

Translating Characteristics of Effective School Reading Programs into Practice

Barbara Taylor

**University of Minnesota
and Center for the Improvement of
Early Reading Achievement**

www.ciera.org

www.schoolchange.ciera.org

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**

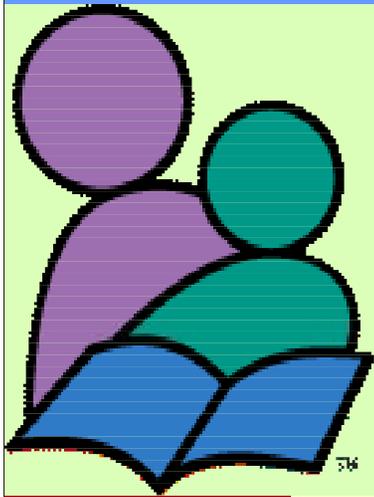
Characteristics of Effective Schools: A National View

from Taylor, Pressley, & Pearson (in press), Increasing Reading Achievement:

Research-Supported Characteristics of Teachers and Schools, National Education Assoc.

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
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 from Taylor, Pressley, & Pearson (in press), *Increasing Reading Achievement: Research-*

Supported Characteristics of Teachers & Schools, National Education Assoc.

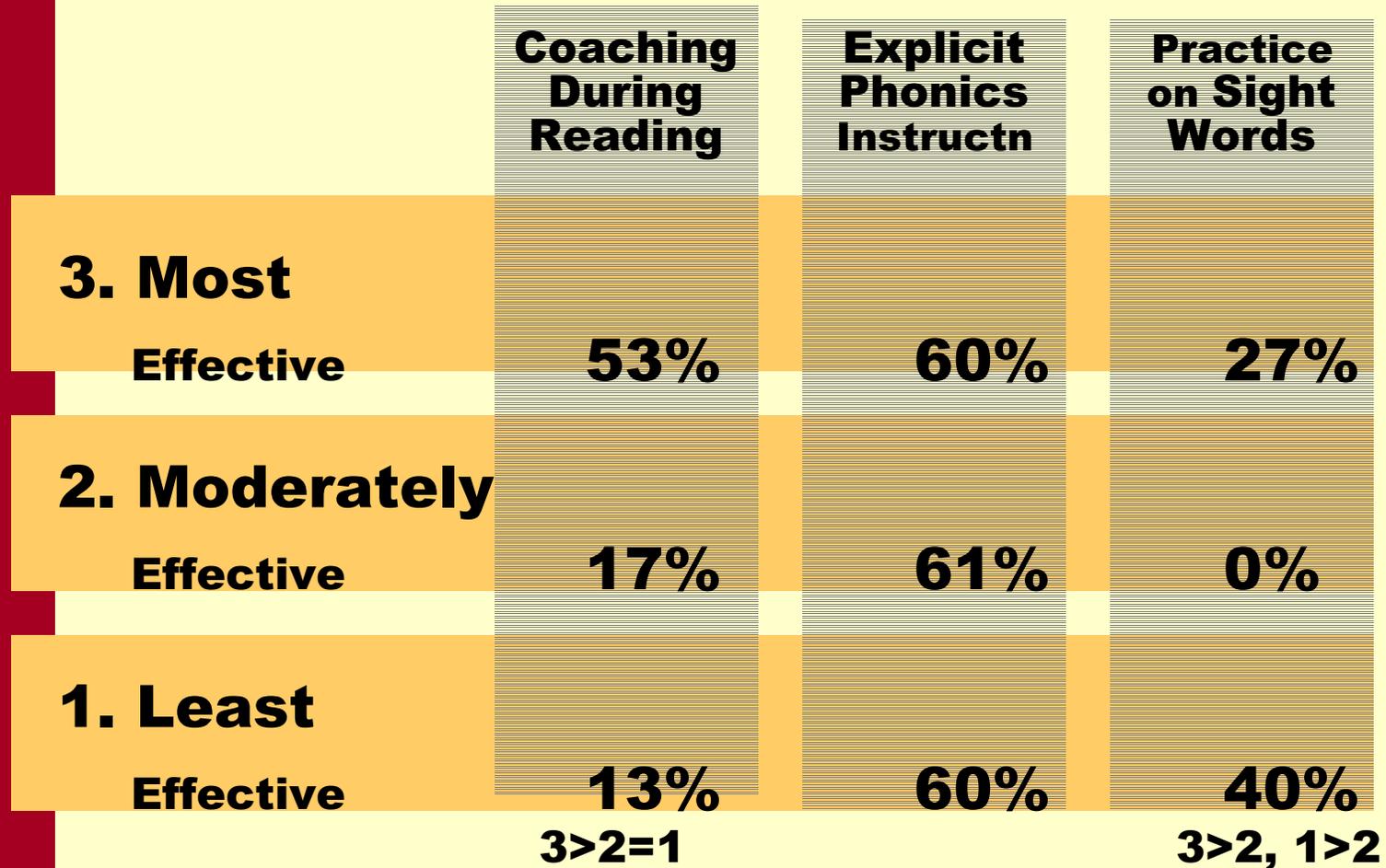
Characteristic	Knapp	Chicago	Pros- pects	CIERA	CELA NY/NJ
Balanced Instruc- tion	X	X	X	X	X
Higher Order Thinking	X	X	X	X	X
Small Group Instruc- tion			X	X	X
Effective Manage- ment				X	X

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: 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.**

Metacognitive Review of Strategies Used to Figure Out a Word

**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.

Praise for Use of Strategies

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

Prompts to Figure Out Words- General

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?

Prompts to Figure Out Words - Specific

Lora is helping a group reading aloud:

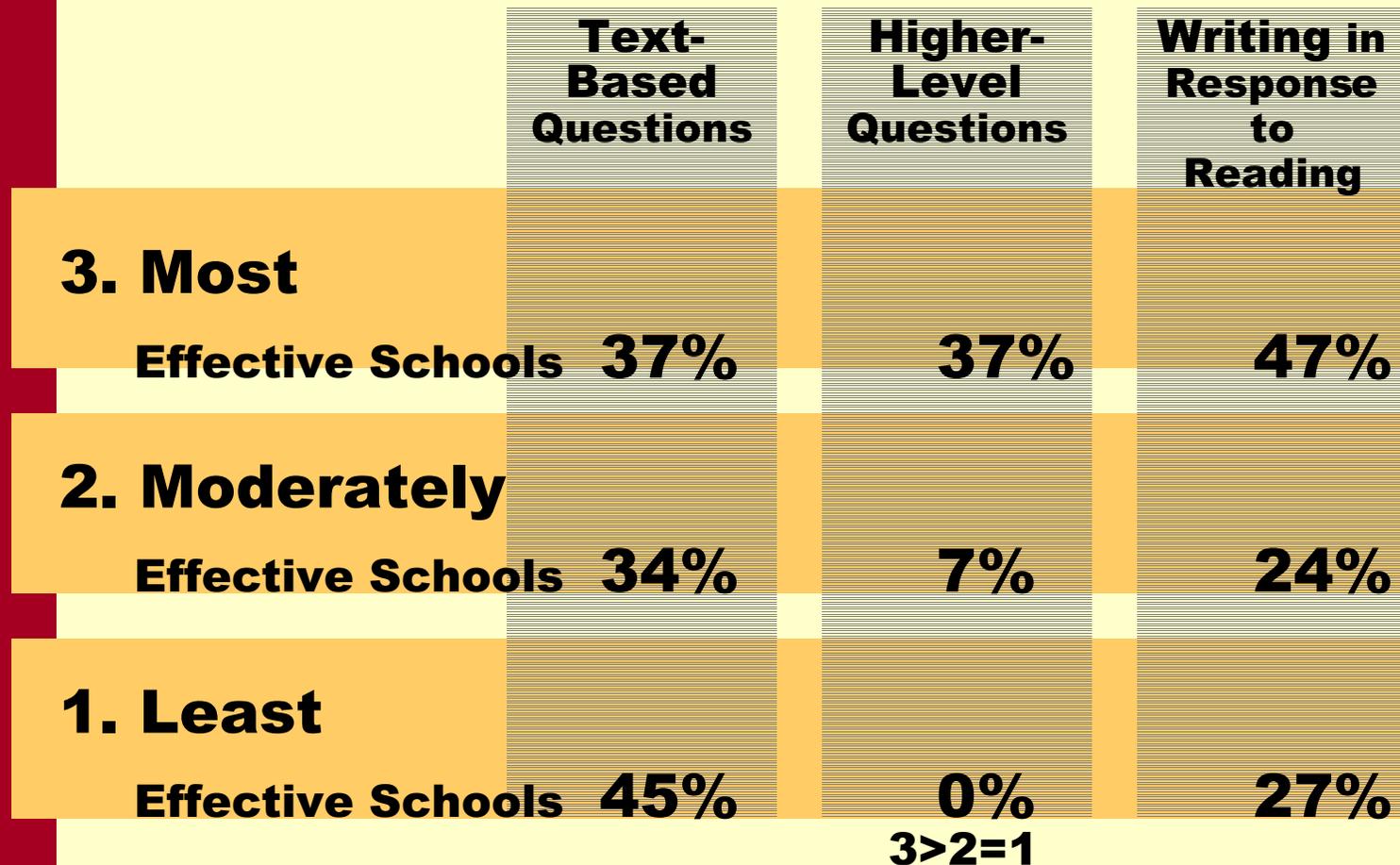
Woah, back up there. Frame the work with 'i - n'.

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

What's the word?

Teacher Factors By School Effectiveness (CIERA study)

Approach to Comprehension Instruction in Grades 1 through 3



Focus on Higher Level Questioning

Questioning or prompting to expand (not to assess) students' comprehension of what they have read.

Ask children to interpret the story at a higher level of thinking or summarize it in just a few sentences.

Ask children to relate the story to their lives.

Purpose: to get children to stretch their understanding of the story by responding to questions.

Higher Level Questions to Stretch Children's Thinking



What are some good/unfortunate things that happen in the story?

Why do you think these are good/unfortunate ?



If you were the main character, would you have done the same things the main character did?

What might you have done differently? Why?



How did (character in the story) change?



What do you think were 3 main ideas (or most important ideas) in this article (for non-fiction)?



Can you compare anything in this story to something else you have done in your classroom or something that has happened in our life?



How are you like (character in the story)? How are you different?

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

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**

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



Develop a Reform-Support Infrastructure (off-the-shelf or home-grown model)



Nurture Professional Communities (as your school becomes a collaborative, learning community)



Reduce Turnover (have a healthy climate in which people want to stay)



Use Facilitators to Build Capacity

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

 **Balance Pressure with Support**
(with no pressure it is too easy to maintain the status quo; with lack of support, you have little chance of success)

 **Provide Abundant Staff Development (within the building)**

 **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.**

**School
Change**

**Prof.
Dvlpmnt**

**School
Reading
Programs**

Master Plan

**Support for
Building
Leadership
Team**

**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



7 Schools Used Framework in 1999–2000 (LA; Minneapolis; St. Paul; Southfield, MI; Roxboro, NC). 11 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.

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.**

School-Wide Focus on 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 reflect on and improve classroom practice.

Whole Faculty Study Groups - From Murphy and Lick (Whole Faculty Study Groups - Corwin)



Focus is on instruction and content must be substantive



Study groups have action plans that focus on what group members can learn and do to change what and how they teach to improve student learning.



Teachers engage in action research in which they collect and analyze data over time to assess the effectiveness of the changes they have made in classroom practices



Study group action plans should be revisited every 4-6 weeks to see if they should be amended.



Schools need to be creative in finding time for study groups.

Questions for Video Viewing Used in the Early Intervention in Reading Program

- 1. What were things the children were able to do? What things were going well?**
- 2. What was the teacher doing to help children develop strategies, be independent?**
- 3. What else could have been done to foster independence, focus on strategy use?**

Using the CIERA Classroom Observation Scheme

-  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)

Levels 1-3:C/s/r

Levels 4-7:r/t/a/r

Levels 4-7:wr/t/c/or Levels 4-7: v/t/r/or

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

Creating Categories to Look at Practices



Grouping Practices



Word-Level Activities: phonemic awareness, letter id, phonics, sight words, coaching in word recognition strategies, spelling



Lower Level Comprehension (reading or writing about text at a lower level of thinking)



Higher Level Comprehension (reading or writing about text at a higher level of thinking)



Teacher Interaction –e.g., telling vs. coaching



Active Responding –e.g. reading, writing



Passive Responding – reading turn-taking, oral turn-taking, listening to the teacher

Highlights from the *CIERA School Change Classroom Observations* (Taylor & Pearson, 2000)

 Whole group coded 60–70% of the time, small group coded 20–30%.

 Higher level questioning coded 4% of the time in K–1, 13% of the time in 2–3, 12% of the time in 4–6. Lower level – 30% K–1, 43% 2–3, 51% 4–6.

 Informational text coded 2% of the time in K–1, 10% of the time in 2–6. Narrative text – 40%

 Telling coded 50–59% of the time, coaching 14–23% of the time.

 Students involved in passive responding 56–57% of the time in 2–6, 47% in k–1. Active responding coded 28–30% of the time.

Significant Correlations: Classroom Practices and Students' Growth in Reading

-  **K: -.38 whole group and concepts of print**
-  **.38 small group and concepts of print**
-  **.28 higher lvl questions/word dictation**
-  **-.29 telling and phonemic awareness**
-  **-.24 telling and word dictation**
-  **.23 active responding /concepts of print**
-  **Gr 1: -.32 telling and instructional rdg lvl**
-  **.28 active responding/rdg fluency**
-  **G2-3: .19 modeling and rdg fluency (wcpm)**
-  **.18 coaching and rdg fluency**
-  **-.17 telling and rdg fluency (wcpm)**

Significant Correlations: Classroom Practices and Reading Growth

-  **Gr4-6: .16 small group and Gates comp.**
-  **.20 word-level with Gates comp.
(Mean = 7% of time, S.D. 9%)**
-  **.30 lower level questions and fluency**
-  **-.18 lower level qstns & Gates comp**
-  **.15 higher level qstns & Gates comp**
- 

Interpreting Observations: A Grade 1 Teacher

	2	3	4
On-task	Grouping	Major Focus	Activities
77% (87%)+B (11SD)	5% Whole (60%)-B (30SD)	95% Reading	19% low qstns. (30%)
	62% Small (32%)+B (27SD)	5% lang.	5% high qstns. (4%)+B/S (7SD)
	33% indiv.		73% word-lv (37%)

Interpreting Observations (cont.)

Materials	Inter- action	Student Response
48% narrative	24% telling (50%) -B/S (20SD)	43% active respondng (28%) +s (12SD)
0% informtnl. (2%)	71% recitation (61%)	54% passv. Respondng (47%)
	28% coaching (23%) +B/S (21SD)	

Resources from the CIERA School Change Project

 **CIERA School Change Observation Training Kit – Available in September, 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

-  Designs for Change. (1998). Practices of Schools with Substantially Improved Reading Achievement. (Chicago Public Schools) www.dfc1.org/summary/report.htm
-  Charles A. Dana Center, University of Texas (1999). Hope for Urban Education
-  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: CIERA
-  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.

