THE FUNDAMENTALS OF ADVANCED LITERACIES INSTRUCTION: AN INSTITUTE FOR SECONDARY LEADERS

Day 2 of 3
May, 2019

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THE 3-DAY INSTITUTE

Day 1.
Rethinking Literacy and its Leadership for the 21st Century
Defining Advanced Literacies
Key Shifts for Advanced Literacies Instruction

Day 2.
Key Shift 1: Strengthening the Instructional Core
Key Shift 2: Placing Data at the Core of the Literacy Improvement Effort

Day 3.
Consolidation: Strengthening the Instructional Core; Placing Data at the Core of the Improvement Effort
Leading for Change: A Blueprint for Advanced Literacies Instruction
OUR INSTITUTE MATERIALS

- Slides, Handouts
- Modules
- Our Website
  - www.leadingforliteracy.com
- Additional resource:
  - Book (K-8 examples)
TODAY’S GOALS

1. To engage in consolidation of material and reading from day 1, including the context of today’s literacy leadership work and key distinctions in the literacy space.

2. To dig deeply into strategies for strengthening the instructional core and getting to a more data-driven approach to supporting readers.
   • To revisit the Pax case in light of these strategies.
Goal:
- To bring together the ideas from Day 1 and from the inter-session reading in service of developing deep knowledge of the Advanced Literacies Leadership (ALL) Framework.

Task:
- Talking with your colleagues and drawing on the book, develop a well-formed answer to each question.
- Make your responses accessible even to those who have not attended this institute.

Did you know?!
Adult learners are more engaged with learning new information when they are asked to ‘think and commit’ to an idea before the content is presented. This helps them to identify what they already know and connect this to the new information they are learning.
STEP 1: Examine the student writing sample (literate performance). This was a culminating task from an ELA unit for 10th graders focused on reading and discussing the use of claims and evidence after reading primary source texts (MLK and Obama).

STEP 2: Discuss the following questions, referring to last session’s materials:

- Which meaning-based (including academic language) and code-based skills would a student need to use to complete this task?

- What are the implications for instructional leadership?
**STEP 1: After examining your Leader’s Tool 3.1 data, discuss:**
What do you notice (trends, patterns, gaps)?

**STEP 2: Charting**
On your chart paper, write two key observations and/or findings.
The context of literacy development and its instruction has changed drastically in even just 10-15 years. These changes relate to demography, a more sophisticated science, and the economy and labor market.

Today's context of instructional leadership is challenging and can often be overwhelming. Leaders need support and strategies to plan, organize, and streamline the work for greater impact.

The science of adolescents' literacy development sheds light on core knowledge for leaders to have greater impact.
TODAY’S LITERACY CONTEXT
RETHINKING “LITERACY”

Increasingly sophisticated literacy skills needed to thrive day-to-day

- Demands communication (orally and in writing) in diverse ways and with diverse audiences;

New role of language and literacy skills in society— in our neighborhoods and in the global world

What counts as “literate” on the rise
Solving Unstructured Problems  Tackling problems that lack rules-based solutions. Computers cannot replace the human work in these tasks but can help humans solve problems by making information more readily available.

Working with New Information  Acquiring and making sense of new information for use in problem-solving or to influence the decisions of others.

Combining Cognitive and Social Skills  Working in fluid, rapidly changing, team-based settings.

Deming, 2017; Murnane & Levy, 2013
Guiding reform principles should not just be about pulling the struggling readers along, but rather about pushing all readers forward, to meet today's demands.

Many key features of the traditional instructional model and curricular approach do not map to today's context.
- e.g., solving unstructured problems, building multi-disciplinary knowledge, collaborative learning, sourcing information, etc.
GETTING TO 21\textsuperscript{ST} CENTURY LITERACY SKILLS: A CASCADING EFFECT

- 
- High-quality learning opportunities

- Advanced Literacy Skills

- Documented Long-Run Positive Effects
  - Better academic & social-emotional outcomes

- 
- Lower risk of incarceration and teen pregnancy
  - Increased income

- Associated Personal Consequences

- Associated Societal Consequences
  - Higher productivity
  - Decreased welfare dependence

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Children are not born with these skills...they need to be cultivated for proficiency, beginning at birth and esp. between ages 3 and 8.

Another sensitive period occurs in late childhood and through adolescence.

Knudsen, 2004
The brain’s most dramatic growth spurt actually occurs during adolescence.  
- huge leaps in development during adolescence

With sufficient opportunities/scaffolds, information, and time:

- New thinking skills  
  - Abstract reasoning  
  - computational skills  
  - decision-making

- Social skills driven by developing abstract reasoning  
  - negotiating  
  - compromise  
  - group planning

Note connections to 21st century labor market skills
“Literacy for life” has never been more of a reality for all students.
The early years are very important; we need to give all children a strong start.
The adolescent years are an equally important developmental stage.

UPSHOT: Work to message both sensitive periods in brain development
These pitfalls are unintended consequences of the increased momentum, activity, and initiatives.

They serve as strong signals that:
- the work is challenging and often overwhelming
- leaders and teams need enhanced strategies to plan, organize, and streamline the work for greater impact
FIVE KEY LEADERSHIP PITFALLS

1. Reacting to limited success or challenges by adding new (and more) programs
2. Disconnect between what we’ve invested in and what we expect
3. Lack of sufficient attention to program design
4. No clear distinction between outputs and outcomes
5. Insufficient strategic coordination
KEY PITFALL #3: NO CLEAR DISTINCTION BETWEEN OUTPUTS AND OUTCOMES

Outputs

- Products of program activities
  (E.g., # of minutes in the literacy block, # of books read, lesson plans created, # of attendees)

Outcomes

- Changes in participants’ behaviors, knowledge, and skills

- Using outputs as indicators of effectiveness, rather than outcomes
- Having no clear information about whether the program, support, or instructional strategy is having the intended effect

Kellogg Foundation, 2004
KEY PITFALL #4: NO CLEAR DISTINCTION BETWEEN STRUCTURES AND PROCESSES

Structures
- the tangible, concrete elements of an improvement plan

Processes
- the interactions and continuous learning that result from the effective use of these structures
ADVANCED LITERACIES: THREE KEY DISTINCTIONS
RESEARCH SNAPSHOTS: KEY DISTINCTIONS

- Code-Based Skills vs. Meaning-Based Skills
- Everyday Language vs. Academic Language
- Literacy Performances vs. Specific Skills and Competencies
A RESPONSE: ADVANCED LITERACIES THEORY OF ACTION

Four key district- and school-based shifts

1. Increase opportunities for students to develop their advanced literacy skills
2. Improve organizational coherence for adults and learners

1. Create more inclusive, 21st-century classroom learning environments that match today’s context.
2. Increase all students’ exposure to and engagement with cognitively-rigorous tasks
3. Accelerate all students’ growth in academic English
Leaders focus on bringing coherence to:

1. The quality of day-to-day instruction that students receive (Tier 1).
2. The degree to which learning is coherent and cohesive as a result of using a shared plans for learning and teaching.
3. The manner in which assessment is used to identify the population’s and individual learner’s strengths and needs.
4. The degree to which adult learners are provided with supportive and tailored professional learning.
ADVANCED LITERACIES INSTRUCTION: TWO ROUTES TO GETTING THERE

Route #1: Across the institute

- Learn all 4 shifts and the book’s content deeply, before thinking about translation
- Become very familiar with the Pax case—what happened there and what changes
- Ultimately, you will need to enact all four shifts to get to advanced literacies for all

Route #2: In your work

- Towards the end of the institute, use the leader tools with others to start to build their capacity to analyze advanced literacies at your site
  - Or maybe task someone else and then work with him/her
- Determine how current practices/systems align or don’t align with the content
- Start a deep planning process at your site (mirroring what is outlined in the book) and map out 2-3 years of work
  - Resist the temptation to make changes before having gone through the process
  - NOTE that you need to start with one shift and then go deep...
SHIFT #1: STRENGTHENING THE INSTRUCTIONAL CORE
1. From supporting groups of learners through Interventions
   To focusing on strengthening the instructional core

21st Century Realities

- In many settings, the instructional core needs to be updated and upgraded to match today’s literacy demands and student needs.
- Building 21st-century skills involves building language and communication skills, collaboration skills, and problem-solving skills.
- When large numbers of students are struggling, the instructional core is the primary line of defense and response.
- Today’s school-age population is diverse; in many classrooms, literacy strengths and needs of English learners and their English-only peers are more similar than different.
FOUR HALLMARKS OF ADVANCED LITERACY INSTRUCTION

1. Work with a variety of texts (visual, oral, written) featuring big ideas and rich content

2. Talk/discuss to build language and knowledge

3. Use extended writing as a platform to build language and knowledge

4. Study a small set of high-utility vocabulary words needed to master language and content
Read a variety of texts that feature big ideas and rich content

Talk/discuss to build language and knowledge

Use extended writing as a platform to build language and knowledge

Study a small set of high-utility academic language needed to master language and content

Use schoolwide protocols to support reading, writing, speaking, and listening
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HALLMARK 1. WORK WITH A VARIETY OF TEXTS THAT FEATURE BIG IDEAS AND RICH CONTENT

Big Ideas

- Multifaceted
  - Conceptually abstract and lend themselves to discussions around questions without one clear answer

- Content-Based
  - Can be explored through science, social studies, and the arts; ELs will return to aspects of these ideas throughout schooling

- Engaging
  - Relevant to ELs' interests and experiences, and tap into students' desires to be part of, and understand, the many worlds beyond school

For Example...

- Segregation
- Educational Equity

In the broadest sense, a text is anything that can be read for meaning (printed texts, digital texts (blogs, movies, podcasts), visual texts (pictures, maps, diagrams, figures, infographics) and even phenomenon-based inquiries and modeling activities). Interpreted through this lens, the first hallmark suggests that students be engaged in ‘reading’ a variety of different texts as part of learning.
ALIGNING YOUR INSTRUCTIONAL DESIGN WITH HALLMARK 1.

Work with a variety of texts that feature big ideas and rich content

• Students actively work with and process text each day—more than one day with a text
  • Over a series of lessons, multiple texts are read on a single topic or concept
  • Topics featured in text are multi-faceted
Using a single text (like a textbook) or even a single type of text (all printed texts) narrows the perspectives, viewpoints, and opportunities for knowledge- and language-building.

In addition, engaging in culturally responsive teaching necessarily means a broader range of rich texts, to be sure various cultures and groups represented

(Marino, 2011)
FOUR HALLMARKS OF ADVANCED LITERACY INSTRUCTION

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HALLMARK 2. TALK/DISCUSS TO BUILD LANGUAGE AND KNOWLEDGE

Read

Talk

Talk

Write
ALIGNING YOUR INSTRUCTIONAL DESIGN WITH HALLMARK 2.

Talk/discuss to build language and knowledge

- Students are engaged in text-based talk with a purpose (to answer a text-based question; take a perspective) and a structure (small group discussion, think-pair-share).
- Students are encouraged to adopt language from the text to present their ideas/perspectives.
FOUR HALLMARKS OF ADVANCED LITERACY INSTRUCTION

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Use schoolwide protocols to support reading, writing, speaking, and listening
HALLMARK 3. EXTENDED WRITING AS A PLATFORM TO BUILD LANGUAGE/KNOWLEDGE
Write to build language and knowledge

- Students are engaged in writing about the text or the topic/issue with a purpose (to answer a text-based question; take a perspective) and a structure (graphic organizer).
- Students are encouraged to adopt language from the text to present their ideas/perspectives.
- Writing assignments gradually require more extended writing.
FOUR HALLMARKS OF ADVANCED LITERACY INSTRUCTION

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Use schoolwide protocols to support reading, writing, speaking, and listening.
ALIGNING YOUR INSTRUCTIONAL DESIGN WITH HALLMARK 4.

Study a small set of high-utility vocabulary words to build breadth and depth of knowledge

- Students are engaged in study of a core set of words that appear across texts
- Students are encouraged to use this language when speaking and writing
WHAT DOES IT MEAN TO KNOW A WORD?

5 Levels of Word Knowledge:

1. **Rich, decontextualized knowledge**: Knowledge of a word’s meaning, its relationship to other words, and its metaphorical use.
2. **Enough knowledge to understand but not enough to recall and use appropriately**.
3. **Narrow-context bound knowledge**.
4. **General sense**.
5. **No knowledge**.

**Label vs. Concept**
ACADEMIC WORDS ARE ABSTRACT CONCEPTS

Challenge
Focus
Incentive
Motivate
Communicate
Identity / Identify
Incidents
Legally
Method
Policy
Research
Require
Survey
Affect
Culture

Affect
Culture
Contribute
Establish
Ethnic/ethnicity
Residents
Welfare
Ancient
Complex
Integrated
Located
Major
Period
Puzzle
Site

Community
Discrimination
Distinctions
Evidence
Gender
Options
Regulations
Respond
Topic
Collapse
Conduct
Crucial
Seeking

Located
Major
According to
Average
Expert
Foundation
Media
Nearly
Percent
Awareness/aware
Civil
Documentary
Image
Inspire

Anticipate
Constantly
Convince
Effect
Expanse
Generate
Releasing
Region
Survive
Issue
Social
Vision
Resource
WHAT MAKES TEXT ESPECIALLY CHALLENGING?

Complex Language

Complex Ideas
Code-Based Skills vs. Meaning-Based Skills

Everyday Language vs. Academic Language

Literacy Performances vs. Specific Skills and Competencies
Evidence shows that [the Earth’s temperatures] have increased in recent decades. Moreover, most scientists agree that it is extremely likely that humans are causing most of this problem through [activities] that increase [concentrations of greenhouse gases].

- **Academic vocabulary**
- **Connectives**
- **Stance markers**
- **Nominalizations**
- **Complex syntax**
- **Conceptual anaphora**
FOUR HALLMARKS OF ADVANCED LITERACY INSTRUCTION

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Use schoolwide protocols to support reading, writing, speaking, and listening
DISCUSSION AND LEARNING PROTOCOLS TO PROMOTE ADVANCED LITERACY

- **Why?**
  - Facilitating and engaging students in effective discussion, especially peer-to-peer, demands structures and supports

- **What?**
  - Protocols promote routines and manners of engagement that allow the participants to focus on the content

- **Where?**
  - National School Reform Faculty (www.nsrpharmony.org)
  - Built in to different curricula & interventions
    - e.g., Expeditionary Learning, Code X, Reciprocal Teaching
TABLE TIME: SHIFT #1, IMPLICATIONS FOR HIGH SCHOOLS
In your teams, use the packet provided to engage in a simulation of examining the Hallmarks in curriculum and instruction (Shift 1).

STEP 1: Select two Hallmarks to investigate. For each, examine the classroom-based examples from Pax H.S. Apply the appropriate Hallmark’s Checklist indicators (either curriculum OR instruction) to each.

STEP 2: Discuss the following questions:
- What do you notice?
- How do the Hallmarks manifest across content areas?
- How might you use Leader’s Tools with these indicators in your instructional leadership work?
A window into the self-study with leader’s tools that is at the core of the advanced literacies work.

An opportunity to focus on how we look for the hallmarks in the instructional core and in curricular plans and materials.

The advanced literacies work is ultimately a gap analysis, where school-based teams and literacy leaders use the tools to take inventory of the current status in the four domains of the framework, against what’s needed:

- Four Domains: Instructional core, data use, curricular plans and materials, professional learning.
**KEY SHIFT #3**

**3.**

From having practitioners design and deliver instruction

To using a shared curriculum to support daily teaching and learning

*21st Century Realities*

- The little amount of planning time that teachers have should be spent focusing on planning for the implementation of differentiated instruction.

- Having a well-designed, high-quality core curriculum in place acknowledges the teacher's primary role as expert in instructional delivery.

- Research demonstrates that a high-quality curriculum is a professional tool that contributes to daily on-the-job learning.
  - Helps promote subject matter knowledge and content-based pedagogical knowledge

- Many teachers struggle to design a high-quality, aligned curriculum to promote knowledge-based literacy development across the year.
We can't confuse curricular materials with good teaching.

But we can support good teaching with high-quality, comprehensive curricular materials.
THE BENEFITS OF CURRICULUM

For Teachers

- Frees time to focus on instruction
- Supports vertical and horizontal alignment without teacher collaboration
- Serves an educative function

For Students

- Creates familiarity with a core set of learning routines
- Presents information in a predictable format
WHAT IS A SHARED CURRICULUM IN A HIGH SCHOOL SETTING?

- Within a single grade-level all teachers in a single content area using a common set of lessons, texts and curricular approaches to ensure that all students are receiving equally high-quality instructional inputs.
- When feasible, topics/themes are explored across content areas in a single grade under a broad unit of study.
- Across the school day and in all grades, common protocols (for discussion, writing and reading) are used to support a consistent approach to learning.
- When possible, themes, content, skills and competencies developed in prior years are referenced and explicitly linked to current learning to support transfer and cumulative development of understandings.
SHIFT #2: PLACING DATA AT THE CORE OF INSTRUCTION
21st Century Realities

• When examined at the population level, assessment data that shows student difficulties often signals the need for adjustments to the instructional core.

• Because many assessments tap global (composite) competencies, rather than separable literacy skills, the data is not specific enough to match student needs to instruction and interventions.

• State assessment data is most soundly used to understand population-level trends and patterns in student performance, and to evaluate the quality of our programs.
  • In many districts and schools, we don’t have a strong assessment system to inform the instructional core.
Leadership Issue #1

Too much time spent on assessment

- Sites are over-extended by the administration of assessments — little time and energy for analysis
- Students take multiple assessments that are measuring the same thing

The Solution:
Revisit assessments used—eliminate redundancies and increase use of brief screeners

Leadership Issue #2

Data is not easily accessed for review and analysis

- Sites don’t actually look closely at their data to inform strategic planning
- Sites can’t look at progress on different assessments to compare performance

The Solution:
Create a site-level database for ongoing, efficient data analysis

Leadership Issue #3

No clear links between data gathering and instructional outcomes

- Educators have many questions about which skills to target for improvement
- Special education services and intervention supports are often ineffective

The Solution:
Use decision tree to link aggregate patterns and instructional planning
Different assessment tools have different capabilities and serve different purposes

- We need to understand the relationship between type and function
- We also need to understand how the scores are interpreted

No single assessment is sufficient to determine "literacy" level, screen for difficulties or monitor progress

- We need measurements across different domains of literacy to fully gauge student progress
THREE KEY ASSESSMENT TYPES

Formative/Diagnostics
- Tied to the curriculum and daily instruction. Largely driven by teacher observation, although they can be formal as well as informal.
- Examples: DRA, F&P Benchmark (formal); quizzes, check-ins (informal)

Screening
- Quick assessments that provide a reference point for student performance outside of the curriculum in specific, separable skills.
- Examples: DIBELS, STAR, Gates

Outcome
- Normative assessments given once or twice a year.
- Examples: state ELA test, SAT 10, English Proficiency Tests (e.g., WIDA)

Test Prep
- Mimics state assessment to provide a sense of how students will perform at the end of the year.
- Examples: Acuity

Alignment with Day-to-Day Instruction

Not part of a data-driven instructional design process
A NEW PERSPECTIVE ON STUDENT PERFORMANCE

From following up with struggling students

To screening all students for literacy risk (high, med, low)
• easily aggregated for useful and efficient analysis

• because they’re given at standard intervals, across classes and grades, school and district leaders can compare classes or schools
  • appropriate tool for spotting areas that need support or pockets of success, with lessons to share
RESEARCH SNAPSHOT: KEY DISTINCTIONS

- Code-Based Skills vs. Meaning-Based Skills
- Everyday Language vs. Academic Language
- Literacy Performances vs. Specific Skills and Competencies
Finding the Main Idea; Predicting; Summarizing; Making an Inference, etc.

Phonological Awareness

Word Reading

Accuracy

Efficiency

• Background Knowledge

• Interest

• Motivation

• Understanding of Purpose

• Text Characteristics

Organizational structure

Sentence structure

Letter Names & Letter Sounds

Oral Language

Vocabulary

Word Learning Strategies

Knowledge of word function or type

Metalinguistic Skills

CODE-BASED VS. MEANING-BASED SKILLS
SUMMARY: TWO DOMAINS OF READING

<table>
<thead>
<tr>
<th>Developmental Processes</th>
<th>Code</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Typically mastered by 3rd grade</td>
<td>• Develops from infancy through adulthood</td>
</tr>
<tr>
<td></td>
<td>• Constrained, i.e., mastery-oriented</td>
<td>• Unconstrained, i.e., not mastered</td>
</tr>
<tr>
<td>Instructional Implications</td>
<td>Highly susceptible to instruction in relatively brief period of time</td>
<td>Requires sustained instruction, beginning in early childhood through adolescence</td>
</tr>
</tbody>
</table>
CURRICULUM-EMBEDDED ASSESSMENTS (CEAS): A KEY APPROACH IN THE FORMATIVE SPACE

• offer fine-grained instructional insights that teachers can use to make small, more frequent adjustments to student needs (because they’re closely tied to the curriculum and occur on a shorter cycle)

• tight match with the curriculum = aligned with what was taught

• Examples: exit tickets to mid-module review questions, end-of-unit reviews and culminating projects; some can be given as part of routine classwork or homework so they don’t take away from teaching time.

• Pitfall to Avoid: trying to make them serve progress-monitoring or evaluative purposes.
  • They are not well suited for those needs.
  • Using them in those ways, undermines their formative role by raising their stakes and altering teachers’ incentives.
WHY NOT OUTCOME-BASED ASSESSMENT DATA TO INFORM INSTRUCTION?

- Meant for a look at the global, aggregate level, such as:
  - the degree to which a school’s reading program is meeting students’ needs
  - if certain groups appear to be responding to instruction more so than others

- If we use item-level data to design instruction, then we are teaching performances
  - we are not focused on the specific skills or competencies that will carry the reader through the years
  - we are not likely targeting the main source of the breakdown for each reader
RESEARCH SNAPSHOTS: KEY DISTINCTIONS

- Code-Based Skills vs. Meaning-Based Skills
- Everyday Language vs. Academic Language
- Literacy Performances vs. Specific Skills and Competencies
LITERACY PERFORMANCE VS. SPECIFIC SKILLS/COMPETENCIES

- Letter Names & Letter Sounds
- Phonological Awareness
- Word Reading

- Accuracy
- Efficiency

- Oral Language
  - Vocabulary
  - Word Learning Strategies
  - Knowledge of word function or type
- Metalinguistic Skills

- Text Characteristics
  - Understanding of Purpose
  - Text
  - Organizational structure
  - Sentence structure

- Background Knowledge
- Interest
- Motivation
Common Pitfall

- Teaching only literacy performances without also working on specific skills and competencies
  - Need to move back and forth between them

What We’re Learning

- The performances are the product of specific skills and competencies
- For effective assessment and instruction, we need to understand the relationship between the reader’s skills/competencies and performances
SHIFT #2: IMPLICATIONS FOR HIGH SCHOOLS
A COMPREHENSIVE ASSESSMENT SYSTEM

Timing Dictated by Teacher
- Formative/Diagnostic Measures
  - Ongoing as needed to calibrate instruction

Timing Dictated by School
- Code Based
- Meaning Based
- Screening Measures
  - Periodic check-in on student mastery against external benchmarks

Timing Dictated by District or State
- Outcome Assessment
  - Annual, summative assessment of student achievement in broad content areas
Level 1: The school-level

- What does our data suggest about the types of instructional opportunities needed by our students?
- Data type: screeners, code-based & meaning-based

Level 2: The classroom-level

- How can we design our literacy block to provide these instructional opportunities for our students? How can we monitor their progress?
- Data type: screeners to gauge growth against external benchmarks and to create some groupings; formative data for some groupings
Is the student's problem or profile unusual given peers' performance?

No

Yes

Focus on the instructional core, following up with class-wide measures at least every 6 weeks

Provide targeted intervention in the specific skills weakness and follow up with assessments every 3 - 6 weeks

Is the student showing progress?

No

Yes

Is the student now performing commensurate with peers?

No

Yes

Use diagnostic assessments to better understand source of difficulty

Adjust approach and monitor again in 3 - 6 weeks

If difficulties are persistent, call team meeting to discuss possible referral for Special Education evaluation

Continue approach with follow-up (consider if improvement is at appropriate pace; if not, intensify intervention)

Return student to Tier 1 activities

Linking Assessment-Instruction: The Decision Tree
Goal: Be able to distinguish the unique struggler from the population

- Understand and analyze the struggling reader’s profile in context

Regularly answer these questions:

- What percentage/number of our students are at-risk in each of the areas we assess?
- How do these rates differ by grade level?
- What are our instructional strengths? Weaknesses?
- What are our priority issues?
### Percentage of Students Identified At-Risk by Literacy Skill

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Code-Based Skills</th>
<th>Meaning-Based Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Word Reading Accuracy</td>
<td>Word Reading Fluency</td>
</tr>
<tr>
<td>9th</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>10th</td>
<td>13%</td>
<td>36%</td>
</tr>
<tr>
<td>11th</td>
<td>13%</td>
<td>35%</td>
</tr>
</tbody>
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**EXAMPLE: PAX H.S.**
## Percentage of Students Identified At-Risk by Literacy Skill

<table>
<thead>
<tr>
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<tr>
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<tr>
<td><strong>9th</strong></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Marcia</strong></td>
<td>On Grade-Level</td>
</tr>
<tr>
<td><strong>Sachin</strong></td>
<td>At Risk</td>
</tr>
</tbody>
</table>
SUMMARY: THREE KEY STEPS TO SERVING ALL STUDENTS

1. Implement screeners to measure and target specific literacy skills

2. Distinguish the unique struggler from the population
   - Understand and analyze the struggling reader’s profile *in context*

3. Match the instructional core to the group's needs, tailor interventions to the individual's needs
What do you notice? How do you think about the data in light of today’s work? How might the data connect to a next step?
INTER-SESSION APPLICATION  
(NEXT SESSION: JUNE 5)

1. READ: Module 2 and review our materials from today.

2. PREPARE: For a particular grade level or content area, complete Leader's Tool 4.1 and/or 6.1 (taking a focus on instruction or the curricular plans and materials). (You may need multiple copies). Identify patterns and trends in your results. **Come to Session 3 prepared to review your results.**

Optional: Book chapters 5-8.

***

Additional resource on NYSED