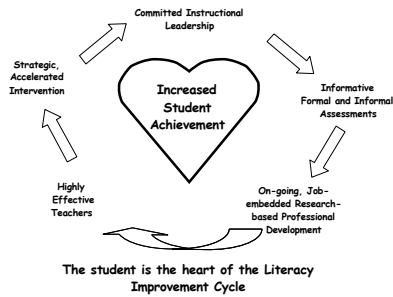


Literacy: The Key to Academic Success

Presenter: Melvina Phillips
PCG's Center For Resource Management
SEDL Conference
October 24, 2007



Adolescent Literacy School Improvement Cycle



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Why Should Literacy Be Integrated into School Improvement Plan?

- Six million students in grades 6-12 are at risk of not graduating, or find themselves ill-prepared for college and career.
- Thirty percent of U. S. students are not graduating from high school
- 75% of students with literacy problems in third grade still experience literacy issues in ninth grade.
- NAEP eighth and twelfth grade scores remain flat or have dropped since 1998.

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Adolescent Literacy: A Critical Need

- Not all students who read narrative text well can read and comprehend expository and non-fiction text (Snow, 2001)
- American children are **imperiled** because they don't read well enough, quickly enough, or easily enough to ensure comprehension in their content courses in middle and secondary schools (Snow, Burns, & Griffin, 1998, p. 98)
- About 33% of secondary students **have withdrawn from active participation** in class and are reading below grade level (Joyce, Hrycauk, & Calhoun, 2001)

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KEY Elements Needed to Improve Adolescent Literacy

Instructional Improvements

- Direct, explicit comprehension instruction
- Effective instructional principles embedded in content
- Text-based collaborative learning
- Motivation and self-directed learning
- Strategic tutoring
- Diverse texts
- Intensive writing
- A technology component
- Ongoing formative assessment of students

Infrastructure Improvements

- Extended time for literacy
- Professional development
- Ongoing summative assessment of students and programs
- Teacher teams
- Leadership
- A comprehensive and coordinated literacy program

Biancarosa, G. & Snow, C. E. (2004). *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York*. Washington, DC: AEE.

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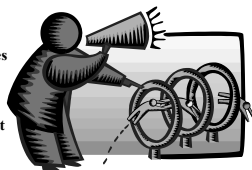
Leadership: Unlocking the Door to Literacy

Develop Literacy Leadership Team

Fosters Collaborative Learning Communities

Continuous Assessment

Understands Literacy Instruction



Knowledgeable of Reading Research

Cheerleader

Lassoos Time

Resource Locator

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Leadership

Leadership is the
art of getting
others to do
something that
you want done
because they want
TO DO IT!
- Dwight David Eisenhower

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Put Assessment in the Driver's Seat

It is the action around assessment – the discussion, meetings, revisions, arguments, and opportunities to continually create new directions for teaching, learning, curriculum, and assessment – that ultimately have consequences. The “things” of assessment are essentially useful as dynamic supports for reflection and action, rather than as static products with value in and of themselves.

Darling-Hammond, Ancess, and Falk (1995, p. 18)

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Assessment Instruments

Informal Assessments

- Content Area Literacy Assessments
- Teacher Observations
- Informal Literacy Inventories
 - Scholastic
 - Qualitative Reading Inventory III
 - Burns and Roe
- Other
 - Grades
 - Attendance
 - Disciplinary Records

Formal Assessments

- Stanford Achievement Test
- California Achievement Test
- Group Reading Assessment and Diagnostic Evaluation (GRADE)
- Test of Reading Comprehension (TORC-3)
- Stanford Diagnostic Reading Test 4
- Woodcock-Johnson Reading Mastery

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Professional Development: The Recipe for Success

- Involves ALL stakeholders;
- Links student standards, curricular frameworks, textbooks, instructional programs, and assessments;
- Includes professional development as part of the professional's workday;
- Relies on expertise of colleagues, mentors, and other experts;
- Includes presence of strong instructional leader; and
- Adequate funding to meet professional development goals.

Learning First Alliance, 1998

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Creating Professional Learning Communities

- Begin **Conversations** with Staff
- Identify **Learning Needs** of Students and Teachers
- **Schedule** to Support Opportunities for:
 - Professional Development
 - Coaching Sessions
 - Shared Teaching
 - Reflective Conversations

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Supporting Professional Learning Communities

- | | |
|---------------------------------|---|
| ■ Peer Coaching | ■ Observe other teachers/model lessons |
| ■ Mentorship | ■ Visit model classrooms, schools, and programs |
| ■ Study Groups | ■ Develop curriculum/assessment |
| ■ Analyzing Teaching Strategies | ■ Plan lessons w/colleagues |
| ■ Action Research | ■ Participate in school improvement planning |
| ■ Utilize Professional Networks | ■ Literacy Walk |
| ■ Professional Book Talks | |

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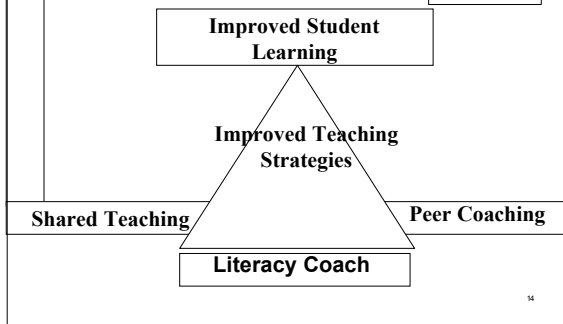
Coaching Provides Support



Alabama Reading Initiative Summer Academy, 2005

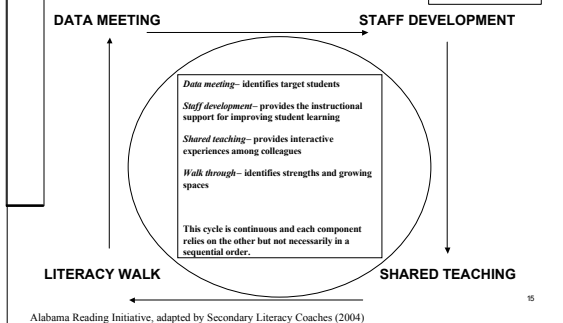
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Collaborative Learning Communities



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Cycle for Improving Instruction



Alabama Reading Initiative, adapted by Secondary Literacy Coaches (2004)

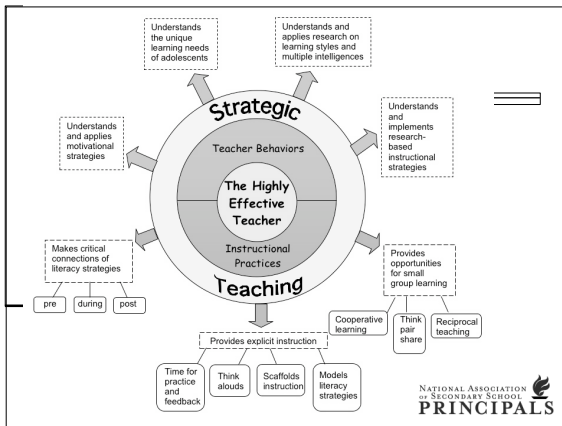
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Highly Effective Teachers: The Essential Ingredient

Content teachers are the best source for providing students with explicit instruction on how to critically read and think about text.

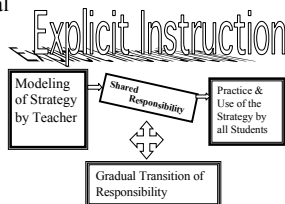
Abromitis, 1994; Campbell, 1994, Kamil et al., 2000

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Explicit Instruction

- ✧ Teacher models critical reading strategies
- ✧ Scaffold instruction
- ✧ Students internalize strategies to become strategic readers



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Effective Readers

(Before Reading)

- Activate prior knowledge
- Understand and set purpose for reading
- Choose appropriate comprehension strategies



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Effective Readers

(During Reading)

- Focus attention
- Monitor comprehension
- Use fix-up strategies
- Use context clues
- Use text structure
- Organize and integrate new information



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Effective Readers

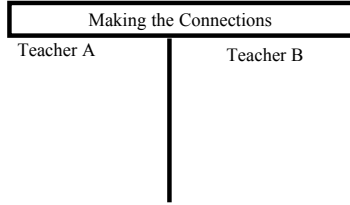
(After Reading)

- Reflect on what was read
- Summarize major ideas
- Seek additional information from outside sources
- Feel success is a result of effort



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Strategic Teaching



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The research suggests...

- lessons should include activities/strategies before, during, and after reading;
- instructional practices help students recognize that reading is an active process before, during, and after reading;
- reading instruction and student understanding take place at multiple points (Graves, 2001).

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Intervention: Meeting the Needs of ALL Students

- Assign most effective teachers to work with struggling students
- Create/implement intervention program to meet identified needs of ALL students (struggling to gifted)
- Keep intervention classes small
- Use authentic and standardized assessments to guide instruction
- Assure literacy strategies are integrated across the curricula

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Personalize Learning

- Explicit instruction in phonemic awareness
- Explicit instruction in phonics
- Direct and integrated instruction in text reading and comprehension
- Assessment-based selection and monitoring of struggling readers
- Accelerated not decelerated instruction
- Intensive instruction in every session
- Extensive amounts of daily practice
- Teacher directed instruction
- Finite time for duration of intervention
- More time for selected skills and strategies
- Reduce teacher/pupil ratio
- Connections to classrooms and parents
- Teachers who can deliver highly skilled instruction
- Continuously developing teachers of reading

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Fitting the Pieces Together for Adolescent Literacy

- Collaborative Leadership
- Assessment to Identify:
 - Teacher Strengths and Areas for Focus
 - Student Strengths and Needs
- All Teachers Teaching Reading
- Strong Professional Learning Communities
- Well Defined Accelerated Intervention Plan

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