

Teaching All Children to Read: Practices from *Reading First* Schools with Strong Intervention Outcomes

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National Reading First Conference
St. Louis, Missouri
July 18-20, 2007



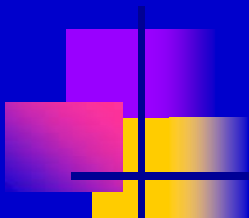
Agenda

- Introduction
- Effective Interventions: What do we know from research?
- Criteria for Selection of Schools
- 7 Common Traits and Examples
- Concluding Thoughts
- Evaluation Form



The *Reading First* Plan for Success

- Increase the quality, consistency, and reach of classroom instruction
- Administer timely and valid assessments to identify students lagging behind and monitor progress
- Provide intensive interventions for students who are lagging behind in development of critical reading skills



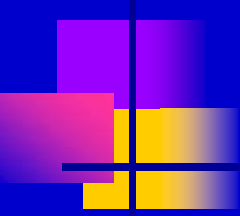
Why must we work at the school level to provide effective interventions?

- Children enter school with very diverse instructional needs
- Some children may require instruction that is 4 or 5 times more powerful than the rest of the students
- The classroom teacher, alone, may not be able to provide sufficiently powerful instruction to meet the needs of all students



What do we know about the characteristics of effective interventions?

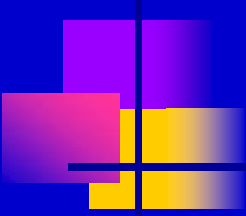
- They always increase the intensity of instruction - they accelerate learning
- They always provide many more opportunities for re-teaching, review, and practice
- They are focused carefully on the most essential learning needs of the students.



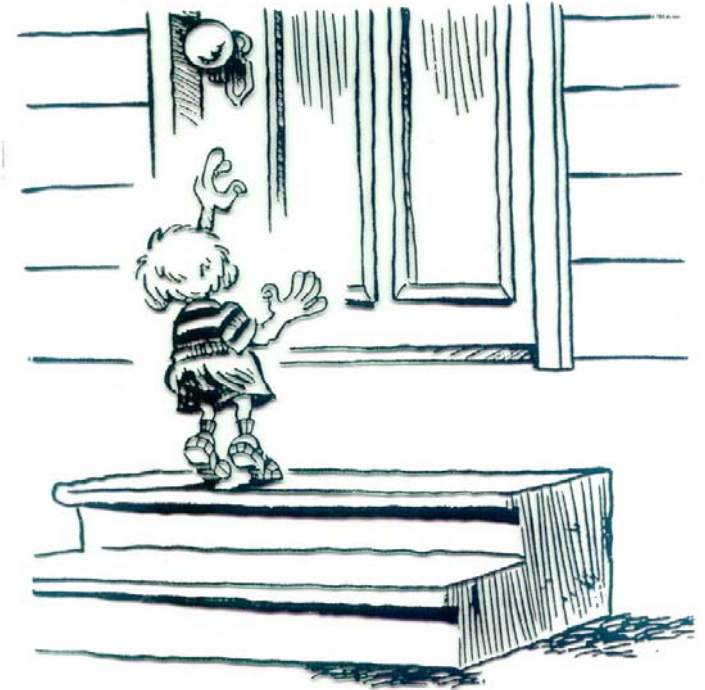
Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:

- More instructional time
 - Smaller instructional groups
 - More precisely targeted at right level
 - Clearer and more detailed explanations
 - More systematic instructional sequences
 - More extensive opportunities for guided practice
 - More opportunities for error correction and feedback
- } resources
- } skill



A mistake we often make in education is to plan the curriculum materials very carefully, arrange all the instructional materials wall to wall, open the doors of the school, and then find to our dismay that they've sent us the wrong kids.



NOTE: Illustration from "Readiness 2000: Rethinking Rhetoric and Responsibility" by S. L. Kagan, 1990, *Phi Delta Kappan*, 72.



How was the information provided in this presentation collected?

- We visited and interviewed principals, teachers, and coaches at schools that were having the most success in providing effective interventions
- We also visited schools that were having less success – in order to help identify more specifically some practices that were unique to the successful schools.



How were effective schools identified?

We first identified the RF schools from 2004-2005 that had the highest Index of Effectiveness for Interventions (EI) across grades K-3 combined

- The EI (Effectiveness of Intervention) Index indicates the percentage of students who began the year at some level of risk for reading difficulties, based on their DIBELS performance, but who grew rapidly enough to meet grade level expectations by the end of the year as measured by the DIBELS tests.



Once the schools with the highest EI percentiles were identified, **four criteria** were used to identify 10 schools for visits:

- an ECI index score above the 60th percentile
- at least 50 students per grade level
- percentage of minority students above the state *Reading First* average of 66%
- percentage of students qualifying for free and reduced lunch above the state *Reading First* average of 74%

Data on the Top 10 Schools Meeting the Effective School Criteria

School	EI score	EI %ile	ECI score	ECI %ile	% free & reduced lunch	% minority	% ELL	# of children in K-3
A	39	99	83	82	89	84	47	499
B	36	97	83	79	99	98	55	463
C	34	95	89	95	80	83	22	455
D	33	93	88	93	93	94	42	487
E	33	91	84	84	75	78	31	428
F	32	89	85	89	85	80	37	618
G	32	89	80	67	93	93	25	480
H	32	89	84	84	73	67	31	556
I	31	89	79	66	87	95	27	301
J	31	89	80	67	70	99	11	575

7 Common Traits Observed in Successful Schools



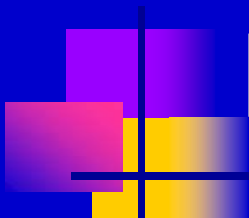
- **Strong Leadership**
- **Positive Belief and Teacher Dedication**
- **Data Utilization and Analysis**
- **Effective Scheduling**
- **Professional Development**
- **Scientifically Based Intervention Programs**
- **Parent Involvement**



Strong Leadership

- Characterized by extensive **knowledge** of:
 - Children
 - Reading programs
 - Data
 - Schedules
 - Teachers' needs
- Involved in every aspect of their school's reading program
- Leadership was provided by principals, reading coaches and/or literacy teams

Examples of Strong Leadership



- “Our leader not only has a mission for our school which is *what* we want to do, but she has a vision of *how* we are going to do it.”
- “This is no longer a desk job. We are their instructional leaders.”
- “Budget allocation reflects needs of students.”
- High expectations of teachers and students and accountability for meeting expectations
- Mutual respect between teachers and principal
- Principal seen as “Captain” of the team working toward a common goal
- Video



Positive Belief and Teacher Dedication

- Despite... teachers at successful schools believed ALL their students could read
 - language barriers
 - limited support at home
 - low socioeconomic status
- Teachers raised the bar, not lowered it
- Teachers committed to extra hours (planning, workshops, after school programs, etc.) to meet the needs of ALL of their students



Examples of Positive Belief and Teacher Dedication

- “We expect a lot of our students and of ourselves.”
- “You need to let your children know that you believe in them and believe in their success.”
- “We speak success to them, we expect success from them and they rise to that.”
- We have a saying, ‘Act, talk and walk like scholars.’ The immediate message they receive is that they are scholars.
- Video



Data Utilization and Analysis

Key characteristics of Data meetings:

- Held on a regular basis (bi-weekly or monthly)
- Attendees were able to make school level decisions and could make changes - usually principal
- Systems/worksheets used for structure
- Follow-up
- Data compiled from multiple sources



Examples of Data Utilization and Analysis

- Data meeting held during the day (primarily for DIBELS data)
 - Substitutes are hired
 - A schedule of rotation is created
 - Individual teachers meet with literacy team
- Data meeting held during the teacher's planning period
 - No substitutes required
 - A set time/day is established for the meeting
 - Grade level teachers meet with literacy team

Example of Substitute Schedule for Data Meeting

* = Time differs for first year teachers or
teachers with more 'at risk' children

** = Team leader

Time*	Teacher	Substitute
8:10	Teacher A **	Substitute 1
8:20	Teacher B	Substitute 2
8:40	Teacher C	Substitute 3
9:00	Teacher D	Substitute 2
9:15	Teacher E	Substitute 3
9:35	Teacher F	Substitute 2
9:50	Teacher G	Substitute 3
10:05	Teacher H	Substitute 2
10:45	Teacher I **	Substitute 1
10:55	Teacher J	Substitute 3



Effective Scheduling

- Teachers wanted, “More Time!”

An efficient schedule allows for:

- An uninterrupted period of time for reading instruction (90 minutes or more)
- Specific times when intensive reading interventions will be provided
- The most efficient use of support staff to help provide intensive interventions
- A common planning time to facilitate grade-level meetings



Examples of Effective Schedules

Reading Blocks

- All grades have reading at the same time
 - Interventions offered mostly outside the block
 - The principal uses “special area” teachers to assist during reading instruction.
- The reading blocks are staggered
 - The principal rotates his intervention teachers to provide interventions both in and outside the reading block
 - The reading coach is able to observe and model lessons in more classrooms during the reading block

Examples of Effective Schedules



Intensive Interventions

The 2 most popular ways of scheduling intensive interventions at the successful schools were:

1. A 90 minute reading block and then 30-45 minutes of time scheduled outside of that block to deliver the interventions. In almost all these cases, the interventions were provided by support personnel other than the regular classroom teacher.
2. An extended reading block of 105-120 minutes in which intensive intervention was included in the block of time designated for reading instruction. In these schedules, the interventions were sometimes provided by the regular classroom teacher, and sometimes by instructional support personnel.



One principal's comments about scheduling interventions during the small-group time of the reading block

- reduced student travel time to intervention classes
- increased coordination between the regular classroom and intervention teacher
- provided additional learning opportunities for the regular classroom teacher who is able to occasionally observe the intervention teacher working with a group of struggling readers



Examples of Effective Schedules

Common planning time

- During “special area” time
 - Enough special area teachers so all grade level classrooms go to special area classes together
 - Group the students in homerooms into “special area” groups (blue go to P.E., red go to art, green to music, etc.)
- At the end of the day after students have left

Video

Example of Staggered Reading Blocks with "Walk and Read"

Team	Reading	Writing	Math	Science /SS	Special Area	Lunch
K	8:45-10:30	10:30-11:30	1:35-2:35	12:15-12:50	12:50-1:35	11:30-12:15
1	8:45-10:30	12-1	1-2	2-2:30	11:15-12	10:30-11:15
2	10:30-12:15	9:45-10:30	8:45-9:45	1:15-1:40	1:40-2:25	12:30-1:15
3	10:30-12:15	9:30-10:30	1-2	2-2:30	8:45-9:30	12:15-1
4	12:45-2:30	8:45-9:35	10:20-11:20	11:20-11:55	9:35-10:20	11:55-12:40
5	12:45-2:30	9:45-10:25	8:45-9:45	11:50-12:35	10:25-11:10	11:10-11:50



Professional Development

- It takes more knowledge and skill to teach students who struggle in learning to read than it does to for students who find it easier to learn
- Considerations when developing a professional development plan:
 - A combination of personnel to deliver trainings
 - High teacher turn-over rate
 - Time consumption from Coaches
 - Training for 'Special Area' teachers
 - Differentiated Professional Development for teachers
 - Utilizing teachers observing each other
 - Follow up training

Examples of Professional Development



- **“Mini workshops” provided by:**
 - District level personnel
 - Reading Coaches
 - Publishers
 - Classroom teachers that have attended an outside district training
- **Professional development provided:**
 - During common planning times
 - After school
 - Saturdays
 - Summer
- Video



Scientifically Based Intervention Programs

- Published Intervention Programs
- Materials drawn from several sources
- Computer-based programs

Examples of Intervention Programs

Using published intervention programs

■ Pros

- having ready made materials
- professional development in the implementation of the program
- a predetermined scope and sequence
- research to support the use of the program (in some cases)

■ Cons

- the cost
- a single program may not meet every child's needs - several different programs may be required

Examples of Intervention Programs

Using a variety of sources for intervention materials

- Pros
 - the ability to match the materials to the child
- Cons
 - takes a great deal of time to gather materials
 - teachers need to have a very solid understanding of what the data means at the student level
 - not one set scope and sequence
 - children may be taught the same skill in several different, conflicting ways

Examples of Computer Based Intervention Programs



- Programs used in schools targeted:
 - One reading component (i.e. fluency)
 - Multiple reading components (i.e. phonemic awareness and phonics)
 - ESOL population
- Were used during center rotation or throughout the day on a rotating basis
- Some programs generated reports daily or weekly



Parent Involvement

- Make the parents feel “welcome” at the school and feel that they are a vital part of their child’s education
- Can be challenging when parents speak limited English
- Need to think “outside of the box” to plan a parent night
 - provide food and babysitting services
 - offer two meeting times – one during the day and one in the evening
 - bring the meeting to the communities

Examples of Parent Involvement



- “The first call you make to a parent should be regarding a positive behavior or action rather than a negative one.”
- “It is important to establish a relationship early in the school year.”
- Interpreters at meetings
- Send notices home in multiple languages
- Parent contracts
- Parent liaisons visit the homes
- Parent nights at school
 - Parents can ask questions about curriculum
 - Parents can learn activities they could use at home
- Video



Resources available free to all schools, principals and teachers

- Three documents related to this presentation are available at <http://www.fcrr.org/Interventions/index.htm>
 1. Complete report
 2. Executive summary for complete report
 3. "Principal's guide to intensive interventions for struggling readers in Reading First schools"
- To find objective, teacher-written reviews of commercially available intervention programs and materials, go to: <http://www.fcrr.org/FCRRReports/index.aspx>
- To download a guidance document on differentiated reading instruction: small group alternative lesson structures, go to <http://www.fcrr.org>
- To download 240 independent student learning activities for K-1 classrooms, and 170 activities for 2-3, go to <http://www.fcrr.org/activities/>



Concluding Thoughts

- All 7 of the traits are important – they work interactively and cumulatively to sustain a successful program
- Even these relatively successful schools still have a long way to go in preventing reading difficulties in all students
- The place to start is with the things you have the most control over – leadership, scheduling, use of data, strong programs and professional development
- To make this complex system work, knowledgeable leaders and dedicated teachers need to work together to establish a school culture focused on high standards and confidence that goals can be achieved

Think about how this relates to your school



- 7 Common Traits
 - assess strengths and weaknesses
 - create a plan
- Principal's Action Plan Outline for Building a Successful School-Wide Intervention Program (handout; p. 15-16 in complete document or p.7-8 in summary document)
- Data management sheets, parent contracts (Appendices A - D in complete document)



Remember...

“Improvement is a *process*, not an event.” (p.254)

Elmore, R.F. (2004). School reform from the inside out: Policy, practice, and performance. Cambridge, MA: Harvard Education Press.



Thank You

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*Please don't forget to fill out the evaluation form – thank you.