**Characteristics of Effective Schools:**

*A National View from Taylor, Pressley, & Pearson (2002)*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>CIERA BTO</th>
<th>Hope/Urban Ed.</th>
<th>Prospects</th>
<th>Texas Title I</th>
<th>Chicago</th>
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<tbody>
<tr>
<td>Teacher Collaboration in teaching/ prof. dvlpmnt</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Systematic Assessment/ Use of data</td>
<td>X</td>
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<td>Strong Links to Parents</td>
<td>X</td>
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<td>Strong Leadership</td>
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<tr>
<td>Put students first/Collective Efficacy</td>
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Collaboration on reading instruction across the school:

- Grade-level teams
- Grade-level teachers and specialists
- Across-grade levels
- There is a sense that everyone is responsible for every child
Assessments

- Data on students are collected weekly and used to inform instruction on a daily basis.
- Data are regularly analyzed by grade-level teams including the specialists (i.e. ELL, Special Education, Title I) that work with those students.
Parents As Partners

- Schools intentionally work to create an inviting environment for parents and the community.
- Teachers think of parents as partners in the students’ education and communicate weekly/monthly with them (i.e. phone calls, websites, newsletters, home visits).
Leadership

- Shared leadership between administration and teacher leaders in decisions about school-wide reading instruction
- Many schools have a leadership team that includes administrators, reading coaches, representatives from each grade level and specialists
Collective Efficacy

- School personnel believe that everyone is working together to support students and that this coordinated team effort will result in students’ increased growth and achievement in reading and writing.
Transforming Professional Development: Main Points by Lieberman and Miller (in Hawley, Keys to Effective School Improvement)

Long-Term, Collaborative Professional Development
Theory and Research, Demonstrations, Practice, Feedback and Coaching- all needed for change to occur
Teachers in Charge- Common purpose, collaborative activity, collective responsibility
Teachers Using Own Experiences- job-embedded
Restructuring and Transformation of Whole School- not just implementing a specific innovation
Need for Outside Partners, Networks
School Change in Reading Framework
Assumptions

- Schools will benefit from becoming collaborative, learning communities.
- Teachers will benefit from reflection and change efforts related to their teaching practices and informed by research.
- School staff must put the children first and believe all children can succeed in reading.
Components of the School Change Framework

- Study groups or professional learning communities
- Whole group meetings
- Leadership Teams
- Parents as Partners
- Literacy Coaches
- Focus on using teacher data and student data
Leadership Teams

- Members are teachers and administrators.
- Meet at least once a month.
- Help study groups be productive.
- Make decisions about the school reading program.
- Design and implement a plan for using school-wide data.
- Share responsibility for leading the reform effort.
Study Groups and Whole Group Meetings

- Teachers participate in 3 study groups a month (1 hour+) - 2 main reading topics
- Teachers also meet once a month as a whole staff to discuss the reform effort.
Purpose of Monthly Whole Group Meetings

- First and foremost—Celebrate success!
- Individual study groups share what they are learning or model a new strategy
- Staff discuss school-wide issues related to reading instruction- using assessment data to differentiate instruction, examine the literacy block and time spent on reading instruction, collaborate across grades and with specialists
Sample Agenda for a Whole Group Meeting

- 5-10 minutes - share classroom or school successes
- 15 minutes - Individual study groups share or summarize their progress/challenges
- 30-40 minutes - In small groups, work on a focus area, new strategy, aligning assessments with instruction, read and jigsaw a research article
- 5 minutes - Set a goal for everyone to work on before the next month’s whole group meeting
Study Groups or Professional Learning Communities

- In study groups teachers develop action plans to learn about, implement, and assess the effects of new/refined teaching techniques and strategies to enhance students’ reading achievement. Teachers examine student work and reflect on their teaching through video sharing.

- Participants complete study group-related activities between study group meetings.
Principles for Effective Study Groups

- Focus on instruction
- Concentrate on research-validated practices
- Develop an action plan
- Collect and analyze data over time
- Revisit action plan every 4-6 weeks
- Reflect on teaching practices and student work

(Murphy & Lick, 2001)
Sample of a Study Group Meeting:

10 minutes - Share reflections/data. For example, reflect in journal on activities engaged in since last meeting, and discuss. Or analyze data on student work or on your own teaching.

10 minutes - Discuss research article that the group read before the meeting.

30 minutes - Learn a new research-based teaching technique by going through activities suggested in the modules on the MN Reading First website.

10 minutes - Decide what is to be done before the next meeting, including what each member should do at or bring to the next meeting.
Video Sharing Protocol:

A teacher brings in a 5-10 minute clip of him/herself teaching a part of a lesson related to his/her study group topic. The group focuses on 4 guiding questions:

1. What were the children able to do related to the study group focus? What things were going well?
2. What was the teacher doing to help children develop and be successful related to the focus area?
3. What else could have been done to help children develop and be successful related to the focus area?
4. What did you learn that will help your teaching?
Sharing Student Work

Protocol:

A teacher shares copies of student work from his/her classroom.

- The group asks clarifying questions about the lesson and the teacher’s purpose for the activity.
- The group discusses what skills/strengths are evident in the work, what needs are evident in the work, and what surprised them about the work.
- The teacher reflects on what she/he will do next in his/her instruction to help move these students to the next level.
- Each group member decides on something he/she learned from the discussion that will be applied to future instruction.
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<thead>
<tr>
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<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
<td></td>
<td>No Reflection</td>
<td>Reflection through discussion</td>
<td>Looking at student work</td>
<td>Reflection on teaching from sharing student work</td>
<td>Video sharing</td>
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<td>Reflection in journal</td>
<td>Sharing lesson plan</td>
<td>Reflection on teaching from sharing lesson plan</td>
<td>Peer Coaching</td>
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<tr>
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<td>Discussing observations</td>
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</table>
Reflecting on Teaching Practices

Considering **HOW** we teach is as important as considering **WHAT** we teach.

Reflection and change efforts directed towards teaching practices are missing components of many schools’ reading improvement efforts.
A Model of Reading Instruction that Maximizes Students’ Cognitive Engagement in Literacy Learning

- Focusing on higher level thinking
- Teaching word recognition and comprehension as strategies, not simply as skills
- Using a student support stance (modeling, coaching) towards instruction in addition to a teacher directed stance
- Having students engaged in active vs. passive responding to literacy activities
- Reflecting on the purposes of a lesson How will my lesson help individual students grow in literacy abilities?
Questions for Reflection

To what extent are my students engaged in higher level thinking during discussions about text?

To what extent am I teaching reading strategies in addition to reading skills?

To what extent am I teaching reading with a student-support stance in addition to a teacher-directed stance?

To what extent are my students engaged in active vs. passive responding during reading lessons?

What are the purposes of my lesson? How will my lesson help individual students grow in literacy abilities?
Changes in Teaching

- Yr1 RF1
- Yr2 RF1
- Yr3 RF1
- Yr1 RF2

Categories:
- ph
- wr
- lq
- hq
<table>
<thead>
<tr>
<th>Grade 2-3 (All)</th>
<th>Classroom level</th>
<th>School level</th>
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<tbody>
<tr>
<td>Comp NCE</td>
<td>20% of variance was between teachers, 14% was between schools</td>
<td>Time on Task+ Large Group + High Level Questions + Recitation+ LstnWtchGFB+ - accounting for 33% of the variance between teachers</td>
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If T is 10% higher in HLQ, Ss are +0.8 NCEs in spring
<table>
<thead>
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<th>Gr. 2-3 (Spec. Ed)</th>
<th>Classroom level</th>
<th>School level</th>
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<tbody>
<tr>
<td>Comp NCE</td>
<td>Time on Task+ Large Group + High Level Questions + Recitation + LstnWtchGFB+ - accounting for 42% of the variance between teachers If T is 10% higher in HLQ, Ss are +0.7 NCEs in spring</td>
<td>Poverty- ELL- accounting for 84% of the variance between schools</td>
</tr>
<tr>
<td>Grade 2-3 (ELL)</td>
<td>Classroom level</td>
<td>School level</td>
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| Comp NCE       | 31% of variance was between teachers, 2% was between schools | Comp Strategies+ High Level Questions + - accounting for 28% of the variance between teachers
If T is 10% higher in HLQ, Ss are +2.1 higher NCEs in spring | Leadership+ accounting for 28% of the variance between schools |
<table>
<thead>
<tr>
<th>Growth Curve Analysis Gr. 2-5</th>
<th>School level</th>
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<tbody>
<tr>
<td>Comp NCE</td>
<td>Reform Effort + (0.6 NCEs per time point for every 1 point increase in RE.) -accounting for 66% of the variance between schools</td>
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<tr>
<td>11 % of variance in slope was between schools</td>
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Keys to Success

- ALL teachers working to improve reading instruction
- ALL teachers coming together as a school community
- Decisions are informed by research and data on students and instruction