

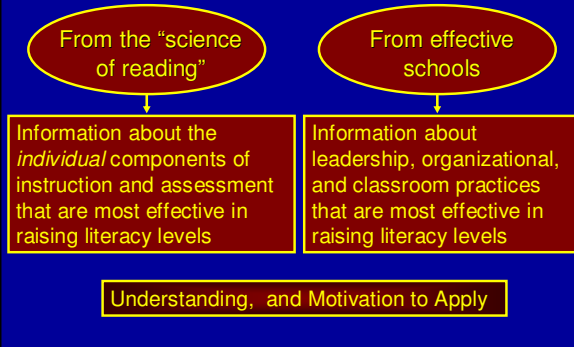
Teaching all students to read: Is it really possible?

Dr. Joseph K. Torgesen
Florida Center for Reading Research at
Florida State University



Reading Horizons Webinar, November, 2010

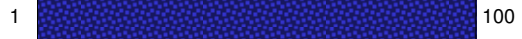
In order to effectively prevent early reading difficulties, we need to apply two kinds of knowledge



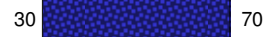
A central problem in reading instruction arises, not from the absolute level of children's preparation for learning to read, but from the diversity in their levels of preparation

(Olson, 1998)

Diversity in Preparation and Ability for Learning to Read



Diversity of Educational Response

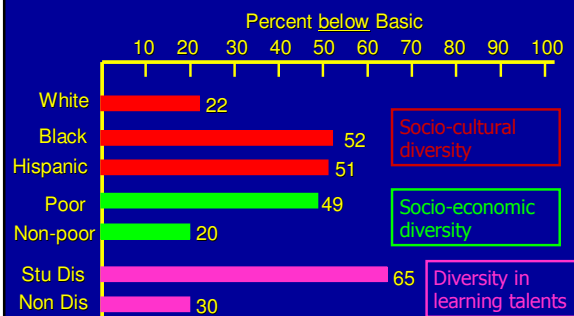


Three important kinds of diversity

1. Diversity in the broad verbal and cognitive abilities required for the comprehension of language
2. Diversity in the specific verbal/linguistic abilities required for learning to read printed words accurately and fluently
3. Diversity in the motivational/behavioral attitudes and habits required for learning in school

2009 results from National Assessment of Educational Progress at 4th Grade

Overall, 33% of 4th graders performed below the Basic Level of Proficiency-179,000 students tested



When there is great diversity among students in their talent and preparation for learning to read...

little variation in teaching will always result in *great* variation in student learning.

The “Response to Instruction” (RTI) instructional model was developed to help us more systematically respond to the diversity among our students in their learning needs.

It is important to understand that the term RTI is currently being used in two different ways

1. As a method for providing information relevant to the diagnosis of learning disabilities
2. As a method for organizing instruction and assessment to prevent learning or behavioral difficulties—an instructional model

The core characteristics of RTI as an instructional model include:

Students receive high quality instruction in their general education setting;

General education instructors and staff assume an active role in students' assessment in that curriculum;

Universal screening of academics and behavior;

Progress monitoring to pinpoint students' difficulties;

Implementation of interventions to address the student's difficulties;

Systematic assessment of the fidelity or integrity with which the intervention is implemented; and

Using progress monitoring data to determine interventions' effectiveness and to make any modifications as needed.

A summary of the RTI model in three important points

1. High quality classroom instruction that includes instruction differentiated by student need
2. Timely and valid assessments of reading growth to identify struggling readers. Use this data to improve school level and instructional planning
3. Provide more intensive tiered interventions to help struggling readers “catch up” to grade level standards in each grade K-3.

Lessons learned from the Kennewick, Washington school district (did RTI before the name was invented)

Located in southeastern Washington

Has about 15,000 students – 13 elementary schools, four middle schools, and 3 high schools

25% of students are ethnic minorities, and 48% elementary school students qualify for free or reduced price lunch

Lessons learned from the Kennewick, Washington school district:

In 1995, the school board in Kennewick challenged the elementary schools to have 90% of their students at grade level in reading by the end of third grade –within 3 years

The primary responsibility for accomplishing this was assigned to the school principals

Lessons learned from the Kennewick, Washington school district:

From David Montague, a principal:

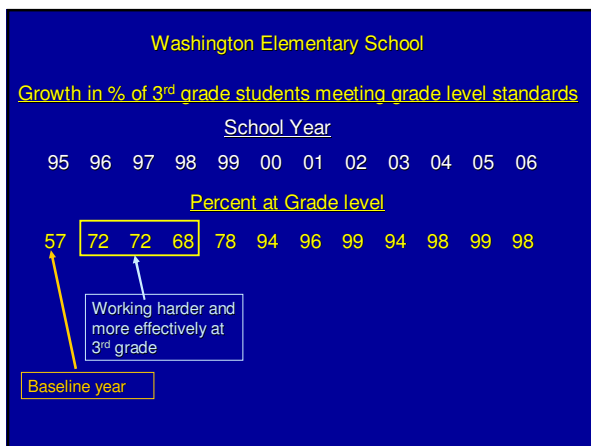
“We thought the board and the superintendent were crazy...I saw in the White Paper that elementary principals were responsible, and said ‘Why don’t they come down to our building and see the kids that come to our school?’ I mean, our kindergarten kids seem to enter school every year with lower skills...”

The District passed a bond that provided a district reading teacher for each school, and began to hold public meetings at a different elementary school every two weeks. They also began training principals in what strong instruction looked like...and they purchased a good computer based assessment of reading that could be given at the beginning and end of year to monitor progress and identify struggling readers

“After that, the whining died down. The goal started to grow legs....”

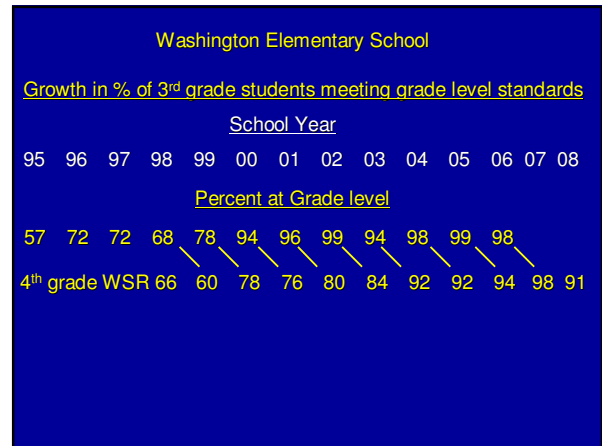
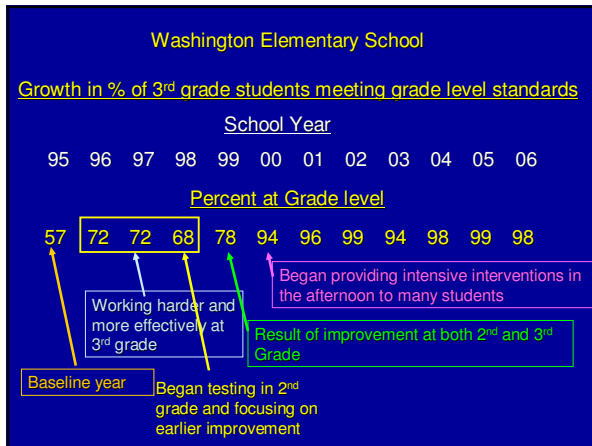
At the schools...

“We began to have serious staff meetings...we beganlooking at the test data to see how far behind some of our kids were. It was the first time Washington had ever had such precise data. In the fall of 1995, 23% of our 3rd graders were reading at second grade level and 41% of our 3rd graders were reading at a kindergarten or 1st grade level.



From the Principal:

“By the 3rd year, we had exhausted our work-harder-at-third-grade strategy...More of the catch-up gain had to be made at second and first grade. Our first-and second-grade teachers realized that they had to become more accountable for their students’ learning. Even our kindergarten teachers, who had spent most of their class time on social activities, began the transition to teaching phonemic awareness along with letter and sound recognition.”



Washington Elementary School

School Characteristics
 55% Free/reduced lunch
 28% Minority
 85% Stability

Teaching Staff
 2 half-day kindergarten teachers
 3 classroom teachers each in 1-5
 1 District Reading Specialist
 3 Title I Teachers
 1.5 Resource room/special ed teachers
 1 PE teacher
 1 librarian, 1 Librarian secretary
 3 Specials teachers
 9 paraprofessionals

Washington Elementary School

How they get additional instructional power in first grade

During the Morning Reading Block
 Small group reading during 1st hour of the day
 It puts 13 adults with 75 students during the first hour in first grade
 Struggling students get 1:3 with most skilled instructor
 Advanced students get 1:7 ratios with paras and others

In the afternoon
 Many students get additional small group or 1:1 instruction time as interventions

Washington Elementary School

The reading block for 3 first grade classrooms

1 st hour (8:45-9:45)	2 nd hour (9:45-10:45)
<u>Small group instruction</u> 3 classroom teachers 1 District Reading Teacher 2 Title I teachers Specials teacher PE teacher 6 paraprofessionals	<u>Whole group instruction</u> <u>2nd hour (9:45-10:45)</u> Also, during the second hour, paras, Title 1, and others work in small groups with 2 nd -5 th grades

In the afternoon, many students are provided an additional 40-90 minutes of intervention

Targeted Accelerated Growth

The TAG Loop

1. Diagnostic/progress Testing
2. Proportional increases in direct instructional time
3. Teaching to the deficient sub-skill
4. Retesting to be sure the skill has been learned

From David Motague

"By the fifth year, I was convinced high performance reading was about more time and better use of that time. Students who were behind needed more direct instruction. Some of them started getting 60 to 90 minutes extra each day for a total of 180 to 210 minutes a day. We spent that time on the sub-skills they hadn't mastered."

Principals and many teachers at these schools saw the direct connection between increasing instructional time and increasing reading growth. Students who were a little behind needed a little more instructional time. Students who were a lot behind needed a lot more time." P. 38.

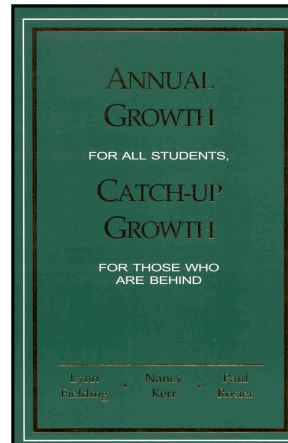
"Growth is directly proportionate to the quality and quantity of instructional time. When we looked at our data student by student, we saw a painful fact with painful clarity. Most students who start behind stay behind. Time-starved reading programs that rely on sudden growth bursts from extraordinary instruction rarely move students from the 5th-30th percentiles up to grade level." P. 48

"Catch-up growth is driven primarily by proportional increases in direct instructional time. Catch-up growth is so difficult to achieve that it can be the product only of quality instruction in great quantity."

Teacher quality x time = growth

"This is why the primary and immediate strategy for catch-up growth is proportional increase in direct instructional time.

Catch-up growth rarely occurs unless principals and teachers have good data, know each student's learning needs, and schedule proportional increases in direct instructional time."



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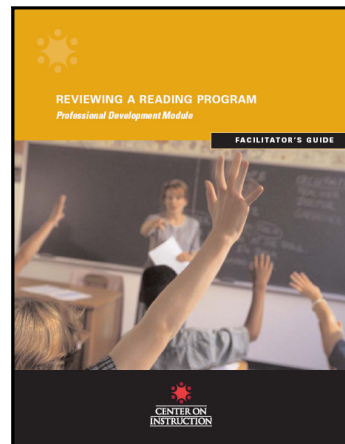
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Annual Growth for All Students, Catch-up growth for those who are behind

Fielding, Kerr, Rosier

5 Points of maximum leverage to prevent the emergence of reading difficulties in grades K-3

1. Invest in a quality core reading program and provide sufficient support and training that teachers know how to use it effectively



Reviewing a Reading Program: Professional Development Module

To download:

Type *Center on Instruction* in google

Go to Center on Instruction Website

Select "Reading"

Scroll to find resource

5 Points of maximum leverage to prevent the emergence of reading difficulties in grades K-3

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2. Help principals learn to do effective classroom walkthroughs

PRINCIPAL'S READING WALK-THROUGH:
KINDERGARTEN-GRADE 3
Professional Development Module
FACILITATOR'S GUIDE

CENTER ON INSTRUCTION

Principal's Reading Walk-Through: K-3

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Organization of a classroom during small group instruction

Classroom teacher and group of 4

Is small group instruction differentiated appropriately by student need?

- Duration and frequency of small group meeting
- Size of instructional group
- Content and focus of lesson
- Structure of lesson

Go to the FCRR website (www.fcrr.org)

Go to the Teaching and Learning Section, it will be listed there

FCRR
Guidance Document for Florida Reading First Schools

Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students

Just Read, Florida!



EMPOWERING TEACHERS

em·pow·er·ment

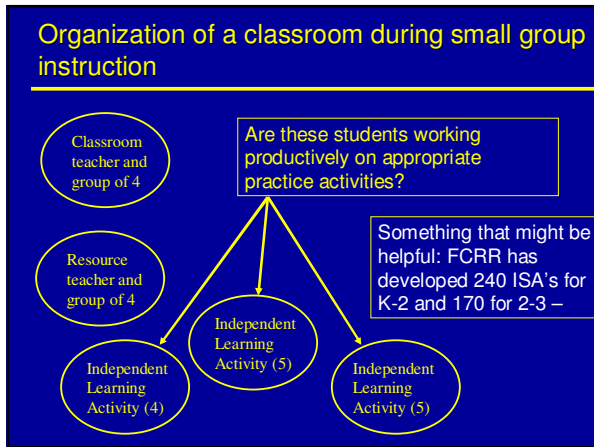
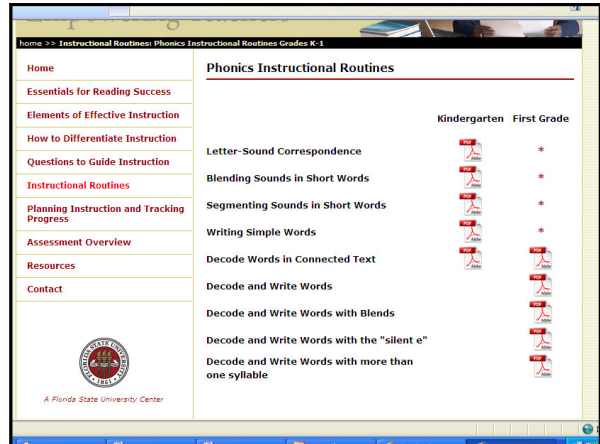
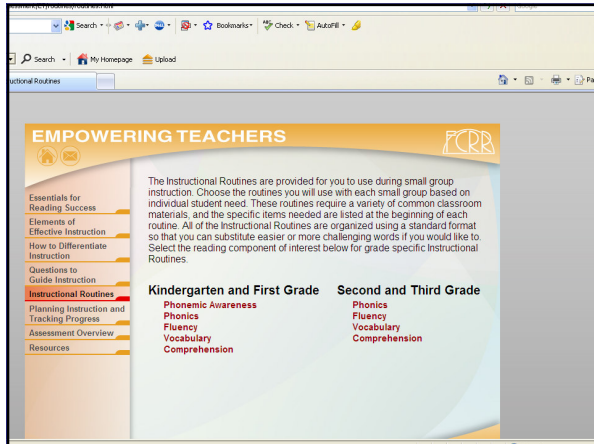
to equip or supply with an ability; enable

This website is a resource for kindergarten through third grade teachers.

You will find –

- Information on the building blocks of reading
- What reading skills should be taught and mastered in kindergarten and first grade
- How to measure reading skills
- How to use reading assessment results to guide your reading instruction
- How to determine effectiveness of your reading instruction

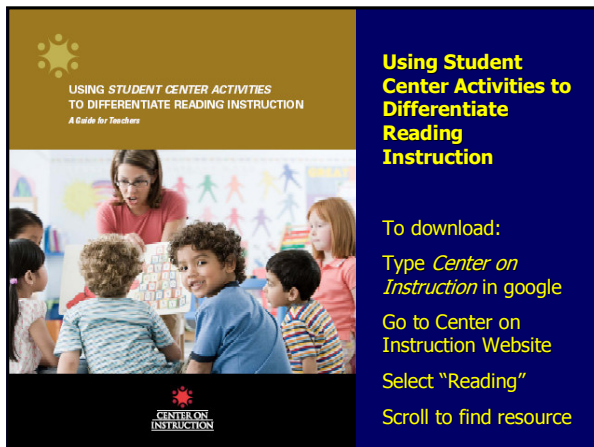
We empower you to use this information in making sound instructional decisions to improve reading outcomes.



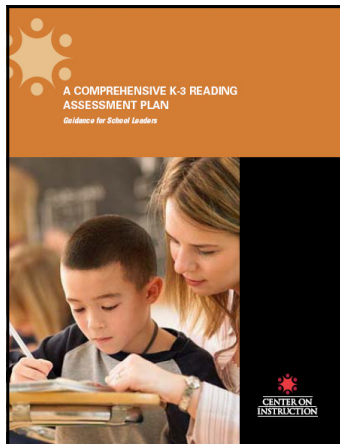
Resources (free) that may help....

To download up to 240 independent student learning activities for K-1 classrooms, and up to 170 activities for students in grades 2-3, as well as activities for 4-5, go to [FCRR website \(www.fcrr.org\)](http://www.fcrr.org). Select "For teachers" look for listed center activities

There is also a teacher resource manual providing directions for classroom management during small group instruction, and approximately 70 minutes of video training. It is listed under "professional development" in the teacher section.



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 4. The principal and teachers need regular access to good data on student growth in reading—and district leaders need to pay attention to the data



A COMPREHENSIVE K-3 READING ASSESSMENT PLAN
Guidance for School Leaders

A comprehensive K-3 Reading Assessment Plan

To download:
Type *Center on Instruction* in google
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4. The principal and teachers need regular access to good data on student growth in reading—and district leaders need to pay attention to the data
5. Arrange instructional schedule and provide resources so that students who are seriously behind can receive proportional increases in instructional time.

Three keys developing and sustaining a successful school-level intervention plan

1. Scheduling for success
2. Budgeting for success
3. Teaching for success

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

} resources

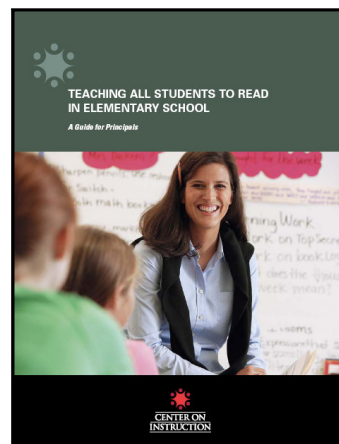
- More precisely targeted at right level
- Clearer and more detailed explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for error correction and feedback

} skill

Who, or what, can contribute to more differentiated instruction and stronger interventions?

- Regular classroom teacher
- Special education teachers (IDEA 15% rule)
- Reading resource teachers
- Special area teachers (art, P.E., music), assistant principals, media specialists, if well trained and have a structured reading program
- Paraprofessionals, if well trained and provided with explicitly structured (scripted) instructional materials
- High quality, individualized instruction and practice delivered via computers

"A good rule of thumb is that, the less experienced the teacher, the more structured and "scripted" the intervention program should be"



TEACHING ALL STUDENTS TO READ IN ELEMENTARY SCHOOL
A Guide for Principals

Teaching Students to Read in Elementary School: A Guide for Principals

Download at www.fcrr.org. go to the section for administrators

It matters little what else they
learn in elementary school if they
do not learn to read at grade
level.

Fielding, L., Kerr, N., & Rosier, P. (2007). *Annual growth for all students, catch-up growth for those who are behind*. Kennewick, WA: The New Foundation Press, Inc.

If you have questions from today's webinar,
please email them to

mail@readinghorizons.com