



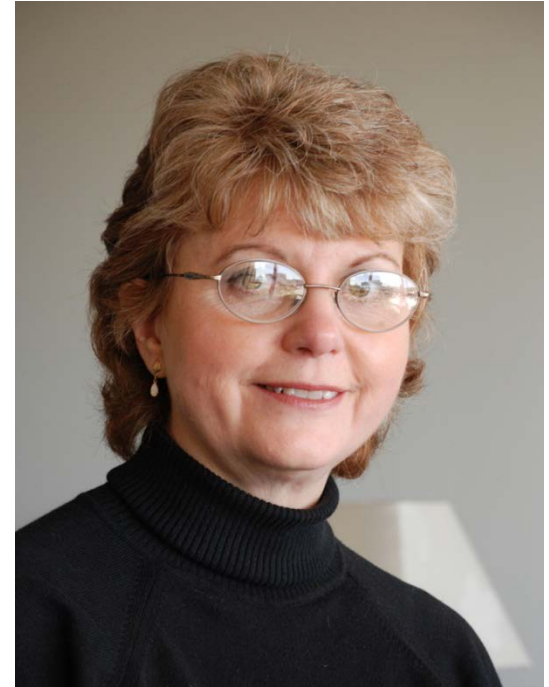
IMPROVING ADOLESCENT LITERACY IN RURAL SCHOOLS: A SCHOOLWIDE APPROACH

January 11, 2012



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- Worked as a state Reading Director and a state Title I Director





Improving Adolescent Literacy in Rural Schools: A Schoolwide Approach

January 11, 2012



The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

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Guiding Questions

- ◆ What are the major goals of adolescent literacy instruction?
- ◆ What research-based instructional practices support adolescent literacy development?
- ◆ What resources are available to help rural school staff learn about and implement a schoolwide approach to improving adolescent literacy?



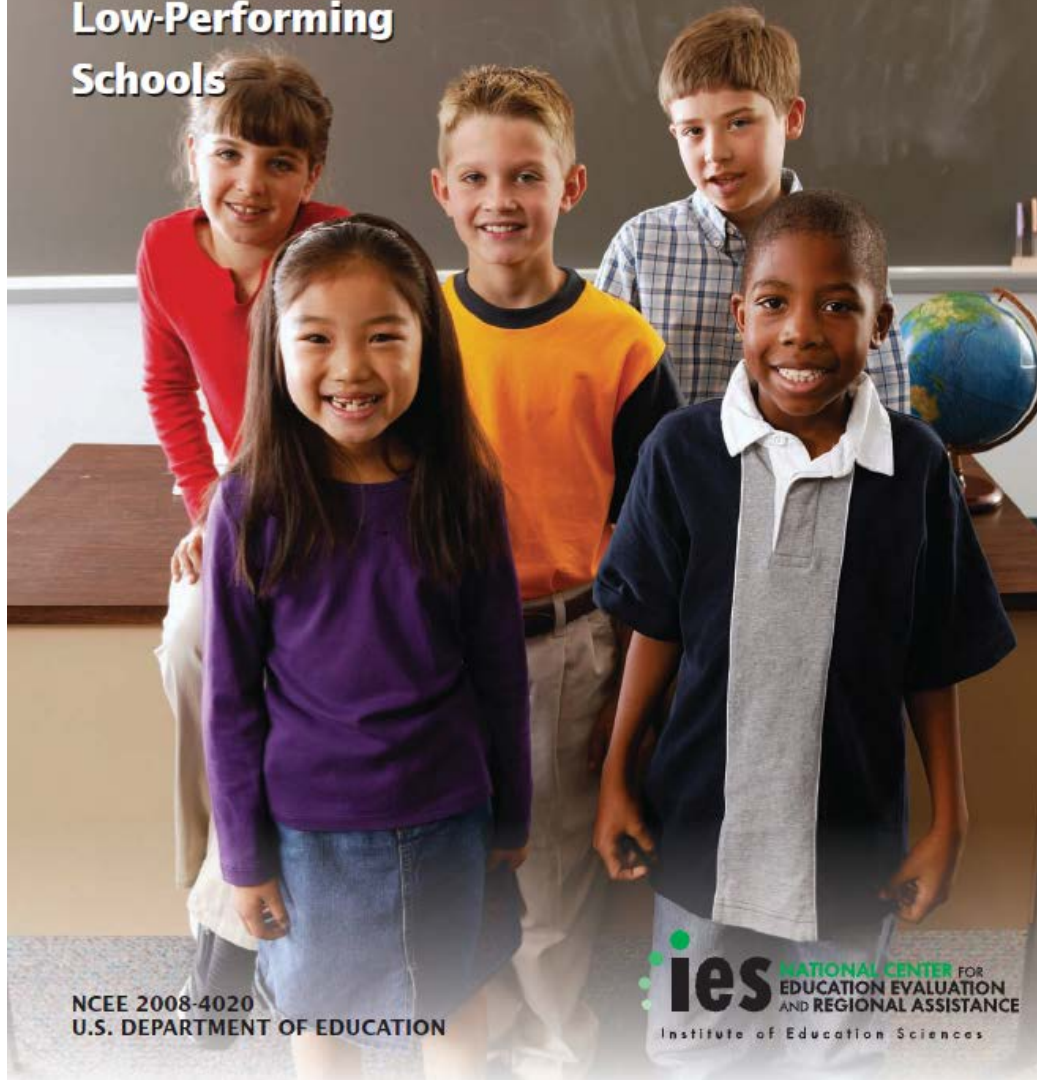
Food for Thought

There are two ways to improve results:
redesign the school based on best
practices or get new kids.

-- Tim Westerberg, former high school principal in
Littleton, CO



Turning Around Chronically Low-Performing Schools



NCEE 2008-4020
U.S. DEPARTMENT OF EDUCATION

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Turnaround Recommendations

1. Signal the need for dramatic change with strong leadership
2. Maintain a consistent focus on improving instruction
3. Make visible improvements early (quick wins)
4. Build a committed staff



The most important part of turnaround is “instruction, instruction, instruction.”



-- U.S. Department of Education
SIG Regional Conferences handout
May, 2011



Goals of Adolescent Literacy Program

- ◆ Raise overall level of literacy proficiency for all students
- ◆ Develop content area literacy



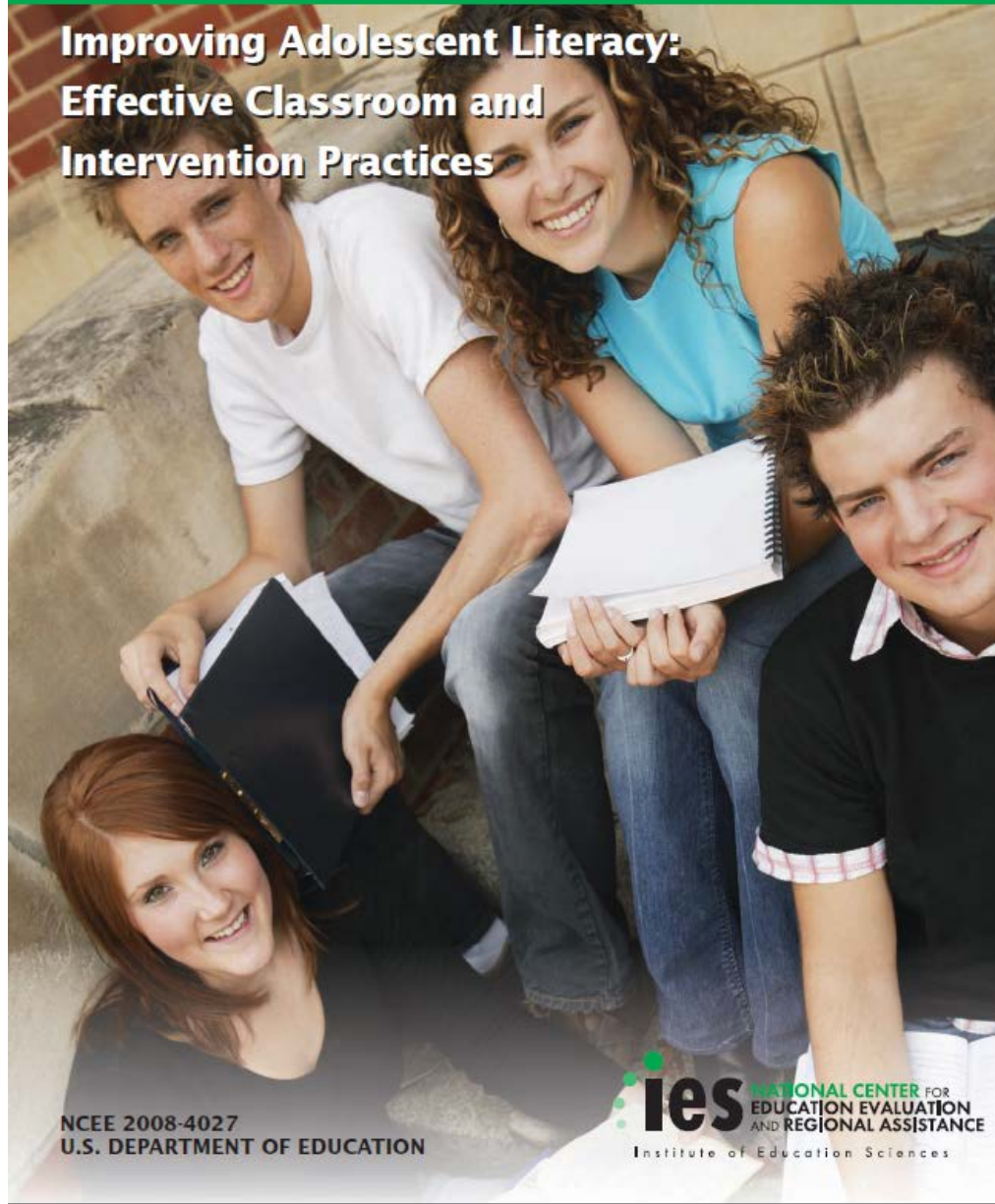
- ◆ Provide interventions for struggling readers



Improving Adolescent Literacy: Effective Classroom and Intervention Practices

NCEE 2008-4027
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Literacy Recommendations

1. Explicit vocabulary instruction
2. Direct, explicit comprehension strategy instruction
3. Extended discussion of text
4. Increase motivation and engagement
5. Intensive individualized interventions for struggling readers by qualified specialists



Vocabulary Research: Explicit vocabulary instruction has a substantial effect on students' vocabulary acquisition in ALL content areas and across a variety of texts. (Kamil et al., 2008)

Knowing the meanings of words relates strongly to comprehension and overall academic success.

(Baumann, Kame'enui & Ash, 2003, National Institute of Child Health and Human Development, 2000)

All content area teachers should...

- include explicit vocabulary instruction in regular classroom lessons
- provide repeated exposure to and practice in using new words in multiple contexts
- teach both word meanings and strategies for independent vocabulary acquisition



Schoolwide Practices

- ◆ Establish priority word lists of domain specific and general academic vocabulary words to teach/reinforce
- ◆ Collaboratively develop and use common instructional routines for teaching vocabulary and monitoring vocabulary acquisition and use
- ◆ Professional development



Vocabulary Example

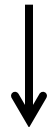
Domain Specific:
Science

igneous,
sedimentary,
metamorphic



Academic Words

characteristics,
attributes



Domain Specific:
Social Studies

recession,
depression



Comprehension Research: There is strong evidence to support the use of direct and explicit instruction in comprehension strategies and how to flexibly select and use them to improve students' reading comprehension.

(Kamil et al., 2008)

Teachers should...

- provide direct, explicit strategy instruction
- understand cognitive demands for reading texts in their disciplines
- help students become better readers of context area texts

Effective strategies include:

- Answer questions
- Generate and answer questions
- Monitor comprehension
- Multiple strategy instruction
- Background knowledge
- Summarization
- Graphic organizers



Schoolwide Practices

- ◆ Identify schoolwide priority comprehension strategies
- ◆ Determine which are most effective in learning specific content area/domains
- ◆ Establish coherent schoolwide plan for teaching and supporting the use of comprehension strategies in all content areas classrooms



Research Finding: Classrooms that frequently incorporate extended discussions show greater literacy gains than classes that have little or no opportunity for discussion. (Kamil et al., 2008)

Teachers should...

- select engaging and relevant materials
- create discussion-rich classroom environment
- develop questions that require reflection, deep thinking , and making connections
- ask follow up questions to extend the discussion
- facilitate small group discussions

Research Finding: Motivation and engagement are important moderators in learning. (Kamil et al., 2008)

Motivation and engagement tips:

- Establish learning goals
- Provide feedback, choice, and collaboration opportunities



Research Finding: Struggling readers require supplemental or intensive **interventions** often provided by a trained specialist in addition to the reading support students typically receive in their regular classrooms.

Struggling readers benefit from...

- explicit instruction designed to meet specific learning needs
- teacher modeling, extended practice with feedback
- scaffolded instruction
- teacher-guided instruction and peer interaction

Provide interventions that...

- are based on screening and diagnostic assessment data
- match instructional focus and intensity to student needs
- involve collaboration between specialists and content area teachers



Strong Leadership

- ◆ Knowledgeable about all aspects of literacy
- ◆ Aligns literacy goals, resources, and actions



- ◆ Maintains visibility, accountability, and communication around literacy



Resources to Get Started

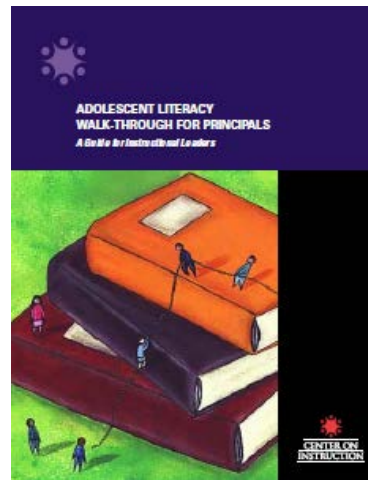
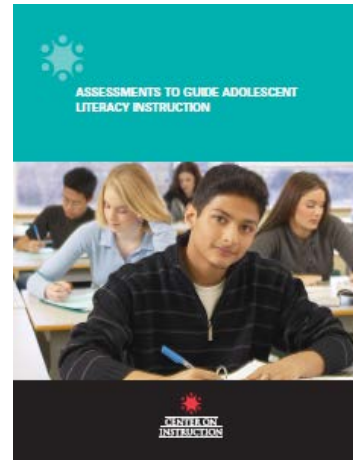
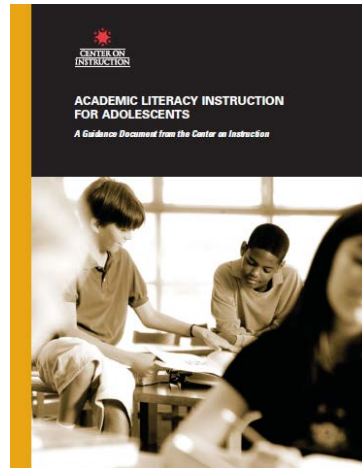
- ◆ Leadership
- ◆ Literacy for All Students
- ◆ Literacy for Struggling Readers

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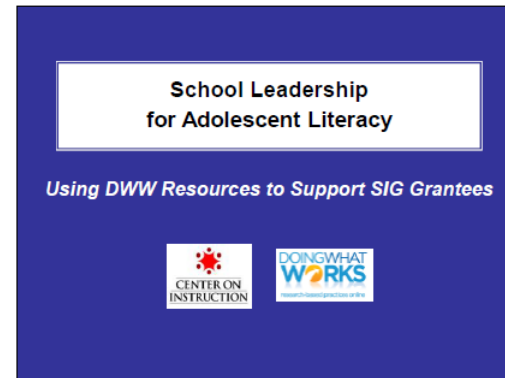


Leadership

Literacy Knowledge



Implementation



Literacy Improvement for ALL Students

Documents



Webinars





Literacy for Struggling Readers

Professional Development



**Intensive Interventions
for Struggling Readers**

Using DWW Resources to Support SIG Grantees





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L Literacy

ST Science
Technology
Engineering
Mathematics

ELL English
Language
Learning

SE Special
Education

R RTI

E eLearning

EL Early
Learning

FP Federal
Priorities

Welcome to the Center on Instruction (COI), your gateway to a cutting-edge collection of scientifically based resources on instruction. Funded by the U.S. Department of Education, COI develops and identifies free resources that Regional Comprehensive Centers and state, district, and local educators can use in their pursuit of high quality instruction. Explore the links to the left for syntheses of recent research, practitioner guides, professional development materials, tools for educators, and examples from the field.

Currently Featured Products

Webinar Series: Improving K-3 Reading Comprehension - Research Overview

This Research Overview module is the first in a series of four Improving K-3 Reading Comprehension webinars designed to provide key principles and practices that support classroom instruction.

[Read more...](#)

Webinar Series: Improving K-3 Reading Comprehension - Teaching Comprehension Strategies

This Teaching Comprehension Strategies module is the second in a series of four Improving K-3 Reading Comprehension webinars designed to provide key principles and practices that support classroom instruction.

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Webinar Series: Improving K-3 Reading Comprehension - Teaching Text Structure to Support Comprehension

This Teaching Text Structure to Support Comprehension module is the fourth in a series of four Improving K-3 Reading Comprehension webinars designed to provide key principles and practices that support classroom instruction.

[Read more...](#)

Hot Topics

[School Improvement
Grants \(SIG\)](#)

[Common Core State
Standards](#)

eCatalog



The Center's eCatalog describes all COI-developed publications and professional development materials on K-12 instruction. Each resource can be accessed by clicking on its title in the catalog.

Finding the Resources

L Literacy

ST Science
Technology
Engineering
Mathematics

ELL English
Language
Learning

SE Special
Education

R RTI

E eLearning

EL Early
Learning

FP Federal
Priorities

[View All Available Resources for Literacy](#)

- OR -

View resources in the following subcategories (select all that apply):

- ☐ Foundational Reading (K-3) (38)
- ☐ Struggling Readers (37)
- ☐ Instruction (26)
- ☐ Adolescent Literacy (57)
- ☐ SIG (53)
- ☐ ARRA (14)
- ☐ College & Career Ready Standards (including Common Core State Standards) (23)

Further refine your search:

- ☐ Research: Meta-analyses and Summaries (39)
syntheses of research and summaries of best practices
- ☐ Practitioner Guides (52)
translate the research into user-friendly guides for the practitioner
- ☐ PD Modules and Training Materials (22)
PowerPoint presentations with speaker, Facilitator's Guides and Participant's Guides
- ☐ Tools (23)
hands-on resources for teachers and leaders
- ☐ Examples from the Field (10)
identification of examples in the field
- ☐ Standards and Assessments (8)
includes the latest on the Common Core Standards
- ☐ Professional Development Events (49)
archived meeting materials to help states, districts, and schools to provide training to their staff

[Search Resources](#)

Question & Answer Session



Upcoming Webinar

- February 21, 2012

Common Core State Standards in Mathematics: What is new? What are the implications?

Featuring Dr. Russell Gersten and John Woodward from Center on Instruction



Thank you

- Webinar recording may be found at:

<http://nwrcc.educationnorthwest.org/event/1158>

- Improving Adolescent Literacy: Effective Classroom and Intervention Practices - IES Practice Guide

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>



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<http://www.alaskacc.org>

