



The Literacy Leader's Top Ten

Responses to Accountability and
FCAT

Why We Need FCAT and Accountability

- It's real life
- Focus on underserved students
- Allocation of resources
- What's working?
- With whom?
- How well?

Why Research-Based Programs and Strategies Fail

- Insufficient initial professional development
- Lack of ongoing coaching
- Grouping and scheduling requirements not followed
- Lack of intensity
- Lack of frequent progress monitoring
- Too many initiatives interfere with effective implementation (diffuse time, resources, and support) “initiative fatigue”

What Will It Take?

- Content area reading alone will not get the job done
- Reading intervention classes alone will not get the job done
- Differentiated intensity based on need
- “Adequate” progress is different with a struggling reader

“We’re just a big district who
doesn’t talk”
(anonymous district leader
trying to justify a decision not
in the best interest of kids)

1. Be a Literacy Leader

- Starts with the Superintendent
- Get into classrooms
 - Can't support teachers' and students' needs if you don't know what they need
 - Must know what effective instruction looks like
- Share leadership responsibilities (leadership teams, teacher leaders)
- Catch teachers doing it right, then share and replicate (district and school level leadership)
- Strongest teachers with weakest students (advantaged kids should not be a reward)

Staffing Considerations

- Economic and non economic incentives
- Safety, time, and respect
- Lower class sizes
- Additional planning time
- Greater administrative support

(Adapted from Reeves, 2004)

2. Love the data

- What do we give up based on our approach to the data (opportunity costs)
- Measure the affective too (motivation, self-esteem, self-concept)
- Evaluate the effectiveness of instruction and interventions (must have outcomes beyond FCAT)
- Informal and formal
- Talk about student learning must be the norm

Appropriate Use of Assessment

- ❖ District guidance requests
- ❖ K-12 Reading Plan-
Assessment/Curriculum Connection
- ❖ Identification and remediation
- ❖ Questions to ask
 - ❖ Is it valid and reliable?
 - ❖ Does it yield new information?
 - ❖ Is it instructionally useful to teachers?
 - ❖ Is it appropriate?

New Florida Assessments for Instruction in Reading

- ❖ Instructionally useful
- ❖ Computer administered in grades 3-12
- ❖ Automatic reporting to the Progress Monitoring and Reporting Network (PMRN) in grades 3-12
- ❖ K-2 will be able to be administered on the Palm and synced to PMRN
- ❖ Implementation study in 08-09 in Manatee, Broward, Leon, and Alachua
- ❖ Available free of charge to all schools in Fall 2009
- ❖ Only mandatory in Reading First and Kindergarten Screening

New Florida Assessments for Instruction in Reading

- ❖ PreK: print knowledge, phonological awareness, vocabulary, math
- ❖ K-2: phonemic awareness, letter knowledge, decoding, encoding, fluency, vocabulary, listening or reading comp.
- ❖ 3-12: adaptive complex & low level reading comp., fluency, word analysis, skill assessment
- ❖ K-12: Informal reading inventories
- ❖ Lexile scores in grades 3-12 allow matching students to text and access to online libraries
- ❖ Linked to current measure for K screening
- ❖ Identifies risk of reading difficulties and reading disabilities

“The district is so disconnected to what happens in schools, they don’t see any real value in professional development or teacher learning.” (anonymous)

3. Support professional learning

- Having an intervention that works is not enough; you have to be able to implement it
- Amount of face time doesn't matter if teachers aren't well-trained
- Attend with your teachers
- Time for embedded learning during the school day
- Strong support system for teachers
- Professional learning communities
- Teacher motivation
- Free the coaches
- Create case studies of effectiveness within the school and district wide

The Role of Reading and Literacy Coaches

- Efficacy=survival
- Pull out, FCAT Prep, Clerical tasks
- Coach Log-Accuracy in reporting
- Negotiated role by coach, principal
- Continuum of coaching
- Goal: 100% of school day doing some form of professional development

RAND Study

- 113 middle schools in 8 large districts
- Surveys of principals, coaches, and teachers
- 6 case study schools; 2 case study districts
- How is the reading coach program being implemented by the state, districts, schools, and coaches?
- What has been the impact of coaching on teachers' practice, student achievement in reading, and other outcomes?
- What features of reading coaching models and practices are associated with better outcomes?

RAND Study-Key Findings

- Teachers reported positive impacts on their instruction because of the interaction with the coach
 - More confident
 - Better planned and organized instruction
- Principal reported positive impact on:
 - School climate
 - Their own knowledge
 - Student motivation to read

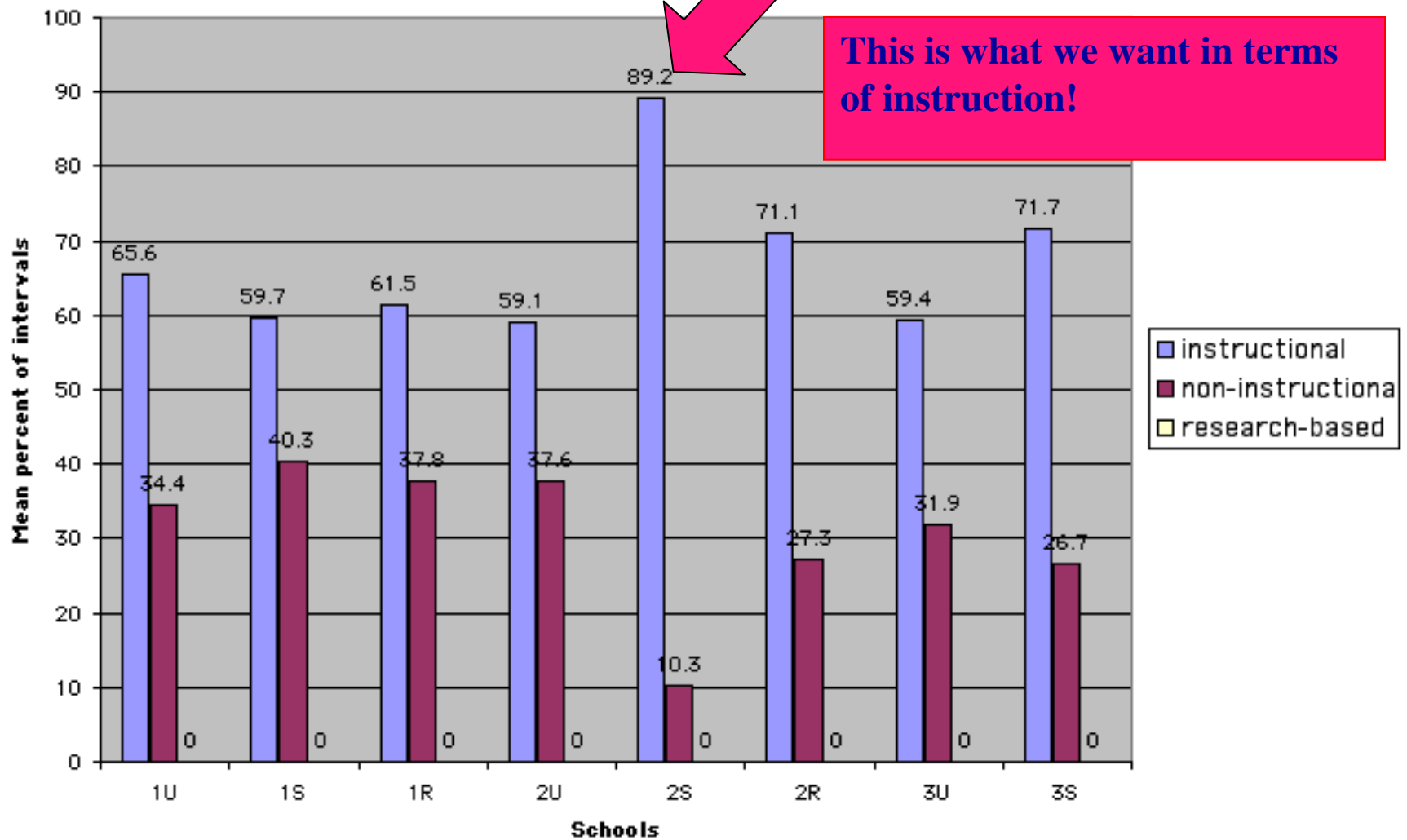
RAND Study-Key Findings

- Teacher and principal perception of coach influence most related to:
 - Time spent one on one
 - Time spent discussing student data (also related to student performance)
 - Coach's ability to work with adults
- Having a coach was found to have statistically significant impacts on student achievement
- Benefits of having a coach accrue over time

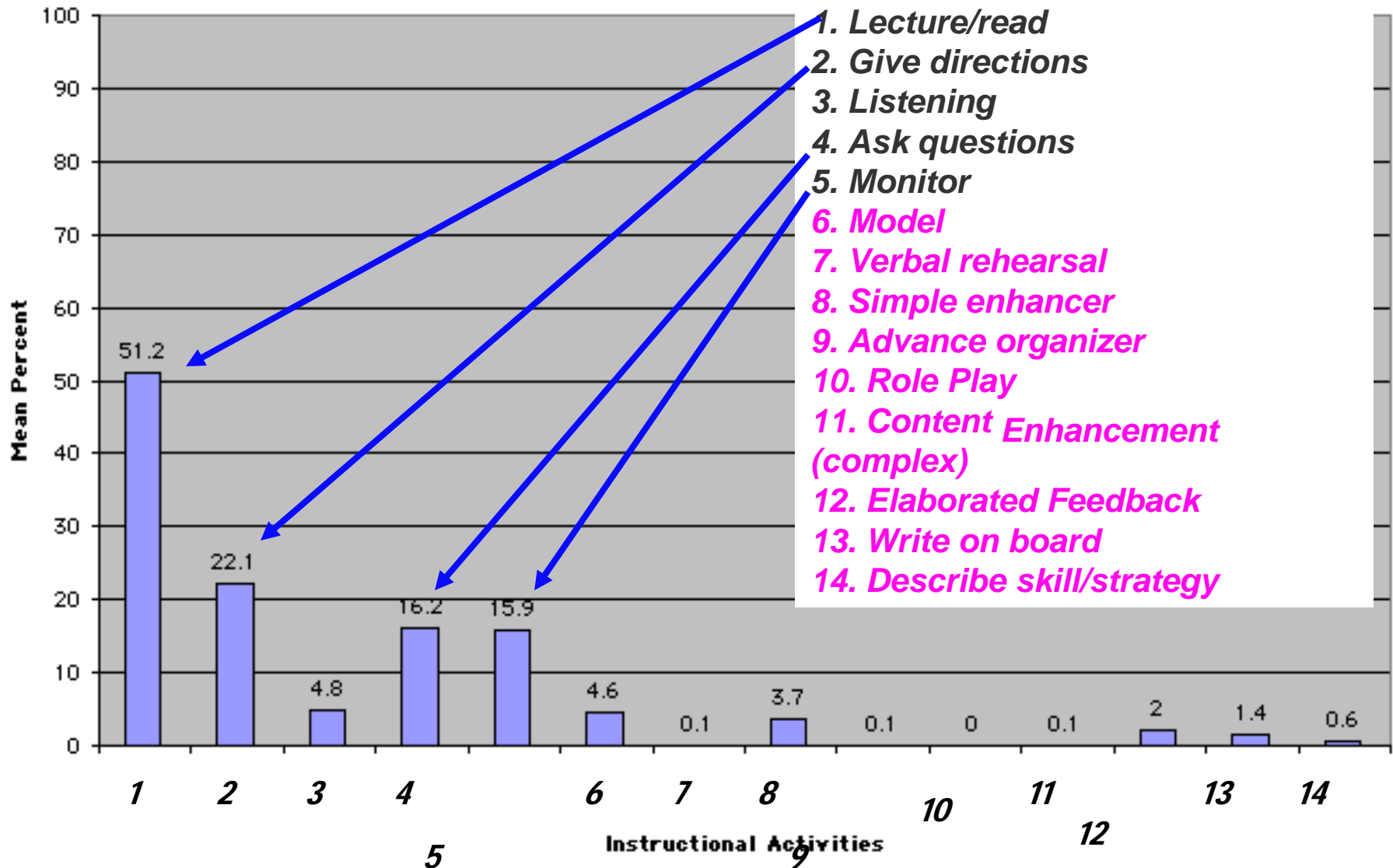
4. Reading, Writing, and Discussion as the Norm

- Every day, every classroom
- Reading to kids every day
- Kids asking the questions, not the teachers
- Kids reading leveled content texts everyday to practice skills and build knowledge
- Strong core instructional principles in every classroom first
- Integration across content areas

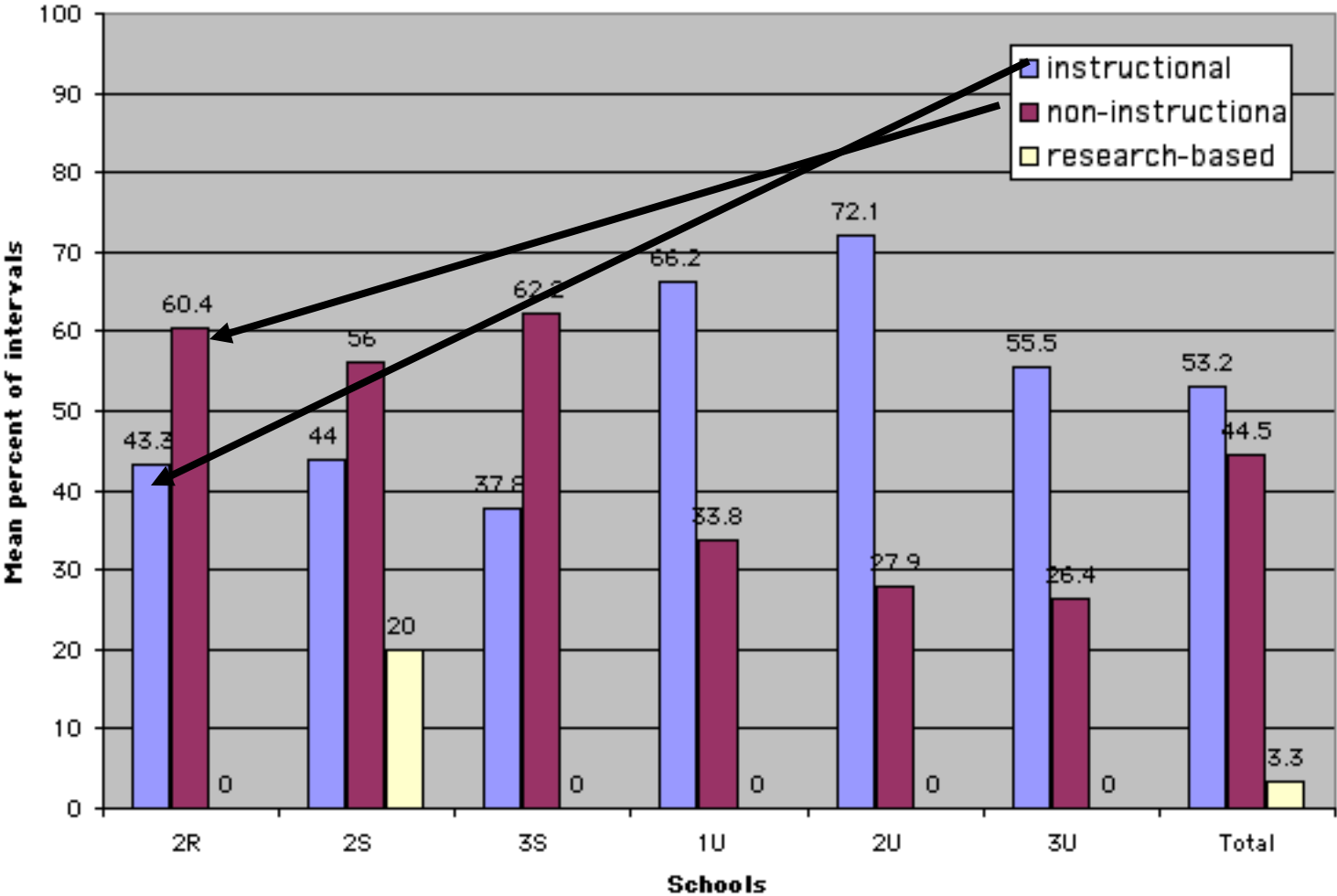
General Education Teacher Observation Interval Type



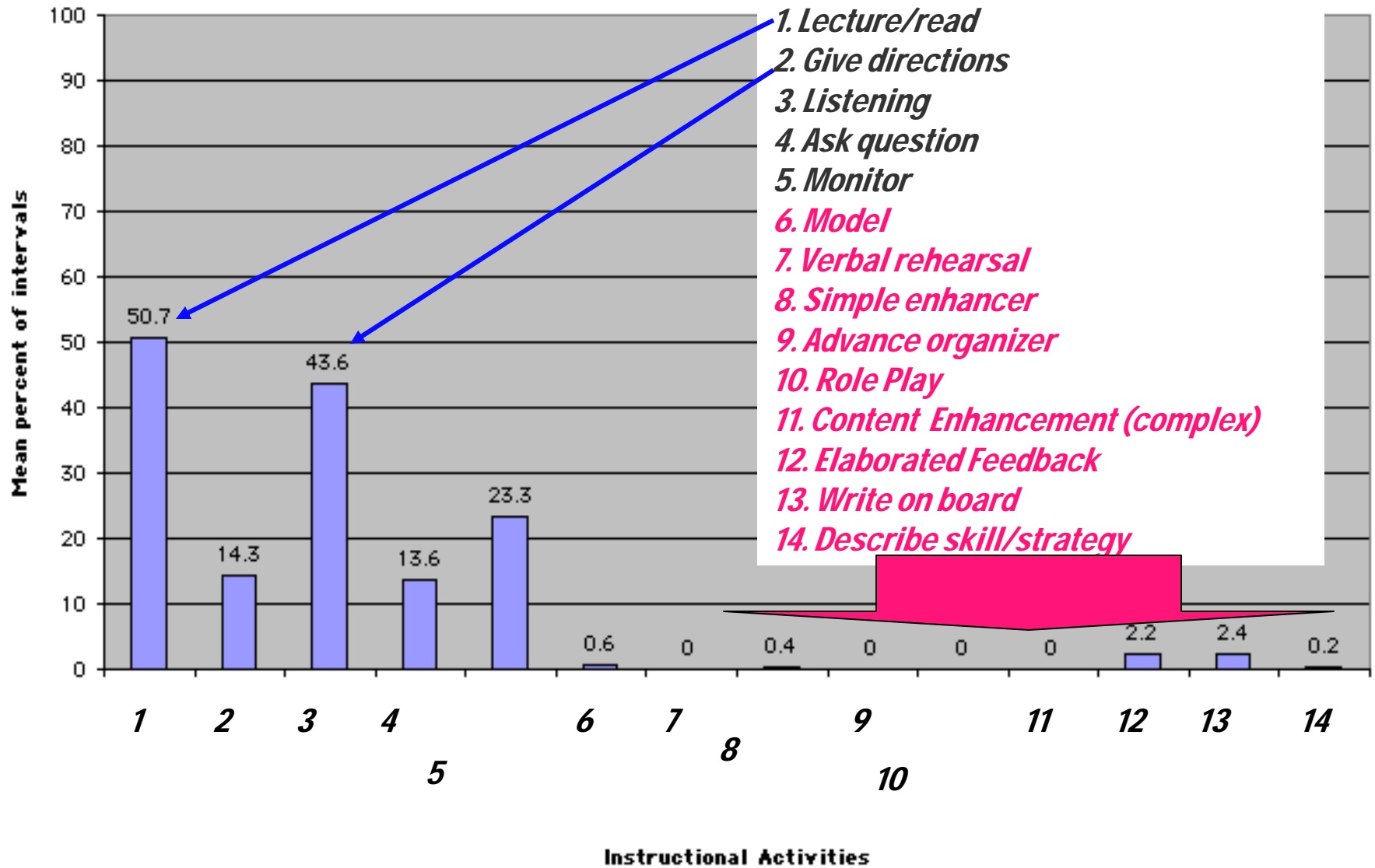
Observation of Teacher Practice Study



Mean percentage of intervals special education teachers were observed in various activities for each school.



Special Education Teacher Observations



5. Engagement/Motivation

- Students need one of the following to attach to:
 - A topic
 - An adult
 - A reason to keep them going
- Engaging curriculum=kids keep going when text gets tough
- Amount of engaged reading correlates higher with reading achievement than gender, family income, or parental education (Guthrie)
- Motivation-achievement relationship is reciprocal and spiraling (Morgan and Fuchs, Exceptional Children)
- Intrinsic motivation is not enough for minority students (Guthrie)

Classroom Practices that Build Engagement

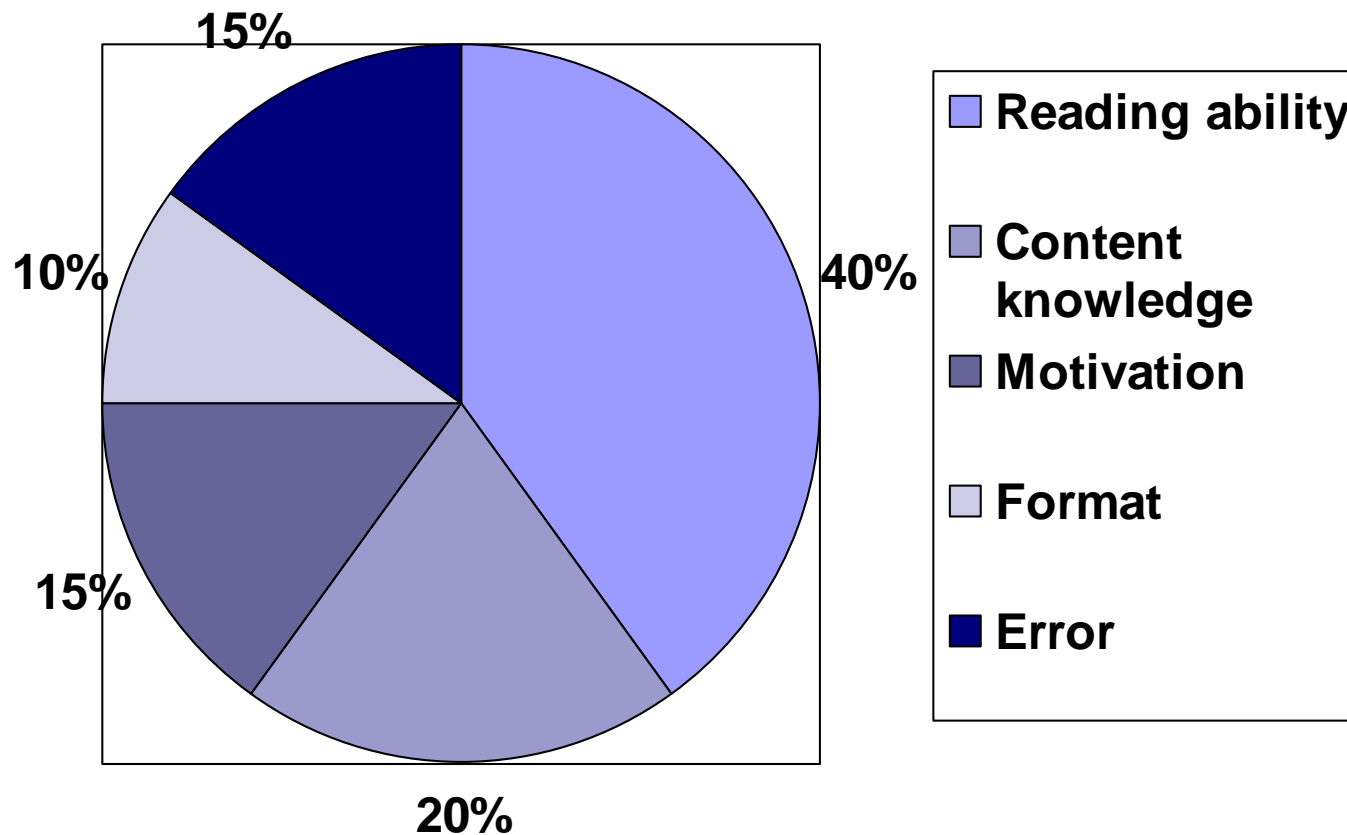
- Relevance
- Microchoice
- Success-Single biggest source of disengagement
- Relationships
- Thematic Units

6. Test preparation

- Test preparation versus test practice
- Teach deeply to the standards
- Stay away from test practice books
- Good teaching doesn't mean lower scores
- Avoid FCAT Explorer abuse

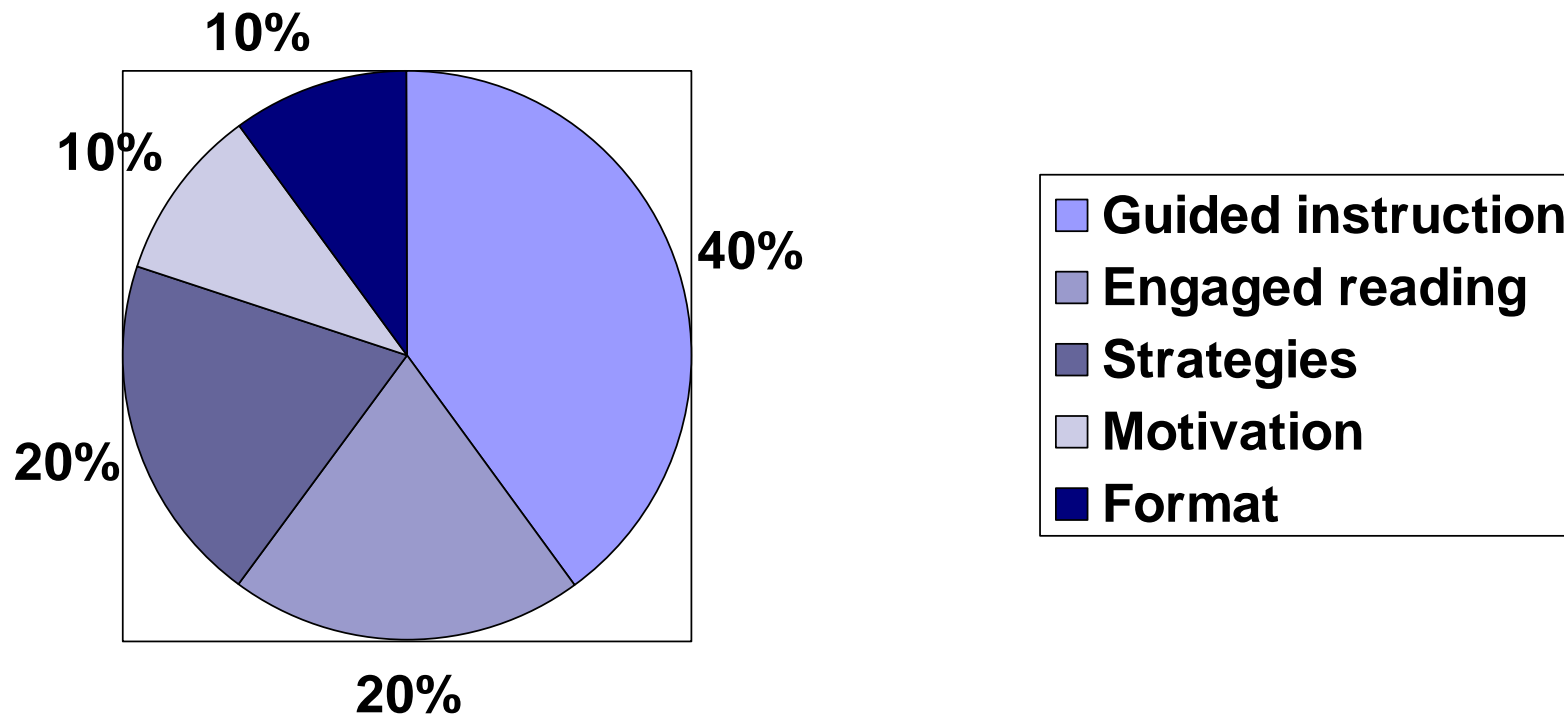
Research-Based Reading Classroom (Guthrie, 2002)

- Which factors effect FCAT reading scores?



Research-Based Reading Classroom

- Which components should we focus on?



7. Celebrate Learning Success Not Testing

- FCAT pep-rallies become learning pep-rallies
- FCAT ice cream socials become learning ice cream socials
- Celebrate genuine learning and accomplishments
- Eliminate FCAT from the school language
- Focus on knowledge and skill attainment
- Create culture versus competition



FCAT...

IS a BIG

part of our lives!

8. Literacy as a Tool for Learning

- Means not the end
- Tool not the goal
- Building deep content knowledge

9. Don't Rely on Quick Fixes

- A program will not solve the problem
- Intensity and differentiation are the keys
- Fitness versus inoculation
- Some kids are on a four year program

10. Parent and Community Involvement

- 18 hours a day
- Multiple means of parent communication
- Reaching out to families of our most at-risk
- Engage parents in school
- Families Building Better Readers

The Bottom Line

- Did I put the needs of kids first in every decision I made today?

Thank you!

Just Read, Florida! Office

325 West Gaines Street, Suite 1548

Tallahassee, Florida 32399

Phone: (850) 245.0503

Website: www.justreadflorida.com

E-mail: evan.lefsky@fldoe.org