



Language Diversity &
Literacy Development
RESEARCH GROUP

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

Day 2 of 3
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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

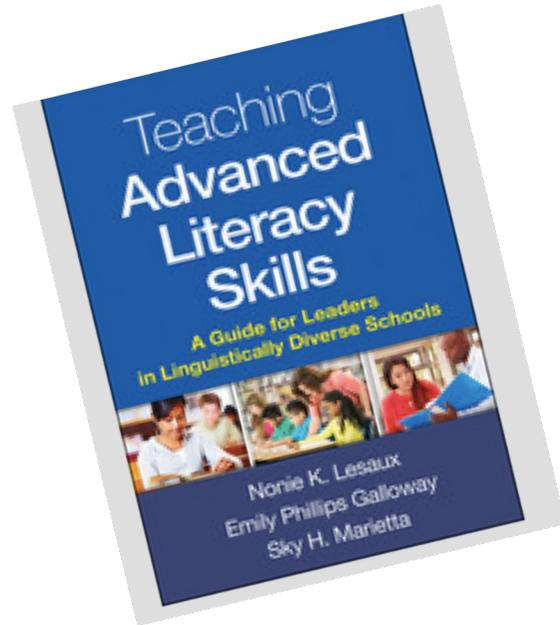
Day 2.

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.

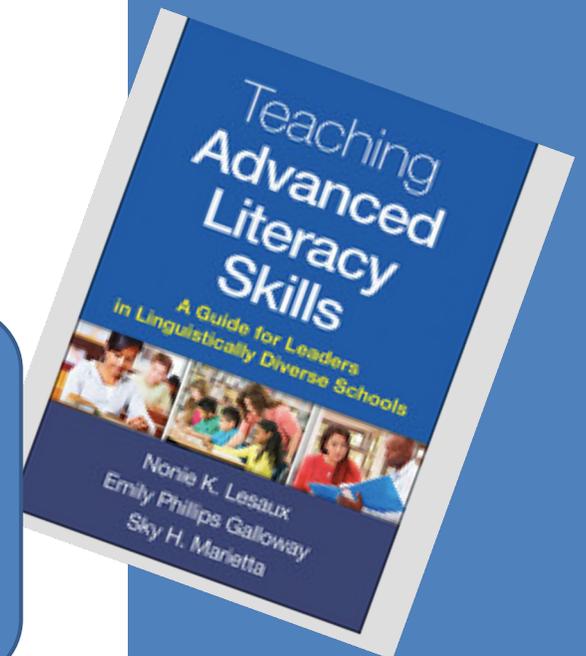
■ Task:

- 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.

TABLE TIME
Consolidation Work



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?

Name MODEL

Text Martin Luther King's and President Obama's speeches

King and Obama make arguments against and for violence respectively; however, King's rhetoric utilizes emotion and idealism, or pathos, to advance his idea of a "genuine civilization," while Obama uses logic and a realism to advance his idea of facing the "world as it is" (62, 80).

King begins his speech by reminding the audience of the grave atrocities that occurred to those trying to seek justice and equality (P2). His use of dramatic imagery such as "wounded justice, lying prostrate on the blood-flowing streets" stirs emotions in his audience (48). King also repeats certain phrases such as "I am mindful" and later on "I refuse" and "I believe," which give his speech an emotional tone (P2, P6-P7). Furthermore, he uses idealistic language when he argues that the "foundation of such a [nonviolent] method is love," and that he has faith in a "brighter tomorrow" (27, 46). Finally, King invokes an idealistic and religious tone in decreeing that, "one day mankind will bow before the altars of God and be crowned triumphant over war and bloodshed" (53).

In contrast to King's use of emotion and idealism, Obama relies on logic and realism to argue the need of war to secure peace. He begins by confirming that "war, in one form or another, appeared with the first man," implying that war has always been present (27). Even though humans have come up with institutions to control the violence, "this old architecture is buckling under the weight of new threats" (59-60). Obama points out that "modern technology allows a few small men with outsized rage to murder innocents on a horrific scale" (62-63). Aware of the context of his speech, Obama assures the audience that he values the "creed and lives of Gandhi and King" and there acts of nonviolence (77-78). In the end though, the President asserts that he must "face the world as it is" and acknowledges that "the instruments of war do have a role to play in preserving the peace" (80, 96).

ODELL EDUCATION
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WRITTEN EVIDENCE-BASED CLAIMS

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.

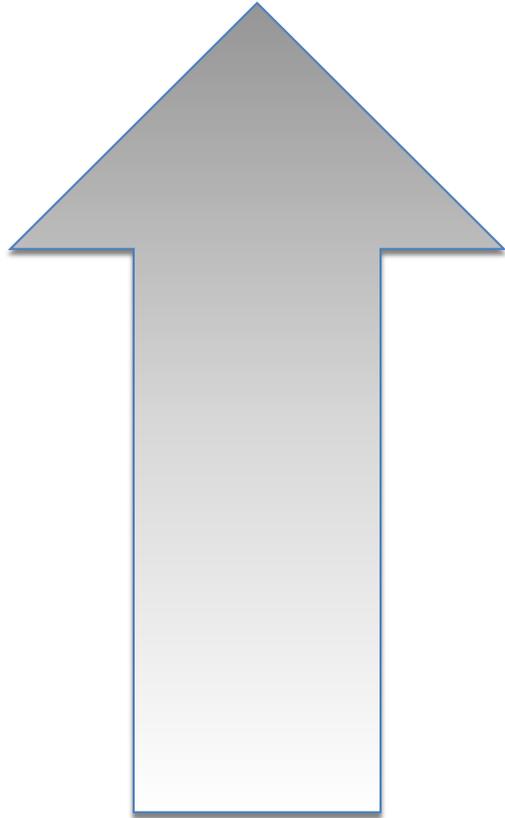
REVISITING
YOUR INTER-
SESSION
WORK:
LEADER'S
TOOL 3.1

INSTITUTE CONTEXT: THREE PRESSING ISSUES

1. 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.
2. 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.
3. The science of adolescents' literacy development sheds light on core knowledge for leaders to have greater impact.

TODAY'S LITERACY CONTEXT

RETHINKING "LITERACY"



What counts as
“literate” on the
rise

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

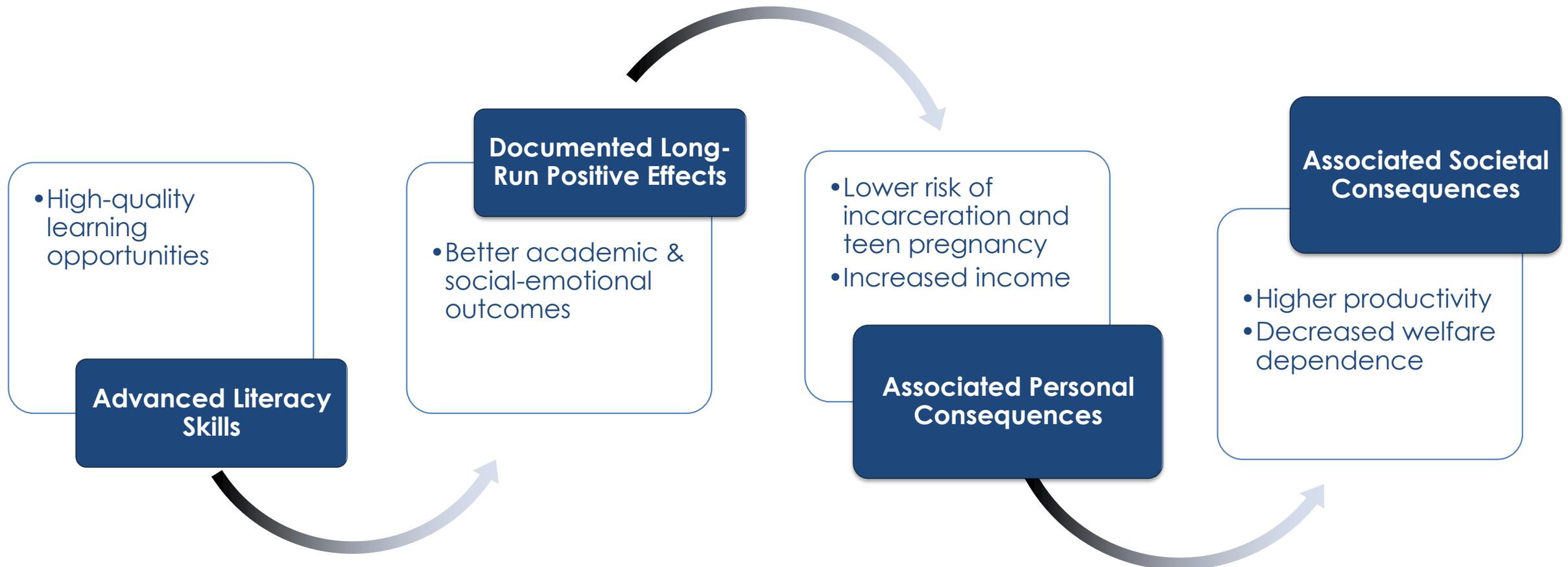
CHANGING DEMANDS OF WORKFORCE PARTICIPATION: FOUNDATIONAL SKILLS IN THE DIGITAL AGE

- **Solving Unstructured Problems** Tackling problems that lack rules-based solutions. Computers cannot replace the human work in these task 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.

IMPLICATIONS FOR INSTRUCTIONAL LEADERSHIP

- 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 21ST CENTURY LITERACY SKILLS: A CASCADING EFFECT



e.g., Camilli, Vargas, Ryan, & Barnett, 2010; Deming, 2009; Heckman & Masterov, 2007; Jones, Brown & Aber, 2011; Tabors, Snow, & Dickinson, 2001

GETTING TO 21ST CENTURY LITERACY SKILLS: TWO SENSITIVE PERIODS



BRAIN DEVELOPMENT IN ADOLESCENCE

- 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

IMPLICATIONS FOR INSTRUCTIONAL LEADERSHIP

- “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

TODAY'S LITERACY LEADERSHIP CONTEXT: FIVE PITFALLS TO ADDRESS

- 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

Reacting to limited success or challenges by adding new (and more) programs

Disconnect between what we've invested in and what we expect

Lack of sufficient attention to program design

No clear distinction between outputs and outcomes

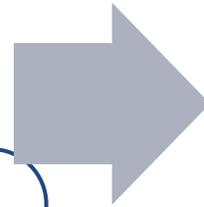
Insufficient strategic coordination

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)

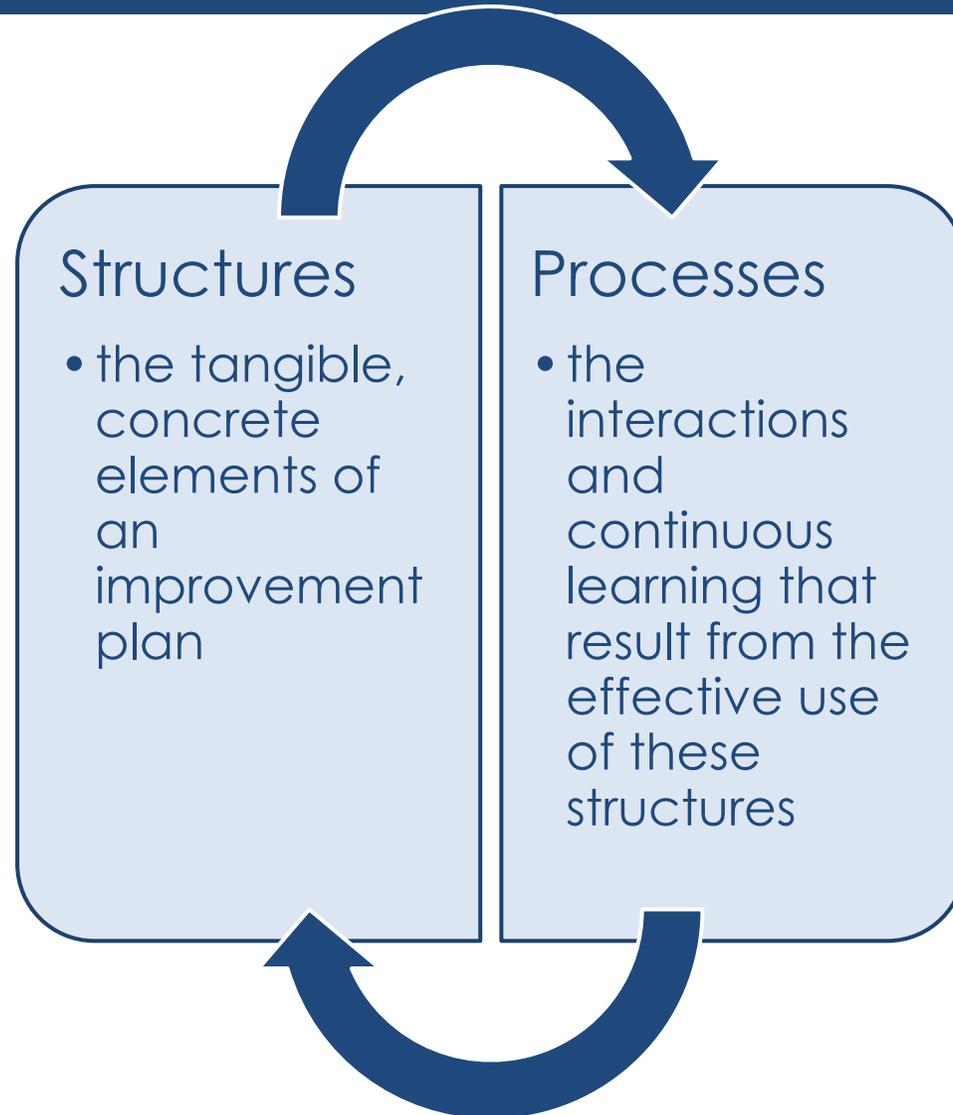


Outcomes

- 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

KEY PITFALL #4: NO CLEAR DISTINCTION BETWEEN STRUCTURES AND PROCESSES



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

ADVANCED LITERACIES LEADERSHIP (ALL) FRAMEWORK: THEORY OF ACTION

Leaders focus on bring 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...

BREAK

SHIFT #1: STRENGTHENING THE INSTRUCTIONAL CORE

KEY SHIFT # 1



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

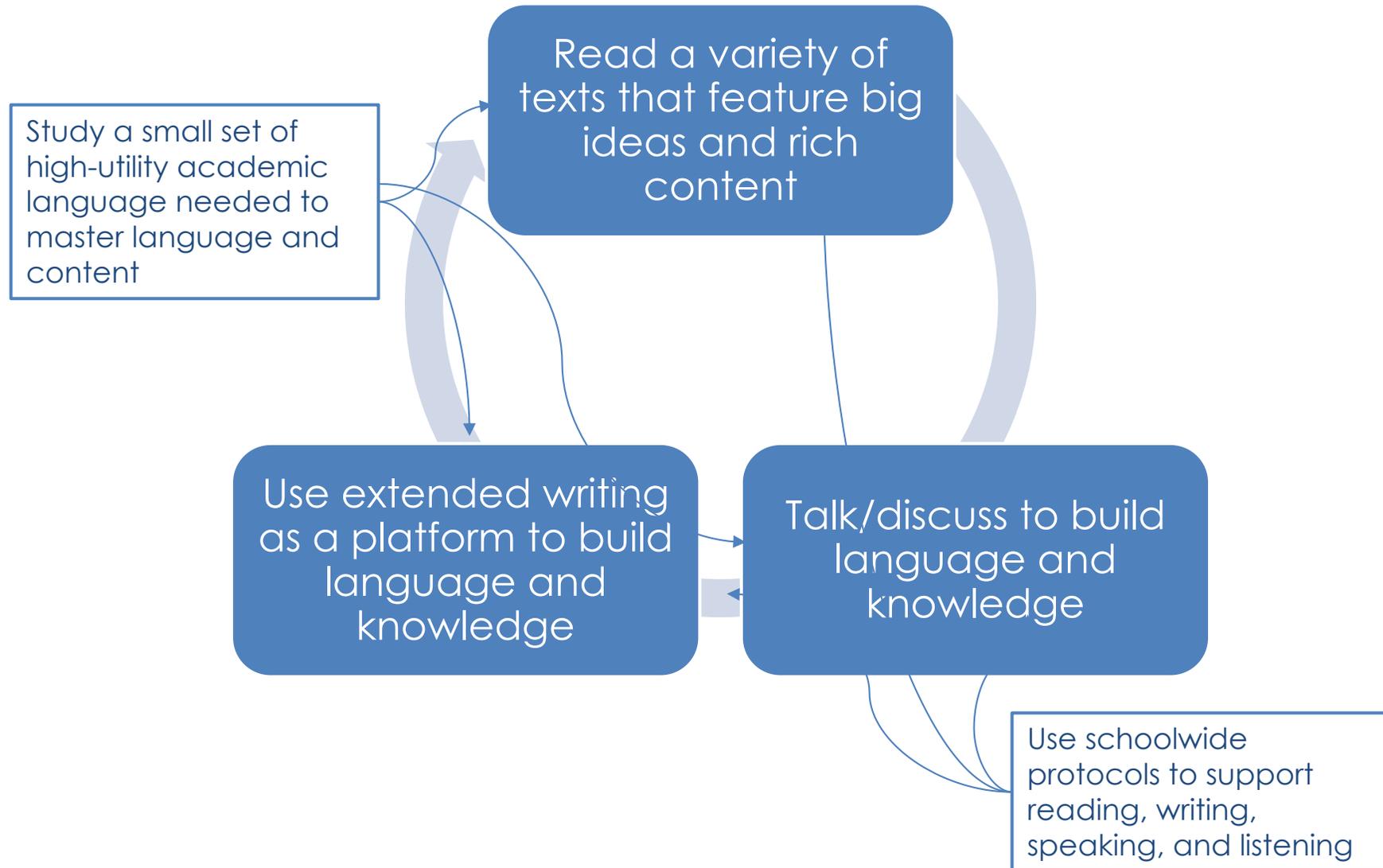
2. Talk/discuss to build language and knowledge

Use schoolwide protocols to support reading, writing, speaking, and listening

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

THE HALLMARKS IN ACTION: AN INSTRUCTIONAL MODEL



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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

Engaging

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

Content-Based

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

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

WHY A VARIETY OF TEXTS?

- 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

Table 4: Percentage of European and Non-Western History in High School World History Textbooks

Book Title	Textbook Chapters*		Chapter Subheadings		Pages of Coverage	
	European History	Non-Western History	European History	Non-Western History	European History	Non-Western History
<i>World History: Patterns of Interaction</i>	47%	30%	68%	32%	54%	46%
<i>World History: The Human Experience</i>	62%	29%	62%	37%	56%	44%
<i>World History: Modern Times</i>	52%	39%	60%	40%	56%	44%
<i>World History: Connections to Today</i>	54%	20%	55%	45%	60%	40%
<i>World History: The Human Journey</i>	63%	22%	66%	34%	72%	28%
Mean Average	57%	29%	62%	38%	60%	40%

*Note that in this column, the totals do not add up to 100 percent, as chapter titles that could not accurately be categorized as "Western" or "Non-Western" were excluded from the tally.

FOUR HALLMARKS OF ADVANCED LITERACY INSTRUCTION

1. Work with a variety of texts featuring big ideas and rich content

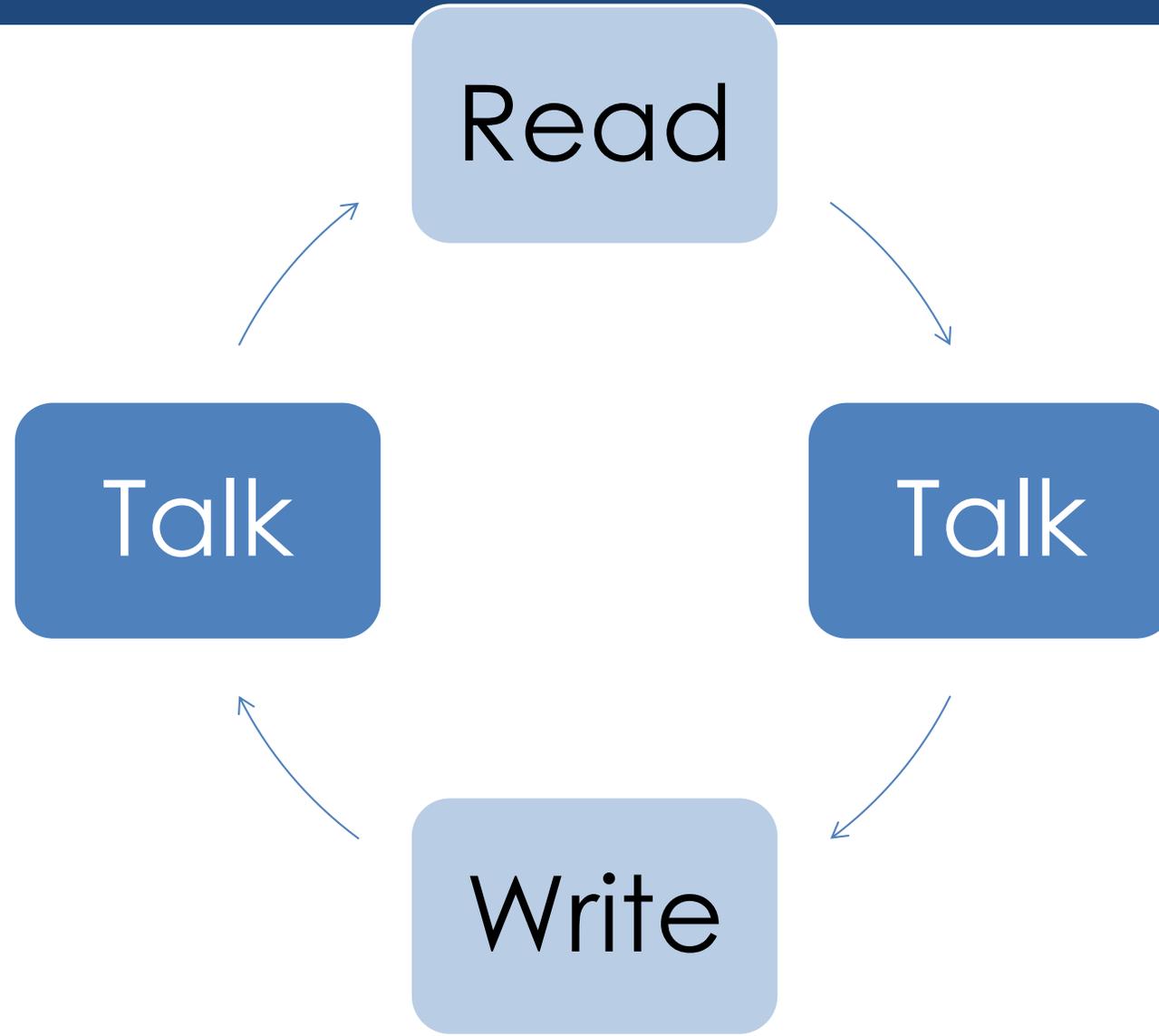
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HALLMARK 2. TALK/DISCUSS TO BUILD LANGUAGE AND KNOWLEDGE



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

1. Work with a variety of texts featuring big ideas and rich content

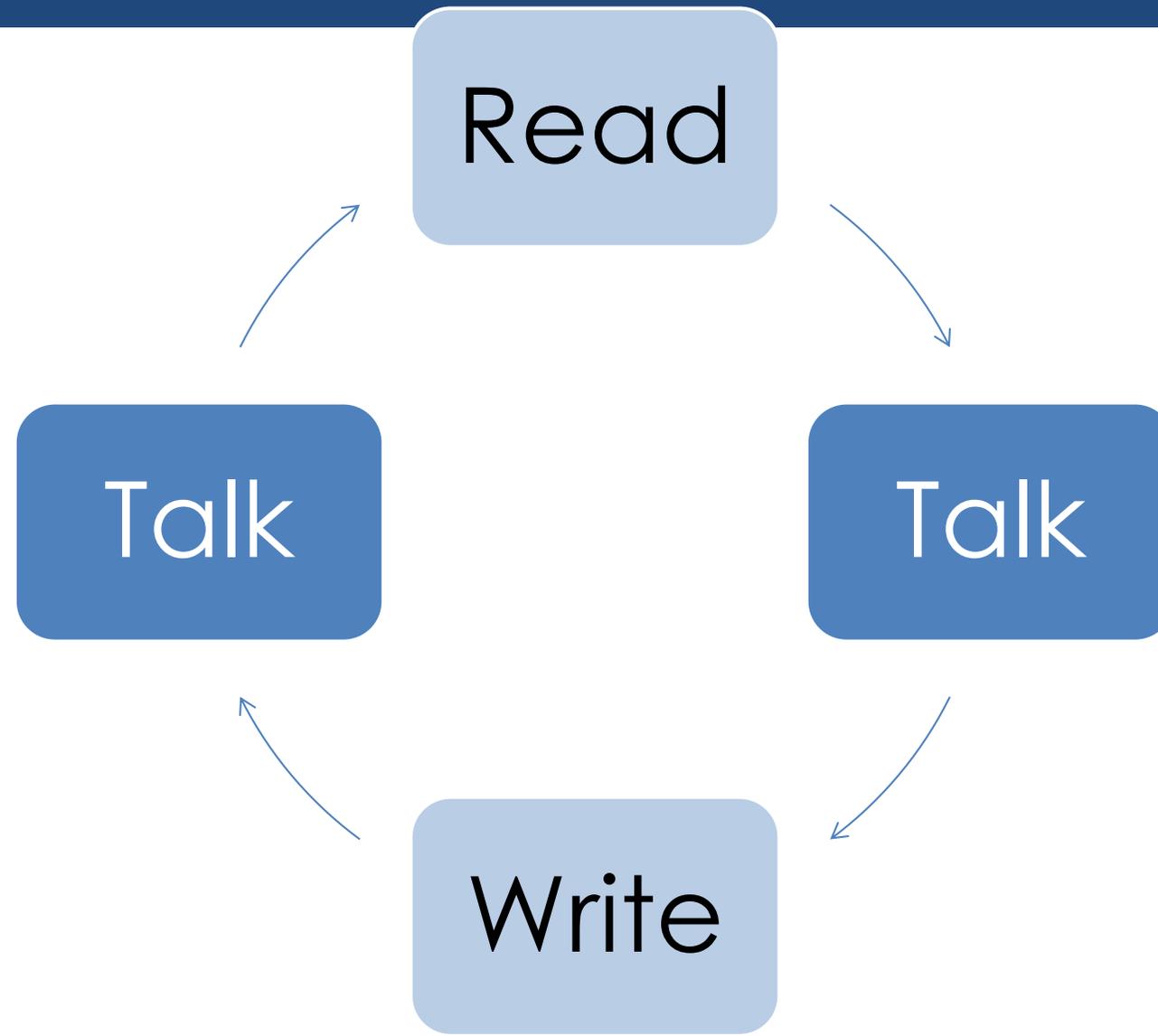
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HALLMARK 3. EXTENDED WRITING AS A PLATFORM TO BUILD LANGUAGE/KNOWLEDGE



ALIGNING YOUR INSTRUCTIONAL DESIGN WITH HALLMARK 3.

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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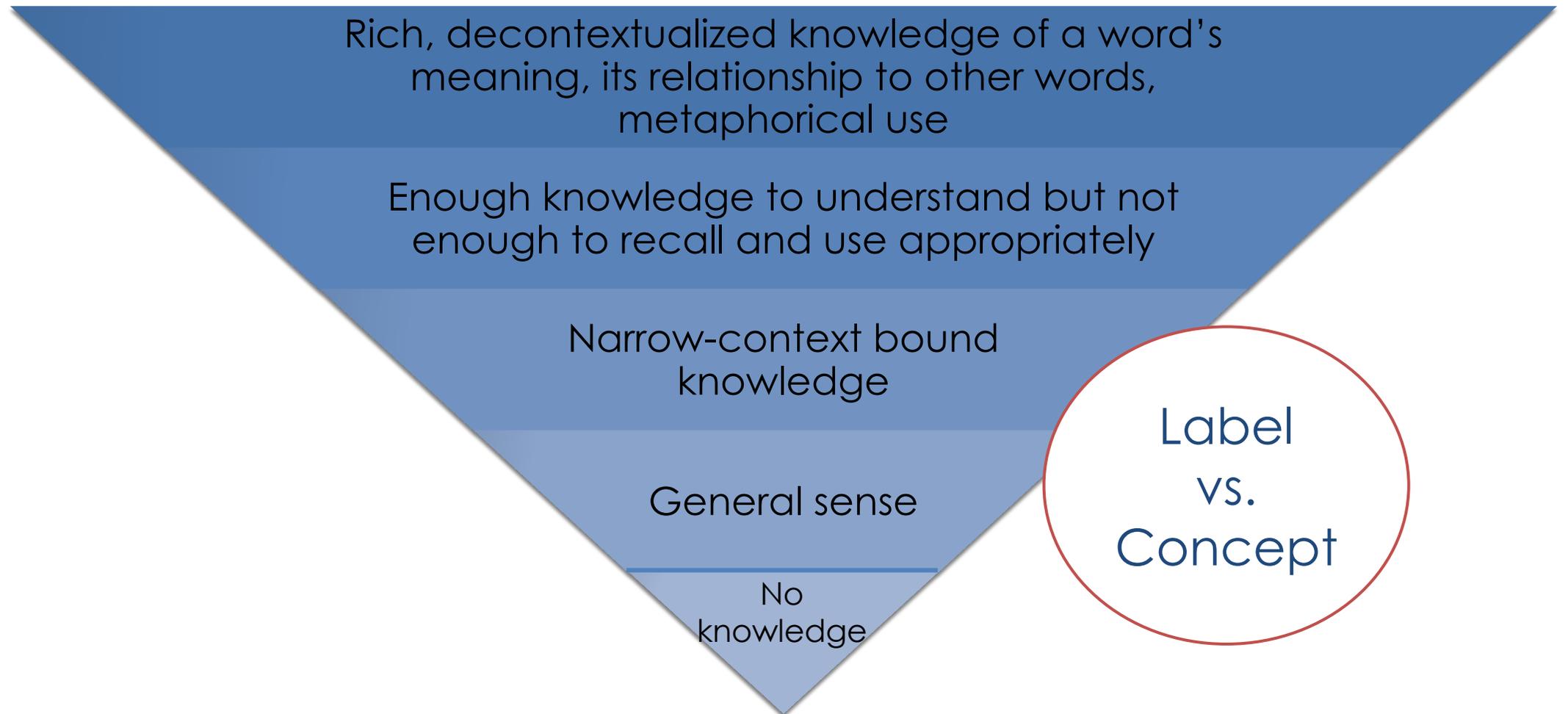
ALIGNING YOUR INSTRUCTIONAL DESIGN WITH HALLMARK 4.

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?

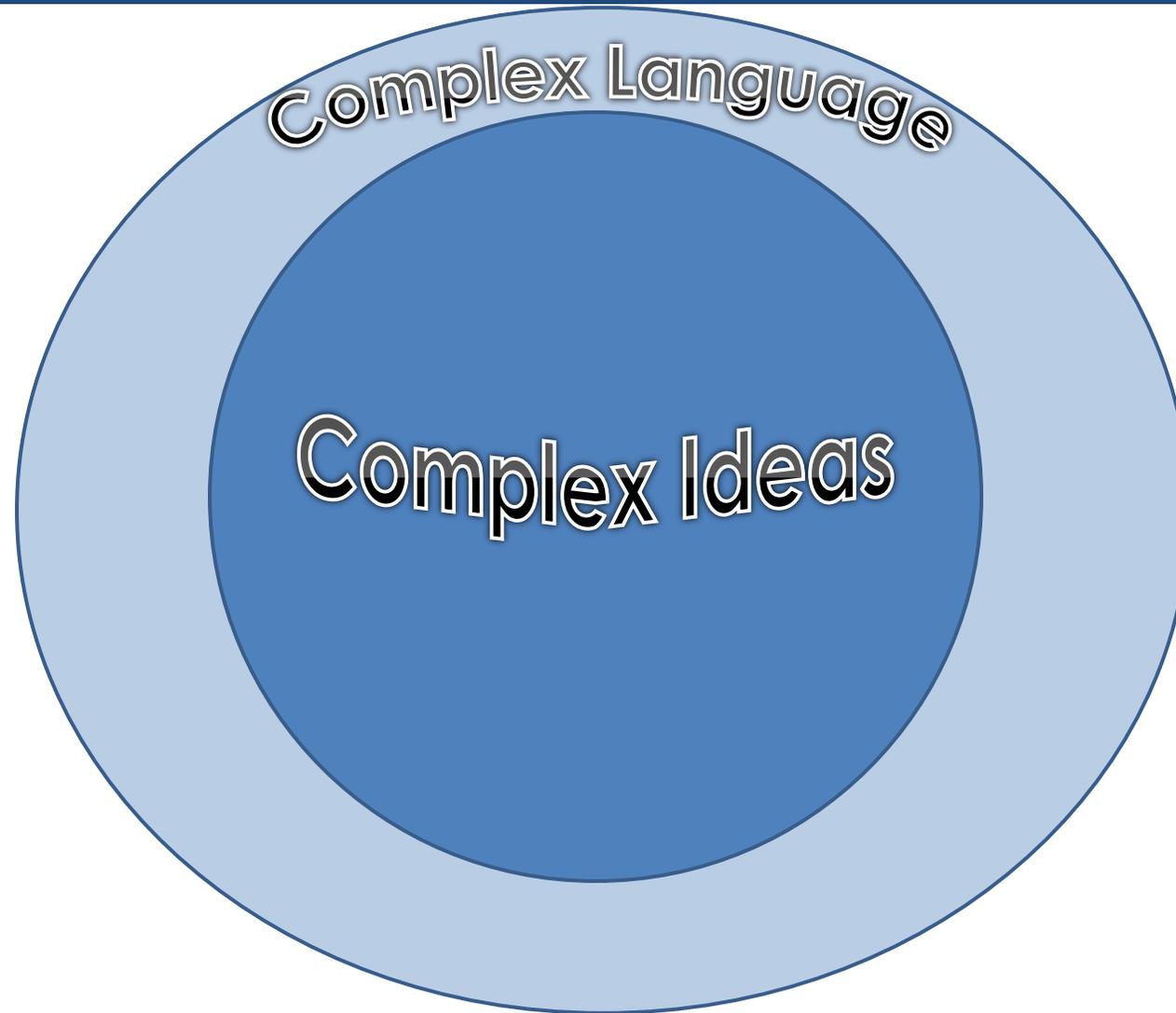
5 Levels of Word Knowledge:



ACADEMIC WORDS ARE ABSTRACT CONCEPTS

Challenge	Affect	Community	Located	Anticipate
Focus	Culture	Discrimination	Major	Constantly
Incentive	Contribute	Distinctions	According to	Convince
Motivate	Establish	Evidence	Average	Effect
Communicate	Ethnic/ethnicity	Gender	Expert	Expanse
Identity / Identify	Residents	Options	Foundation	Generate
Incidents	Welfare	Regulations	Media	Releasing
Legally	Ancient	Respond	Nearly	Region
Method	Complex	Topic	Percent	Survive
Policy	Integrated	Collapse	Awareness/aware	Issue
Research	Located	Conduct	Civil	Social
Require	Major	Crucial	Documentary	Vision
Survey	Period	Seeking	Image	Resource
Affect	Puzzle		Inspire	
Culture	Site			

WHAT MAKES TEXT ESPECIALLY CHALLENGING?



RESEARCH SNAPSHOT: KEY DISTINCTIONS

Code-Based Skills vs. Meaning-Based Skills

Everyday Language vs. Academic Language

Literacy Performances vs. Specific Skills and Competencies

Capturing the Language Skills Central to Academic Reading

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**



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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.nsrffharmony.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?

AT YOUR
TABLE...



TODAY'S TABLE TIME

- 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.

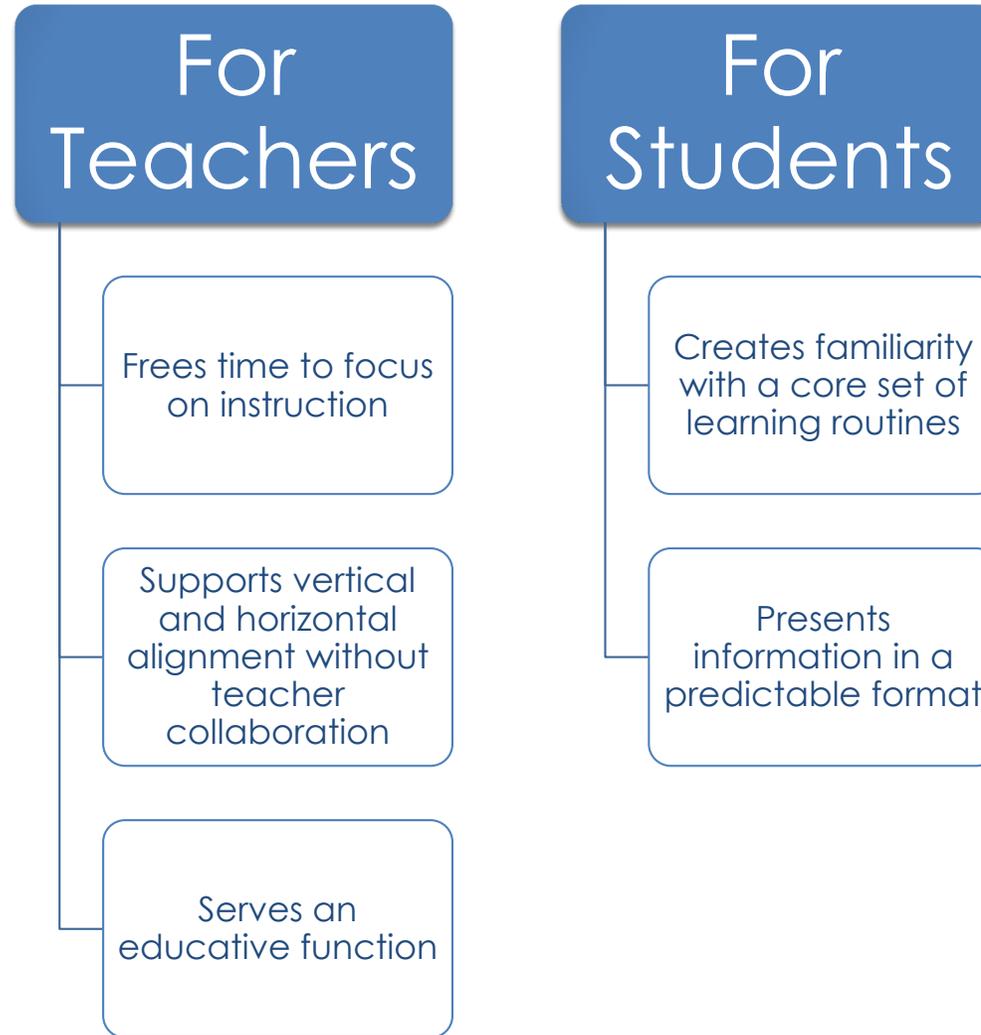
SUPPORTING INSTRUCTION WITH A COMPREHENSIVE CURRICULUM

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



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.

LUNCH

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

THE ARCHITECTURE OF A COMPREHENSIVE SYSTEM

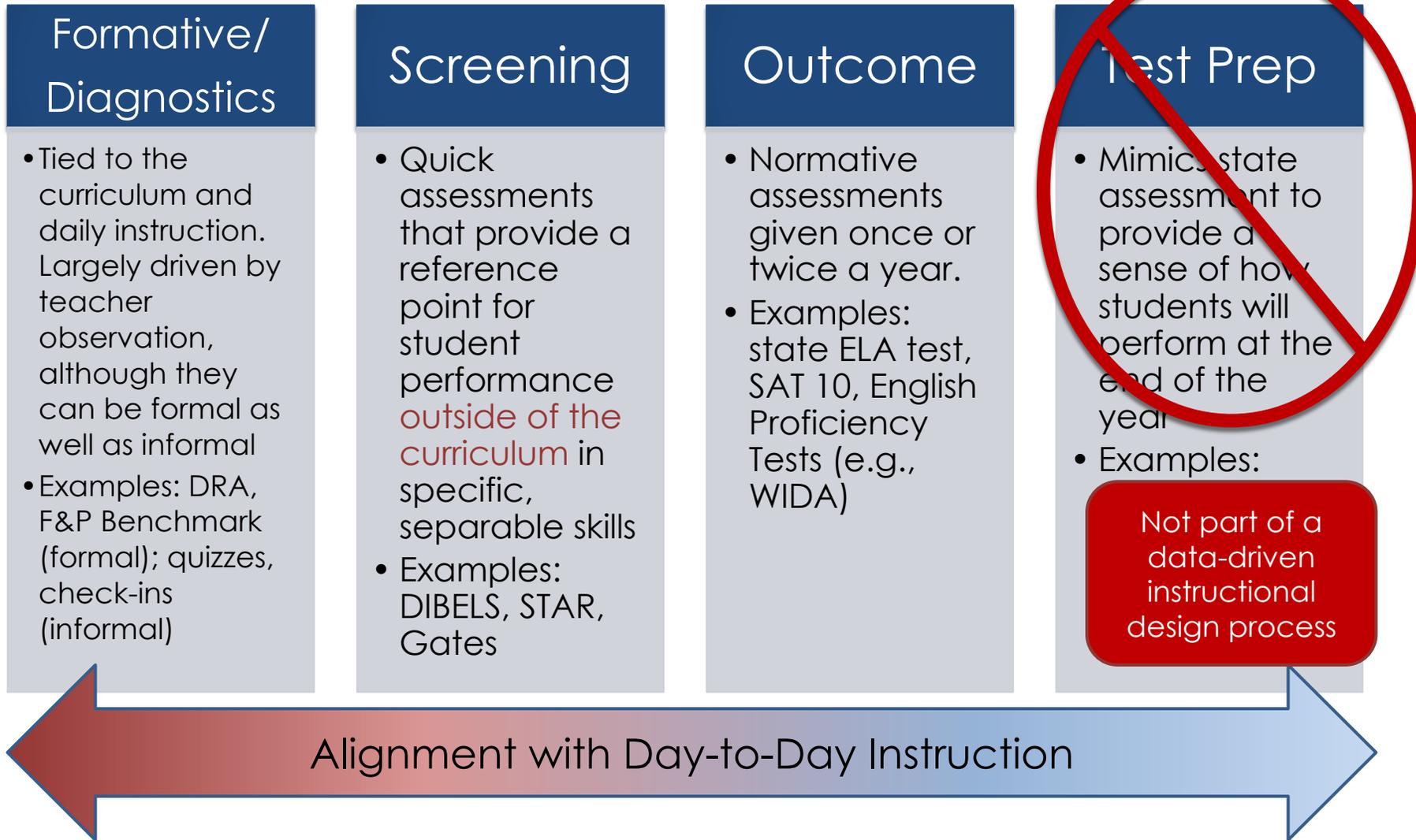
Different assessment tools have different capabilities and serve different purposes

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

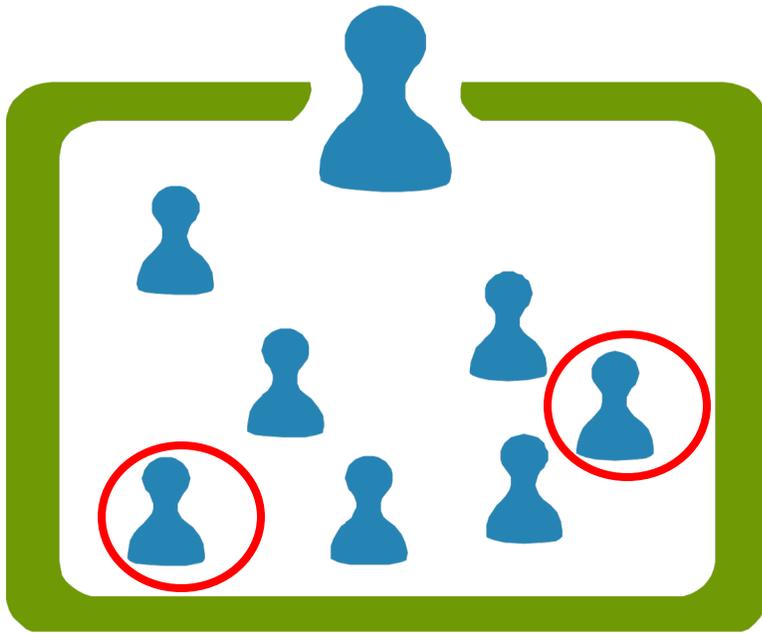
No single assessment is sufficient to determine “literacy” level, screen for difficulties or monitor progress

- We need measurements across different domains of literacy to fully gauge student progress

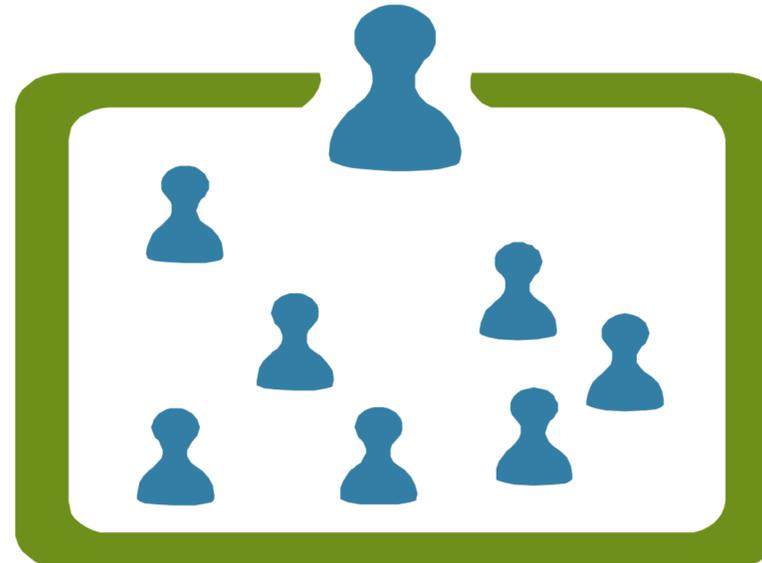
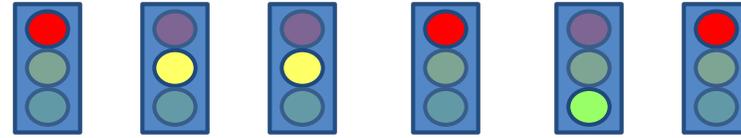
THREE KEY ASSESSMENT TYPES



A NEW PERSPECTIVE ON STUDENT PERFORMANCE



From following up with struggling students



To screening all students for literacy risk (high, med, low)

SCREENING DATA

- 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

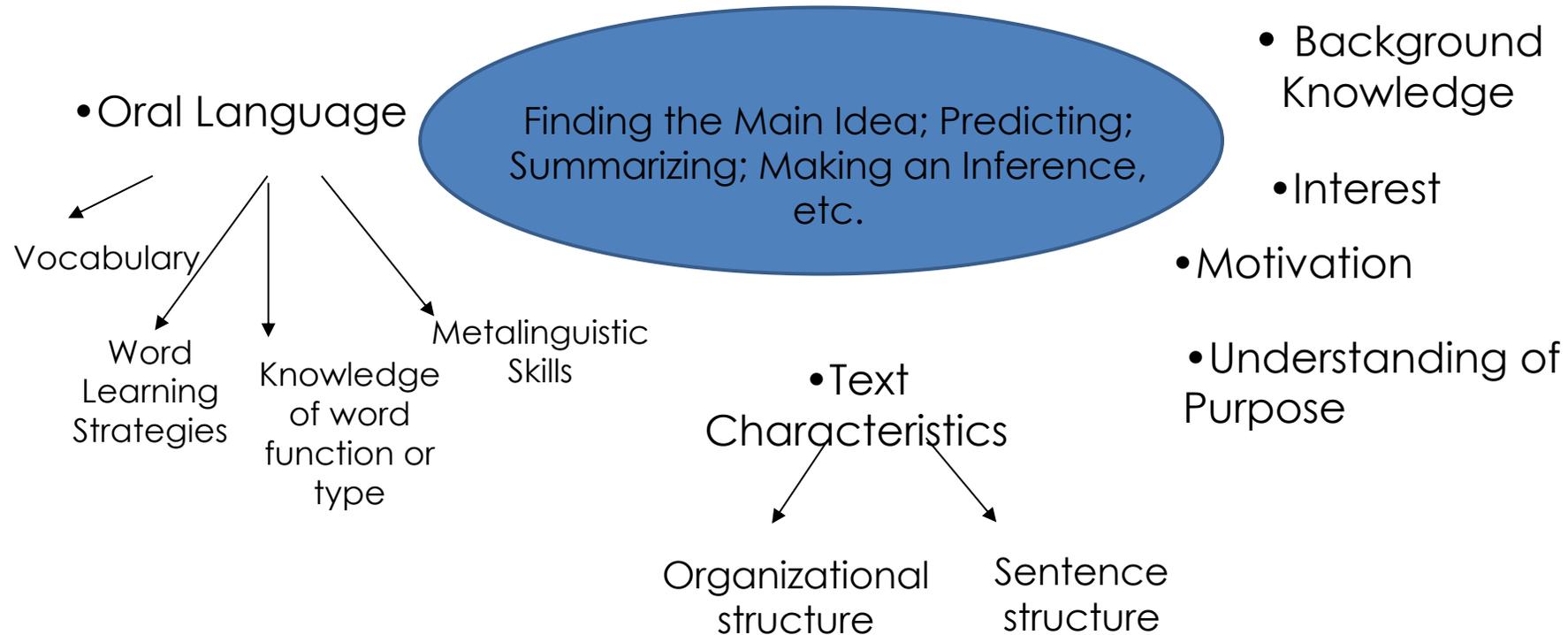
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CODE-BASED VS. MEANING-BASED SKILLS



SUMMARY: TWO DOMAINS OF READING

	Code	Meaning
Developmental Processes	<ul style="list-style-type: none">• Typically mastered by 3rd grade• Constrained, i.e., mastery-oriented	<ul style="list-style-type: none">• Develops from infancy through adulthood• Unconstrained, i.e., not mastered
Instructional Implications	Highly susceptible to instruction in relatively brief period of time	Requires sustained instruction, beginning in early childhood through adolescence

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

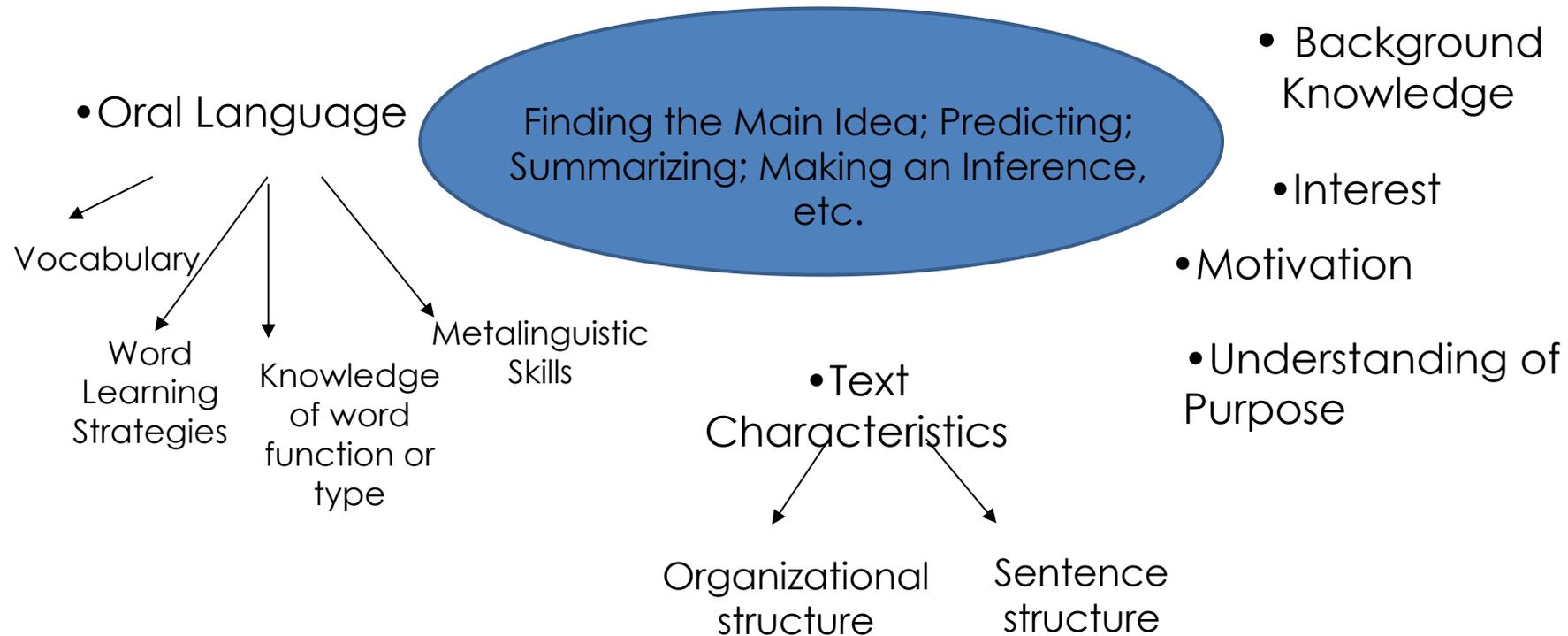
RESEARCH SNAPSHOT: KEY DISTINCTIONS

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



IMPLICATIONS

Common Pitfall

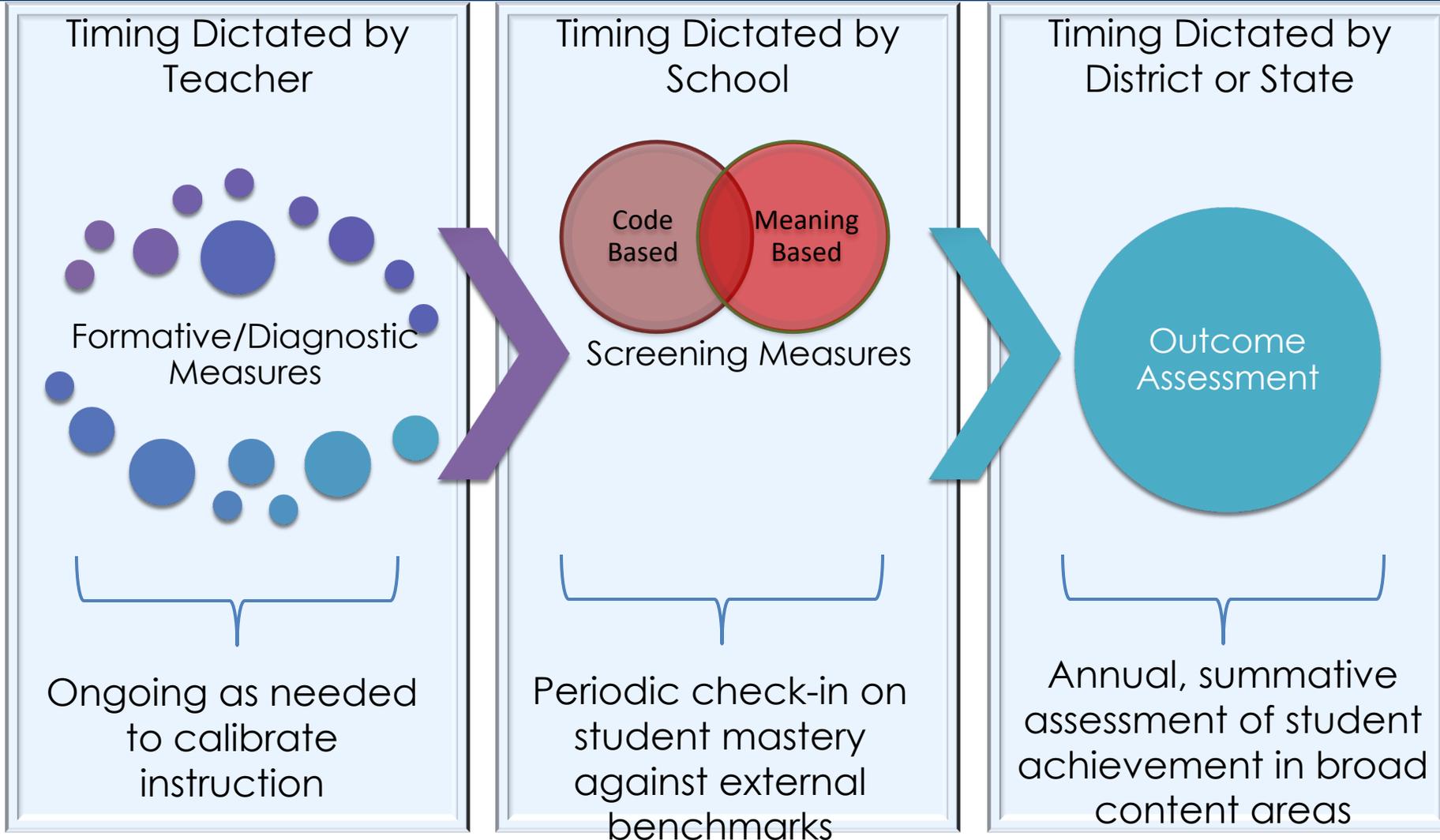
- Teaching only literacy performances without also working on specific skills and competencies
 - Need to move back and forth between them

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



ASSESSMENT DATA: TWO LEVELS OF ANALYSIS

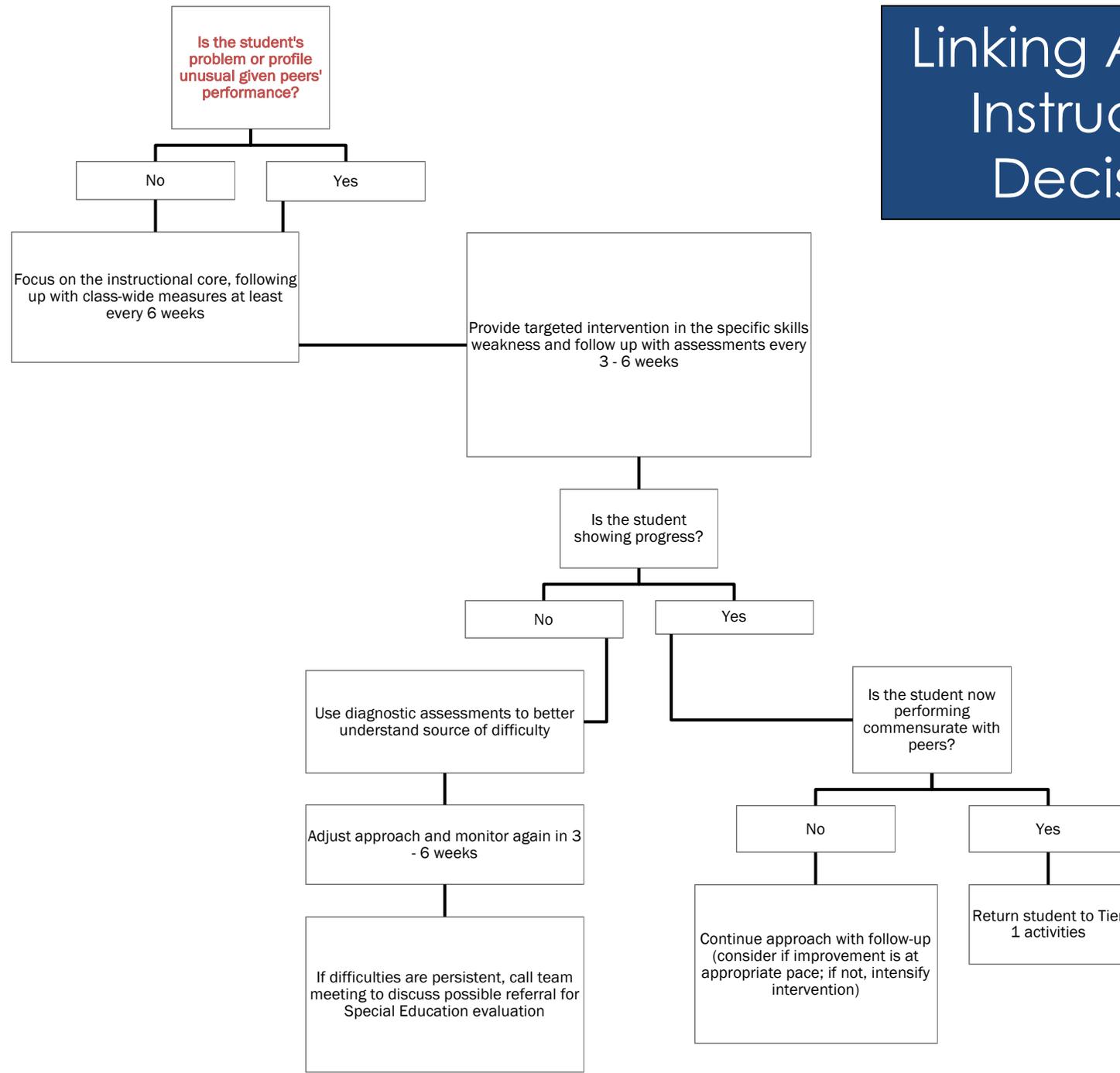
Level 1: The school-level

- 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

Linking Assessment-Instruction: The Decision Tree



CREATE DATA SYSTEMS TO BE ABLE TO IMPLEMENT 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?

EXAMPLE: PAX H.S.

Percentage of Students Identified At-Risk by Literacy Skill

		CODE-BASED SKILLS		MEANING-BASED SKILLS	
		Word Reading Accuracy	Word Reading Fluency	Academic Vocabulary	Reading Comprehension
Grade Level	9 th	15%	20%	70%	73%
	10 th	13%	36%	79%	71%
	11 th	13%	35%	86%	78%

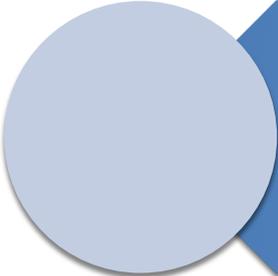
TWO STUDENTS IN CONTEXT: PAX H.S.

Percentage of Students Identified At-Risk by Literacy Skill

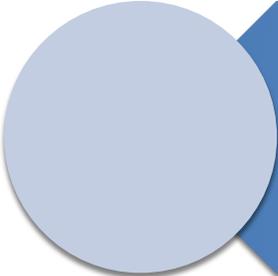


	CODE-BASED SKILLS		MEANING-BASED SKILLS	
	Word Reading Accuracy	Word Reading Efficiency	Vocabulary	Comprehension
9 th	15%	20%	70%	73%
Marcia	On Grade-Level	On Grade-Level	At Risk	At Risk
Sachin	At Risk	At Risk	At Risk	At Risk

SUMMARY: THREE KEY STEPS TO SERVING ALL STUDENTS

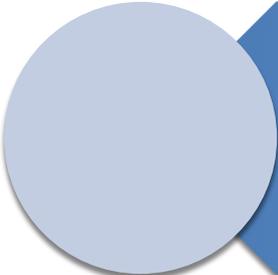


1. Implement screeners to measure and target specific literacy skills



2. Distinguish the unique struggler from the population

- Understand and analyze the struggling reader's profile *in context*

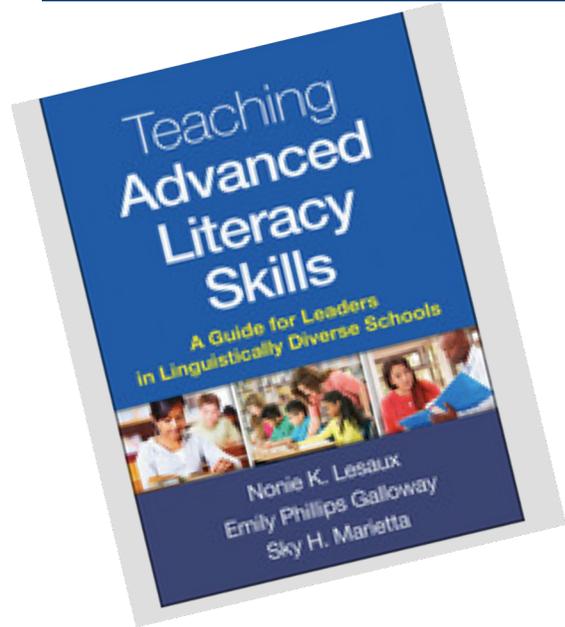


3. Match the instructional core to the group's needs, tailor interventions to the individual's needs

REVISITING YOUR INTER-SESSION WORK: LEADER'S TOOL 3.1

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

<http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>