Sustaining and Expanding Success in Schools

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2010 National Reading Recovery & K-6 Classroom Literacy Conference
Menu of professional learning

- Introductions
- RtI2
- Un-scientifically based research
- Top 10 factors for effective literacy leadership teams
- Q & D
Expectations for professional learning

- Reading
- Writing
- Talking
- Thinking
- Questioning
- Reflecting
- Personalizing
Guiding principles

- Knowledge is socially constructed
- Language is a tool for thinking
- Writing makes our thinking explicit
RtI2

Response to Intervention/Instruction is a solution-seeking process to support all students in their academic careers and intended to reduce the numbers of students inappropriately identified into special education.
Core features of the RtI2 model

- High quality, research-based instruction and behavioral support in general education.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parent involvement throughout the process.
- Documentation that the special education evaluation timelines specified in IDEA 2004 and in the state regulations are followed unless both the parents and the school team agree to an extension.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
Data collection & co-triangulation

- Summer of 2008 & 2009
- Florida
- 18 weeks
- 60 - 90 teams per week
- Interviews and focus groups
- Individual evaluations
#10 Literacy framework in place

- Specific instructional practices
- Static and dynamic assessments
- On-going professional learning
- Organized materials
# Cambourne’s Conditions for learning

- Immersion (information-intensive environment)
- Approximation (strengths & needs)
- Use (meaningful & purposeful)
- Response (generative & constructive)
- Responsibility (self-extending & self-directed)
- Demonstration (intentional & relevant)
- Engagement (thinking, talking, reading, writing)
- Expectation (“I can and will” disposition)
• I do, we do, you do – is insufficient!
• Need to reconsider-
# 9 Content area instruction

- Considers content areas
- Each area is seen as an opportunity for assessment
# 8 Professional learning

- Year long plan
- 90 minute professional learning session
- Every other week
- On site
- Job embedded
<table>
<thead>
<tr>
<th>#7 RtI2</th>
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<tbody>
<tr>
<td>• Tiered support</td>
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<tr>
<td>• Intervention/instruction</td>
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</tbody>
</table>
# 6 Member diversity

- Race (representative of school population)
- Ethnicity (representative of school population)
- Gender
- Content area representation
- Grade level representation
- Community representation
# 5 Literacy as a process

- Clear understanding
- Evolving understanding
Literacy As a Process: a framework for guiding learners

Strategic Activities to Sustain Learning

Strategic Activities to Expand Learning

References:
To Understand: New Horizons in Reading Comprehension (2008), E.O. Keene
Change Overtime In Children’s Literacy Development (2001), M.M. Clay
Teaching for Comprehending and Fluency K-8 (2006), Fountas & Pinnell
The Literacy Coach: Guiding in the Right Direction, 2nd ed. (in press), Puig & Froelich
The Literacy Leadership Team: Sustaining and Expanding Success (2010), Froelich & Puig
<table>
<thead>
<tr>
<th>Strategic Activities to Sustain Learning</th>
<th>Strategic Activities to Expand Learning</th>
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</thead>
<tbody>
<tr>
<td>Decoding</td>
<td>Making connections</td>
</tr>
<tr>
<td>Segmenting words</td>
<td>Text to self</td>
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<tr>
<td>Blending words</td>
<td>Text to text</td>
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<tr>
<td>Checking (monitoring)</td>
<td>Text to world</td>
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<tr>
<td>Predicting</td>
<td>Inferring</td>
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<tr>
<td>Anticipating</td>
<td>Summarizing</td>
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<tr>
<td>Fluency</td>
<td>Synthesizing/creating</td>
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<tr>
<td>Integrating</td>
<td>Analyzing</td>
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<tr>
<td>Flexibility</td>
<td>Critiquing</td>
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<tr>
<td>Phrasing</td>
<td>Questioning</td>
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<tr>
<td>Word recognition</td>
<td>Clarifying</td>
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<tr>
<td>Rereading</td>
<td>Visualizing</td>
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<tr>
<td>Self-correcting</td>
<td>Evaluating</td>
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<tr>
<td>Searching</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Behaviors to Sustain Learning</th>
<th>Note: Proficient readers use strategic activities to sustain reading and expand meaning fluidly before, during, and after reading. This list is illustrative, not exhaustive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-to-one matching</td>
<td></td>
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<tr>
<td>Cross-checking</td>
<td></td>
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<tr>
<td>Locating known and unknown words</td>
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<tr>
<td>Directionality (L-R, Lp-Rp, etc.)</td>
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</table>
Constantly asking...

- What is occurring with this student?
- How do I interact with what is occurring?
- Am I intentionally assisting or assessing performance?
- Am I teaching for con-fluency?
# 4 Static and dynamic assessment

- Formal assessment
- Informal assessment
- Formative assessment
- Summative assessment
- Collecting artifacts of learning
- Collecting participant observations
- Collecting non-participant observations
- Co-triangulation
# 3 Monthly meetings

- Minimum 1 hour
- Maximum 90 minutes
- Scheduled for the year
# 2 Knowledgeable literacy coach

- Literacy coaching on a continuum
- Observation classrooms
- Conduit of information
- Catalyst for change
- Lead learner
The Literacy Coach

What does a literacy coach do?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Activity</th>
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<tbody>
<tr>
<td>40%</td>
<td>learning and instruction with students; may include data collecting (15 hrs/per week)</td>
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<tr>
<td>20%</td>
<td>dialogic conversations with teacher and observations (7.5 hrs/per week)</td>
</tr>
<tr>
<td>10%</td>
<td>providing observation lessons (3.75 hrs/per week)</td>
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<tr>
<td>20%</td>
<td>planning and preparing for in-service sessions; data entry and analysis (7.5 hrs/per week)</td>
</tr>
<tr>
<td>10%</td>
<td>professional book study (3.75 hrs/per week)</td>
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Note: based on an average 37.5 hrs. teacher contract workweek.

Puig & Froelich, 2nd. ed. in press.
CONTINUUM OF COACHING

Interactive coaching

Provide an observation lesson to improve learning and instruction

Co-teach with a host teacher in an observation classroom to improve learning and instruction

Confer, observe, and debrief to improve learning and instruction

Facilitate a study group or literacy leadership team to investigate adaptive challenges to improve learning and instruction

Facilitate action research to seek resources after reflection to improve learning and instruction

Intraactive coaching

Increased external scaffolding

Decreased external scaffolding

Subject-centered pedagogy

Solution-seeking andragogy

Transformation may occur when teachers or his or her coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practices based on behavioral evidence.

Note: The term observation lesson has been used to replace demonstration lesson to denote the opportunity being provided versus a model lesson to emulate.

K. S. Froelich & E. A. Puig, 2010
The Literacy Leadership Team: Sustaining and Expanding Success
#1 Active administrator

- Attends all scheduled meetings
- Visits classrooms on a daily basis
- Literacy as a process
- Budgets accordingly
- Works WITH the team
- Seeks advice from the team
- Provides advice to the team
- Uses data effectively
Questions & Discussion

(Notice I didn’t say Questions and Answers!)

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African proverb

“If you want to go fast, go alone. If you want to go further, go together.”
# References


PowerPoint presentation will be available in two weeks at the Morgridge International Reading Center website under “Resources”.

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