.)

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.

29

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**

30

References

📖 Designs for Change. (1998). Practices of Schools with Substantially Improved Reading Achievement. (Chicago Public Schools) www.dfc1.org/summary/report.htm

📖 Knapp. M.S., and Associate (1995). Teaching for Meaning in high-poverty classrooms. New York: Teachers College Press.

📖 Morrow, L. M., Tracey, D. H., Woo, D. G., & Pressley, M. (1999). Characteristics of exemplary first-grade literacy instruction. The Reading Teacher, 52, 462-476.

📖 Puma, M.J., et al (1997). Prospects: Final Report on Student Outcomes. (Title I) Washington:,DC: U.S. Dept.of Ed., Planning and Evaluation Service.

📖 Taylor, B.M., Pearson, P.D., Clark, K., & Walpole, S. (1999). Beating the Odds in Teaching All Children to Read. (CIERA Report # 2-006) Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

📖 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

31