CENTER ON INSTRUCTION

The following presentation by B. Keith Lenz, Ph.D., of the University of Kansas Center for Research on Learning, was given at the K-3 and Adolescent Literacy Workshop in Boston February 14-15, 2006. This PowerPoint is provided as a resource material by the Center on Instruction.

The Center on Instruction is operated by RMC Research Corporation under cooperative agreement grant S283B050034 with the U.S. Department of Education, and in partnership with the Florida Center for Reading Research at Florida State University, RG Research Group, the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

The views expressed herein do not necessarily represent the policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise in this product is intended or should be inferred.

The original author and the Center on Instruction request that no changes be made to the content or appearance of this product.

2006

Planning a School-Wide Approach to Promoting Adolescent Literacy

Working with Content Area Teachers: Content Enhancement and Learning Strategies

B. Keith Lenz, Ph.D.
The University of Kansas
Center for Research on Learning

University of Kansas Center for Research on Learning

- Began 26 years ago -- Institute for Research in Learning Disabilities
- Mission: Dramatically improve the performance of at-risk adolescents and young adults, including those with LD, in grades 4-12+ through research-based interventions
- Developed the *Strategic Instruction Model (SIM)*
- International Professional Development Network
- Secondary school reform initiatives

Our Six Critical Questions

1. **What key areas must be considered in addressing adolescent literacy in secondary schools?**

2. **What are the major outcomes associated with the two major components of the Strategic Instruction Model (SIM): *The Learning Strategies Curriculum* and *Content Enhancement Routines*?**

3. **Why it is important that content teachers become involved in promoting adolescent literacy?**

The Six Critical Questions (cont.)

4. **What are the key outcomes associated with each of the five levels of the Content Literacy Continuum (CLC)?**

5. **What major roles do administrator play in supporting adolescent literacy improvement efforts that will benefit all learners?**

6. **What are the critical elements of change and high quality professional development required for school improvement associated with improving adolescent literacy?**

The Muskegon High School Story

The Muskegon High School Story

- North Central Accreditation visit

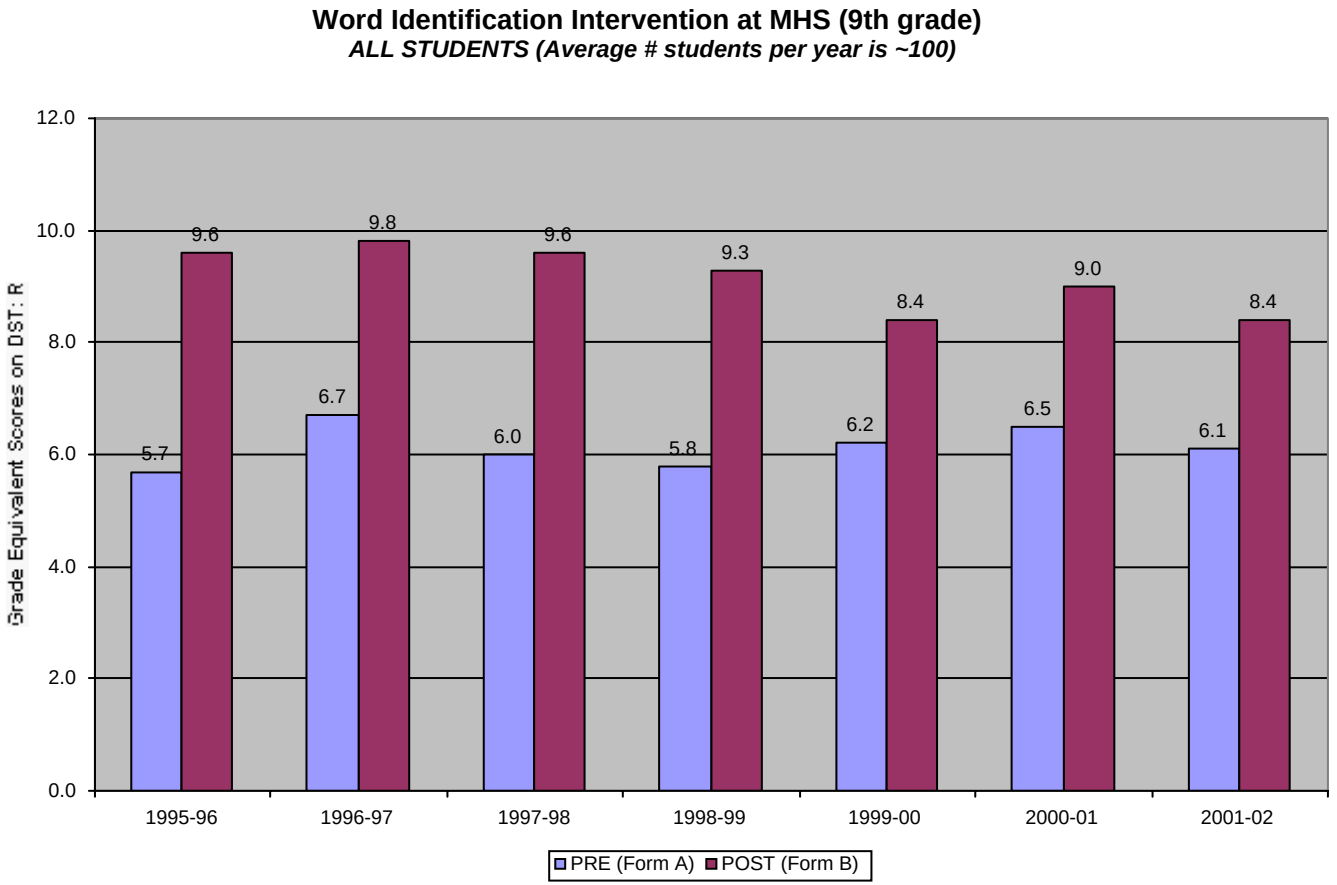
The Muskegon High School Story

- North Central Accreditation visit
- School-wide reading screening

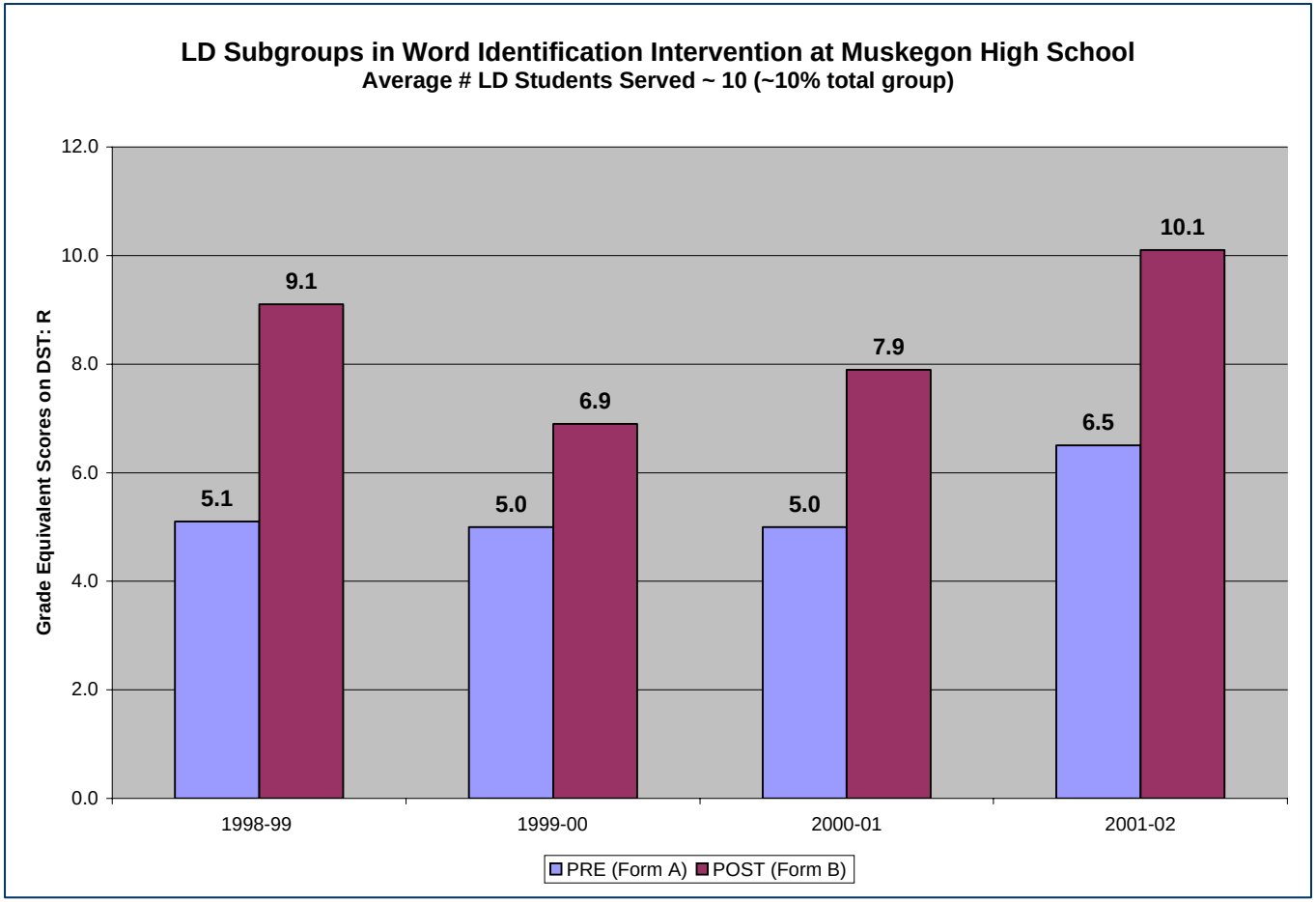
The Muskegon High School Story

- North Central Accreditation visit
- School-wide reading screening
- Intensive word identification intervention

Word Identification Intervention at MHS



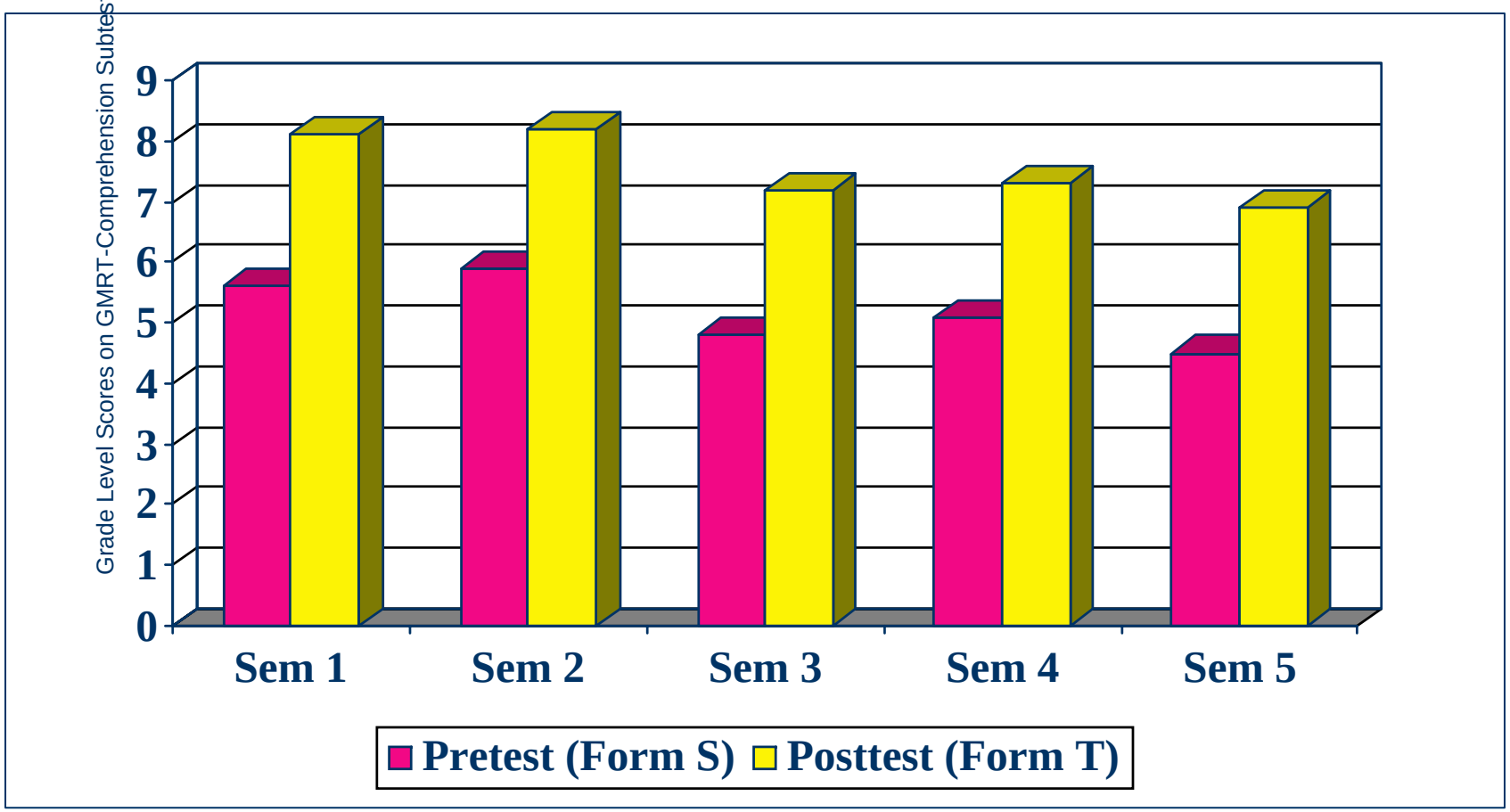
LD Subgroups in Word Identification Intervention at MHS



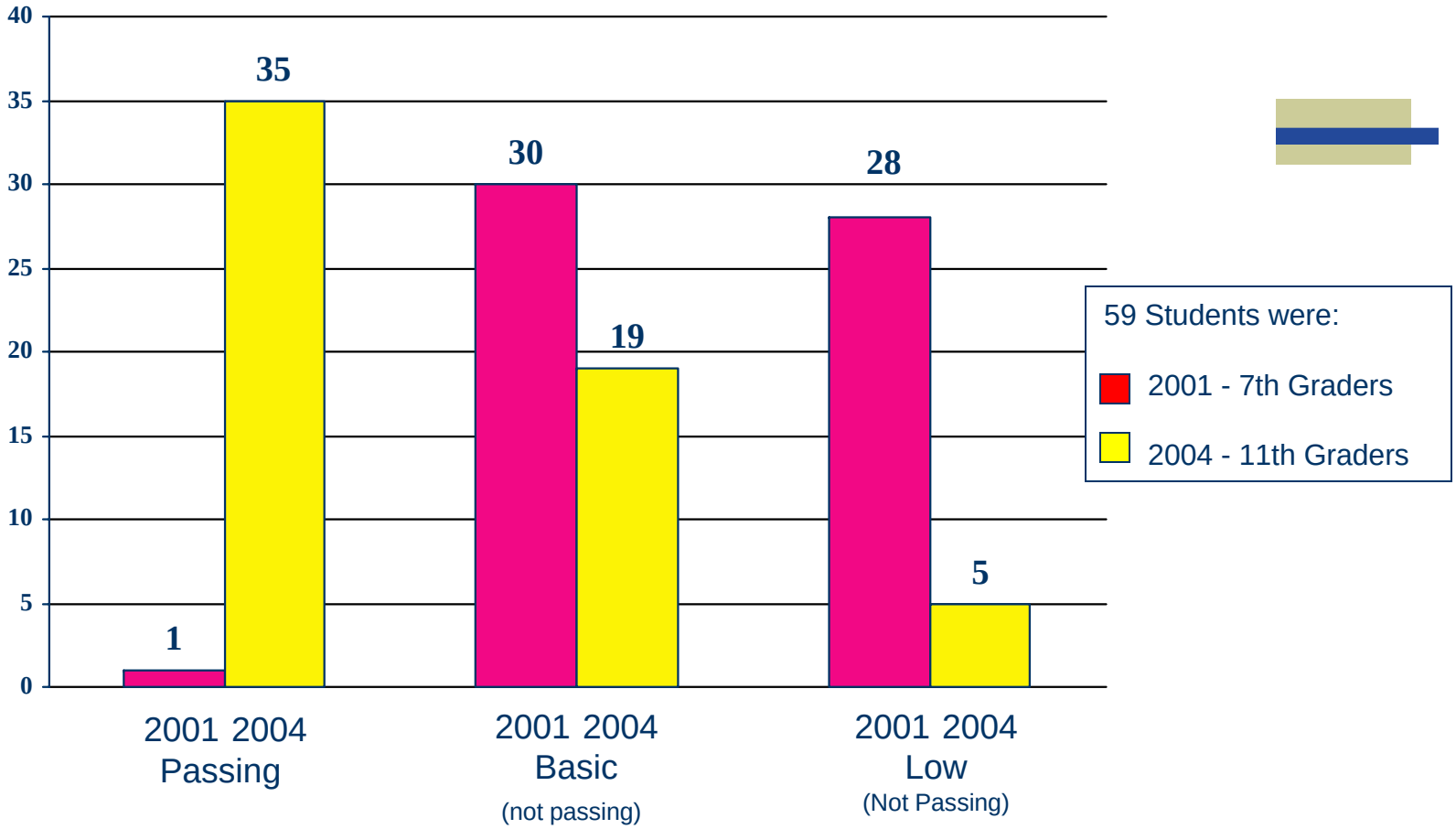
The Muskegon High School Story

- North Central Accreditation visit
- School-wide reading screening
- Intensive word identification intervention
- Reading comprehension strategies class

Strategic Reading Class at Muskegon High School



Reading Comprehension Results

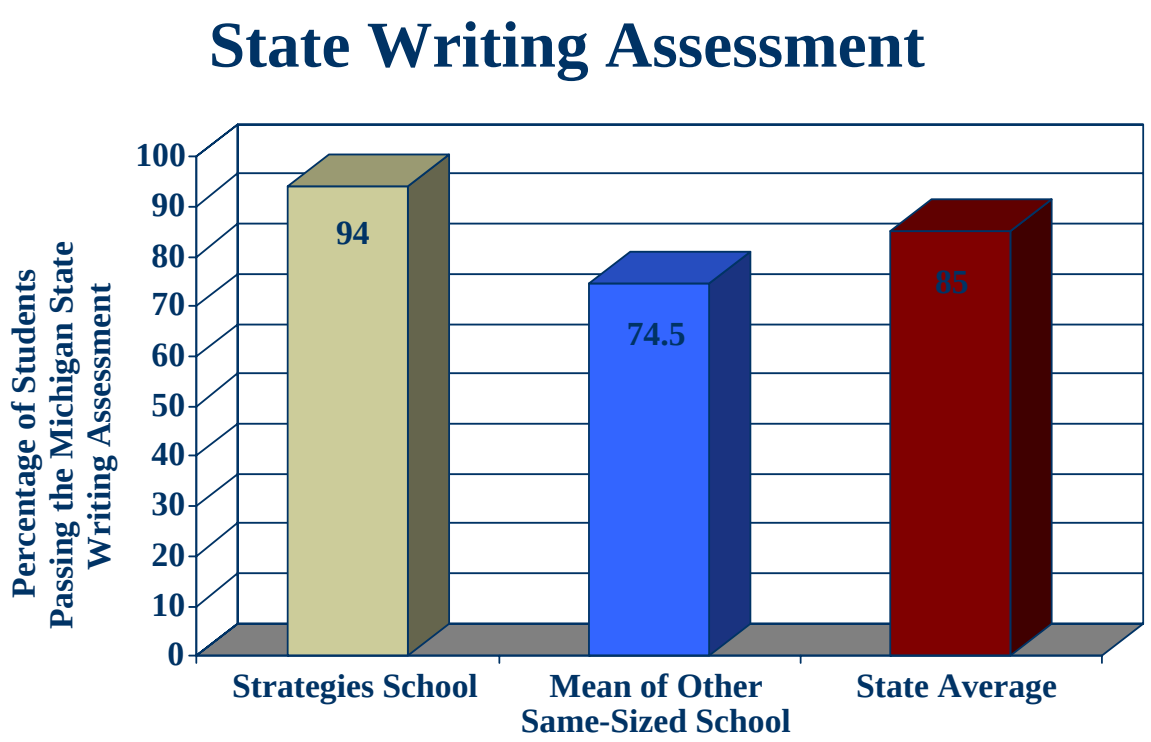


Score on State Minimal Competency Reading Test

The Muskegon High School Story

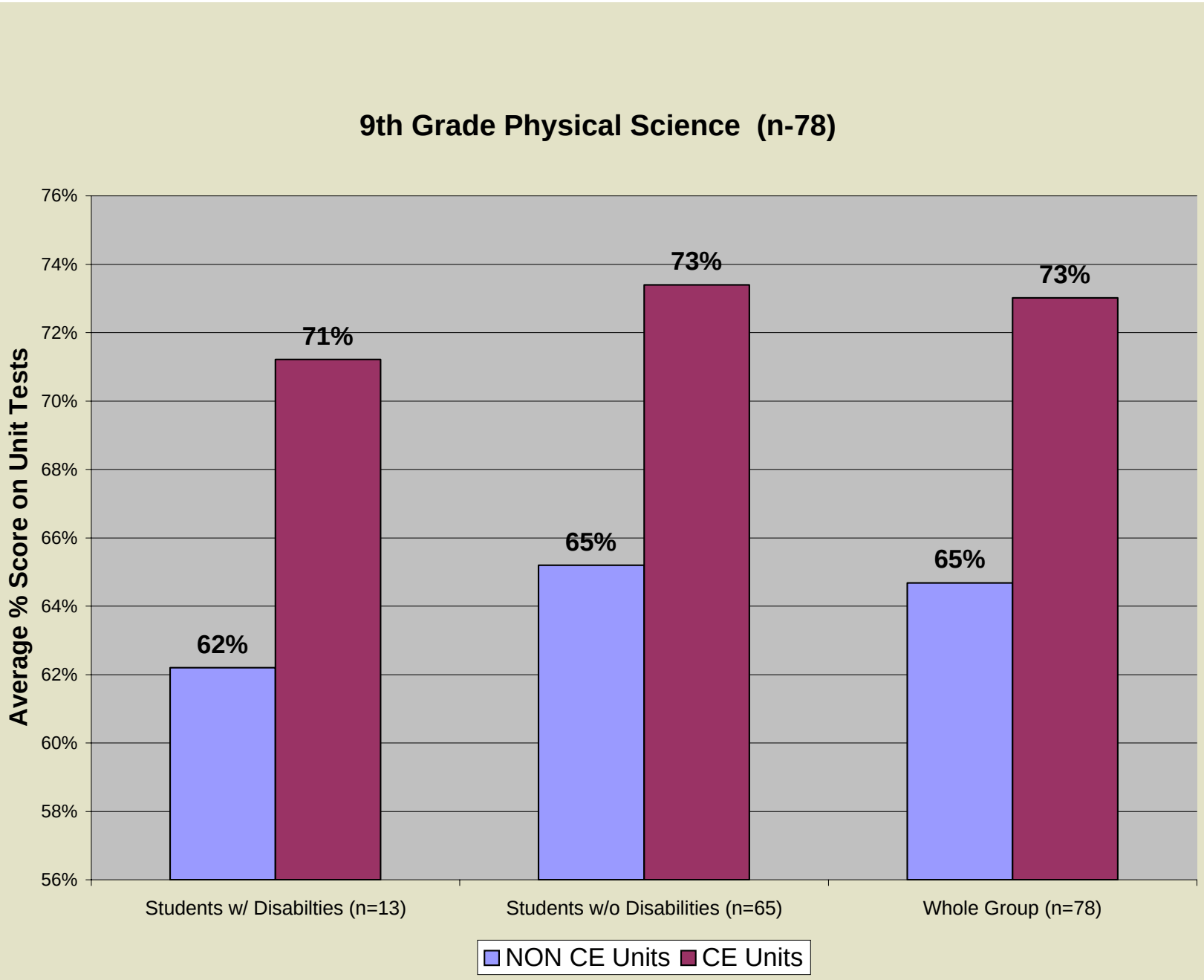
- North Central Accreditation visit
- School-wide reading screening
- Intensive word identification intervention
- Reading comprehension strategies classes
- Writing strategies as a part of English classes

State Writing Assessment



The Muskegon High School Story

- North Central Accreditation visit
- School-wide reading screening
- Intensive word identification intervention
- Reading comprehension strategies classes
- Writing strategies as a part of English classes
- Engaging content teachers in solving the literacy problem


9th Grade Physical Science (n-78)
Average % Score on Unit Tests
76%
74%
72%
70%
68%
66%
64%
62%
60%
58%
56%
62%
71%
65%
73%
65%
73%
Students w/ Disabilties (n=13)
Students w/o Disabilities (n=65)
Whole Group (n=78)
NON CE Units
CE Units

The Muskegon High School Story

- North Central Accreditation visit
- School-wide reading screening
- Word identification intervention
- Reading comprehension strategies class
- Writing strategies as a part of English classes
- Engaging content teachers in solving the literacy problem
- Receipt of the Carrie & Pete Rozelle Award

Let’s pause for a moment…..

What factors do you think accounted for the success story at MHS?

Another Story….

Kennedy High School

Sacramento, CA

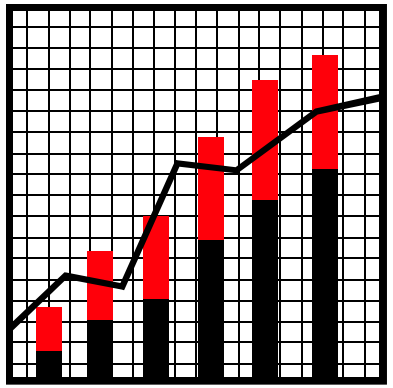
The JFK High School Story

- 1999- 2000 Intervention classes established for 9th students below the 25%

How did JKF approach literacy improvement?

Beginning with the 1999-2000 school year

- **150 Students (38% of target)**
- **2 teachers**
- **5 classes**
- **3 levels (1 comprehension and 2 Decoding Levels)**
- **Target group – 9th Graders below 25th percentile**



The JFK High School Story

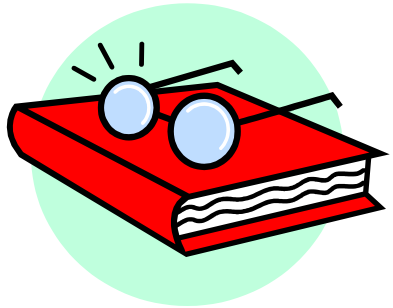
- 1999- 2000 Intervention classes established for 9th students below the 25%
- 2002 - 2003 SIM overviews conducted

The JFK High School Story

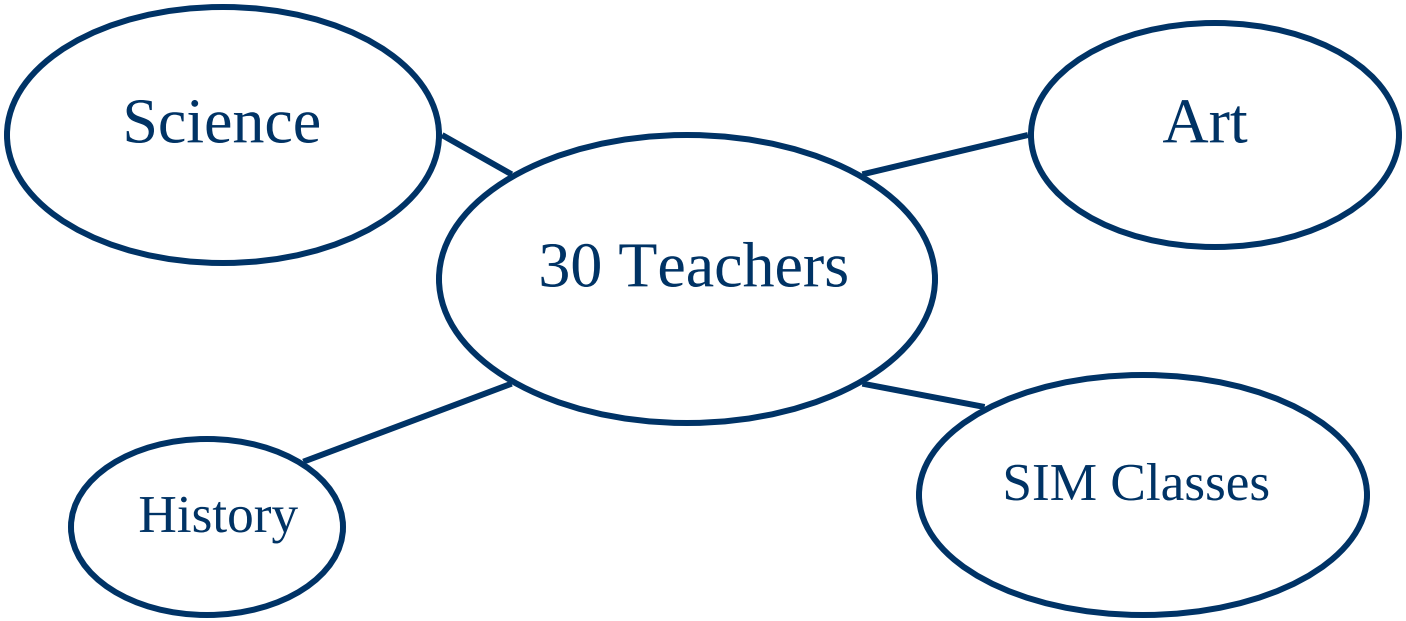
- 1999- 2000 Intervention classes established for 9th students below the 25%
- 2002 - 2003 SIM overviews conducted
- 2003 - 2004 Get Acquainted Year
  - SIM Strategic Reading classes planned for 9th and 10th grade students at Basic or Below Basic reading levels
  - 2003 - 2004 thirty teachers participated in summer training in both strategic reading and Content Enhancement routines

2003 - 2004 Reading Programs

- Corrective Reading –Decoding & Fluency (5th year)
- Reasoning & Writing – Writing/Comprehension (5th year)
- Reading Plus – Computerized Reading (1st year)
- Strategic Instruction Model – Comprehension (1st year)



School Year 2003 - 2004



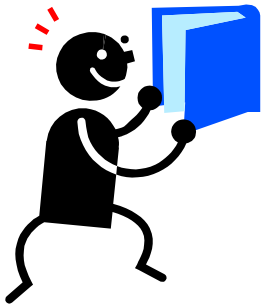
Impact of SIM's First Year

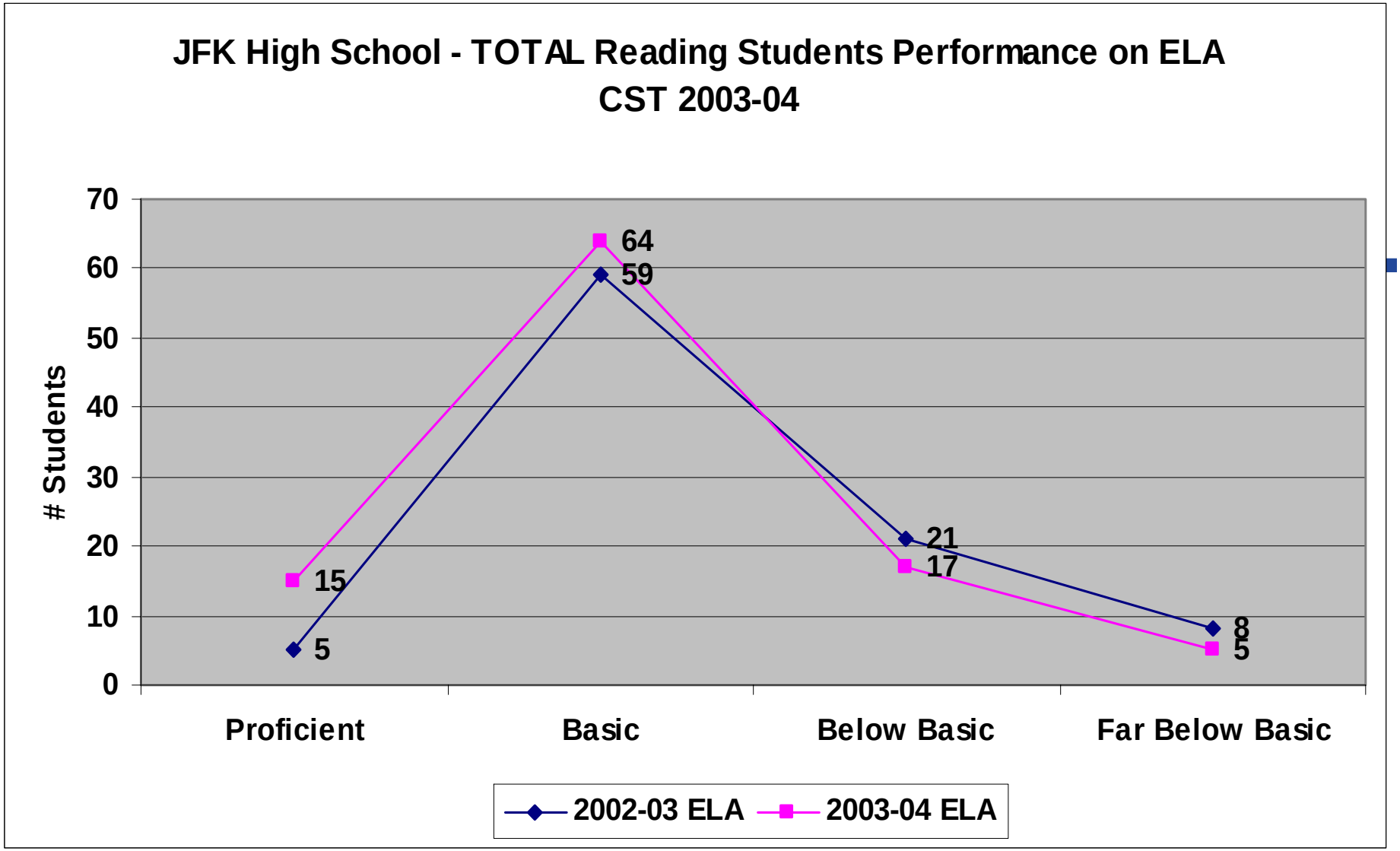
- **Average gain at end-year for all SIM classes**

  1.5 years – Accelerated Reader Start Test

  & Bear Spelling Test

- **Student achievement increased on pre/post tests**
- **Student buy-in to program at more than 80%**
- **Student attempting to use strategies across content areas at least 50%.**
- **Teachers appreciating results.**
- **CST Results – Students Moved Up**

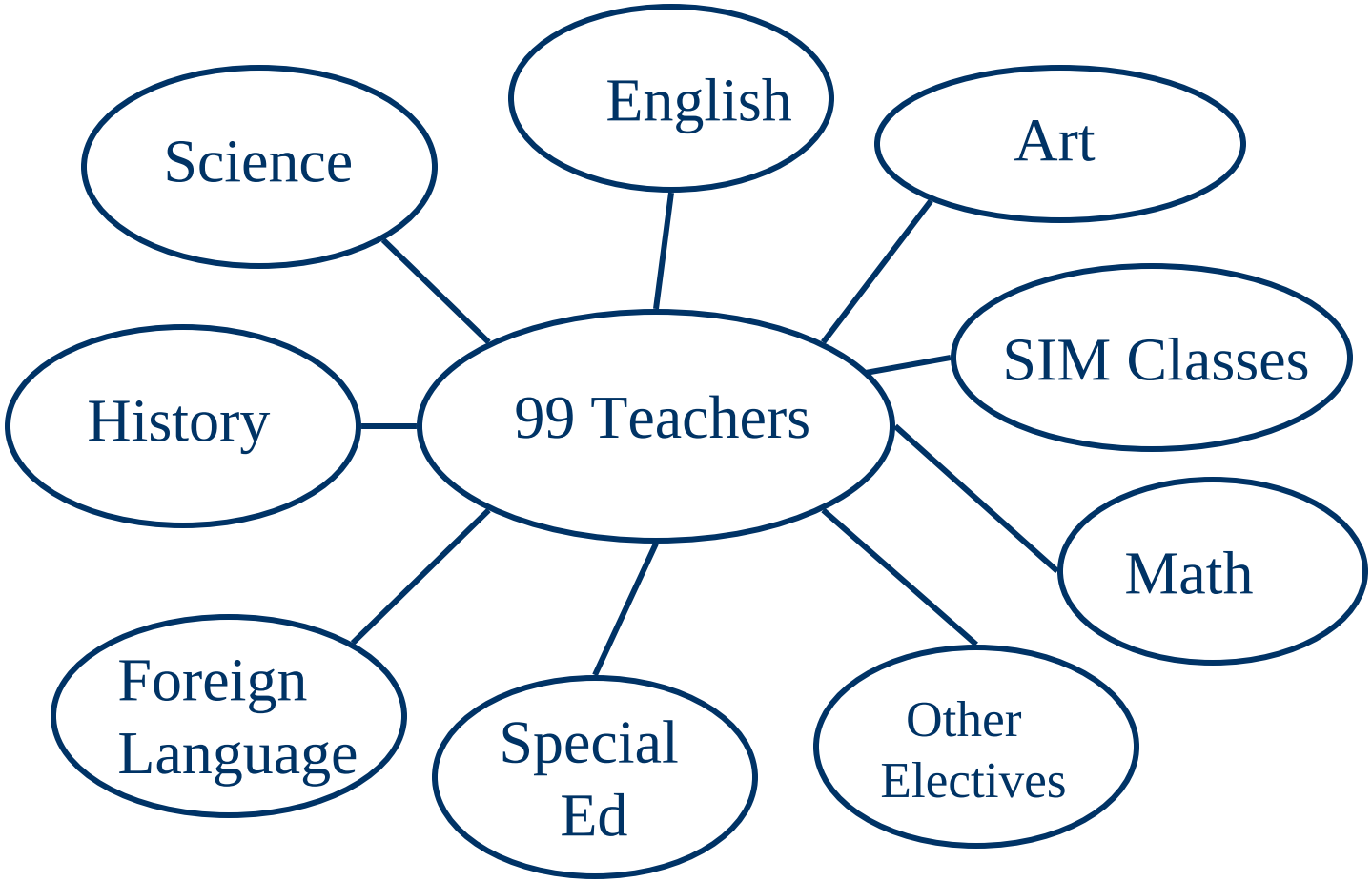



JFK High School - TOTAL Reading Students Performance on ELA
CST 2003-04
Students
70
60
50
40
30
20
10
0
64
59
15
5
21
17
8
5
Proficient
Basic
Below Basic
Far Below Basic
2002-03 ELA
2003-04 ELA

The JFK High School Story

- 1999- 2000 Intervention classes established for 9th students below the 25%
- 2002 - 2003 SIM overviews conducted
- 2003 - 2004
  - SIM Strategic Reading class implemented for 9th and 10th grade students at Basic or Below Basic reading levels
  - Thirty teachers participate in summer training in both strategic reading and Content Enhancement routines
- 2004 - 2005
  - one-hundred teachers participate in a summer Teaching Content to All Institute;
  - Year two of the Strategic Reading Class

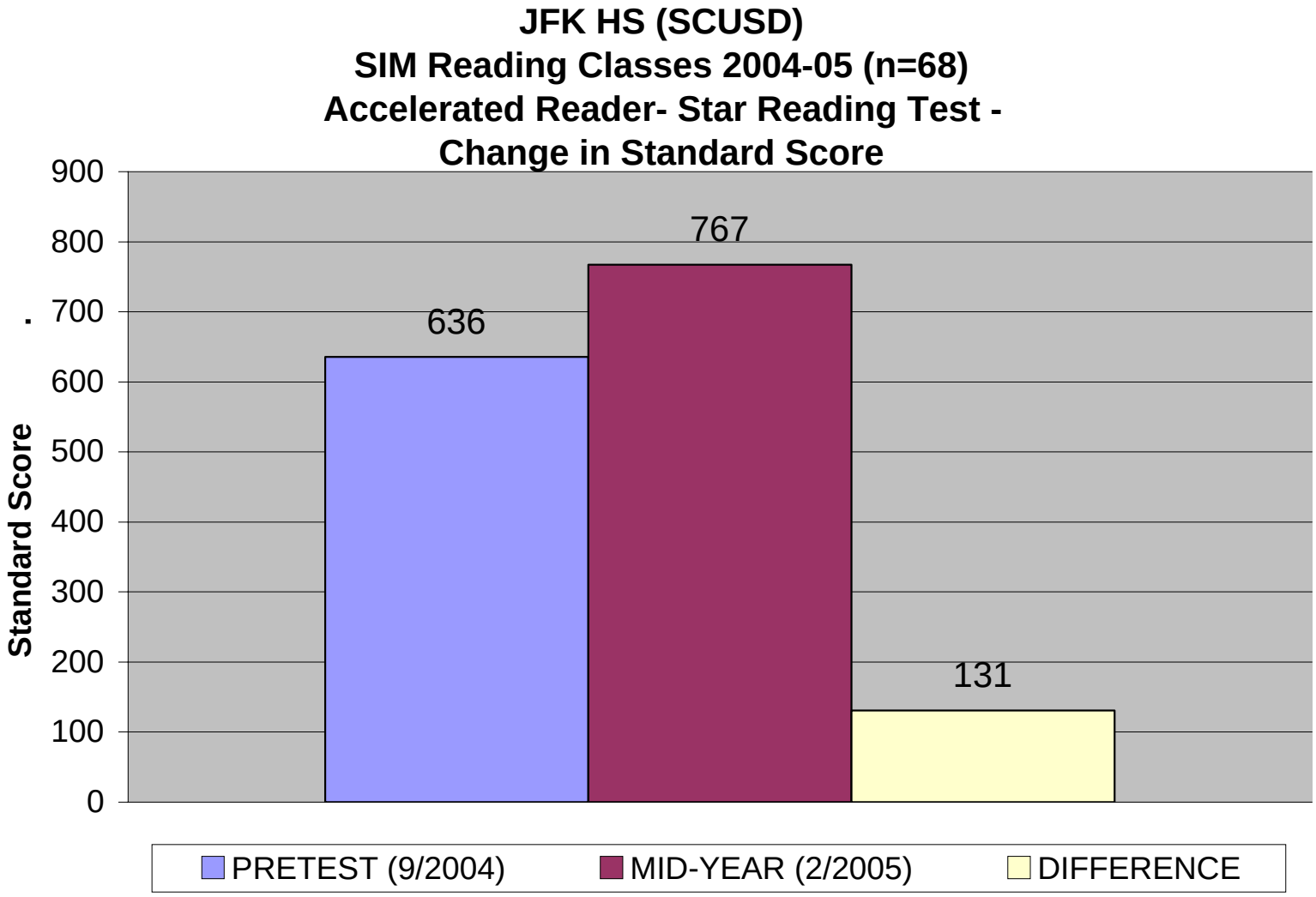
School Year 2004 - 2005



JFK Reading Class Schedule

2004 - 2005

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Level E	Reading Plus				
Reading Plus			Level E		
SIM	SIM	SIM	SIM	SIM	SIM
Decoding B2		Decoding C			Level E
Comp C	Decoding C	Comp C			
Decoding B1					
		Reading Plus			


JFK HS (SCUSD)
SIM Reading Classes 2004-05 (n=68)
Accelerated Reader- Star Reading Test -
Change in Standard Score
Standard Score
900
800
700
600
500
400
300
200
100
0
636
767
131
PRETEST (9/2004)
MID-YEAR (2/2005)
DIFFERENCE

The JFK High School Story

- 1999- 2001 Intervention classes established for 9th students below the 25%
- 2002 - 2003 SIM overviews conducted
- 2003 - 2004
  - SIM Strategic Reading class implemented for 9th and 10th grade students at Basic or Below Basic reading levels
  - Thirty teachers participate in summer training in both strategic reading and Content Enhancement routines
- 2004 - 2005
  - one-hundred teachers participate in a summer Teaching Content to All Institute;
  - Year two of the Strategic Reading Class
- 2005 - 2006
  - Embedded Reading Strategy Institute for ALL teachers
  - Year two of Strategic Reading class; number of class offerings increases

2005 - 2006
School Wide Reading Strategies
embedded - strategic - intervention

- Emphasis on school wide strategies and routines-
  - *Word identification*
  - *Paraphrasing*
  - *Chapter Survey*
  - *Frame Routine*

- Content specific strategies
  - Visual Imagery in English
  - Self-Questioning in Science and History
- Cross curricular implementation through Small Learning Communities
- Strategic and Intervention classes

Words of Wisdom from **JFK Principal Mary Shelton**

- It is important to get whole staff buy-in for changes in teaching strategies to be effective in school wide literacy.
  - a two year start-up process
  - started with a core group sold on strategies
  - word of mouth
  - demos in faculty & SLC meetings
  - CRL researcher presentation to faculty = turning point

Challenge

WE CAN'T AFFORD TO SAVE THIS ONE, BUT DON'T WORRY, SOMEONE WILL CATCH HIM.
WELFARE SYSTEM
JUDICIAL SYSTEM
IPS
ALTERNATIVE SCHOOL
GANGS

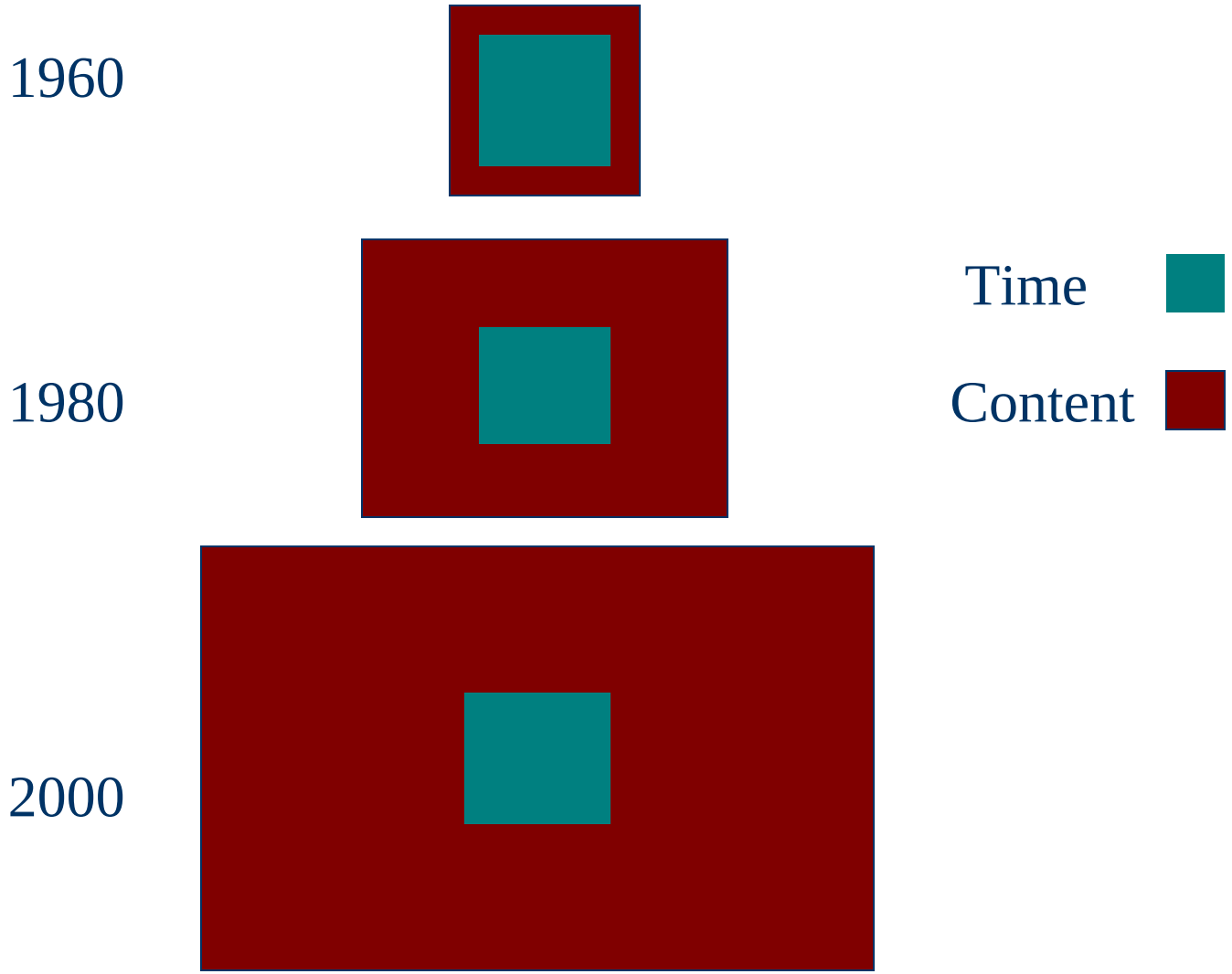
Student Profiles

- 8.7 million 4th-12th graders can't cope with academic demands
- 74% of all 9th graders scored at Unsatisfactory or Basic Level on state assessment
  - Unsatisfactory = 3%ile WR; 1%ile RC
  - Basic=9%ile WR; 8%ile RC
- 70% of adolescents graduate; 50% of students with color do
- Students who stay "on track" in freshman year (earn 5 credits and no more than 1 F) 3.5 times as likely to graduate

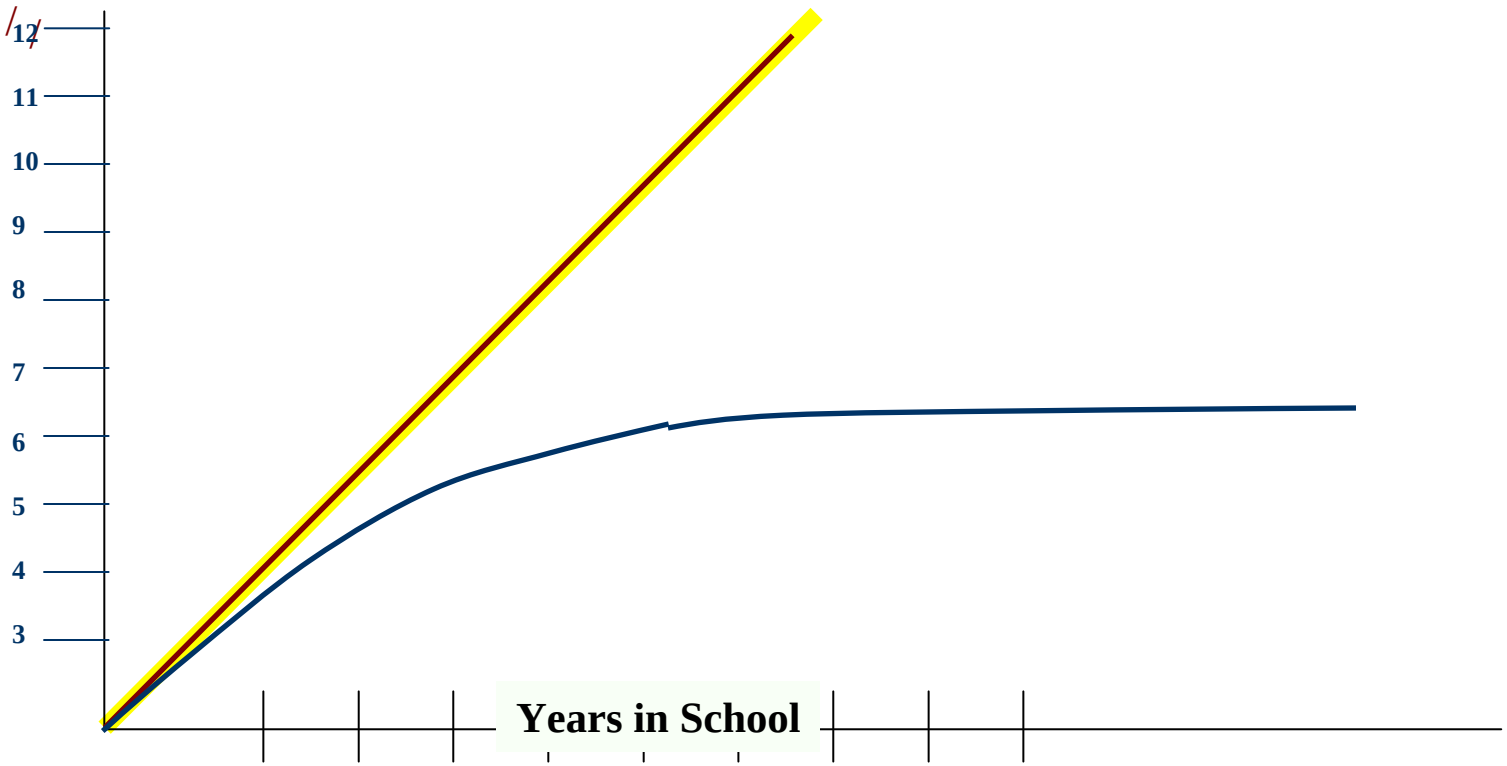
Student Profiles (cont)

- "On-track Indicator"
  - Students who stay "on track" in freshman year (earn 5 credits and no more than 1 F) 3.5 times as likely to graduate
  - One semester F decreases likelihood of graduating from 83% to 60%
  - 2 Fs decreases likelihood to 44%
  - 3 Fs decreases likelihood to 31%

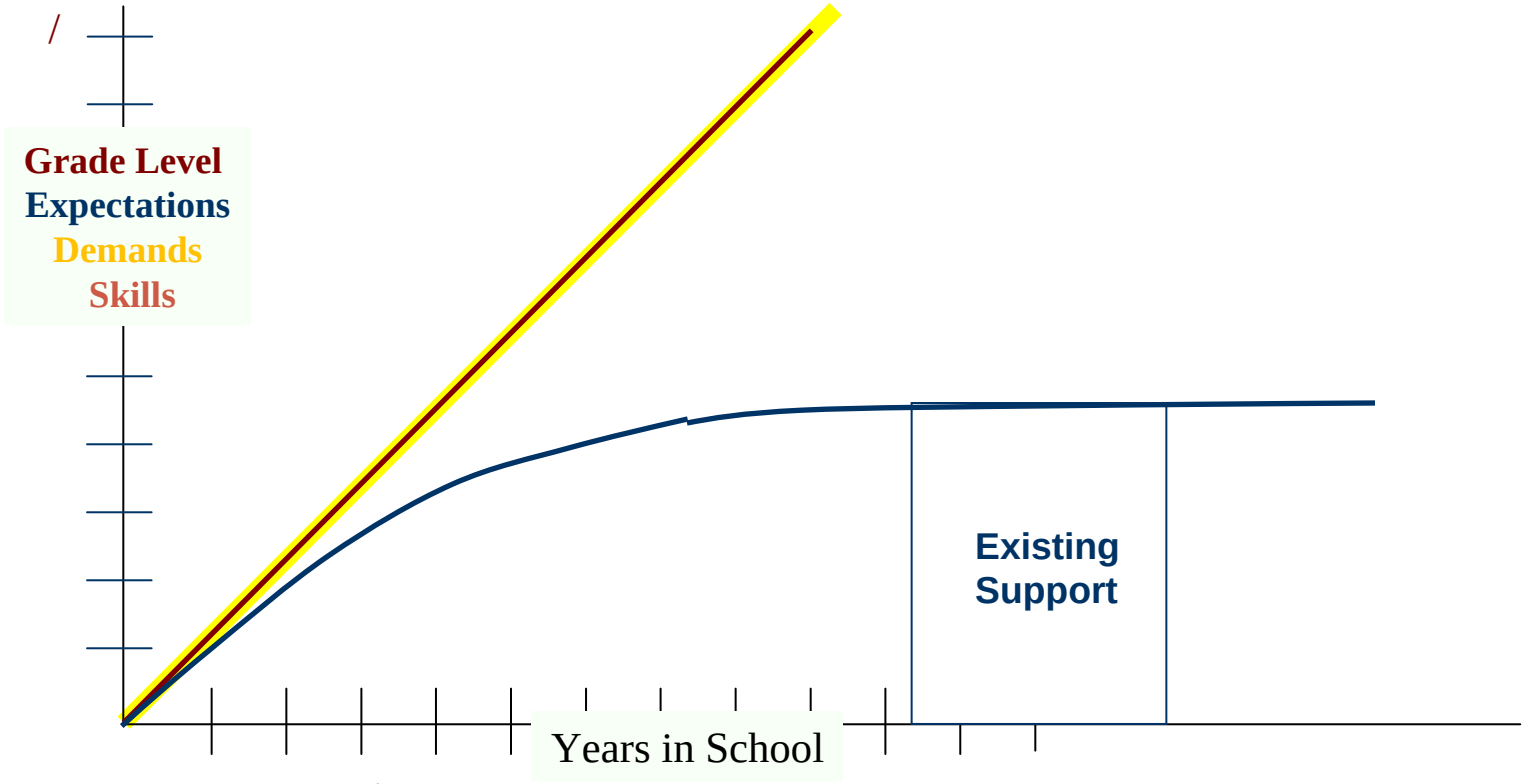
Information Explosion/ Instructional Time Dilemma



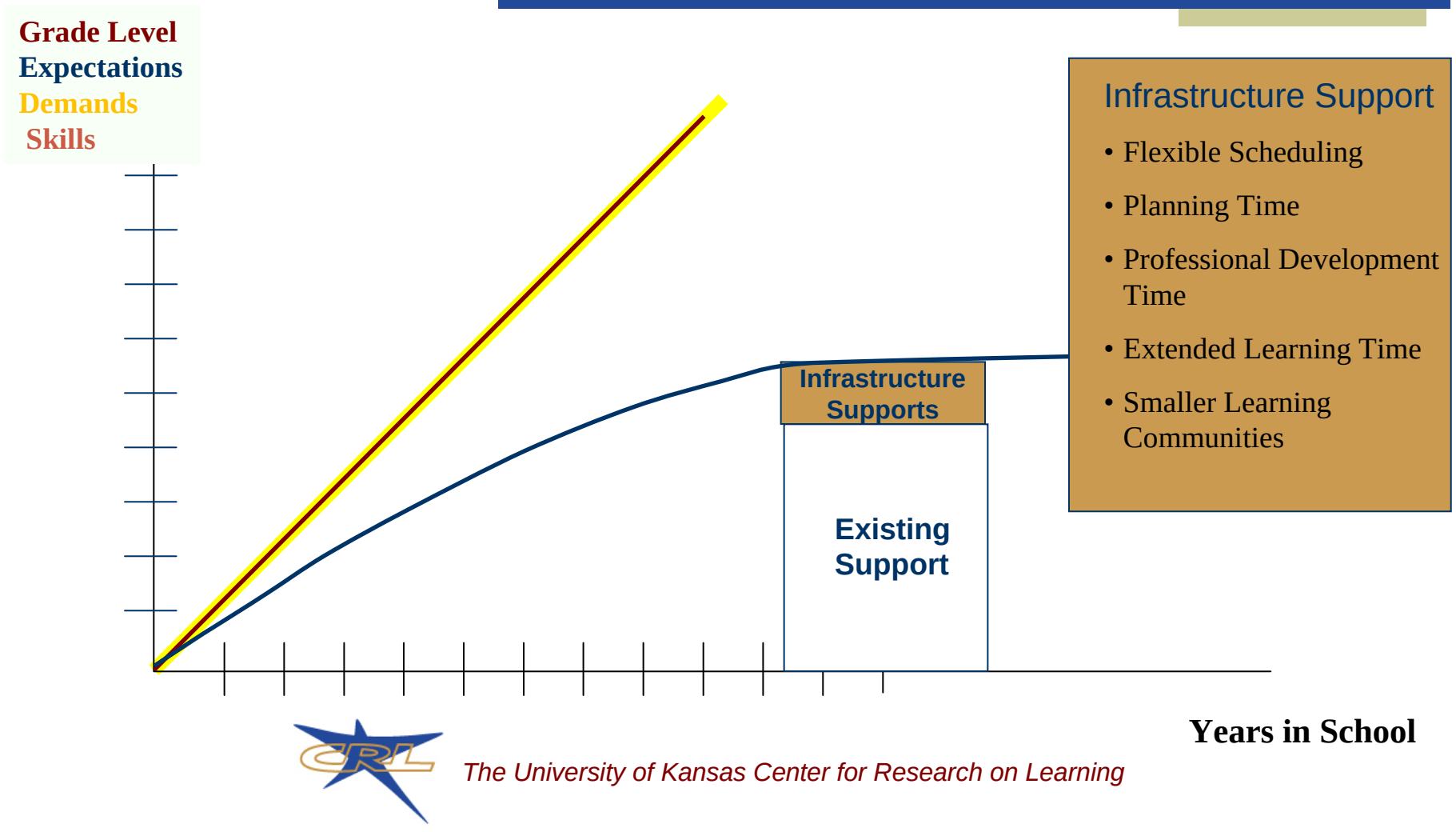
The Performance Gap



The Performance Gap



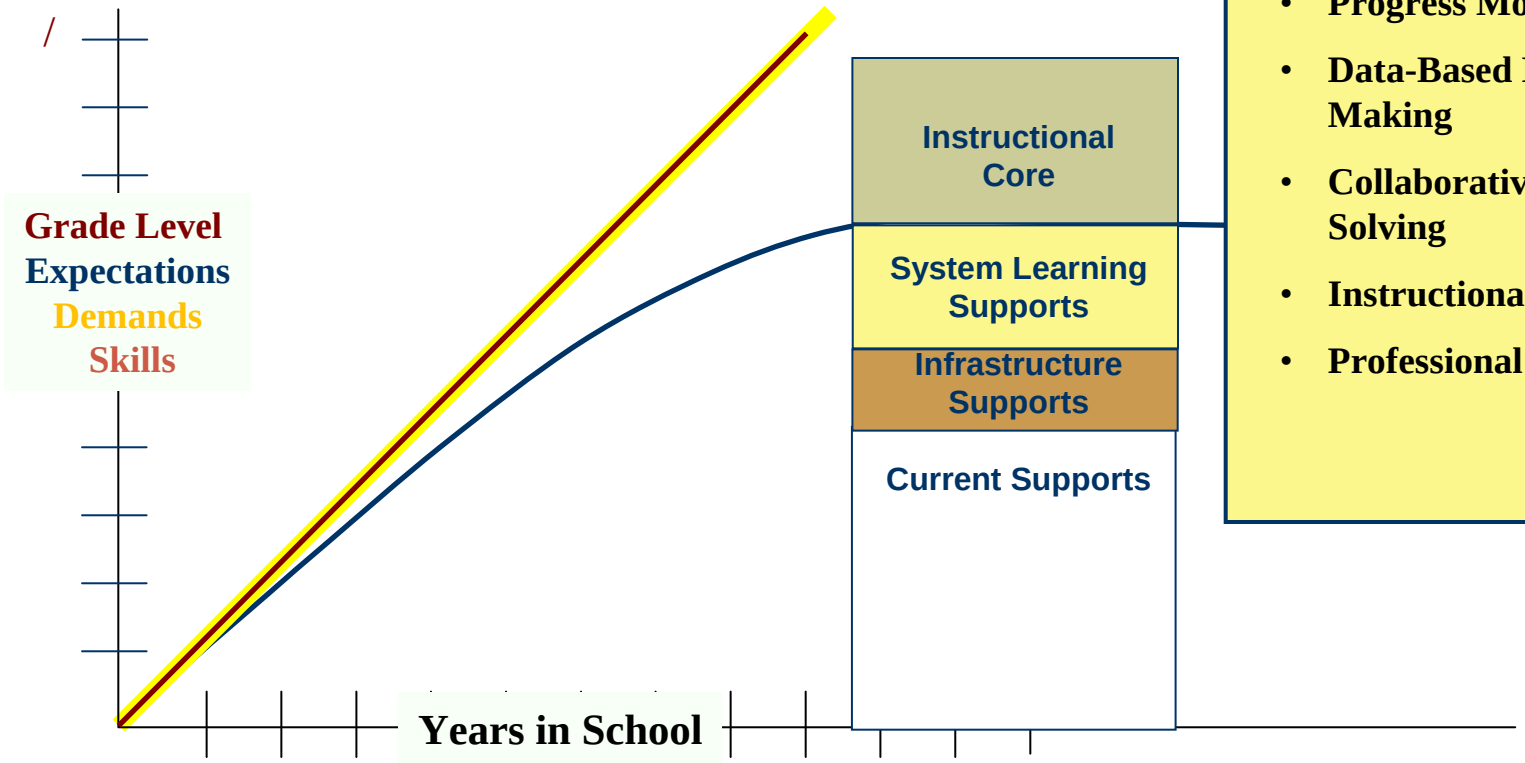
The Performance Gap



Infrastructure Support

- Flexible Scheduling
- Planning Time
- Professional Development Time
- Extended Learning Time
- Smaller Learning Communities

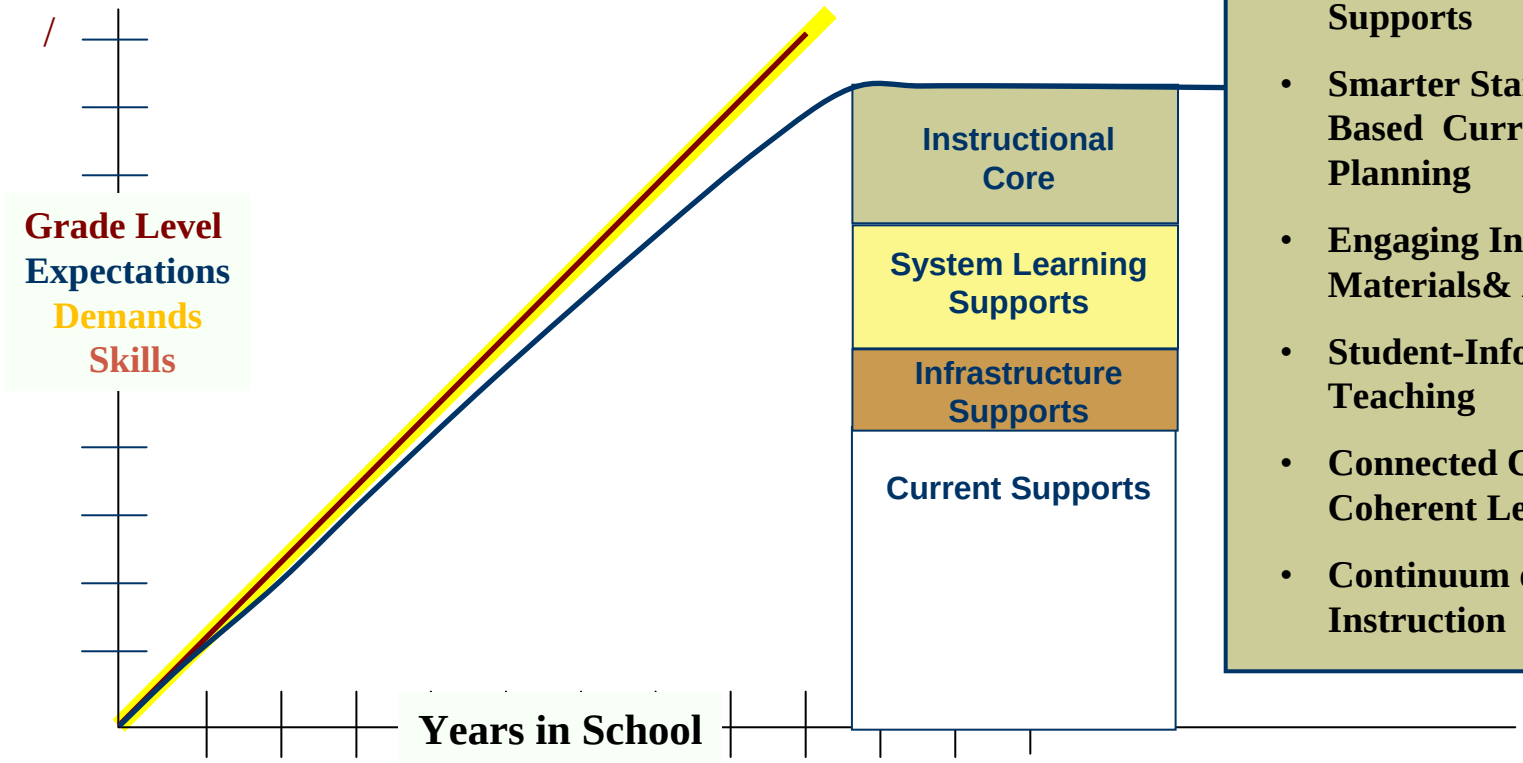
The Performance Gap



System Learning Supports

- **Progress Monitoring**
- **Data-Based Decision Making**
- **Collaborative Problem-Solving**
- **Instructional Coaching**
- **Professional Learning**

The Performance Gap



Instructional Core

- **Motivation/Behavior Supports**
- **Smarter Standards-Based Curriculum Planning**
- **Engaging Instructional Materials& Activities**
- **Student-Informed Teaching**
- **Connected Courses & Coherent Learning**
- **Continuum of Literacy Instruction**

The Content Literacy Continuum

Key Ideas Related to Content Literacy

1. A major application of literacy is to increase the learning of critical information.
2. Content literacy requires fluent decoding.
3. Common strategies are taught and reinforced by all teachers.
4. Responsive and systematic instruction is provided on a continuum of intensity.
5. Students must master critical content regardless of literacy competence so that they acquire the background knowledge required to connect and understand new information.

A Continuum of Literacy Instruction

Level 1: **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)

Level 2: **Embedded strategy instruction** (routinely weave strategies within *and* across classes using large group instructional methods)

Level 3: **Intensive strategy instruction** (mastery of specific strategies using 8-stage instructional sequence; individual Strategic Tutoring)

Level 4: **Intensive basic skill instruction** (mastery of entry level literacy skills at the 4th grade level)

Level 5: **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)

A Continuum of Literacy Instruction

Level 1: **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)

Level 2: **Embedded strategy instruction** (routinely weave strategies within *and* across classes using large group instructional methods)

Level 3: **Intensive strategy instruction** (mastery of specific strategies using 8-stage instructional sequence; individual Strategic Tutoring)

Level 4: **Intensive basic skill instruction** (mastery of entry level literacy skills at the 4th grade level)

Level 5: **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)

What does the core content curriculum have to do with adolescent literacy?

- ✓ **Teachers are required to align curriculum with standards and then are required to ensure that all students meet standards.**
- ✓ **Students who have limited literacy skills and strategies will not acquire the content and will not meet standards.**
- ✓ **The core content curriculum is where students apply and practice literacy skills and strategies.**
- ✓ **Secondary students will not have sufficient opportunities for practice if core content teachers do not participate in the development of literacy skills and strategies across the curriculum.**

- ✓ **Comprehension does not improve for students with limited content knowledge unless content area background knowledge is improved.**
- ✓ **When students have limited literacy, core curriculum teachers must compensate for these skills and strategies in the ways that they present the core content.**
- ✓ **Secondary teachers must balance content instruction with literacy instruction if students are going to meet standards.**
- ✓ **Traditional secondary teacher planning and instruction focuses on planning to cover more content quickly and the result is poor content area learning for all students.**
- ✓ **Secondary core curriculum teachers can promote literacy by focusing instructional time on critical content so that mastery is achieved and critical literacy skills and strategies can be embedded naturally during instruction.**

Level 1: Ensure mastery of critical content.

All students learn critical content required in the core curriculum regardless of literacy levels.

Teachers compensate for limited literacy levels by using explicit teaching routines, adaptations, and technology to promote content mastery.

For example: The Unit Organizer Routine

Content Enhancement Routines

(Creating "learner-friendly" classrooms)

- A way of teaching academically diverse classes in which
  - The integrity of the content is maintained
  - Critical content is selected and transformed
  - Content is taught in an active partnership with students

Content Enhancement Teaching Routines

Planning & Leading Learning

Course Organizer

Unit Organizer

Lesson Organizer

Exploring Text, Topics, & Details

Framing Routine

Survey Routine

Clarifying Routine

Teaching Concepts

Concept Mastery Routine

Concept Anchoring Routine

Concept Comparison Routine

Increasing Performance

Quality Assignment Routine

Question Exploration Routine

Recall Enhancement Routine

Biology Example

Teacher(s): MHS
Time:

The Course Organizer

Student:
Course Dates:

THIS COURSE: Biology

is about understanding living things.

COURSE QUESTIONS:

1. How is the scientific method used in the biological sciences?
2. How are living things related and organized?
3. How do matter, energy, and organisms interact?
4. How do cycles affect living things?
5. What factors affect the growth and development of life?
6. What ideas and discoveries have shaped the study of life?
7. How does interdependence affect living things?
8. How do structure and function relate?

Michigan Course Standards and Benchmarks:

III.1. CELLS

III.1.HS.1 Explain how multicellular organisms grow, based on how cells grow and reproduce.

III.1.HS.2 Compare and contrast ways in which selected cells are specialized to carry out particular life functions.

III.2. ORGANIZATION OF LIVING THINGS

III.2.HS.1 Classify major groups or organisms to the kingdom level.

III.2.HS.2 Describe the life cycle of an organism associated with human disease.

III.2.HS.3 Explain the process of food storage and food use in organisms.

III.2.HS.4 Explain how living things maintain a stable internal environment.

III.2.HS.5 Describe technology used in the prevention, diagnosis, and treatment of diseases and explain its function in terms of human body processes.

III.3. HEREDITY

III.3.HS.1 Explain how characteristics of living things are passed on from generation to generation.

III.3.HS.2 Describe how genetic material is passed from parent to young during sexual and asexual reproduction.

III.3.HS.3 Explain how new traits may arise in individuals through changes in genetic material (DNA).

III.4. EVOLUTION

III.4.HS.1 Describe what biologists consider to be evidence for human evolutionary relationships to selected animal groups.

III.4.HS.2 Explain how a new species or variety may originate through the evolutionary process of natural selection.

III.5. ECOSYSTEMS

III.5.HS.1 Describe common ecological relationships between and among species and their environments.

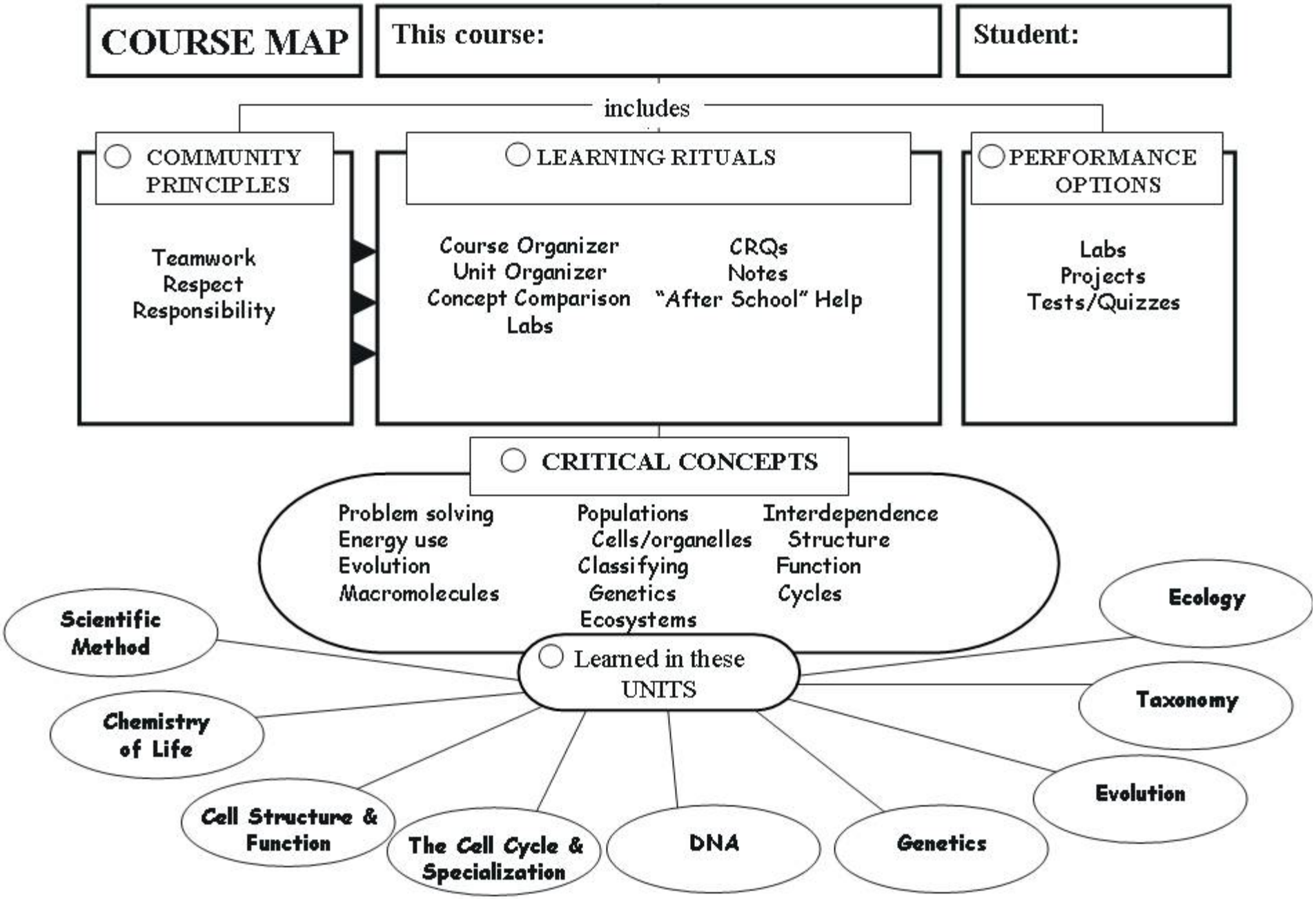
III.5.HS.2 Explain how energy flows through familiar ecosystems.

III.5.HS.3 Describe general factors regulating population size in ecosystems.

III.5.HS.4 Describe responses of an ecosystems to events that cause it to change.

III.5.HS.5 Describe how carbon and soil nutrients cycle through selected ecosystems.

III.5.HS.6 Explain the effects of agriculture and urban deelopment on selected ecosystems.


COURSE MAP
This course:
Student:
includes
COMMUNITY PRINCIPLES
Teamwork
Respect
Responsibility
LEARNING RITUALS
Course Organizer
Unit Organizer
Concept Comparison
Labs
CRQs
Notes
"After School" Help
PERFORMANCE OPTIONS
Labs
Projects
Tests/Quizzes
CRITICAL CONCEPTS
Problem solving
Energy use
Evolution
Macromolecules
Populations
Cells/organelles
Classifying
Genetics
Ecosystems
Interdependence
Structure
Function
Cycles
Learned in these UNITS
Scientific Method
Chemistry of Life
Cell Structure & Function
The Cell Cycle & Specialization
DNA
Genetics
Evolution
Taxonomy
Ecology

The Unit Organizer

NAME _____

DATE _____

④ BIGGER PICTURE

Life Science

② **LAST UNIT**/Experience

Summer Vacation

① CURRENT UNIT

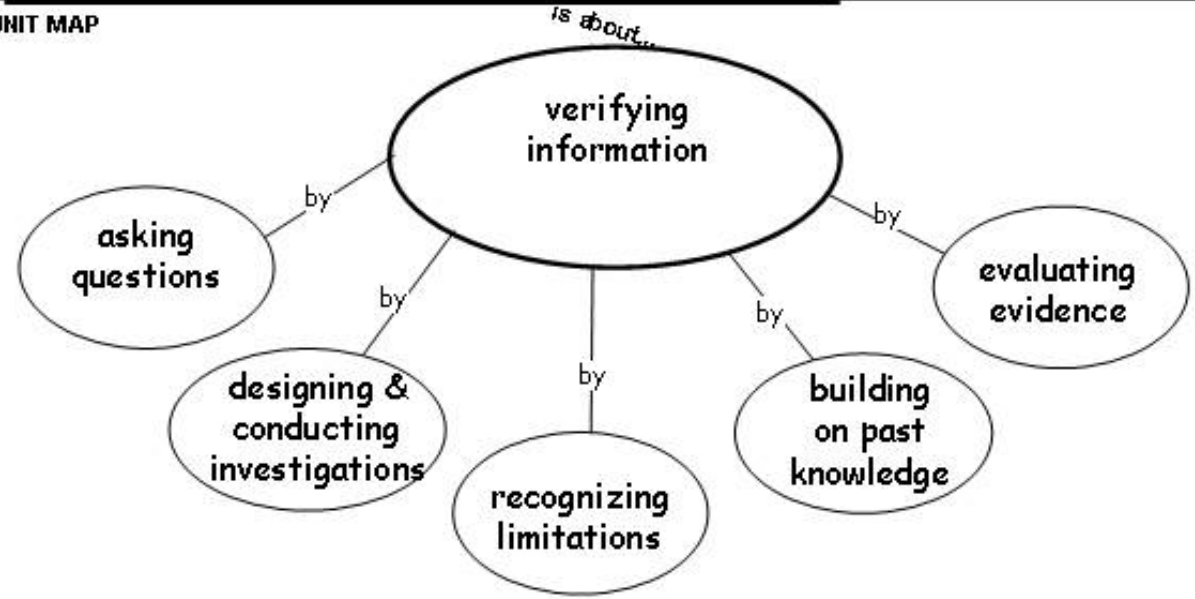
The Scientific Method

③ **NEXT UNIT**/Experience

Chemistry of Life

⑧ **UNIT SCHEDULE**

⑤ **UNIT MAP**



UNIT SELF-TEST QUESTIONS ⑦

1. Define the scientific method.
2. Name the steps of the scientific method.
3. List some limitations of science.
4. Given information concerning an experimental cure for a disease, evaluate whether or not you would take this medicine to save your life.

⑥ **UNIT RELATIONSHIPS**

- Sequential
- Evaluative
- Observation
- Questioning

The Unit Organizer

NAME _____

DATE _____

④ BIGGER PICTURE

Life Science

② LAST UNIT/Experience

Scientific Method

① CURRENT UNIT

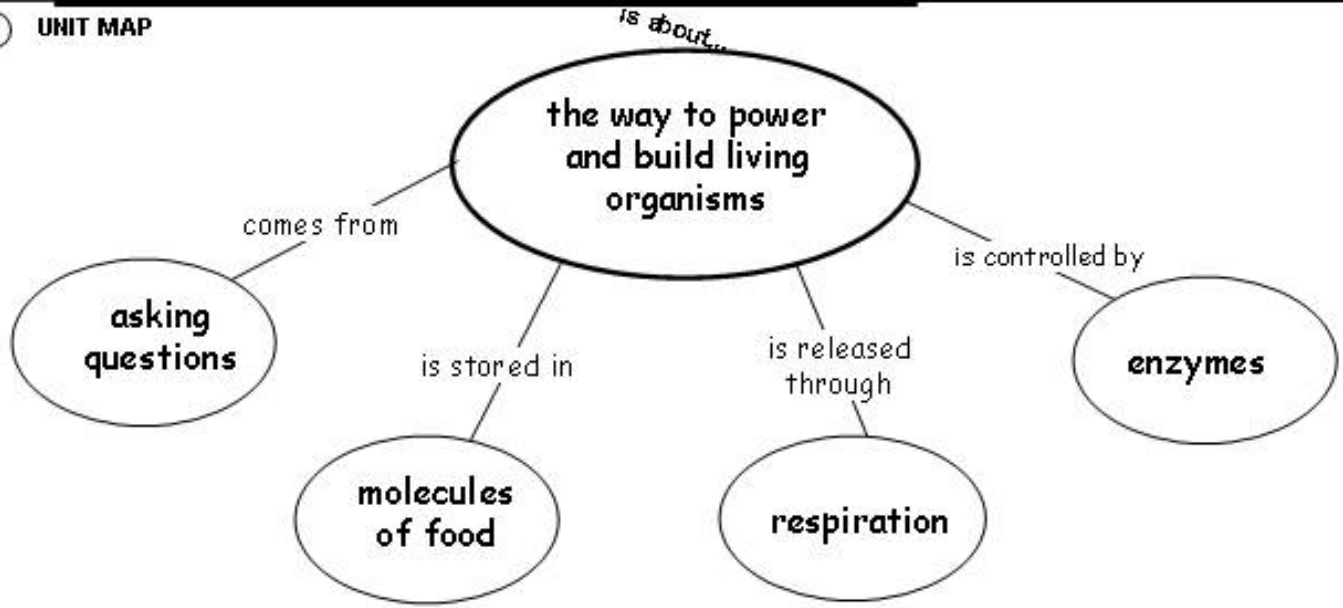
Chemistry of Life

③ NEXT UNIT/Experience

Cell Structure & Function

⑧ UNIT SCHEDULE

⑤ UNIT MAP



UNIT SELF-TEST QUESTIONS ⑦

1. Explain the process of photosynthesis.
2. Explain cellular respiration.
3. Compare and contrast photosynthesis & cellular respiration.
4. What organic molecules are needed to support life?
5. How much energy is stored in food molecules for future use by organisms?

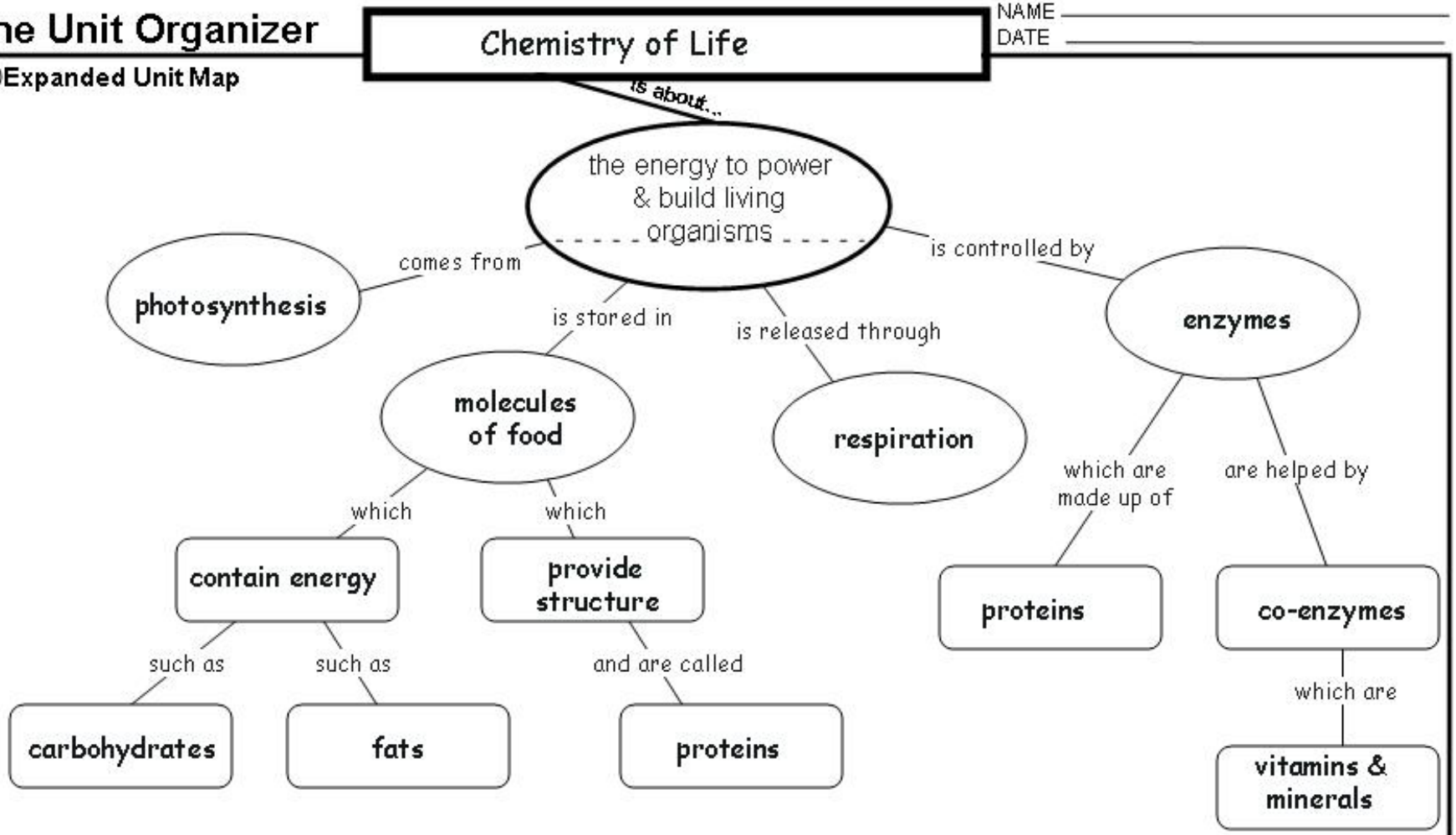
⑥ UNIT RELATIONSHIPS

- Comparisons
- Dependence/ Interrelationships
- Explanation
- Sequence

The Unit Organizer

NAME _____
DATE _____

⑨ Expanded Unit Map



⑩ NEW UNIT SELF-TEST QUESTIONS

Comparison Table

C Communicate Targeted Concepts
O Obtain the Overall Concepts
M Make lists of Known Characteristics
P Pin down Like Characteristics
A Assemble Like Categories
R Record Unlike Characteristics
I Identify Unlike Categories
N Nail Down a Summary
G Go Beyond the Basics

② Overall Concept

Energy Processes in Plants

① Concept: cellular respiration

① Concept: photosynthesis (PSN)

③ Characteristics

- Uses food energy to release energy
- Uses O_2
- Gives off CO_2
- Gives off H_2O

③ Characteristics

- Uses sunlight to capture energy to make food energy
- Uses CO_2
- Gives off O_2
- Uses H_2O

⑨ Extensions

Draw a schematic of the cellular respiration and PSN cycles.

④ Like Characteristics

Takes in something and gives off something.

CO_2, H_2O, O_2

⑤ Like Categories

Process
Materials

⑥ Unlike Characteristics

- Uses food
- Energy out (given off for work by cellular machines)
- Takes in O_2
- Gives off H_2O & CO_2

⑥ Unlike Characteristics

- Uses sunlight
- Energy in (taken in to store for future use)
- Takes in H_2O & CO_2
- Gives off O_2

⑦ Unlike Categories

- Energy source
- Raw materials & Products
- Direction

⑧ Summary

Cellular respiration and photosynthesis are energy exchanges in plant cells which are biological processes and involve the same materials (O_2, H_2O, & CO_2), but are different in the energy source and opposite in the raw materials and products.

Social Studies Example

The Unit Organizer

NAME Elida Cordora
DATE 1/22

4 BIGGER PICTURE

The roots and consequences of civil unrest.

2 LAST UNIT /Experience
Growth of the Nation

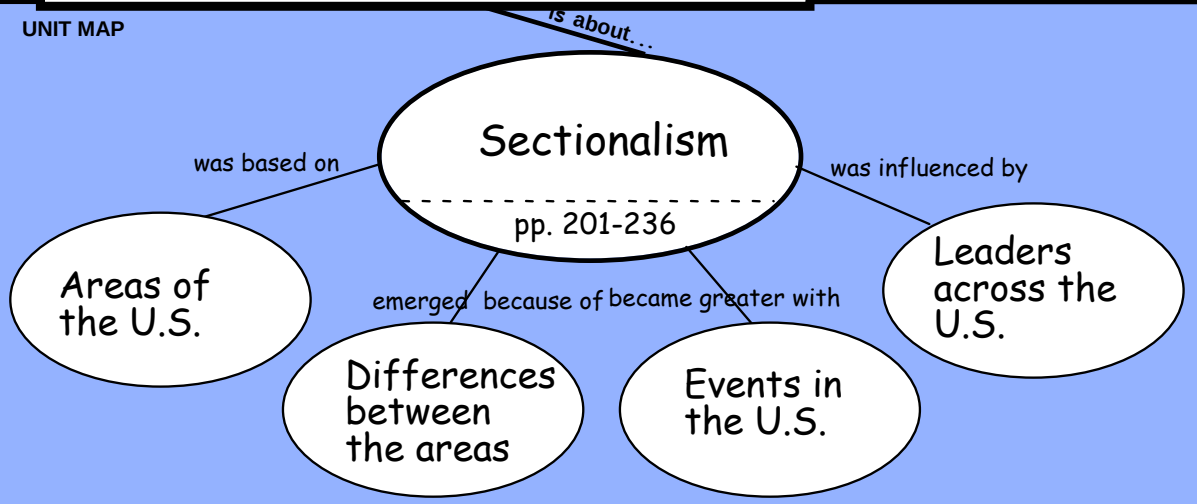
1 CURRENT UNIT
The Causes of the Civil War

3 NEXT UNIT /Experience
The Civil War

8 UNIT SCHEDULE

1/22	Cooperative groups - over pp. 201-210
1/28	Quiz
1/29	Cooperative groups - over pp. 210-225
	"Influential Personalities" project due
1/30	Quiz
2/2	Cooperative groups - over pp. 228-234
2/6	Review for test
2/7	Review for test
2/6	Test

5 UNIT MAP



UNIT SELF-TEST QUESTIONS

7

What was sectionalism as it existed in the U. S. of 1860?

How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?

What examples of sectionalism exist in the world today?

6 UNIT RELATIONSHIPS

- descriptive
- compare/contrast
- cause/effect

The Unit Organizer

NAME Elida Cordora
DATE 1/22

The Causes of the Civil War

⑨ EXPANDED UNIT MAP

is about

Sectionalism

was based on

- Areas of the U.S.
  - which included the
    - North
    - South
    - West

developed because of

- Differences between the areas
  - and included
    - Social Differences
    - Political Differences
    - Economic Differences

became greater with

- Events in the U.S.
  - such as
    - 1820 - Missouri Compromise
    - 1846 - Mexican War
    - 1850 - Compromise of 1850
    - 1850 - Fugitive Slave Law of 1850
    - 1852 - Uncle Tom's Cabin
    - 1854 - Kansas-Nebraska Act
    - 1854 - Republican Party formed
    - 1854 - Bleeding Kansas
    - 1857 - Dred Scott Case
    - 1858 - Lincoln Douglas Debates
    - 1859 - John Brown's Raid
    - 1860 - Lincoln Elected
    - 1860 - South Carolina Secedes
    - 1861 - Confederacy formed

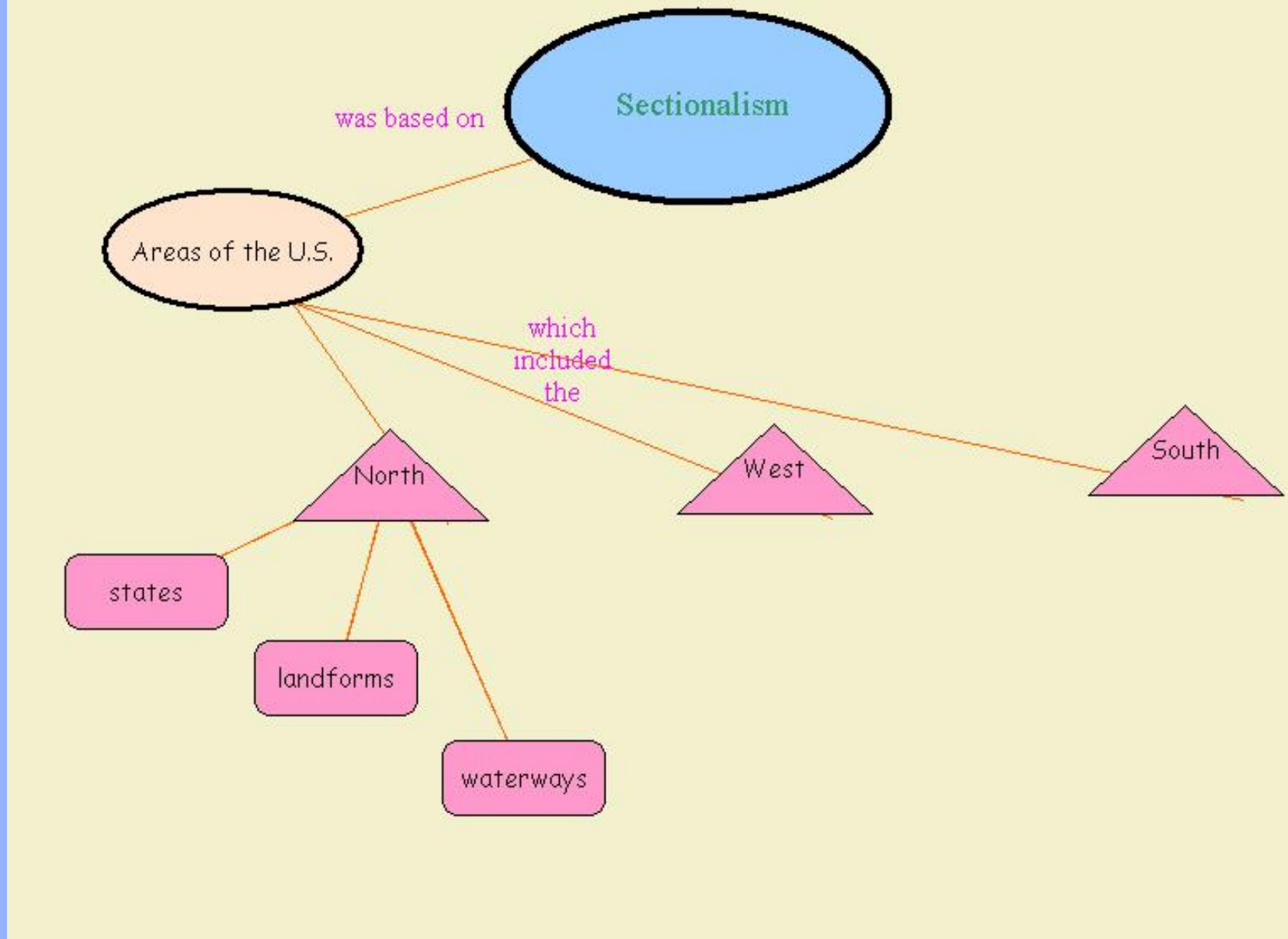
was influenced by

- Leaders of Change
  - such as
    - Henry Clay
    - Stephen Douglas
    - Zachary Taylor
    - Harriet Beecher Stowe
    - Douglas Filmore
    - John Brown
    - Jefferson Davis
    - Abraham Lincoln

⑩ NEW UNIT SELF-TEST QUESTIONS

How did national events and leaders pull the different sections of the U.S. apart?

Adapted from The Unit Organizer Routine. Copyrights for the template are held by the authors of The Unit Organizer Routine.


Sectionalism
was based on
Areas of the U.S.
which included the
North
West
South
states
landforms
waterways

CONCEPT DIAGRAM

CONVEY CONCEPT

OFFER OVERALL CONCEPT

NOTE KEY WORDS

CLASSIFY CHARACTERISTICS

Democracy

a form of government

Always Present	Sometimes Present	Never Present
leaders accountable by elections +	direct representation	rule by king 0
citizens have equal voting rights +	indirect representation	rule by dictator 0
individuals can oppose government +	centralized power	censorship of press 0
all views are tolerated +	decentralized power	hereditary transfer of power 0
statement of civil & political rights +	separation of power	
	unified power	

Russia 1993

EXPLORE EXAMPLES

Examples:

- United States
- England in 1993
- Athens (500 B.C.)
-

Nonexamples:

- China in 1993
- England under Henry VIII
- Macedonia (under Alexander)
-

PRACTICE WITH NEW EXAMPLE

leaders accountable

views tolerated

direct

indirect

rule by dictator

TIE DOWN A DEFINITION

A democracy is a form of government in which leaders are accountable to the people through elections, citizens have equal voting rights, individuals can oppose the government, all views are

The FRAME Routine

Key Topic
Progressive Era

is about…
a period of social change in the U. S.

Main idea: Social Problems	Main idea: Tools for Social Change	Main idea: Social Changes
Essential details	**Essential details**	**Essential details**
Unsafe food	Muckrakers wrote about problems	Meat Inspection Act
Monopolies	Bully pulpits forced new laws	Anti- trust Act
Unsafe and unfair working conditions	Activists organized protests	Commerce and Labor Departments
Limited voting rights	Demonstrators created public pressure	Voting rights expanded

So What? (What's important to understand about this?)

To really create social change, many people have to be organized, outspoken, and persistent!

A Continuum of Literacy Instruction

Level 1: **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)

Level 2: **Embedded strategy instruction** (routinely weave strategies within *and* across classes using large group instructional methods)

Level 3: **Intensive strategy instruction** (mastery of specific strategies using 8-stage instructional sequence; individual Strategic Tutoring)

Level 4: **Intensive basic skill instruction** (mastery of entry level literacy skills at the 4th grade level)

Level 5: **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)

Level 2: Weave shared strategies across classes.

Teachers embed selected learning strategies in core curriculum courses through direct explanation, modeling, and required application in content assignments.

For example: All teachers teach the steps of a paraphrasing strategy (RAP), regularly model its use, and then embed paraphrasing activities in course activities through the year to create a culture of "reading to retell."

Learning Strategies

- Teaching students how to think about and solve problems, or……teaching students “how to learn”

Learning Strategies Curriculum

Acquisition

Word Identification

Paraphrasing

Self-Questioning

Visual Imagery

Interpreting Visuals

Multipass

Storage

First-Letter Mnemonic

Paired Associates

Listening/Notetaking

LINCS Vocabulary

Expression of Competence

Sentences

Paragraphs

Error Monitoring

Themes

Assignment Completion

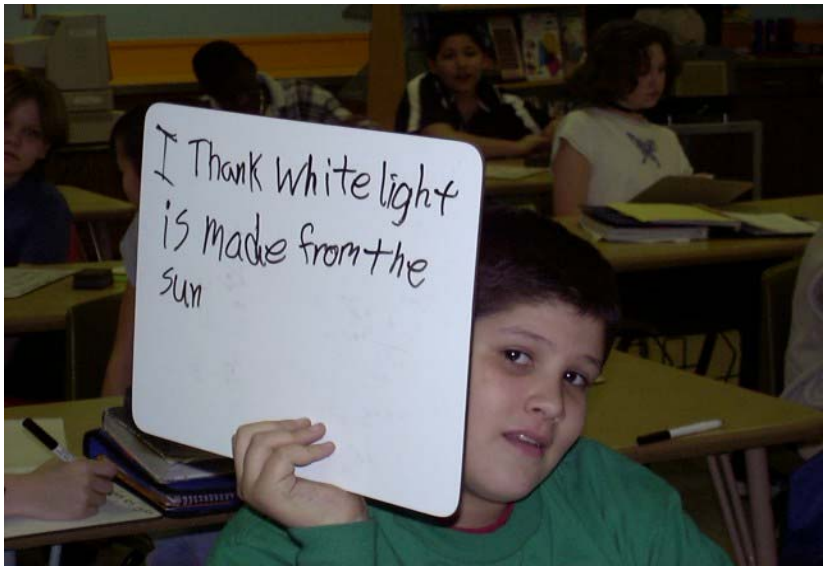
Test-Taking

Paraphrasing

- **R**ead a paragraph
- **A**sk yourself what is the main idea and what are important supporting details
- **P**ut the main idea and supporting details into your own words

Self-Questioning Strategy

- **A**ttend to clues as you read
- **S**ay some questions
- **K**eep predictions in mind
- **I**dentify the answer
- **T**alk about the answers



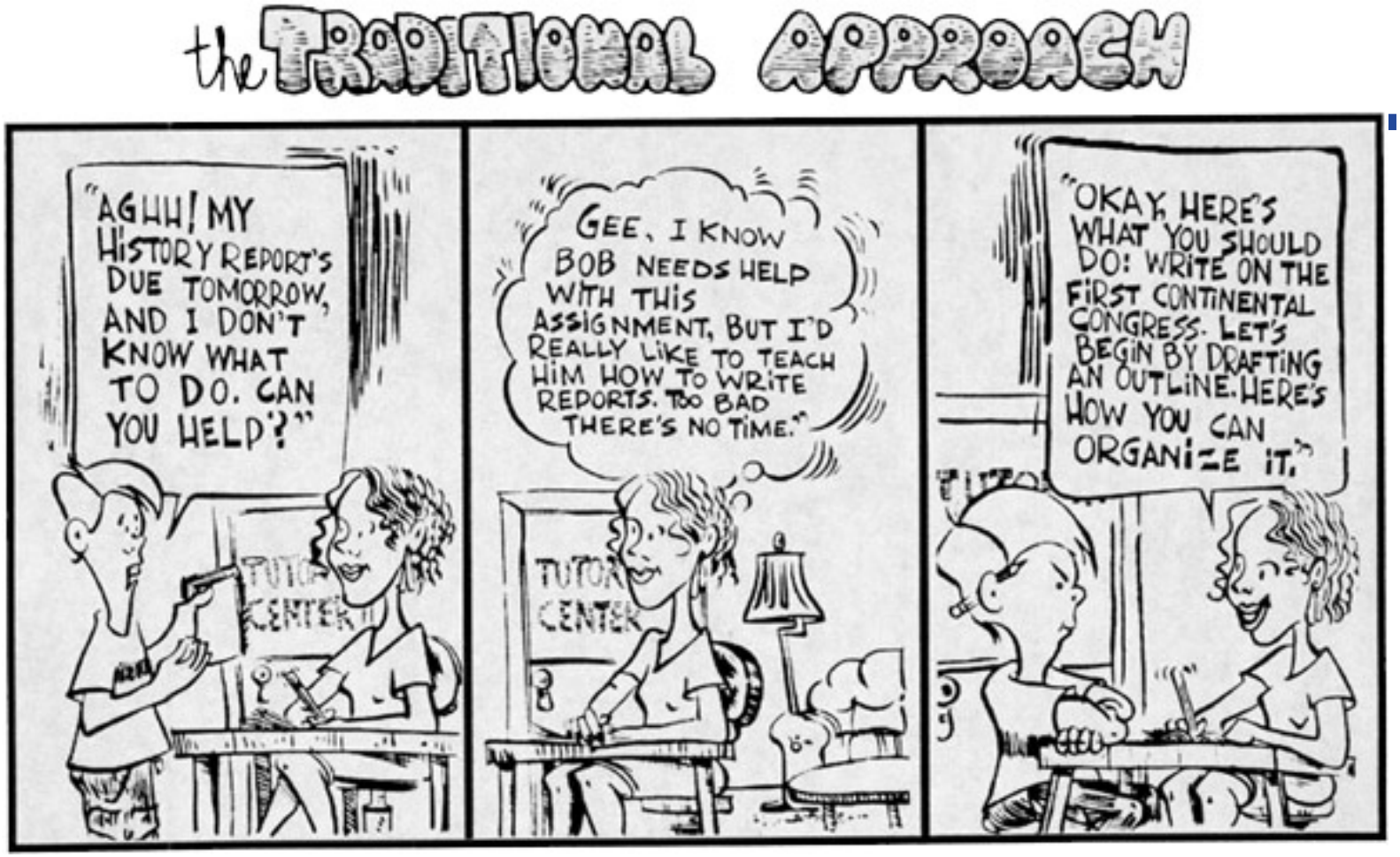
Strategic Tutoring cuts across CLC Levels

Creating a learning apprenticeship….

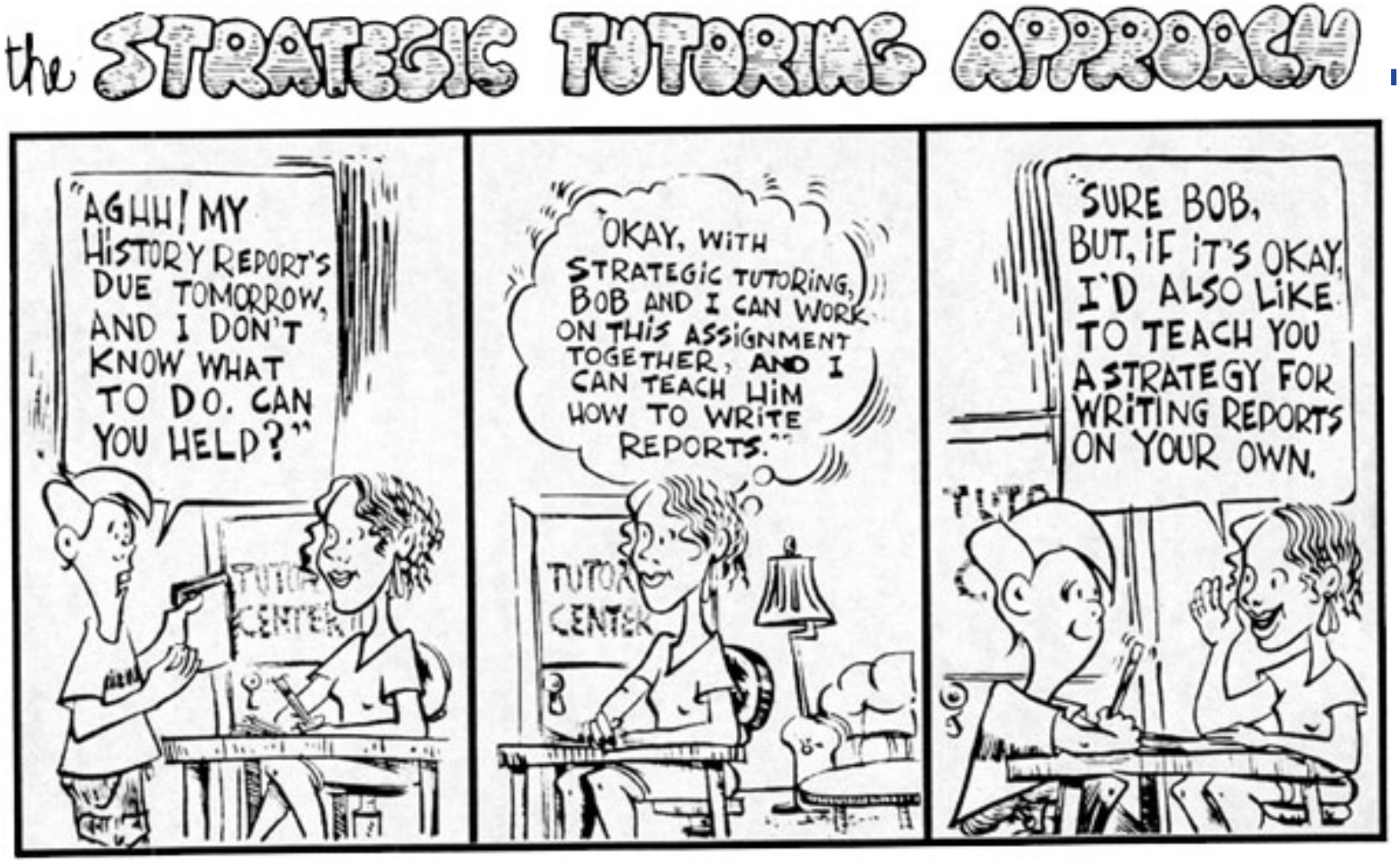
Give me a fish while you're teaching me how to catch my own. That way I won't starve to death while I'm learning to tie flies.

-Rainbow Mike

A Traditional Approach to



A Strategic Tutoring Approach



A Continuum of Literacy Instruction

Level 1: **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)

Level 2: **Embedded strategy instruction** (routinely weave strategies within *and* across classes using large group instructional methods)

Level 3: **Intensive strategy instruction** (mastery of specific strategies using 8-stage instructional sequence; individual Strategic Tutoring)

Level 4: **Intensive basic skill instruction** (mastery of entry level literacy skills at the 4th grade level)

Level 5: **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)

Level 3: Explicit Strategy Instruction

Students who:

- Have major deficits in key strategy areas
- Have difficulty mastering the strategies presented across courses in core curriculum

Are taught strategies through

- Specialized
- Explicit
- Direct
- Intense Instruction

Level 3: Explicit Strategy Instruction

Delivered by support personal

- Resource Teacher
- Paraprofessional
- Reading Specialist

Small group setting

Supplemental instruction offered through

- Electives
- Pull-out
- Tutoring
- Special courses

Example of an Acquisition Strategy

The Word Identification Strategy

Discover the context

Isolate the beginning

Separate the ending

Say the stem

Examine the stem

Check with someone

Try the dictionary

Acquisition & Generalization Procedures

- Pretest and Make Commitments
- Describe the Strategy
- Model (Teacher Demonstration and Student Enlistment)
- Verbal Practice
- Controlled Practice and Feedback
- Advanced Practice and Feedback
- Confirm Acquisition and Make Generalization Commitment

A Continuum of Literacy Instruction

Level 1: **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)

Level 2: **Embedded strategy instruction** (routinely weave strategies within *and* across classes using large group instructional methods)

Level 3: **Intensive strategy instruction** (mastery of specific strategies using 8-stage instructional sequence; individual Strategic Tutoring)

Level 4: **Intensive basic skill instruction** (mastery of entry level literacy skills at the 4th grade level)

Level 5: **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)

Level 4: Provide more intensive intervention for those who need work on basic literacy elements

Students develop the foundational decoding, fluency, and comprehension skills through specialized, direct, and intensive instruction in reading. Intensive instruction in listening, speaking, and writing is often a part of these services.

For example: Courses in researched-based reading programs such as the SRA Corrective Reading Program .

A Continuum of Literacy Instruction

Level 1: **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)

Level 2: **Embedded strategy instruction** (routinely weave strategies within *and* across classes using large group instructional methods)

Level 3: **Intensive strategy instruction** (mastery of specific strategies using 8-stage instructional sequence; individual Strategic Tutoring)

Level 4: **Intensive basic skill instruction** (mastery of entry level literacy skills at the 4th grade level)

Level 5: **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)

Level 5: An intensive clinical option for those who need it

Students with underlying language disorders learn the linguistic, related cognitive, metalinguistic, and metacognitive underpinnings they need to acquire content literacy skills and strategies.

For example: Speech-language pathologists engage students in curriculum-relevant therapy.

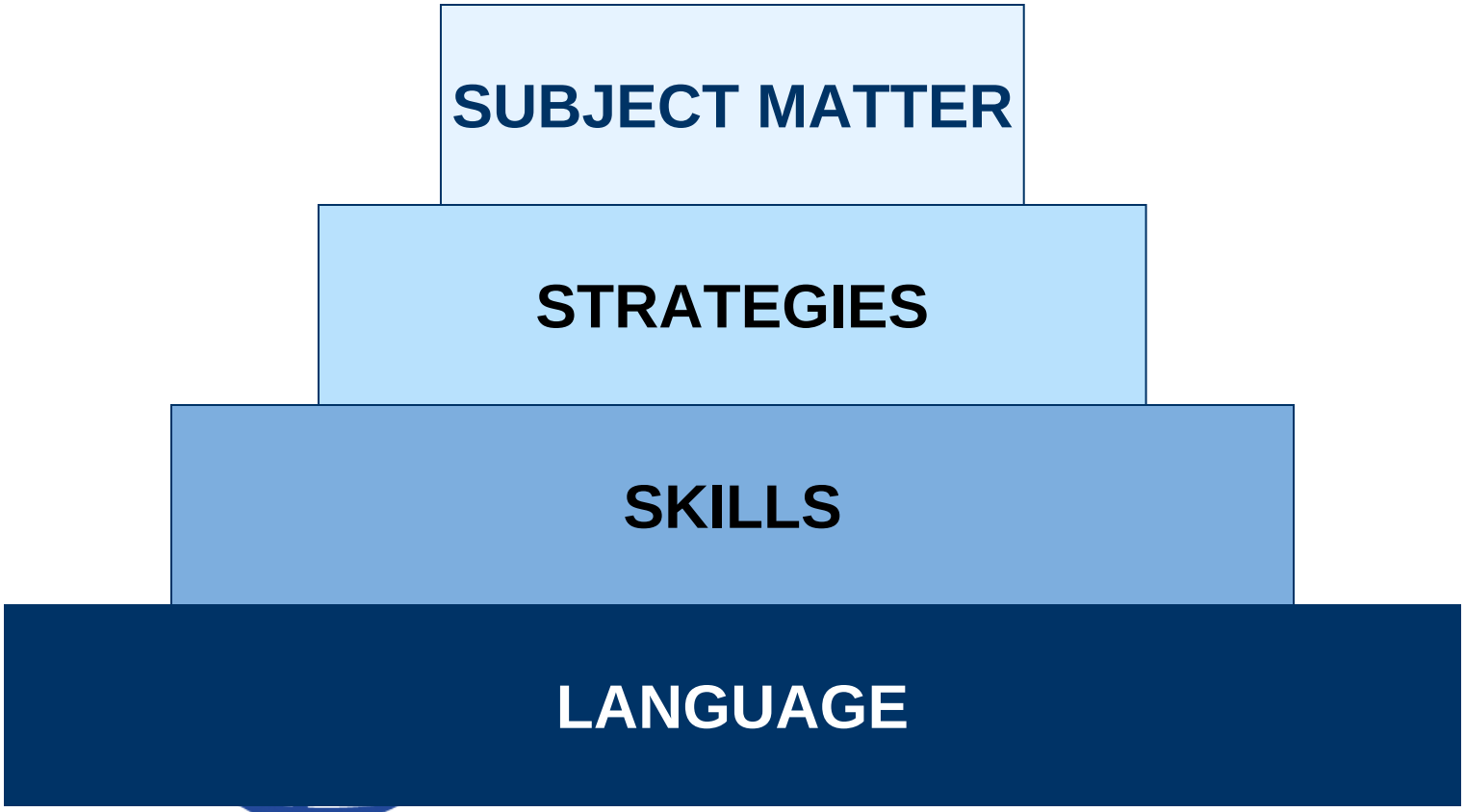
The Speech-Language Pathologist Provides Curriculum-Relevant Therapy

Curriculum-relevant therapy is a kind of intervention that engages adolescents in meaningful, relevant, results oriented work, leading to academic success. The SLP uses and builds on the literacy experiences of the other four levels of the CLC to provide enhanced literacy instruction directly or in collaboration with other instruction.

Practice Principles:

1. Intervention provided by the SLP should be therapeutic, or clinical, in nature.
2. Intervention should relate directly to what students have to learn in school.

Building Blocks for Academic Competency



Intense-Explicit Instruction

(Note intensity variation across levels ("tiers")

LEVEL 1

- Cue
- Do
- Review

LEVEL 2

- "I do it!" (Learn by watching)
- "We do it!" (Learn by sharing)
- "You do it! (Learn by practicing)

LEVELS 3/4/5

- Pretest
- Describe
  - Commitment (student & teacher)
  - Goals
  - High expectations
- Model
- Practice and quality feedback
  - Controlled and advanced
- Posttest & reflect
- Generalize, transfer, apply

Direct Instruction *
Strategy Instruction*

Direct Instruction

- ***Small steps***
- ***Probes***
- ***Feedback***
- ***Diagrams/pictures***
- ***Independent practice***

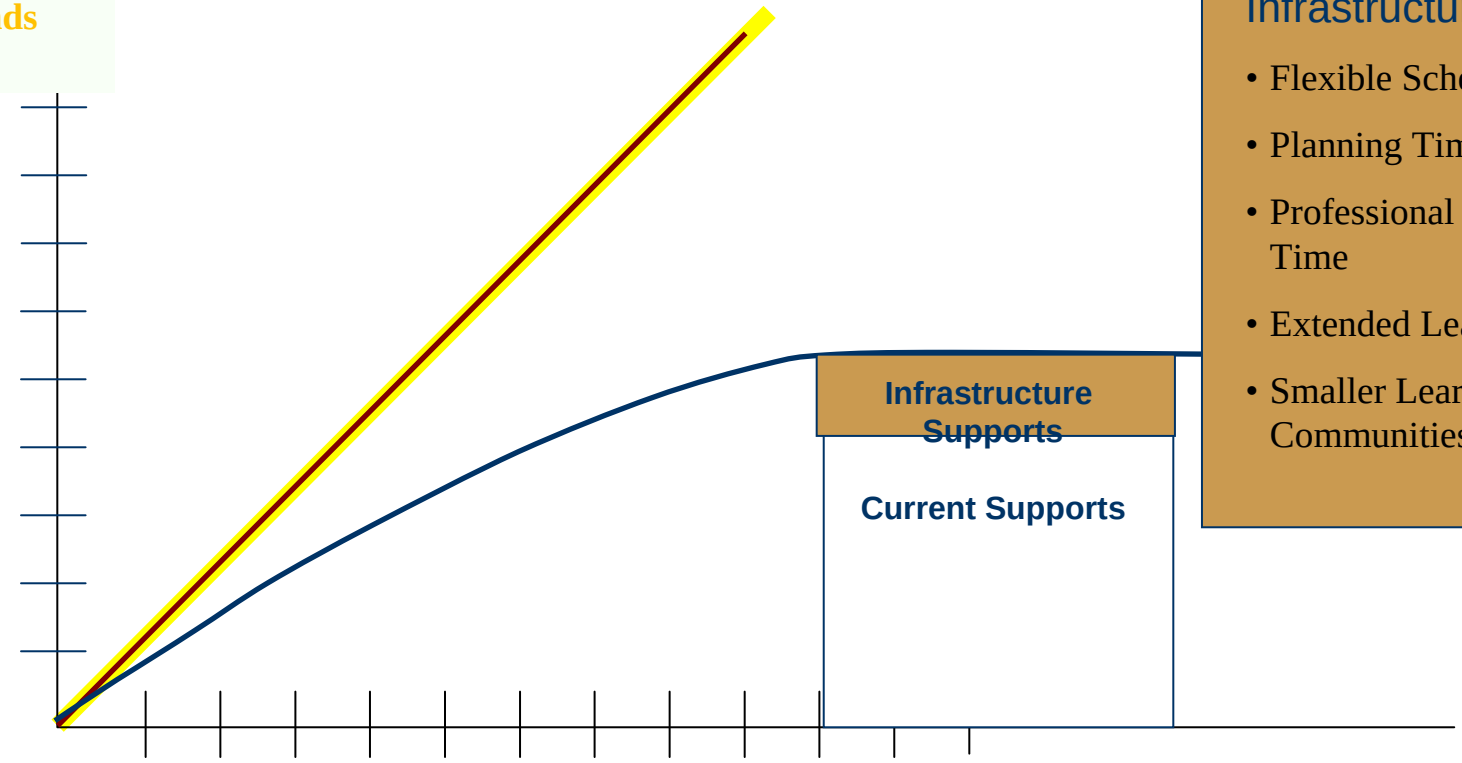
Strategy Instruction

- ***Clear Explanations***
- ***Teacher models***
- ***Reminders to use strategies***
- ***Step-by-step prompts***
- ***Review the learning process***

* Swanson, H.L. (1999). Instructional components that predict treatment outcomes for students with LD: Support for a combined strategy and direct instruction model. Learning Disability Research and Practice, 14(3), 129-140.

The Performance Gap

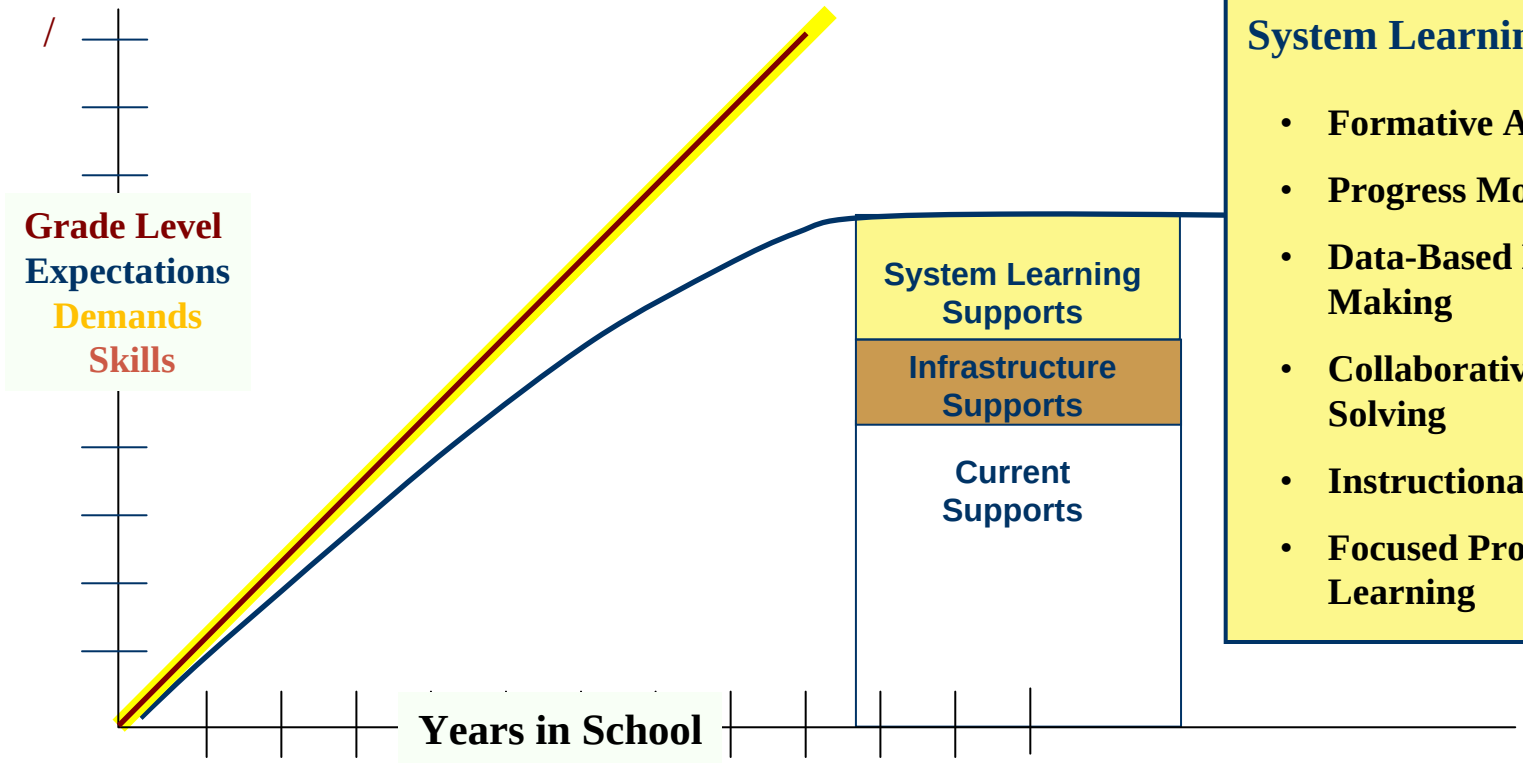
Grade Level
Expectations
Demands
Skills



Infrastructure Support

- Flexible Scheduling
- Planning Time
- Professional Development Time
- Extended Learning Time
- Smaller Learning Communities

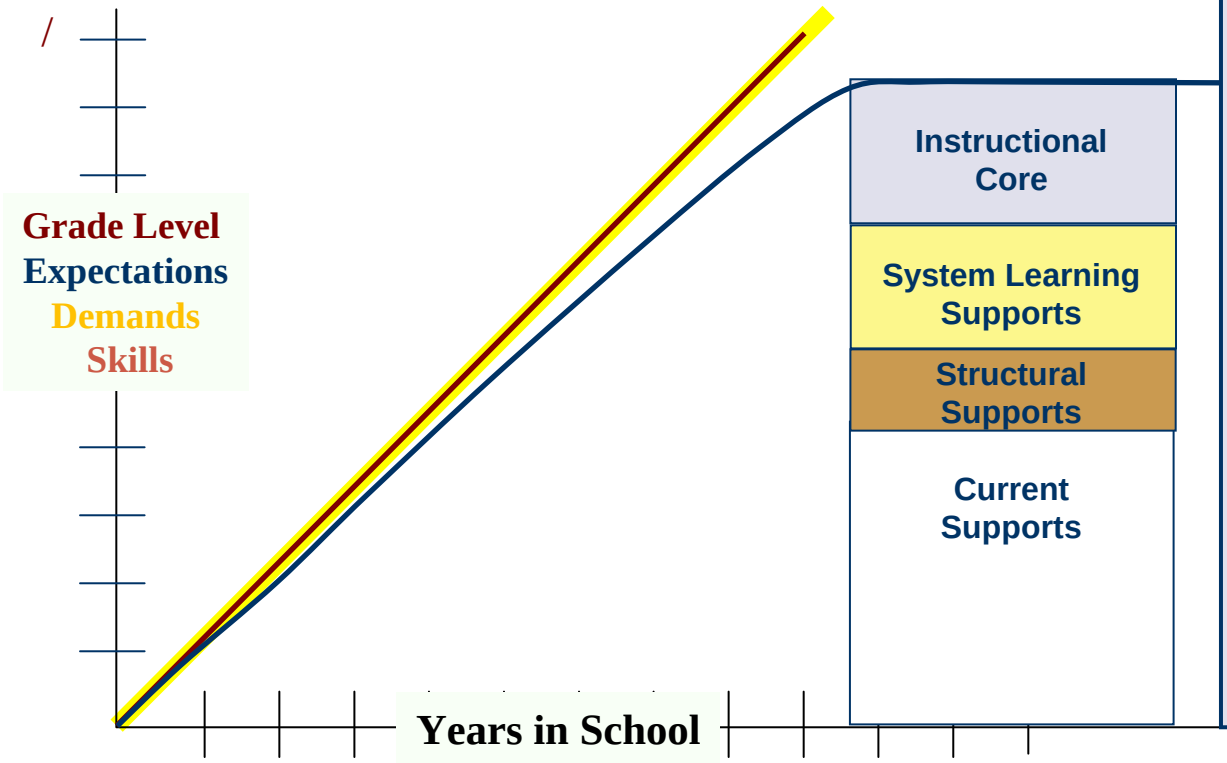
The Performance Gap



System Learning Supports

- **Formative Assessment**
- **Progress Monitoring**
- **Data-Based Decision Making**
- **Collaborative Problem-Solving**
- **Instructional Coaching**
- **Focused Professional Learning**

The Performance Gap



Instructional Core

- **Motivation/Behavior Supports**
- **Smarter Standards-Based Curriculum Planning**
- **Engaging Instructional Materials& Activities**
- **Student-Informed Teaching**
- **Connected Courses & Coherent Learning**
- **Continuum of Literacy Instruction**

CLC Professional Development

How do we plan and implement professional development for CLC success?

"Train & hope" approach

1. React to identified problem
2. Select & add practice
3. Hire expert to train practice
4. Expect & hope for implementation
5. Wait for new problem….

Enhanced approach

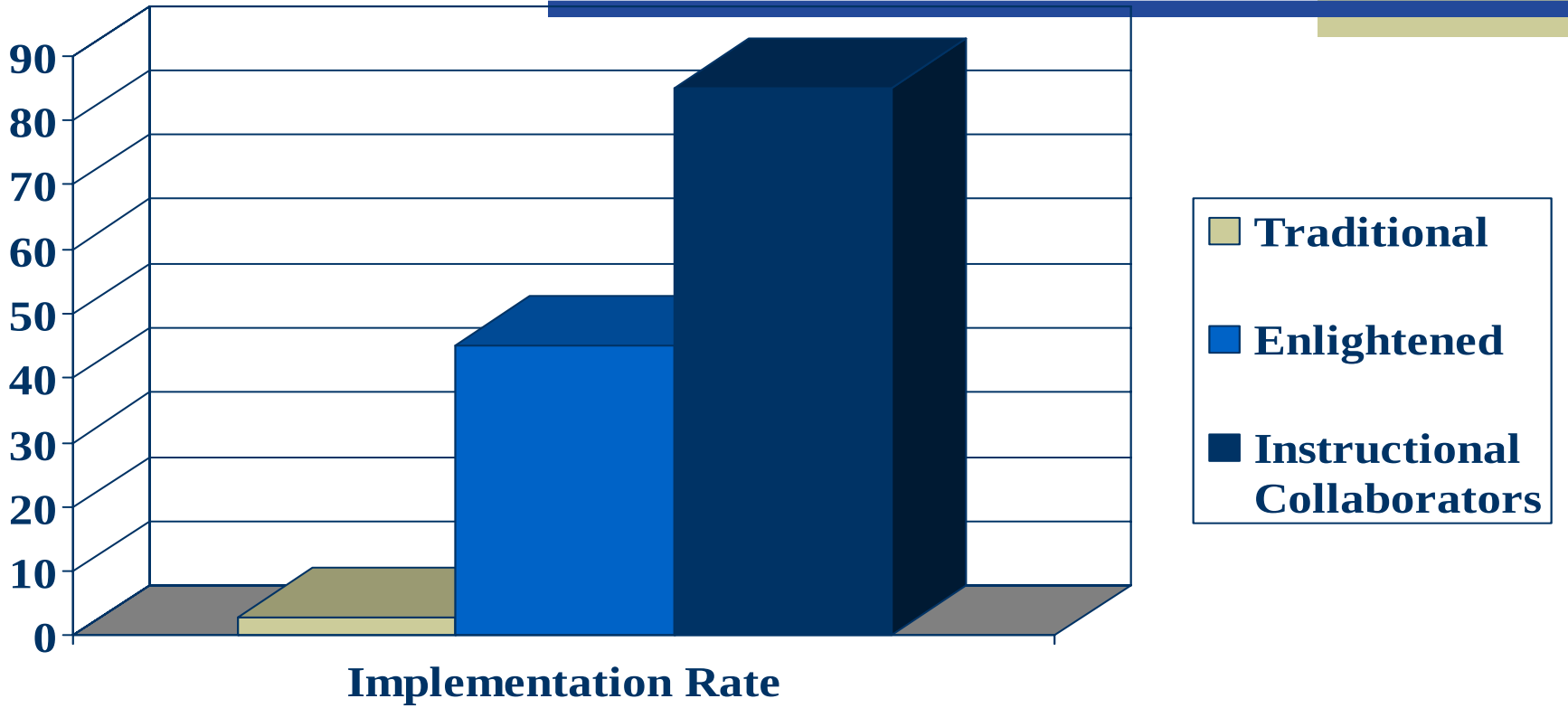
1. Organize team
2. Review data
3. Analyze, describe, & prioritize problem within context
4. Specific measurable outcome
5. Select evidence based practice
6. Provide supports for accurate sustained adoption & implementation
7. Monitor practice implementation & progress toward outcome

Key Principles of Professional Development

Professional Development Should be:

- Focused.
- Sustained.
- Data driven.
- Personalized.
- Designed to create a learning community.
- About systems change

Implementation Rates



System change must be closely tied to the individual within the system.

Shared…

- **Vision …….that allows individual contributions**
- **Knowledge…..that leads to individual learning**
- **Leadership….that seeks the voice of individuals**
- **Responsibility…that shapes individual planning and action**
- **Evaluation…that guides self assessment**
- **Accountability…that motivates individual action**

Discussion on readiness for moving ahead

How Big is This Change?

- **How different is the future state from the current state?**
- **How many people will be affected by this change?**
- **How much of the needed financial resources have been secured for this initiative?**
- **How many sites/locations are affected by the change?**
- **To what extent have teachers already used SIM?**
- **To what extent are faculty and administrators familiar with the CLC?**
- **How different are administrator behaviors expected?**
- **How different are teachers' behaviors expected?**
- **To what extent will stakeholders feel the change in their daily lives?**

How Big is This Change?

◆How different is the future state from the current state?	◆Somewhat Different	◆Different	◆Very ◆Different
◆How many people will be affected by this change?	◆Few	◆Several	◆Many
◆How much of the needed financial resources have been secured for this initiative?	◆Small	◆Most	◆All
◆How many sites/locations are affected by the change?	◆One	◆Few	◆Many
◆To what extent have teachers already used SIM?	◆Some	◆Limited	◆None
◆To what extent are faculty and administrators familiar with the CLC?	◆Some	◆Limited	◆None
◆How different are administrator behaviors expected?	◆Similar	◆Somewhat Different	◆Very ◆Different
◆How different are teachers' behaviors expected?	◆Similar	◆Somewhat Different	◆Very ◆Different
◆To what extent will stakeholders feel the change in their daily lives?	◆Minimally	◆Moderately	◆Significantly
◆Overall Change Magnitude Assessment	◆Minimal	◆Moderate	◆Significant

Are We Ready for This Change?

- **The need for change is greater than any anticipated resistance to the change.**
- **The objectives of the change have been clearly communicated to all key stakeholders.**
- **Behavioral and performance expectations have been articulated.**
- **People have the necessary resources, knowledge, information, and skills to support and participate in the change.**
- **The organization has the capabilities and processes to implement/execute the change(s).**
- **Key people inside and outside the district, school, or classroom have been identified who must support and be involved with the change.**
- **This change is congruent/consistent with other initiatives in the organization.**
- **People's assumptions and beliefs about literacy instruction and teaching are consistent.**

Readiness Profile

Readiness Category	To what extent…	Akins	Johnston
Compelling Need	***The need for change is greater than any anticipated resistance to the change.***		
Understanding	***The objectives of the change have been clearly communicated to all key stakeholders.***		
Leadership Commitment	***Behavioral and performance expectations have been articulated.***		
Individual Capabilities	***People have the necessary resources, knowledge, information, and skills to support and participate in the change.***		
Organization Capabilities	***The organization has the capabilities and processes to implement/execute the change(s).***		
Stakeholder Response	***Key people inside and outside the district, school, or classroom have been identified who must support and be involved with the change.***		
Resources & Competing Events	***This change is congruent/consistent with other initiatives in the organization.***		
Common Assumptions	***People's assumptions and beliefs about literacy instruction and teaching are consistent.***		

Readiness Profile

Overall Change Magnitude Assessment		
Minimal	**Moderate**	**Significant**

Readiness Category	Akins	Johnston
Compelling Need		
Understanding		
Leadership Commitment		
Individual Capabilities		
Organization Capabilities		
Constituent Response		
Resources & Competing Events		
Common Assumptions		

CLC School Implementation: What is involved?

Readiness Phase

- Administrative team understands CLC, cost, multi-year timeline, time needed, and begins to invest in initial professional development for targeted groups of teachers and creates administrative structures to support literacy.

Exploring Phase

- Administrative team evaluates progress and endorses vision, all personnel understands CLC, majority of staff make commitments, and there is teacher level endorsement of vision.

Planning Phase

- School & student data are evaluated, interviews of staff are conducted, short and long range professional development plans are created.

CLC School Implementation: What is involved?

Implementing Phase

- Ongoing professional development & support are provided, role-specific implementation is nurtured, site-based professional developers are created, student performance is evaluated.

Learn It, Do It, Refine It, Use It

Sustaining Phase

- Accomplishments are refined,practices are institutionalized to ensure maintenance of implementation and fidelity regardless of changing administration, new teachers automatically learn to implement CLC.

CLC Scaling Up: What is involved?

The Role of the District

The Role of the State

For Information on SIM & CLC Implementation:

The University of Kansas
Center for Research on Learning
www.kucrl.org
1-785-864-4780
crl@ku.edu

Keith Lenz lenz@kc.rr.com

Resource: *Teaching Content To All*
(Lenz& Deshler, 2004) Allyn & Bacon