



The following presentation by B. Keith Lenz, Ph.D., of the University of Kansas Center for Research on Learning, was given at the K-3 and Adolescent Literacy Workshop in Boston February 14-15, 2006. This PowerPoint is provided as a resource material by the Center on Instruction.

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2006



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# **Planning a School-Wide Approach to Promoting Adolescent Literacy**

## **Working with Content Area Teachers: Content Enhancement and Learning Strategies**

B. Keith Lenz, Ph.D.

The University of Kansas  
Center for Research on Learning



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# University of Kansas Center for Research on Learning

- ◆ Began 26 years ago -- Institute for Research in Learning Disabilities
- ◆ Mission: Dramatically improve the performance of at-risk adolescents and young adults, including those with LD, in grades 4-12+ through research-based interventions
- ◆ Developed the *Strategic Instruction Model (SIM)*
- ◆ International Professional Development Network
- ◆ Secondary school reform initiatives



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# Our Six Critical Questions

1. **What key areas must be considered in addressing adolescent literacy in secondary schools?**
2. **What are the major outcomes associated with the two major components of the Strategic Instruction Model (SIM): *The Learning Strategies Curriculum* and *Content Enhancement Routines*?**
3. **Why it is important that content teachers become involved in promoting adolescent literacy?**



# The Six Critical Questions

## (cont.)

4. What are the key outcomes associated with each of the five levels of the Content Literacy Continuum (CLC)?
5. What major roles do administrators play in supporting adolescent literacy improvement efforts that will benefit all learners?
6. What are the critical elements of change and high quality professional development required for school improvement associated with improving adolescent literacy?



# The Muskegon High School Story



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# The Muskegon High School Story

- ◆ North Central Accreditation visit



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# The Muskegon High School Story

- ◆ North Central Accreditation visit
- ◆ School-wide reading screening



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# The Muskegon High School Story

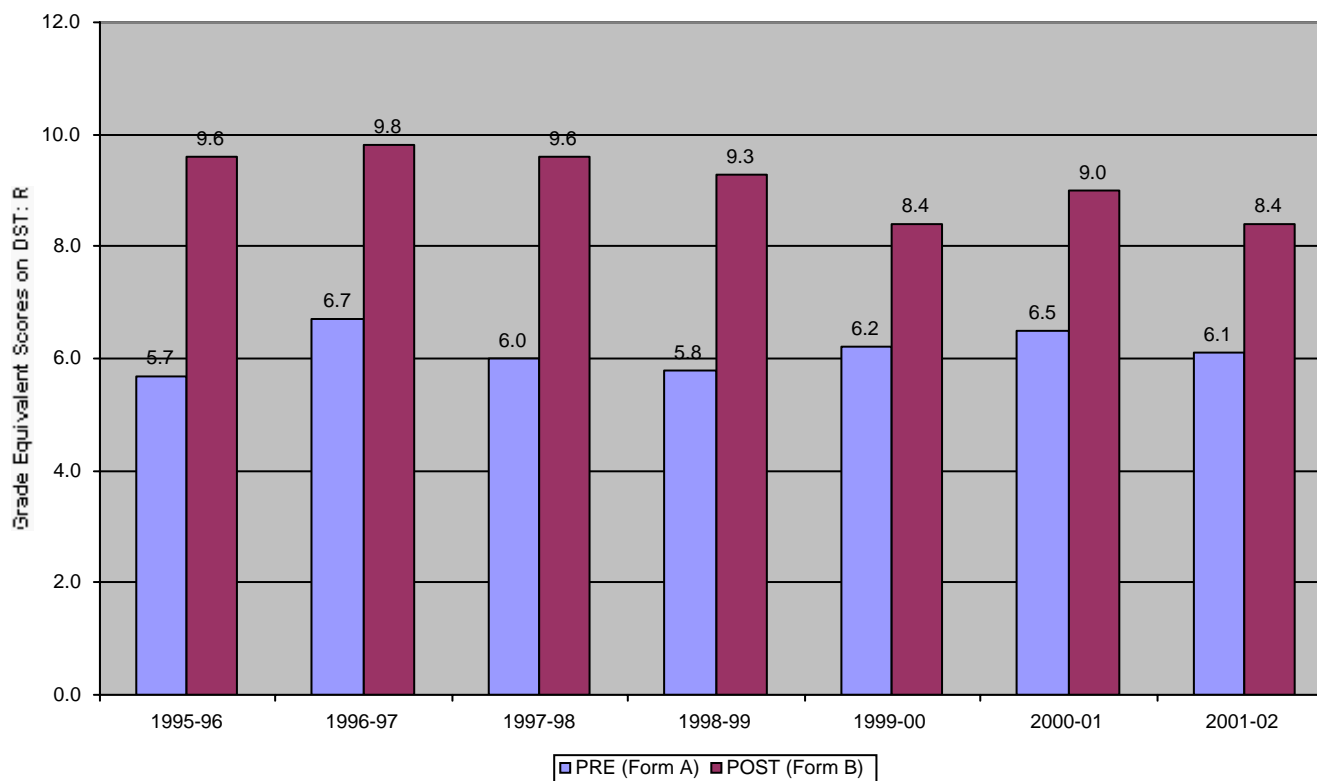
- ◆ North Central Accreditation visit
- ◆ School-wide reading screening
- ◆ Intensive word identification intervention



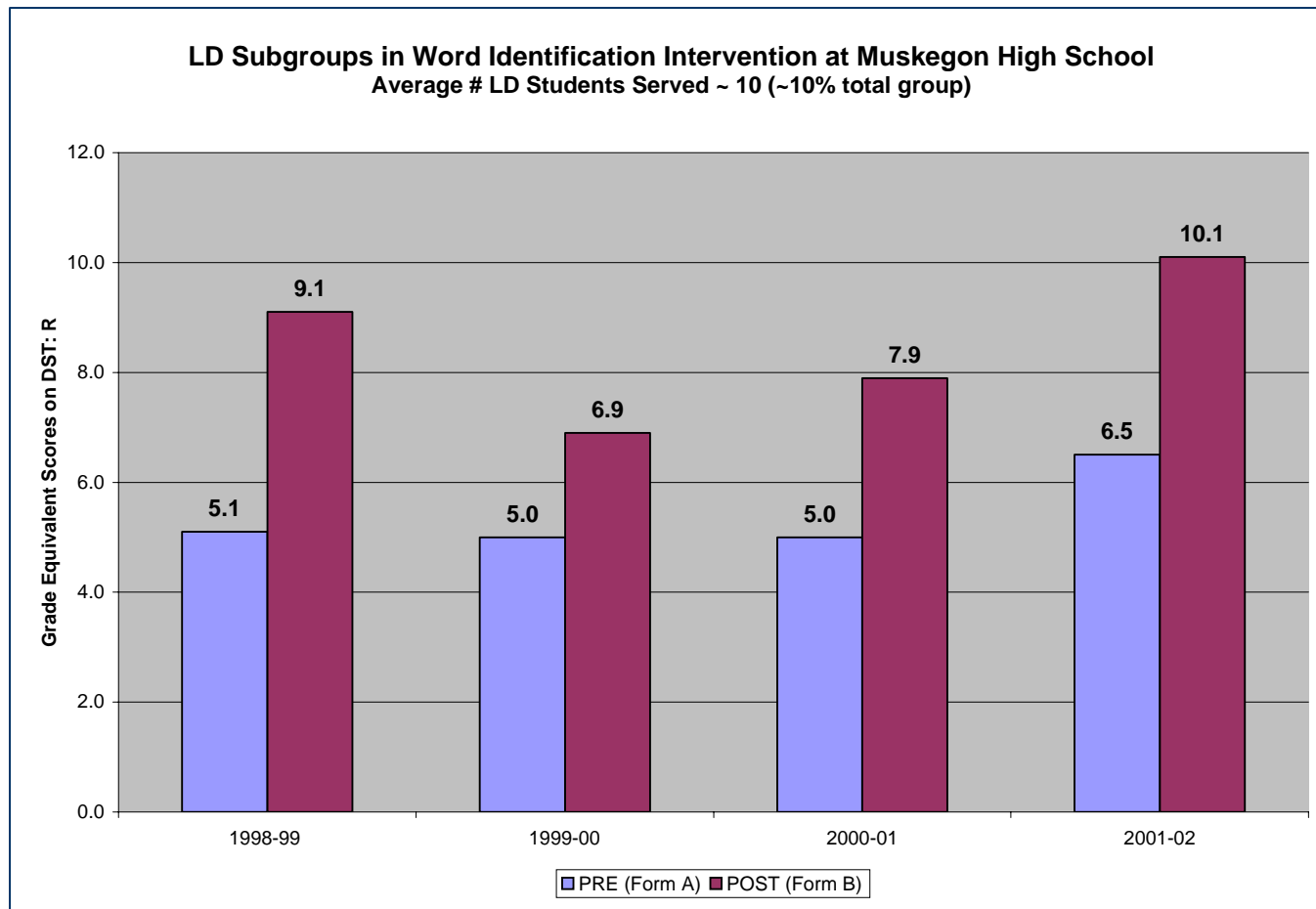
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# Word Identification Intervention at MHS

**Word Identification Intervention at MHS (9th grade)**  
*ALL STUDENTS (Average # students per year is ~100)*



# LD Subgroups in Word Identification Intervention at MHS

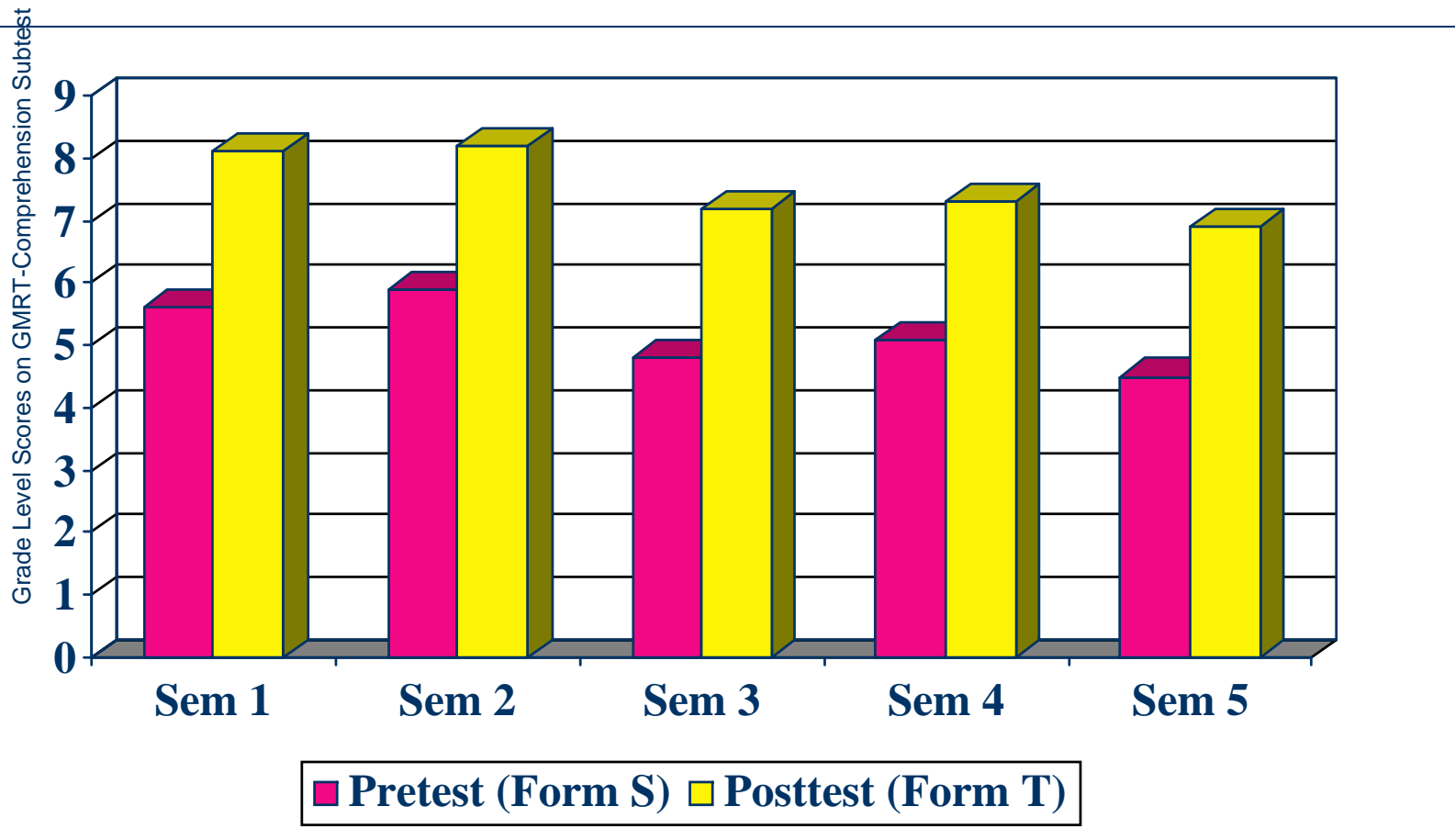


# The Muskegon High School Story

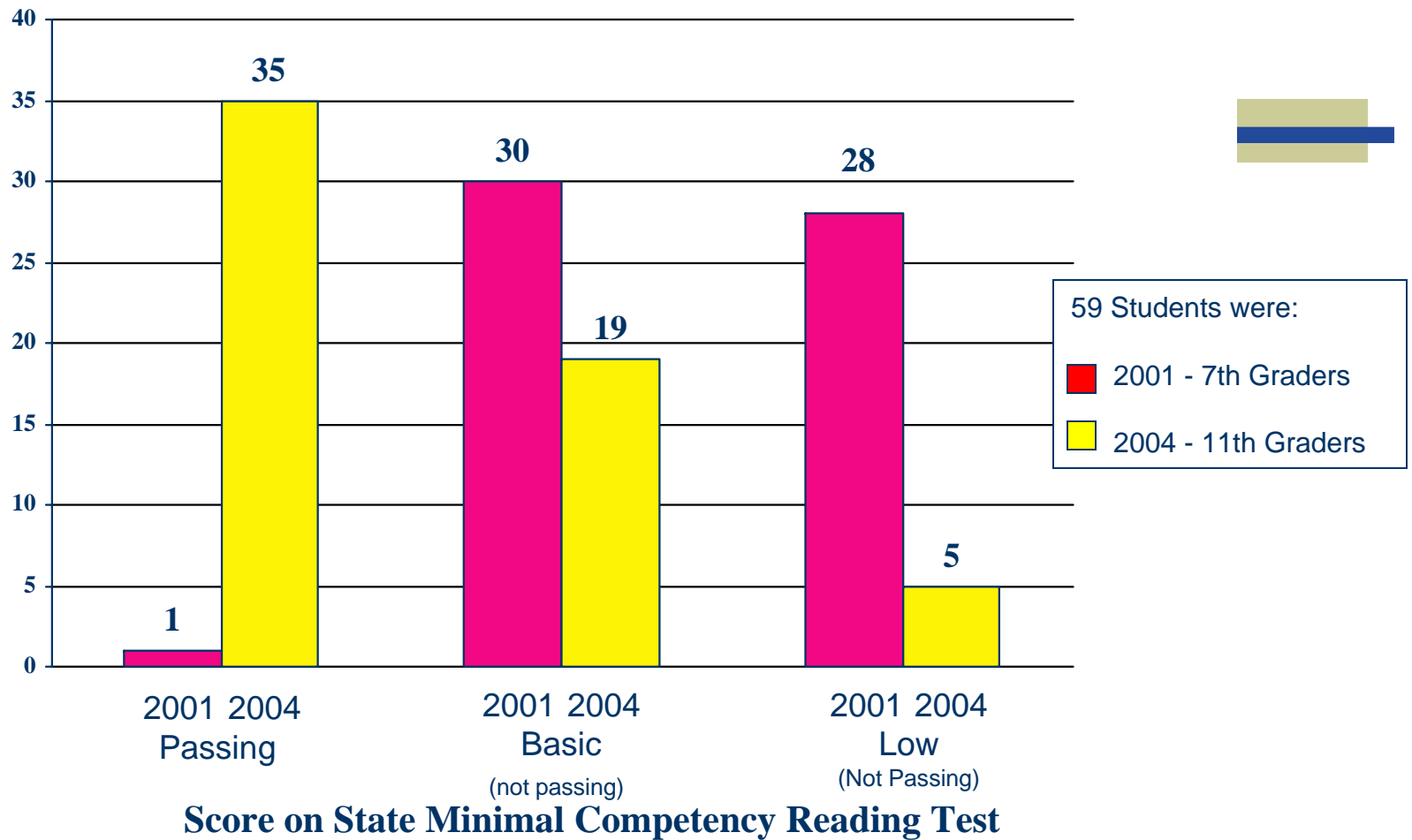
- ◆ North Central Accreditation visit
- ◆ School-wide reading screening
- ◆ Intensive word identification intervention
- ◆ Reading comprehension strategies class



# Strategic Reading Class at Muskegon High School



# Reading Comprehension Results



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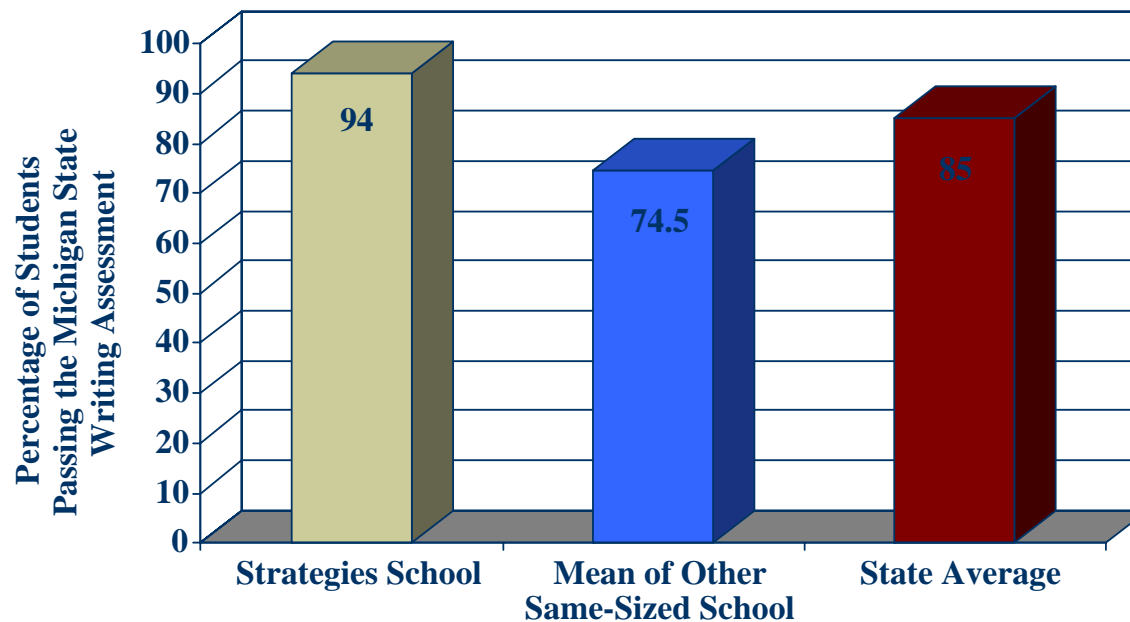
# The Muskegon High School Story

- ◆ North Central Accreditation visit
- ◆ School-wide reading screening
- ◆ Intensive word identification intervention
- ◆ Reading comprehension strategies classes
- ◆ Writing strategies as a part of English classes



# State Writing Assessment

## State Writing Assessment



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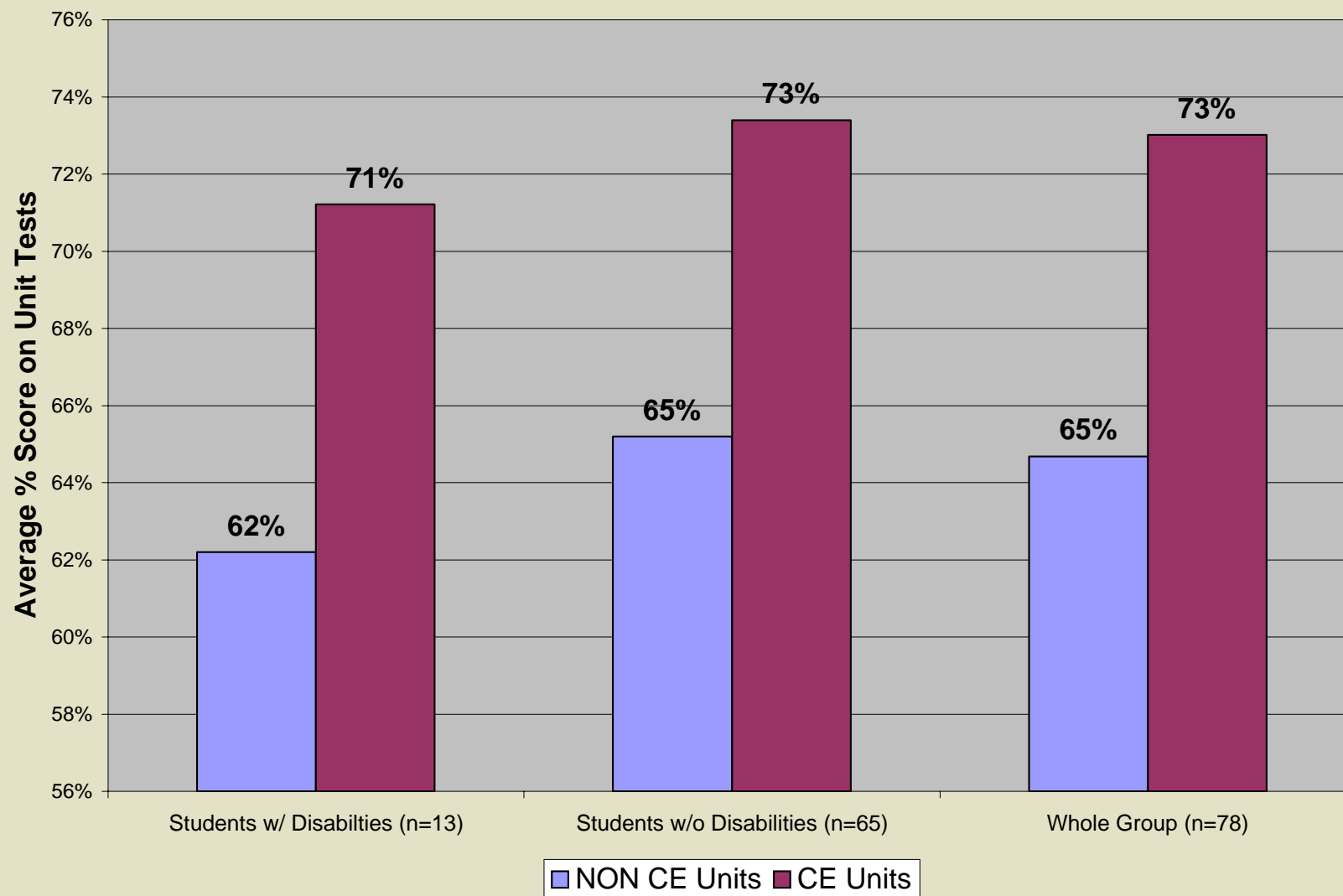


# The Muskegon High School Story

- ◆ North Central Accreditation visit
- ◆ School-wide reading screening
- ◆ Intensive word identification intervention
- ◆ Reading comprehension strategies classes
- ◆ Writing strategies as a part of English classes
- ◆ Engaging content teachers in solving the literacy problem



### 9th Grade Physical Science (n=78)



# The Muskegon High School Story

- ◆ North Central Accreditation visit
- ◆ School-wide reading screening
- ◆ Word identification intervention
- ◆ Reading comprehension strategies class
- ◆ Writing strategies as a part of English classes
- ◆ Engaging content teachers in solving the literacy problem
- ◆ Receipt of the Carrie & Pete Rozelle Award



A decorative graphic consisting of a thick blue horizontal line. On the left side, a vertical olive-green bar extends downwards from the line. On the right side, another vertical olive-green bar extends downwards from the line.

**Let's pause for a moment.....**

*What factors do you think accounted  
for the success story at MHS?*



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# Another Story....

Kennedy High School  
Sacramento, CA



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# The JFK High School Story

- ◆ 1999- 2000 Intervention classes established for 9th students below the 25%

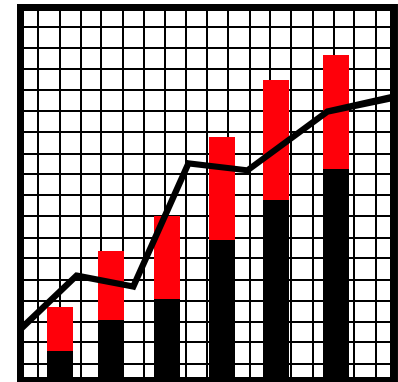


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# How did JKF approach literacy improvement?

Beginning with the 1999-2000 school year

- **150 Students (38% of target)**
- **2 teachers**
- **5 classes**
- **3 levels (1 comprehension and 2 Decoding Levels)**
- **Target group – 9<sup>th</sup> Graders below 25<sup>th</sup> percentile**



# The JFK High School Story

- ◆ 1999- 2000 Intervention classes established for 9th students below the 25%
- ◆ 2002 - 2003 SIM overviews conducted



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# The JFK High School Story

- ◆ 1999- 2000 Intervention classes established for 9th students below the 25%
- ◆ 2002 - 2003 SIM overviews conducted
- ◆ 2003 - 2004 Get Acquainted Year
  - SIM Strategic Reading classes planned for 9th and 10th grade students at Basic or Below Basic reading levels
  - 2003 - 2004 thirty teachers participated in summer training in both strategic reading and Content Enhancement routines

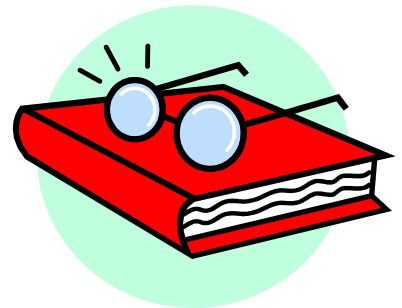


# 2003 - 2004 Reading Programs

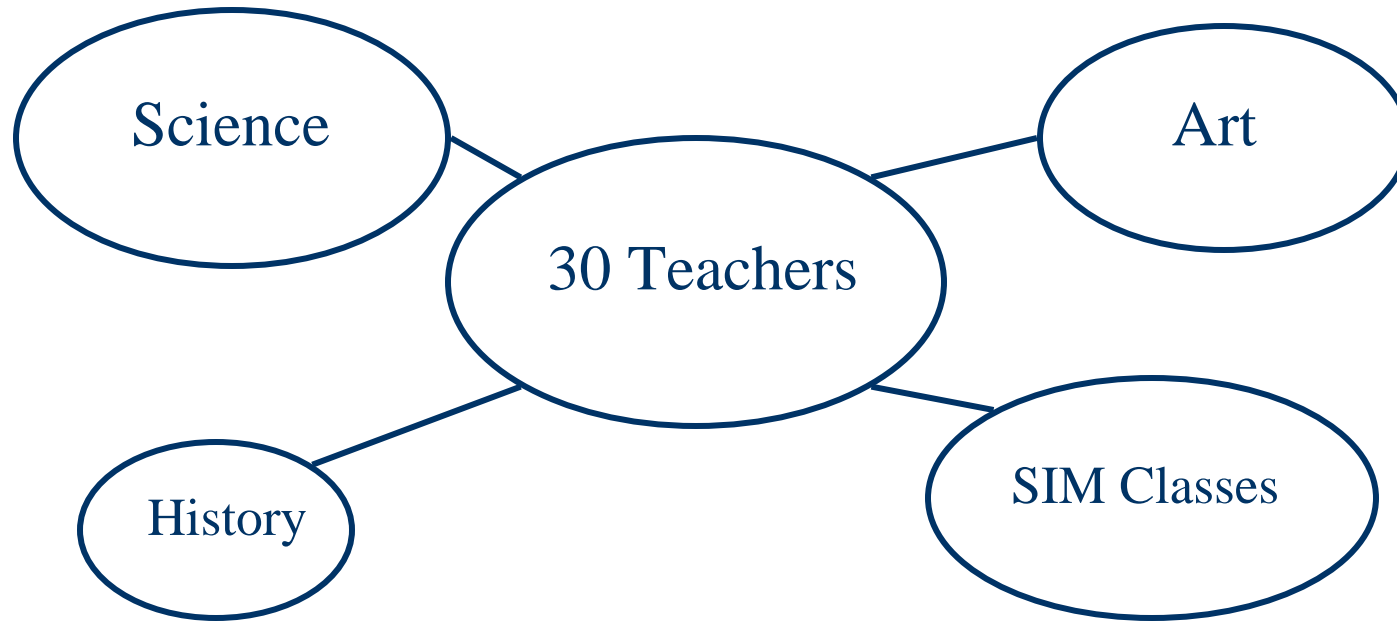
- ◆ Corrective Reading –Decoding & Fluency (5th year)
- ◆ Reasoning & Writing – Writing/Comprehension (5th year)
- ◆ Reading Plus – Computerized Reading (1st year)
- ◆ Strategic Instruction Model – Comprehension (1st year)



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# School Year 2003 - 2004

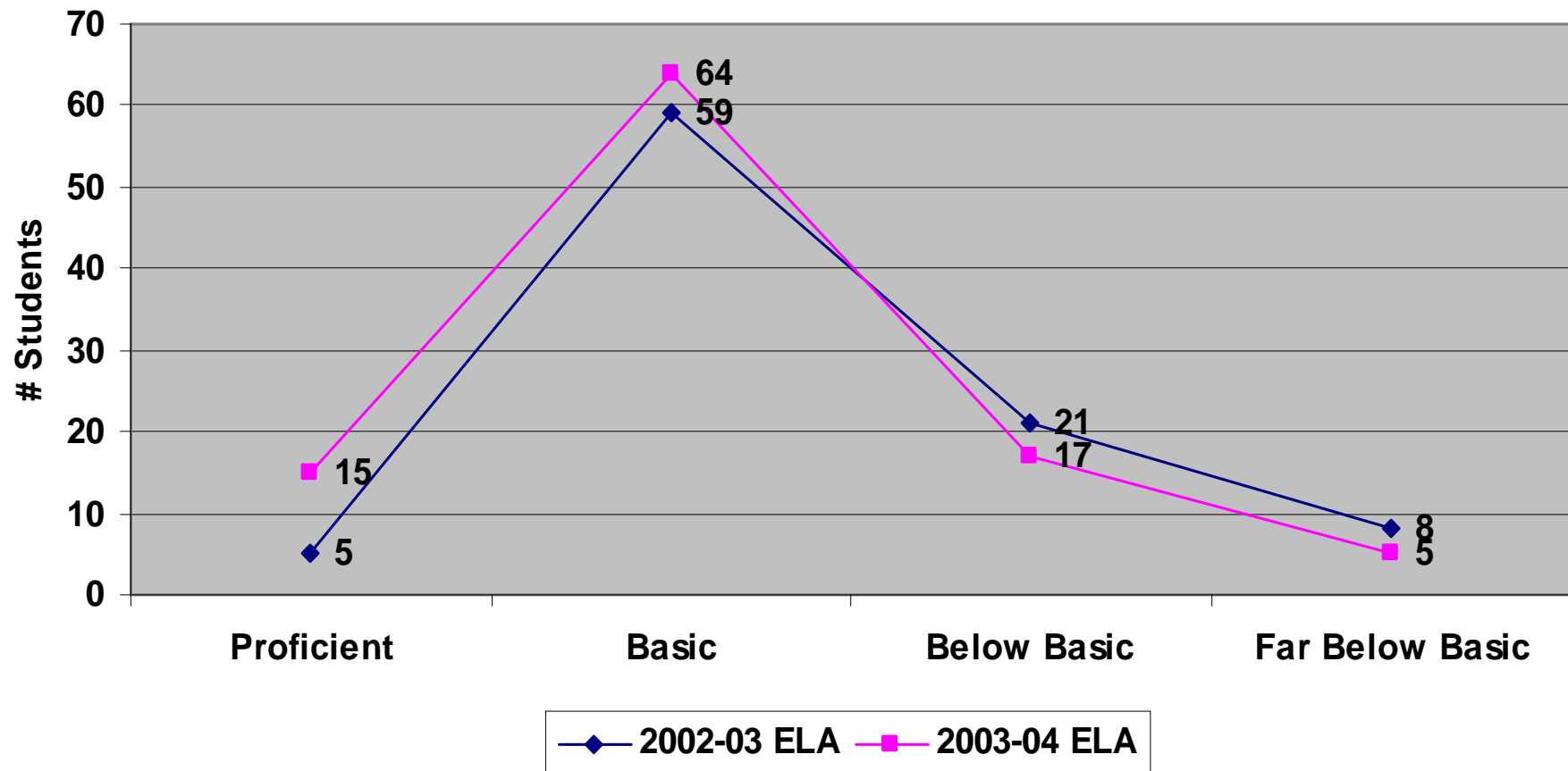


# Impact of SIM's First Year

- Average gain at end-year for all SIM classes  
**1.5 years – Accelerated Reader Start Test  
& Bear Spelling Test**
- Student achievement increased on pre/post tests
- Student buy-in to program at more than 80%
- Student attempting to use strategies across content areas at least 50%.
- Teachers appreciating results.
- CST Results – Students Moved Up



## JFK High School - TOTAL Reading Students Performance on ELA CST 2003-04



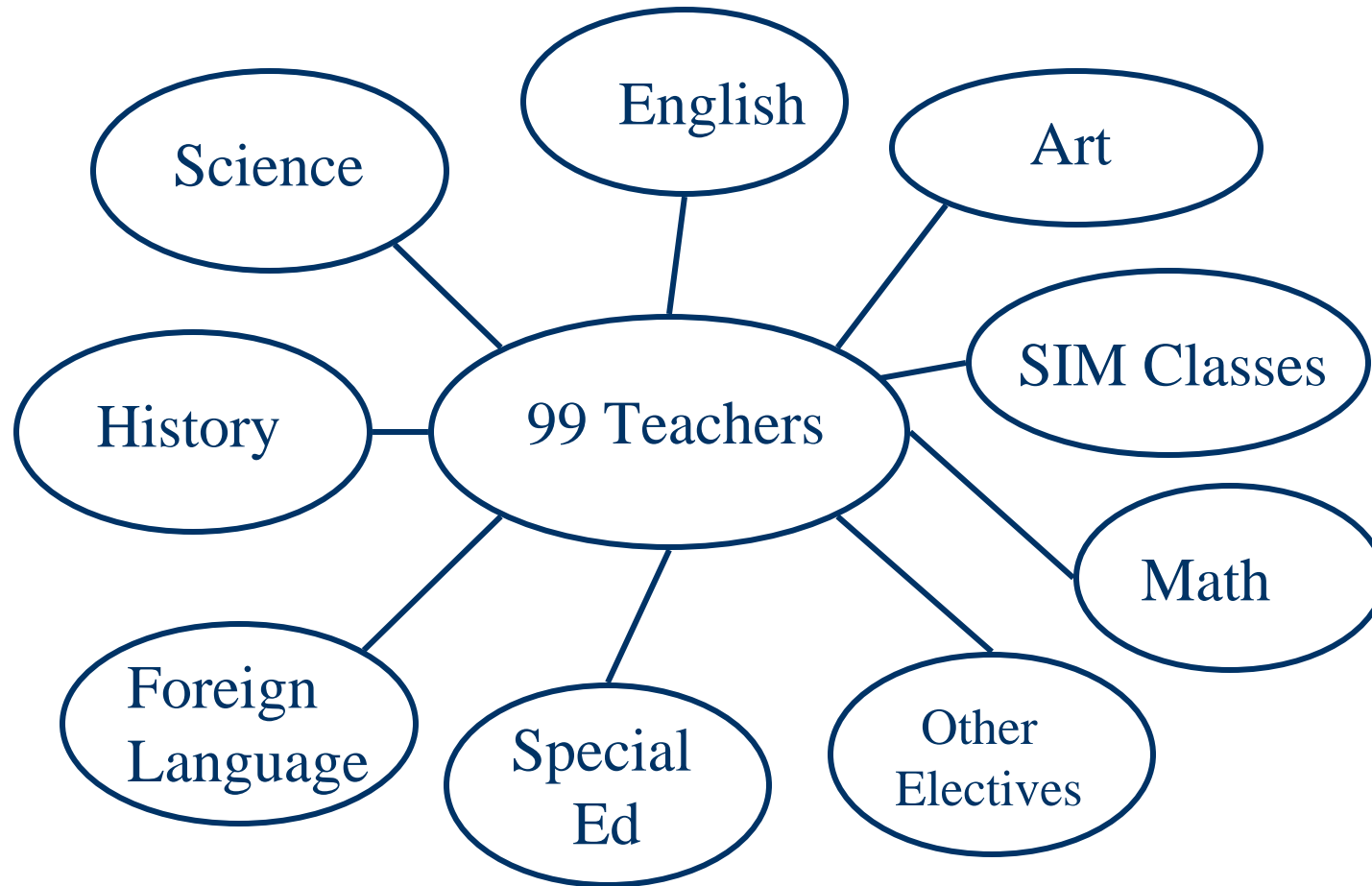
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# The JFK High School Story

- ◆ 1999- 2000 Intervention classes established for 9th students below the 25%
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  - Thirty teachers participate in summer training in both strategic reading and Content Enhancement routines
- ◆ 2004 - 2005
  - one-hundred teachers participate in a summer Teaching Content to All Institute;
  - Year two of the Strategic Reading Class



# School Year 2004 - 2005



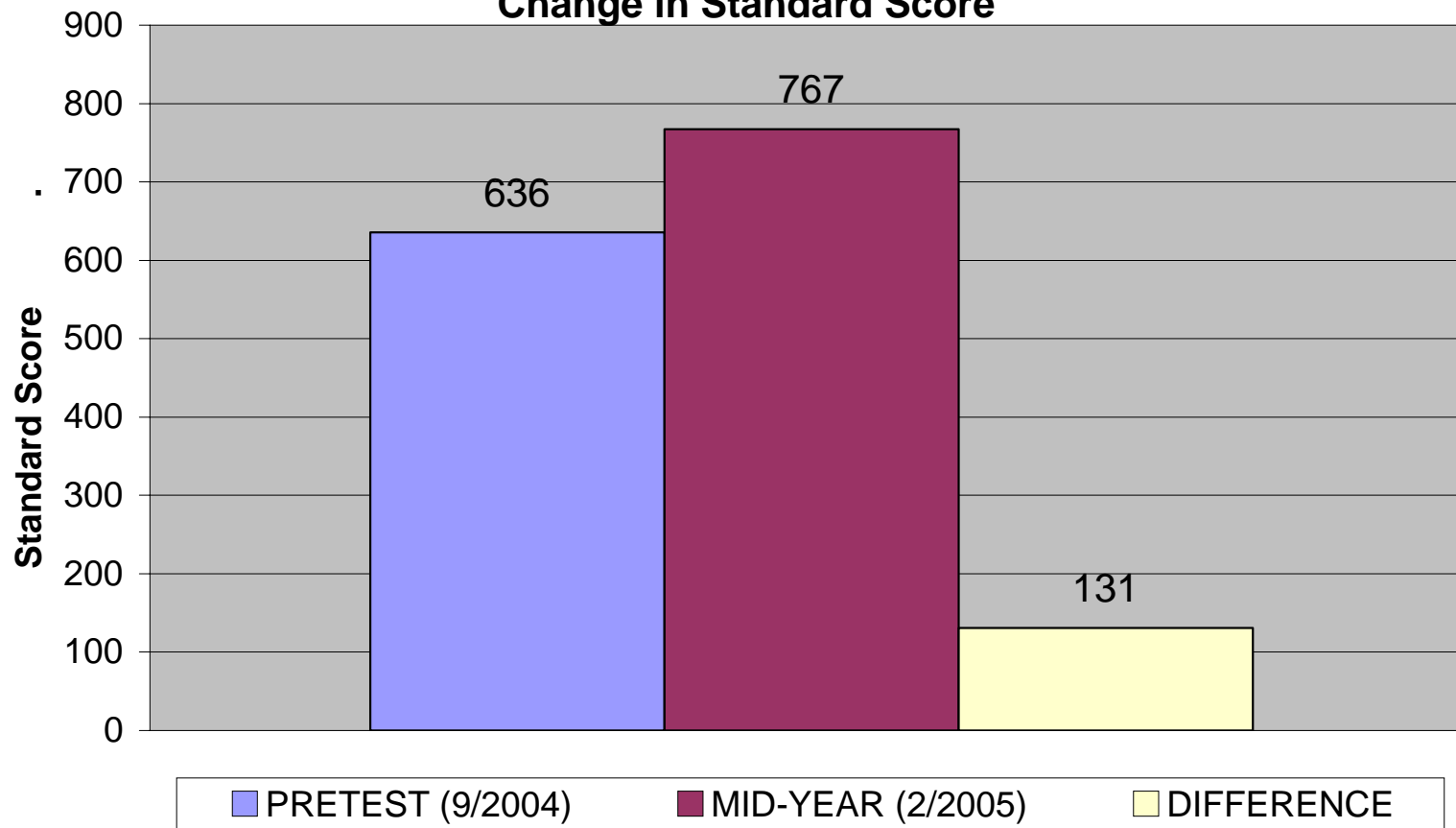
# JFK Reading Class Schedule

**2004 - 2005**

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Level E	Reading Plus				
Reading Plus			Level E		
SIM	SIM	SIM	SIM	SIM	SIM
Decoding B2		Decoding C			Level E
Comp C	Decoding C	Comp C			
Decoding B1					
		Reading Plus			



**JFK HS (SCUSD)**  
**SIM Reading Classes 2004-05 (n=68)**  
**Accelerated Reader- Star Reading Test -**  
**Change in Standard Score**



# The JFK High School Story

- ◆ 1999- 2001 Intervention classes established for 9th students below the 25%
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- ◆ 2004 - 2005
  - one-hundred teachers participate in a summer Teaching Content to All Institute;
  - Year two of the Strategic Reading Class
- ◆ 2005 - 2006
  - Embedded Reading Strategy Institute for ALL teachers
  - Year two of Strategic Reading class; number of class offerings increases

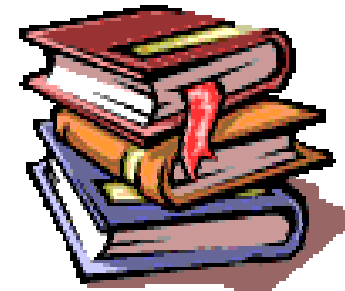


# 2005 - 2006

## School Wide Reading Strategies

### embedded - strategic - intervention

- ◆ Emphasis on school wide strategies and routines-
  - *Word identification*
  - *Paraphrasing*
  - *Chapter Survey*
  - *Frame Routine*
- ◆ Content specific strategies
  - Visual Imagery in English
  - Self-Questioning in Science and History
- ◆ Cross curricular implementation through Small Learning Communities
- ◆ Strategic and Intervention classes

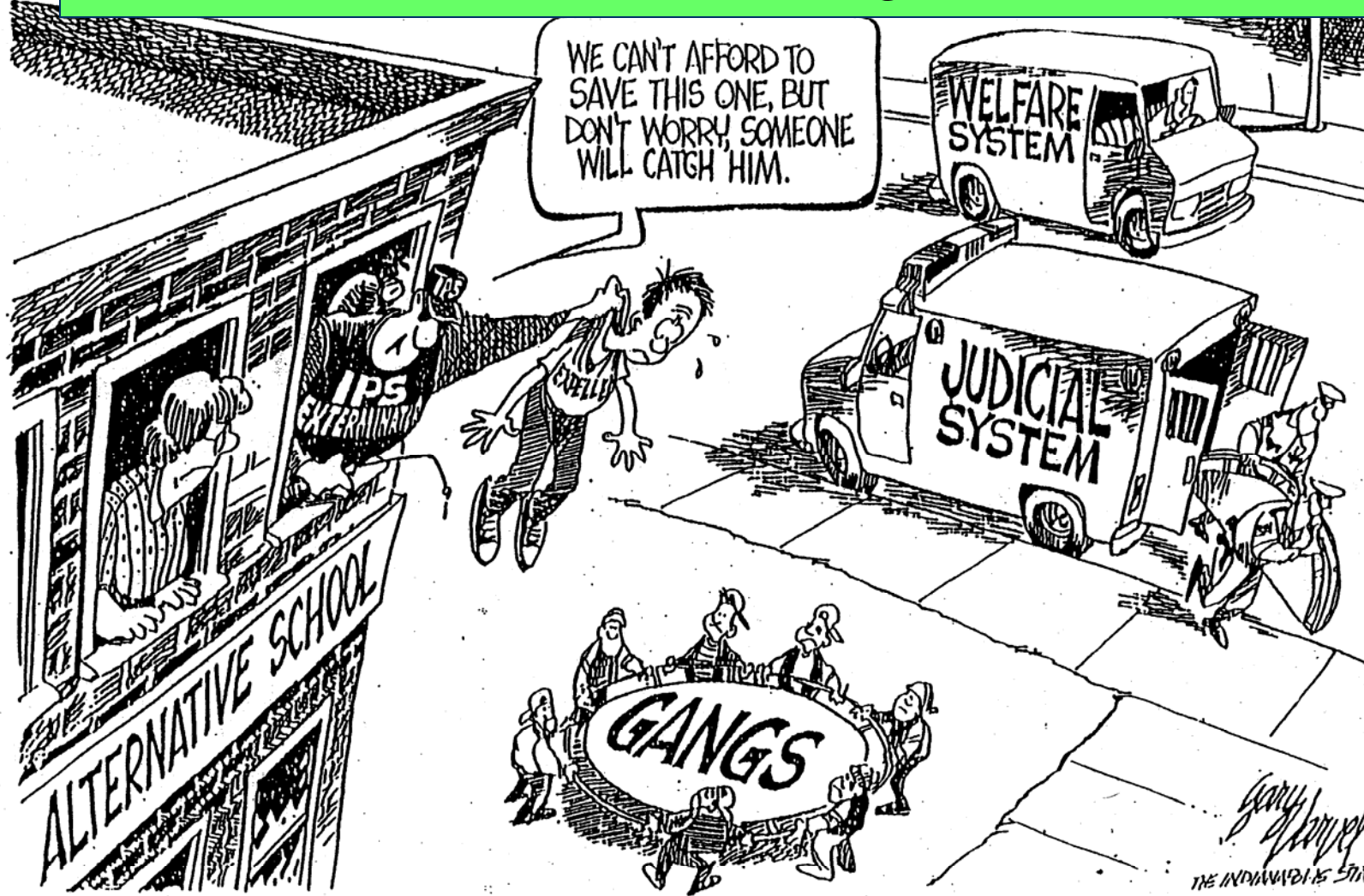


# Words of Wisdom from JFK Principal Mary Shelton

- ◆ It is important to get whole staff buy-in for changes in teaching strategies to be effective in school wide literacy.
  - a two year start-up process
  - started with a core group sold on strategies
  - word of mouth
  - demos in faculty & SLC meetings
  - CRL researcher presentation to faculty = turning point



# Challenge



# Student Profiles

- ◆ 8.7 million 4th-12th graders can't cope with academic demands
- ◆ 74% of all 9th graders scored at Unsatisfactory or Basic Level on state assessment
  - Unsatisfactory = 3%ile WR; 1%ile RC
  - Basic=9%ile WR; 8%ile RC
- ◆ 70% of adolescents graduate; 50% of students with color do
- ◆ Students who stay “on track” in freshman year (earn 5 credits and no more than 1 F) 3.5 times as likely to graduate



# Student Profiles (cont)

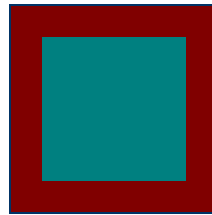
## ◆ “On-track Indicator”

- Students who stay “on track” in freshman year (earn 5 credits and no more than 1 F) 3.5 times as likely to graduate
- One semester F decreases likelihood of graduating from 83% to 60%
- 2 Fs decreases likelihood to 44%
- 3 Fs decreases likelihood to 31%

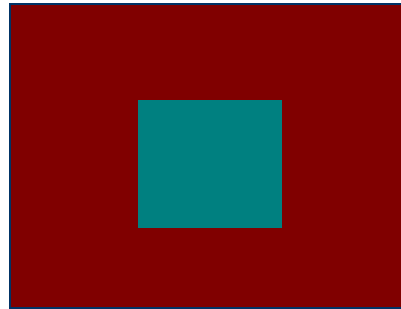


# Information Explosion/ Instructional Time Dilemma

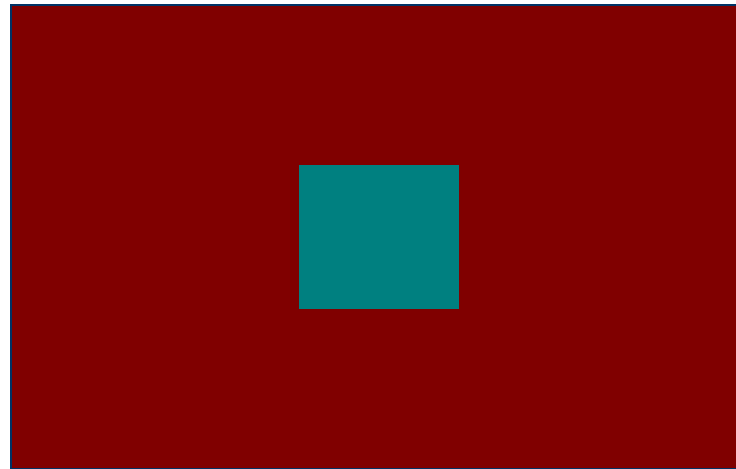
1960



1980



2000

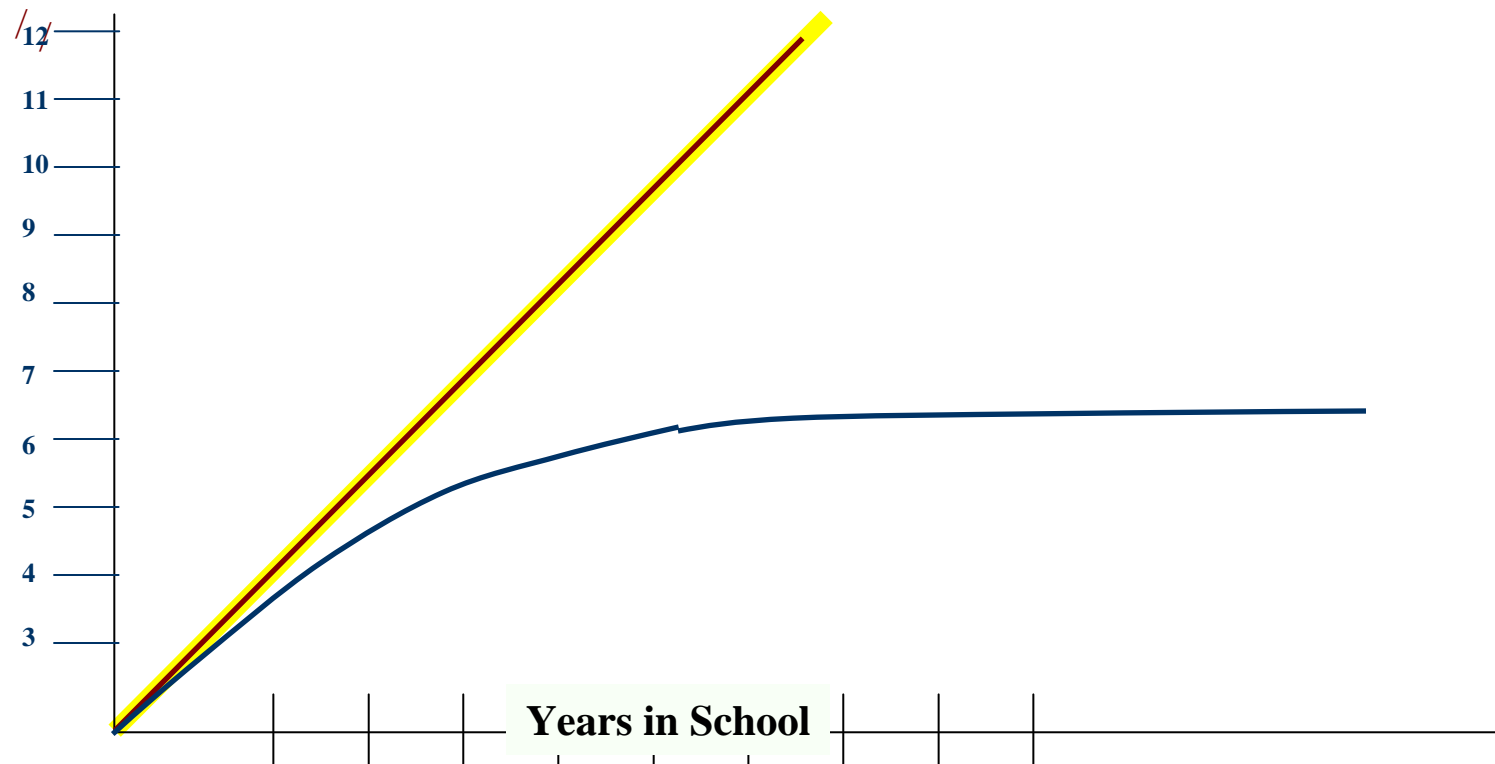


Time 

Content 

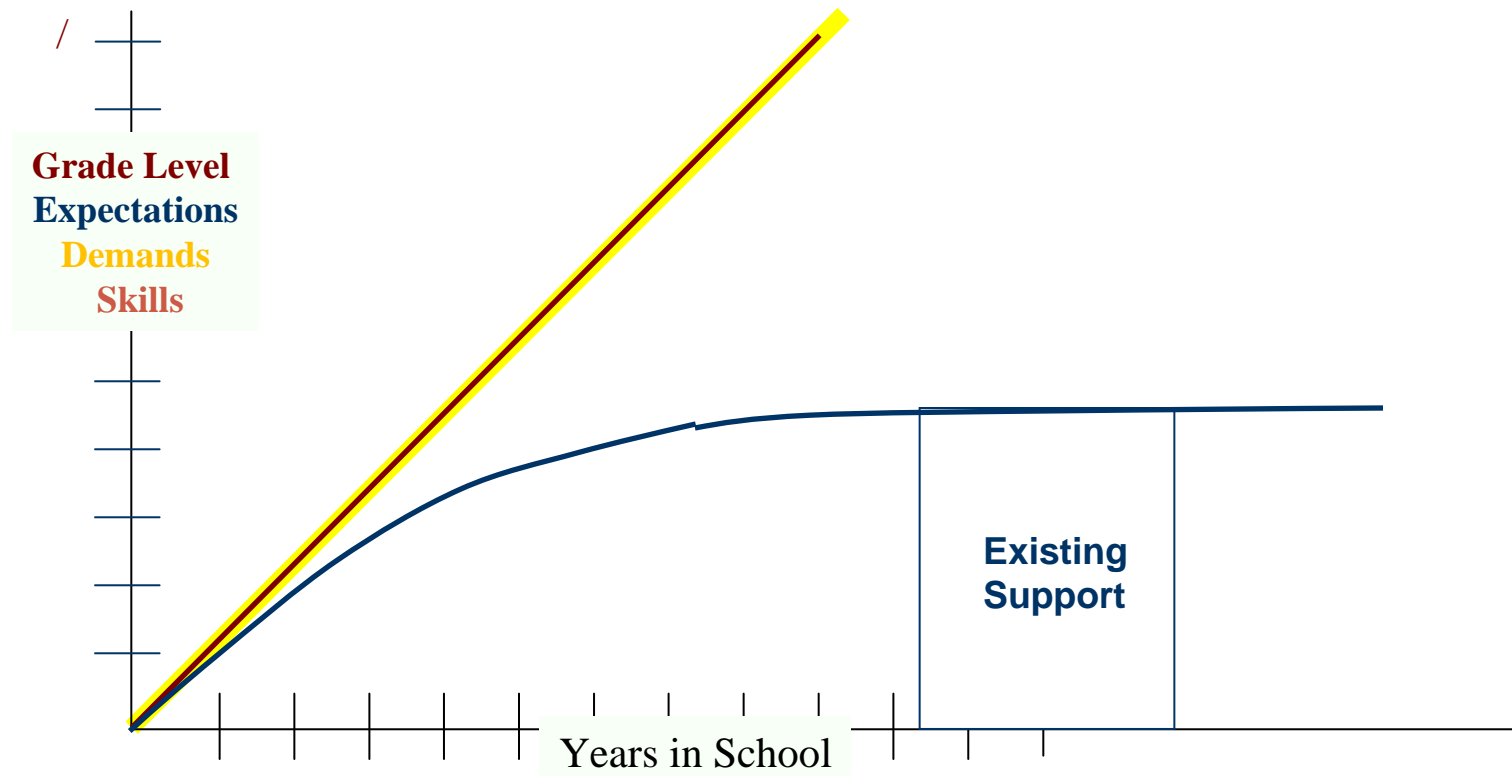


# The Performance Gap



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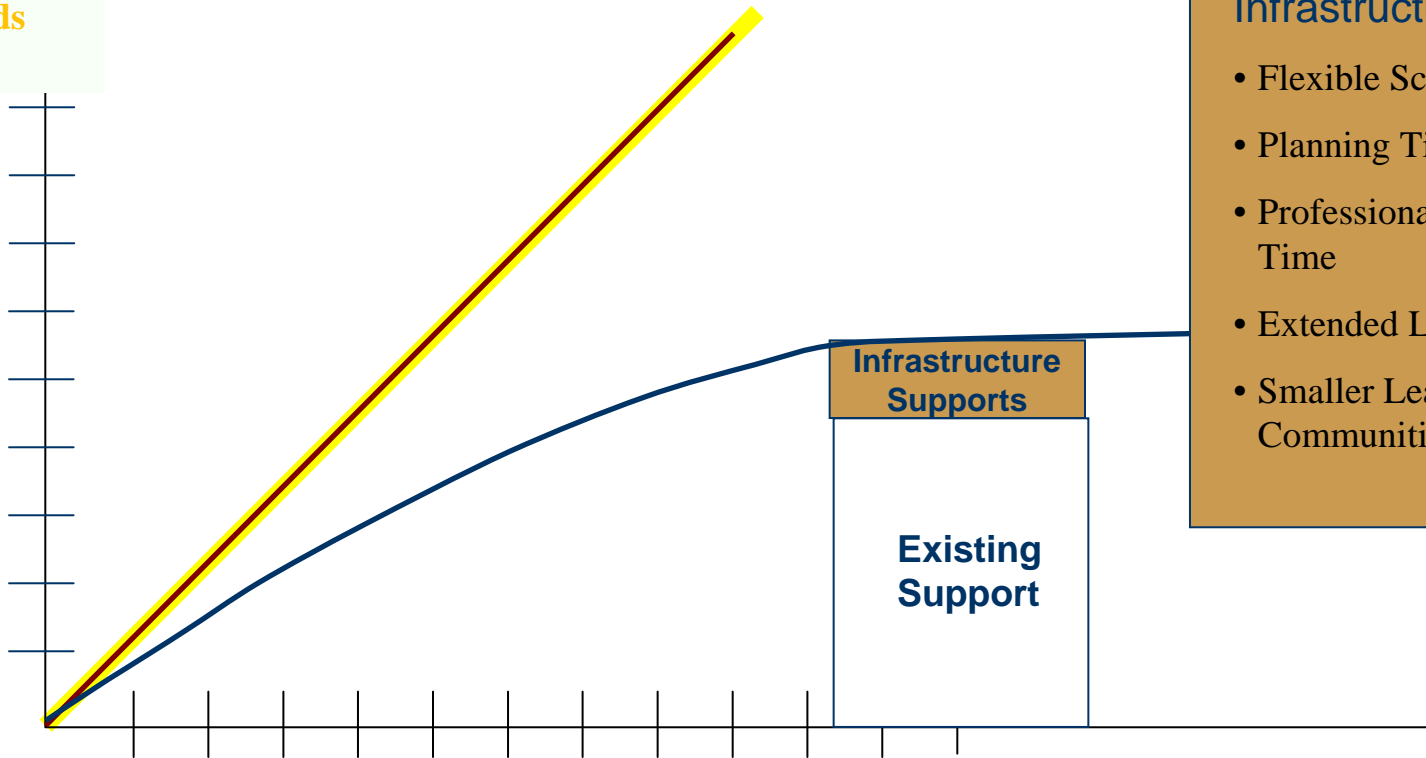
# The Performance Gap



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# The Performance Gap

Grade Level  
Expectations  
Demands  
Skills



## Infrastructure Support

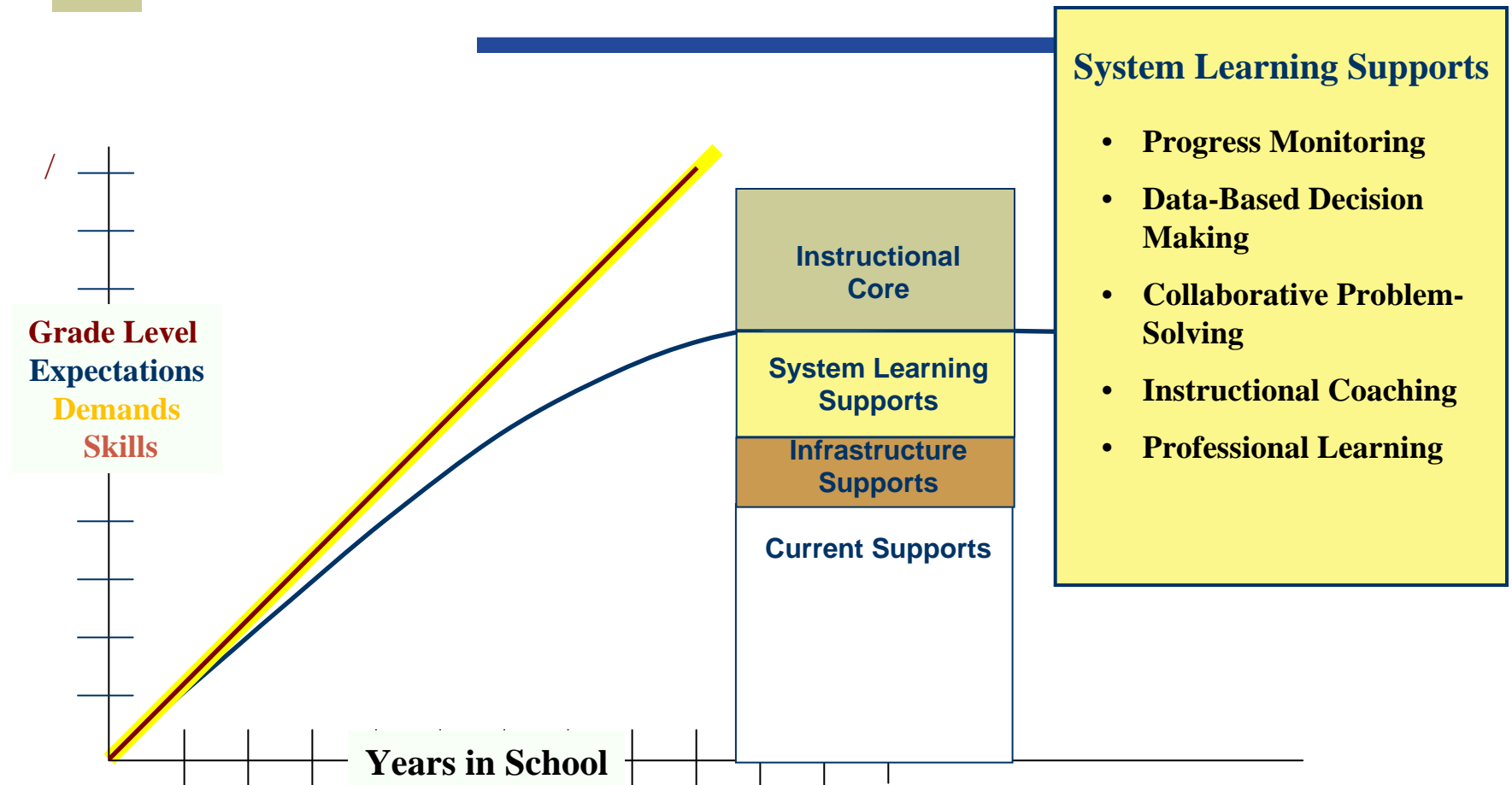
- Flexible Scheduling
- Planning Time
- Professional Development Time
- Extended Learning Time
- Smaller Learning Communities



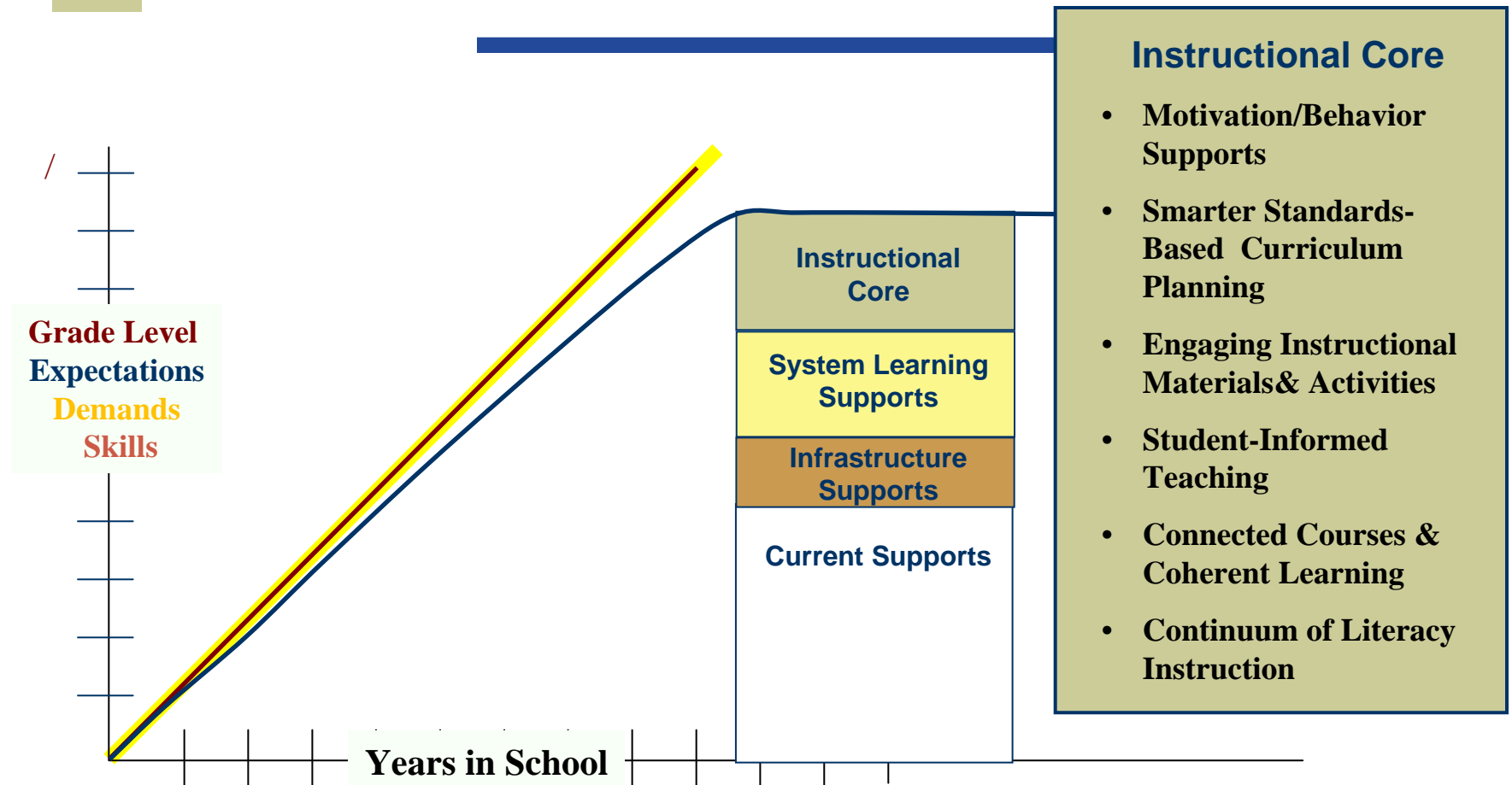
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Years in School

# The Performance Gap



# The Performance Gap



# The Content Literacy Continuum



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## Key Ideas Related to Content Literacy

1. A major application of literacy is to increase the learning of critical information.
2. Content literacy requires fluent decoding.
3. Common strategies are taught and reinforced by all teachers.
4. Responsive and systematic instruction is provided on a continuum of intensity.
5. Students must master critical content regardless of literacy competence so that they acquire the background knowledge required to connect and understand new information.



# A Continuum of Literacy Instruction

- Level 1:** **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)
- Level 2:** **Embedded strategy instruction** (routinely weave strategies within *and* across classes using large group instructional methods)
- Level 3:** **Intensive strategy instruction** (mastery of specific strategies using 8-stage instructional sequence; individual Strategic Tutoring)
- Level 4:** **Intensive basic skill instruction** (mastery of entry level literacy skills at the 4th grade level)
- Level 5:** **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)





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## **What does the core content curriculum have to do with adolescent literacy?**

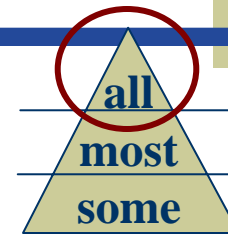
- ✓ **Teachers are required to align curriculum with standards and then are required to ensure that all students meet standards.**
- ✓ **Students who have limited literacy skills and strategies will not acquire the content and will not meet standards.**
- ✓ **The core content curriculum is where students apply and practice literacy skills and strategies.**
- ✓ **Secondary students will not have sufficient opportunities for practice if core content teachers do not participate in the development of literacy skills and strategies across the curriculum.**



- ✓ **Comprehension does not improve for students with limited content knowledge unless content area background knowledge is improved.**
- ✓ **When students have limited literacy, core curriculum teachers must compensate for these skills and strategies in the ways that they present the core content.**
- ✓ **Secondary teachers must balance content instruction with literacy instruction if students are going to meet standards.**
- ✓ **Traditional secondary teacher planning and instruction focuses on planning to cover more content quickly and the result is poor content area learning for all students.**
- ✓ **Secondary core curriculum teachers can promote literacy by focusing instructional time on critical content so that mastery is achieved and critical literacy skills and strategies can be embedded naturally during instruction.**

## Level 1: Ensure mastery of critical content.

All students learn critical content required in the core curriculum regardless of literacy levels.



Teachers compensate for limited literacy levels by using explicit teaching routines, adaptations, and technology to promote content mastery.

For example: The Unit Organizer Routine



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# Content Enhancement Routines

(Creating “learner-friendly” classrooms)

- ◆ A way of teaching academically diverse classes in which
  - The integrity of the content is maintained
  - Critical content is selected and transformed
  - Content is taught in an active partnership with students



# Content Enhancement Teaching Routines

## **Planning & Leading Learning**

Course Organizer  
Unit Organizer  
Lesson Organizer

## **Exploring Text, Topics, & Details**

Framing Routine  
Survey Routine  
Clarifying Routine

## **Teaching Concepts**

Concept Mastery Routine  
Concept Anchoring Routine  
Concept Comparison Routine

## **Increasing Performance**

Quality Assignment Routine  
Question Exploration Routine  
Recall Enhancement Routine



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# **Biology Example**

Teacher(s): MHS

Time:

# The Course Organizer

Student:

Course Dates:

☐ THIS COURSE: **Biology**

is  
about

**understanding living things.**

☐ COURSE QUESTIONS:

1. How is the scientific method used in the biological sciences?
2. How are living things related and organized?
3. How do matter, energy, and organisms interact?
4. How do cycles affect living things?
5. What factors affect the growth and development of life?
6. What ideas and discoveries have shaped the study of life?
7. How does interdependence affect living things?
8. How do structure and function relate?

## Michigan Course Standards and Benchmarks:

### III.1. CELLS

- III.1.HS.1 Explain how multicellular organisms grow, based on how cells grow and reproduce.
- III.1.HS.2 Compare and contrast ways in which selected cells are specialized to carry out particular life functions.

### III.2. ORGANIZATION OF LIVING THINGS

- III.2.HS.1 Classify major groups of organisms to the kingdom level.
- III.2.HS.2 Describe the life cycle of an organism associated with human disease.
- III.2.HS.3 Explain the process of food storage and food use in organisms.
- III.2.HS.4 Explain how living things maintain a stable internal environment.
- III.2.HS.5 Describe technology used in the prevention, diagnosis, and treatment of diseases and explain its function in terms of human body processes.

### III.3. HEREDITY

- III.3.HS.1 Explain how characteristics of living things are passed on from generation to generation.
- III.3.HS.2 Describe how genetic material is passed from parent to young during sexual and asexual reproduction.
- III.3.HS.3 Explain how new traits may arise in individuals through changes in genetic material (DNA).

### III.4. EVOLUTION

- III.4.HS.1 Describe what biologists consider to be evidence for human evolutionary relationships to selected animal groups.
- III.4.HS.2 Explain how a new species or variety may originate through the evolutionary process of natural selection.

### III.5. ECOSYSTEMS

- III.5.HS.1 Describe common ecological relationships between and among species and their environments.
- III.5.HS.2 Explain how energy flows through familiar ecosystems.
- III.5.HS.3 Describe general factors regulating population size in ecosystems.
- III.5.HS.4 Describe responses of an ecosystems to events that cause it to change.
- III.5.HS.5 Describe how carbon and soil nutrients cycle through selected ecosystems.
- III.5.HS.6 Explain the effects of agriculture and urban development on selected ecosystems.



# COURSE MAP

This course:

Student:

includes

☐ COMMUNITY PRINCIPLES

Teamwork  
Respect  
Responsibility

☐ LEARNING RITUALS

Course Organizer  
Unit Organizer  
Concept Comparison  
CRQs  
Notes  
"After School" Help  
Labs

☐ PERFORMANCE OPTIONS

Labs  
Projects  
Tests/Quizzes

☐ CRITICAL CONCEPTS

Problem solving  
Energy use  
Evolution  
Macromolecules

Populations  
Cells/organelles  
Classifying  
Genetics  
Ecosystems

Interdependence  
Structure  
Function  
Cycles

☐ Learned in these UNITS

Scientific Method

Chemistry of Life

Cell Structure & Function

The Cell Cycle & Specialization

DNA

Genetics

Evolution

Taxonomy

Ecology

# The Unit Organizer

④ BIGGER PICTURE

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

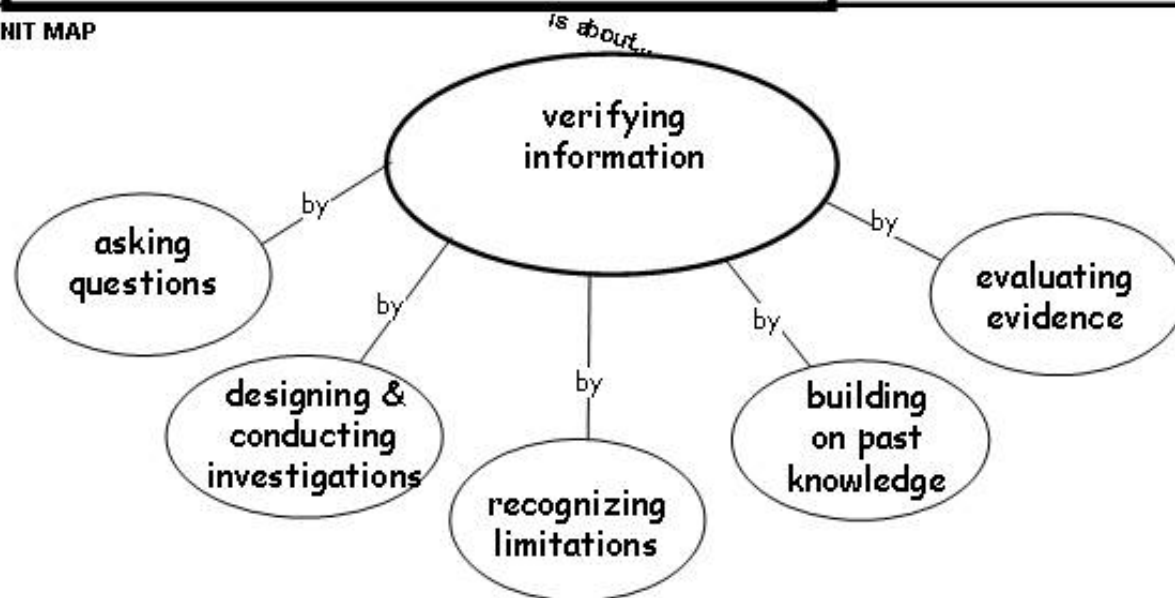
② LAST UNIT/Experience  
Summer Vacation

① CURRENT UNIT  
The Scientific Method

③ NEXT UNIT/Experience  
Chemistry of Life

⑧ UNIT SCHEDULE

⑤ UNIT MAP



UNIT SELF-TEST  
QUESTIONS

1. Define the scientific method.
2. Name the steps of the scientific method.
3. List some limitations of science.
4. Given information concerning an experimental cure for a disease, evaluate whether or not you would take this medicine to save your life.

Sequential

Evaluative

Observation

Questioning

⑥

UNIT  
RELATIONSHIPS

⑦

# The Unit Organizer

④ BIGGER PICTURE

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

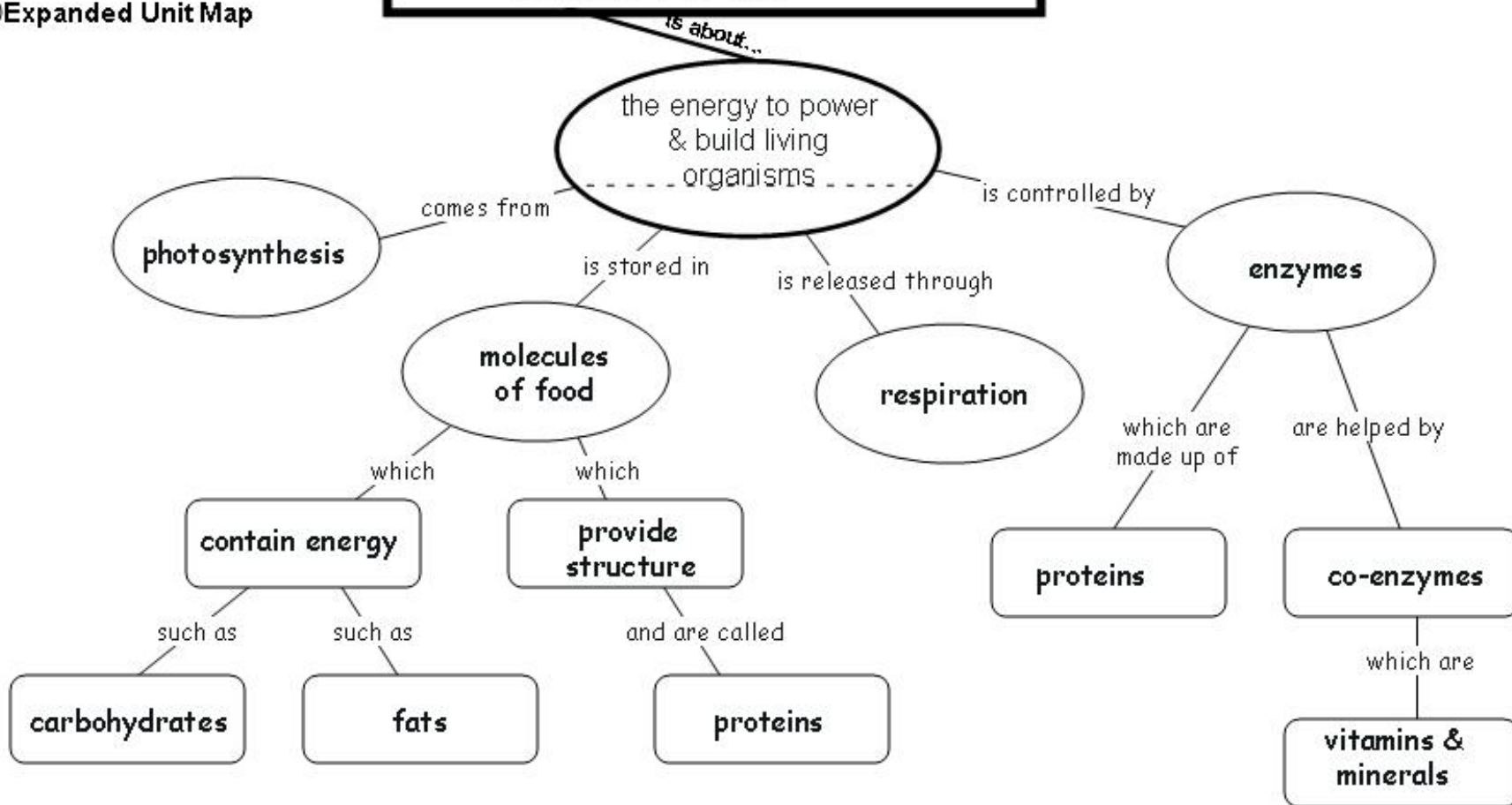
		<b>Life Science</b>			
② LAST UNIT/Experience <b>Scientific Method</b>		① CURRENT UNIT <b>Chemistry of Life</b>		③ NEXT UNIT/Experience <b>Cell Structure &amp; Function</b>	
⑧ UNIT SCHEDULE		⑤ UNIT MAP			
		<pre> graph TD     A([the way to power and build living organisms])     B([asking questions])     C([molecules of food])     D([respiration])     E([enzymes])     A --- comes from  B     A --- is stored in  C     A --- is released through  D     A --- is controlled by  E     A --- is about...  A         </pre>			
⑦ UNIT SELF-TEST QUESTIONS	1. Explain the process of photosynthesis.			Comparisons	
	2. Explain cellular respiration.			Dependence/Interrelationships	
	3. Compare and contrast photosynthesis & cellular respiration.			Explanation	
	4. What organic molecules are needed to support life?			Sequence	
	5. How much energy is stored in food molecules for future use by organisms?				
			⑥ UNIT RELATIONSHIPS		

# The Unit Organizer

## Chemistry of Life

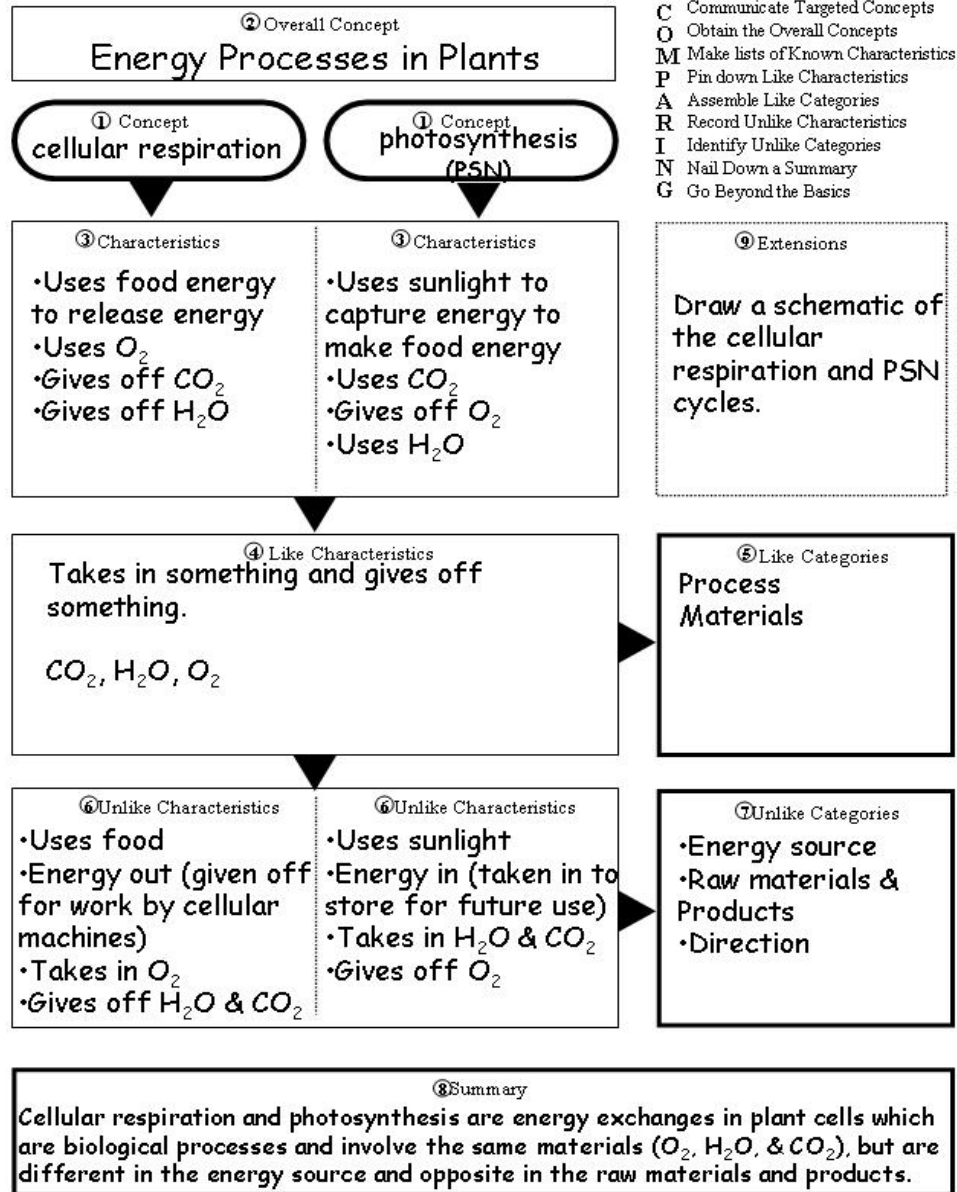
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

### 9 Expanded Unit Map



### 10 NEW UNIT SELF-TEST QUESTIONS

# Comparison Table



# **Social Studies Example**



# The Unit Organizer

④ BIGGER PICTURE

NAME Elida Cordora  
DATE 1/22

② LAST UNIT /Experience		① CURRENT UNIT		③ NEXT UNIT /Experience	
Growth of the Nation		The Causes of the Civil War		The Civil War	
⑧ UNIT SCHEDULE		⑤ UNIT MAP			
1/22	Cooperative groups - over pp. 201-210	<p>← The roots and consequences of civil unrest. →</p>			
1/28	Quiz				
1/29	Cooperative groups - over pp. 210-225				
	"Influential Personalities" project due				
1/30	Quiz				
2/2	Cooperative groups - over pp. 228-234				
2/6	Review for test				
2/7	Review for test				
2/6	Test				
UNIT SELF-TEST QUESTIONS	⑦ What was sectionalism as it existed in the U. S. of 1860?			descriptive	⑥ UNIT RELATIONSHIPS
	How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?			compare/contrast	
	What examples of sectionalism exist in the world today?			cause/effect	

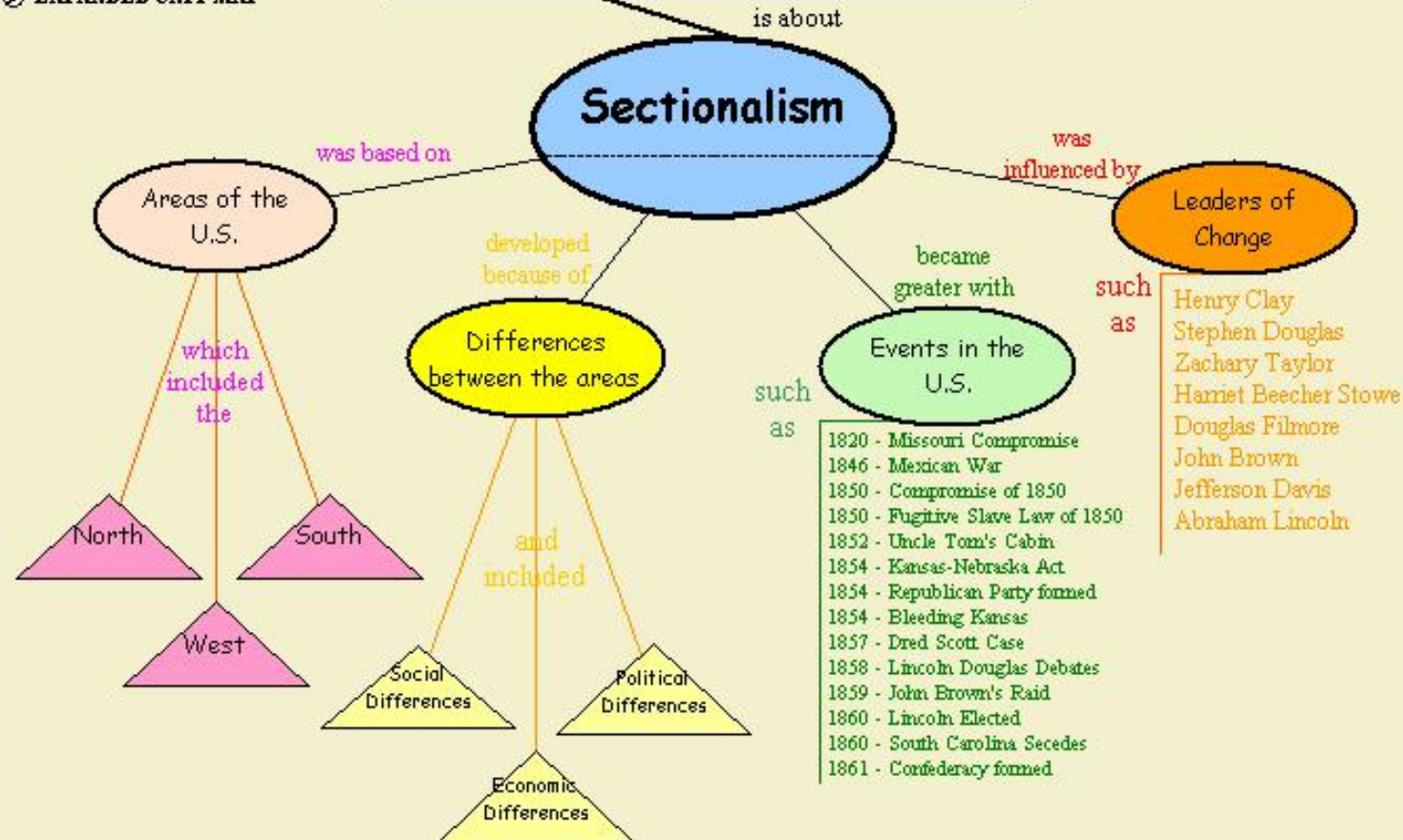
# The Unit Organizer

## The Causes of the Civil War

NAME Elida Cordora

DATE 1/22

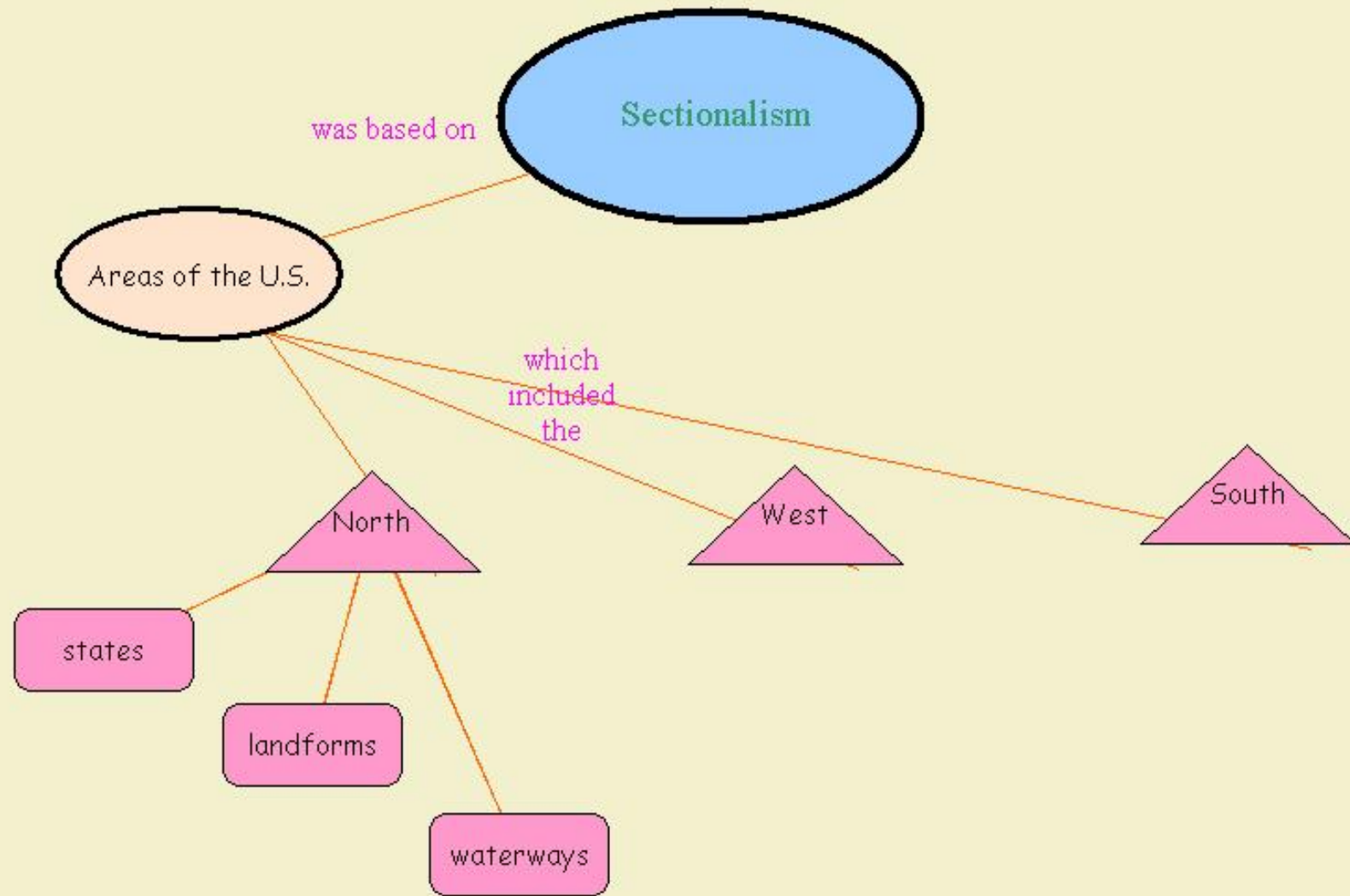
### 9 EXPANDED UNIT MAP



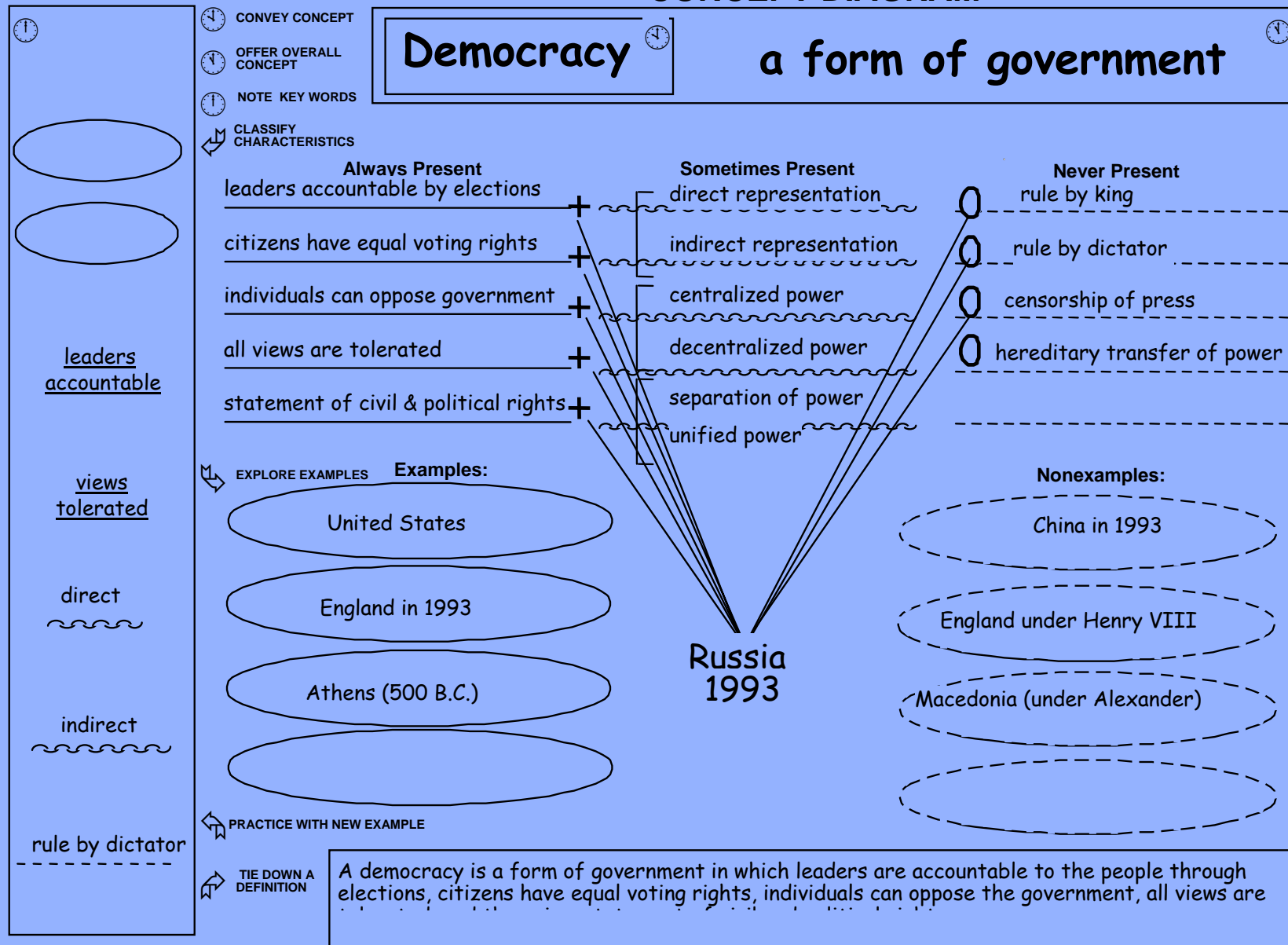
### 10 NEW UNIT SELF-TEST QUESTIONS

How did national events and leaders pull the different sections of the U.S. apart?





# CONCEPT DIAGRAM



## The FRAME Routine

### Key Topic Progressive Era

is about...

a period of social change in the U. S.

☐ Main idea  
Social Problems

☐ Main idea  
Tools for Social Change

☐ Main idea  
Social Changes

Essential details

Unsafe food

Essential details

Muckrakers wrote  
about problems

Essential details

Meat Inspection Act

Monopolies

Bully pulpits forced  
new laws

Anti- trust Act

Unsafe and unfair  
working conditions

Activists organized  
protests

Commerce and Labor  
Departments

Limited voting rights

Demonstrators  
created public pressure

Voting rights  
expanded

So What? (What's important to understand about this?)

To really create social change, many people  
have to be organized, outspoken, and persistent!

# A Continuum of Literacy Instruction

- Level 1:** **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)
- Level 2:** **Embedded strategy instruction** (routinely weave strategies within *and* across classes using large group instructional methods)
- Level 3:** **Intensive strategy instruction** (mastery of specific strategies using 8-stage instructional sequence; individual Strategic Tutoring)
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- Level 5:** **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)



## **Level 2: Weave shared strategies across classes.**

**Teachers embed selected learning strategies in core curriculum courses through direct explanation, modeling, and required application in content assignments.**

For example: All teachers teach the steps of a paraphrasing strategy (RAP), regularly model its use, and then embed paraphrasing activities in course activities through the year to create a culture of “reading to retell.”



# *Learning Strategies*

- ◆ Teaching students how to think about and solve problems, or.....teaching students “how to learn”



# Learning Strategies Curriculum

## Acquisition

Word Identification

Paraphrasing

Self-Questioning

Visual Imagery

Interpreting Visuals

Multipass

## Storage

First-Letter Mnemonic

Paired Associates

Listening/Notetaking

LINCS Vocabulary

## Expression of Competence

Sentences

Paragraphs

Error Monitoring

Themes

Assignment Completion

Test-Taking



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# Paraphrasing

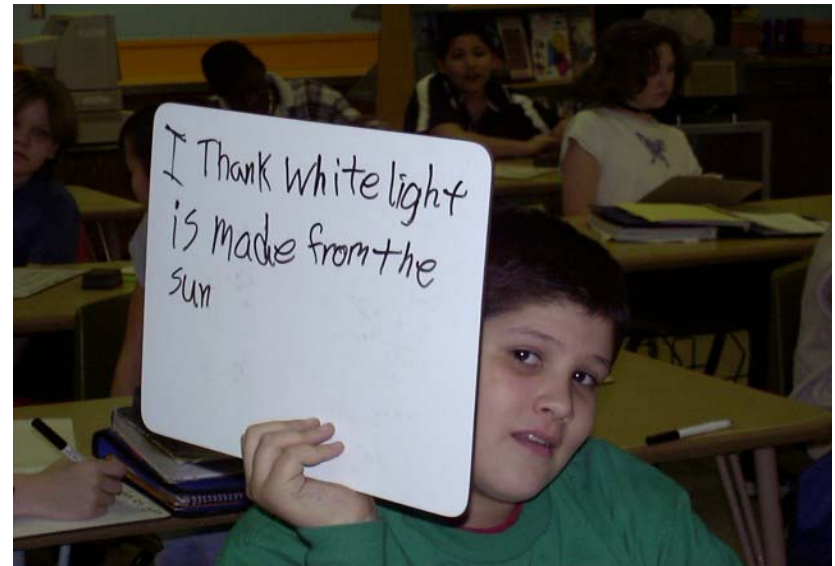
- ◆ **R**ead a paragraph
- ◆ **A**sk yourself what is the main idea and what are important supporting details
- ◆ **P**ut the main idea and supporting details into your own words





# Self-Questioning Strategy

- ◆ **A**ttend to clues as you read
- ◆ **S**ay some questions
- ◆ **K**eeep predictions in mind
- ◆ **I**dentify the answer
- ◆ **T**alk about the answers



# Strategic Tutoring cuts across CLC Levels

*Creating a learning apprenticeship....*

Give me a fish while you're teaching me how to catch my own. That way I won't starve to death while I'm learning to tie flies.

-Rainbow Mike



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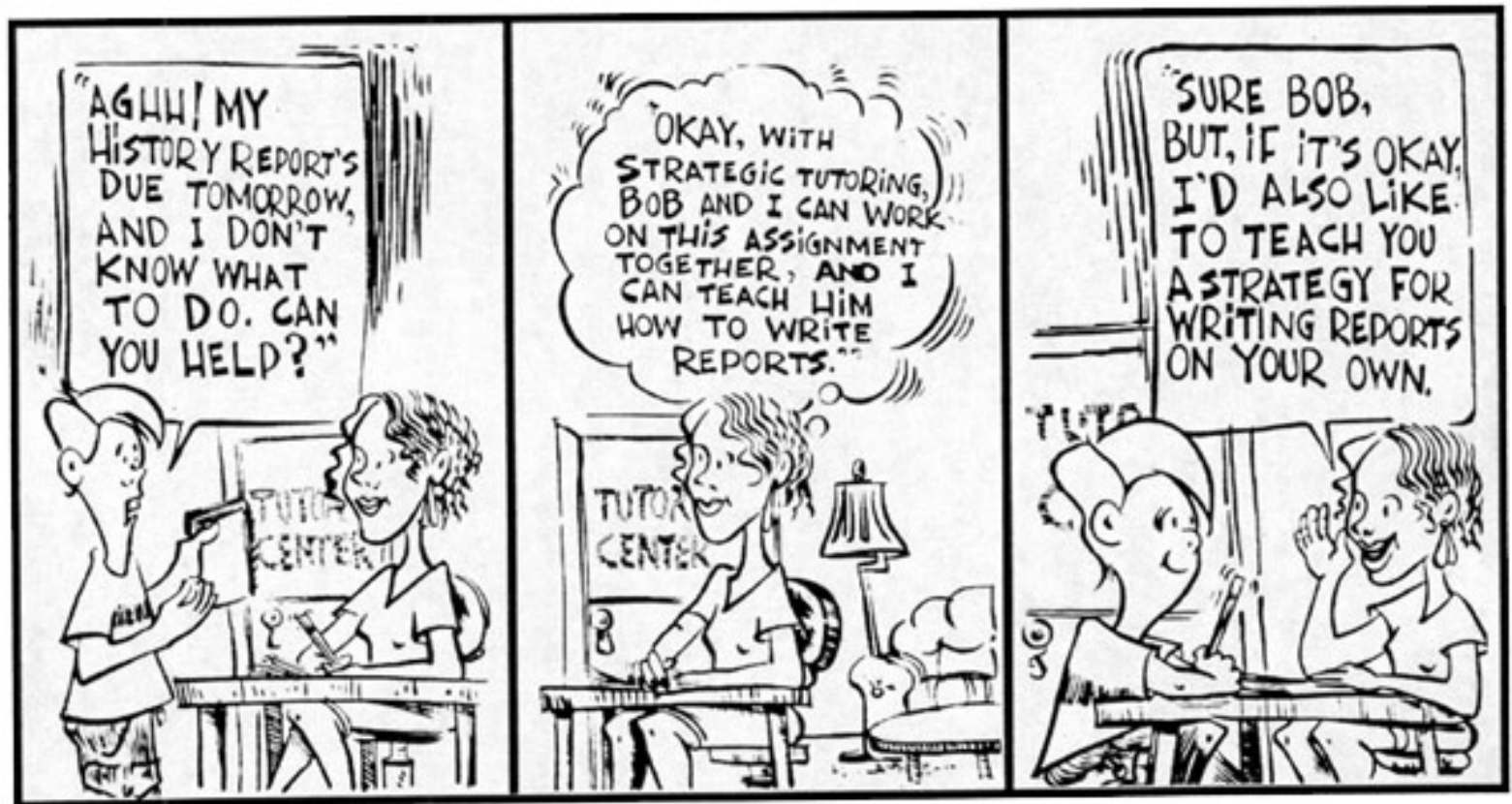
# A Traditional Approach to

## the **TRADITIONAL** APPROACH



# A Strategic Tutoring Approach

the **STRATEGIC TUTORING APPROACH**



# A Continuum of Literacy Instruction

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# Level 3: Explicit Strategy Instruction

Students who:

- Have major deficits in key strategy areas
- Have difficulty mastering the strategies presented across courses in core curriculum

Are taught strategies through

- Specialized
- Direct
- Explicit
- Intense Instruction



# Level 3: Explicit Strategy Instruction

Delivered by support personal

- Resource Teacher
- Paraprofessional
- Reading Specialist

Small group setting

Supplemental instruction offered through

- Electives
- Tutoring
- Pull-out
- Special courses



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# Example of an Acquisition Strategy

## The Word Identification Strategy

**D**iscover the context

**I**solate the beginning

**S**eparate the ending

**S**ay the stem

**E**xamine the stem

**C**heck with someone

**T**ry the dictionary





# Acquisition & Generalization Procedures

- Pretest and Make Commitments
- Describe the Strategy
- Model (Teacher Demonstration and Student Enlistment)
- Verbal Practice
- Controlled Practice and Feedback
- Advanced Practice and Feedback
- Confirm Acquisition and Make Generalization Commitment



# A Continuum of Literacy Instruction

- Level 1:** **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)
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## **Level 4: Provide more intensive intervention for those who need work on basic literacy elements**

---

Students develop the foundational decoding, fluency, and comprehension skills through specialized, direct, and intensive instruction in reading. Intensive instruction in listening, speaking, and writing is often a part of these services.

For example: Courses in researched-based reading programs such as the SRA Corrective Reading Program .



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# A Continuum of Literacy Instruction

- Level 1:** **Enhance content instruction** (mastery of critical content for *all* regardless of literacy levels)
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- Level 5:** **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)



## Level 5: An intensive clinical option for those who need it

Students with underlying language disorders learn the linguistic, related cognitive, metalinguistic, and metacognitive underpinnings they need to acquire content literacy skills and strategies.

For example: Speech-language pathologists engage students in curriculum-relevant therapy.



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# The Speech-Language Pathologist Provides Curriculum-Relevant Therapy

**Curriculum-relevant therapy** is a kind of intervention that engages adolescents in meaningful, relevant, results oriented work, leading to academic success. The SLP uses and builds on the literacy experiences of the other four levels of the CLC to provide enhanced literacy instruction directly or in collaboration with other instruction.

## **Practice Principles:**

1. Intervention provided by the SLP should be therapeutic, or clinical, in nature.
2. Intervention should relate directly to what students have to learn in school.



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# Building Blocks for Academic Competency

**SUBJECT MATTER**

**STRATEGIES**

**SKILLS**

**LANGUAGE**



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# Intense-Explicit Instruction

(Note intensity variation across levels (“tiers”))

## LEVEL 1

- ♦ Cue
- ♦ Do
- ♦ Review

## LEVEL 2

- ♦ “I do it!” (Learn by watching)
- ♦ “We do it!” (Learn by sharing)
- ♦ “You do it! (Learn by practicing)

## LEVELS 3/4/5

- ♦ Pretest
- ♦ Describe
  - Commitment (student & teacher)
  - Goals
  - High expectations
- ♦ Model
- ♦ Practice and quality feedback
  - Controlled and advanced
- ♦ Posttest & reflect
- ♦ Generalize, transfer, apply





# Direct Instruction \*

# Strategy Instruction\*

## Direct Instruction

- ◆ *Small steps*
- ◆ *Probes*
- ◆ *Feedback*
- ◆ *Diagrams/pictures*
- ◆ *Independent practice*

## Strategy Instruction

- ◆ *Clear Explanations*
- ◆ *Teacher models*
- ◆ *Reminders to use strategies*
- ◆ *Step-by-step prompts*
- ◆ *Review the learning process*

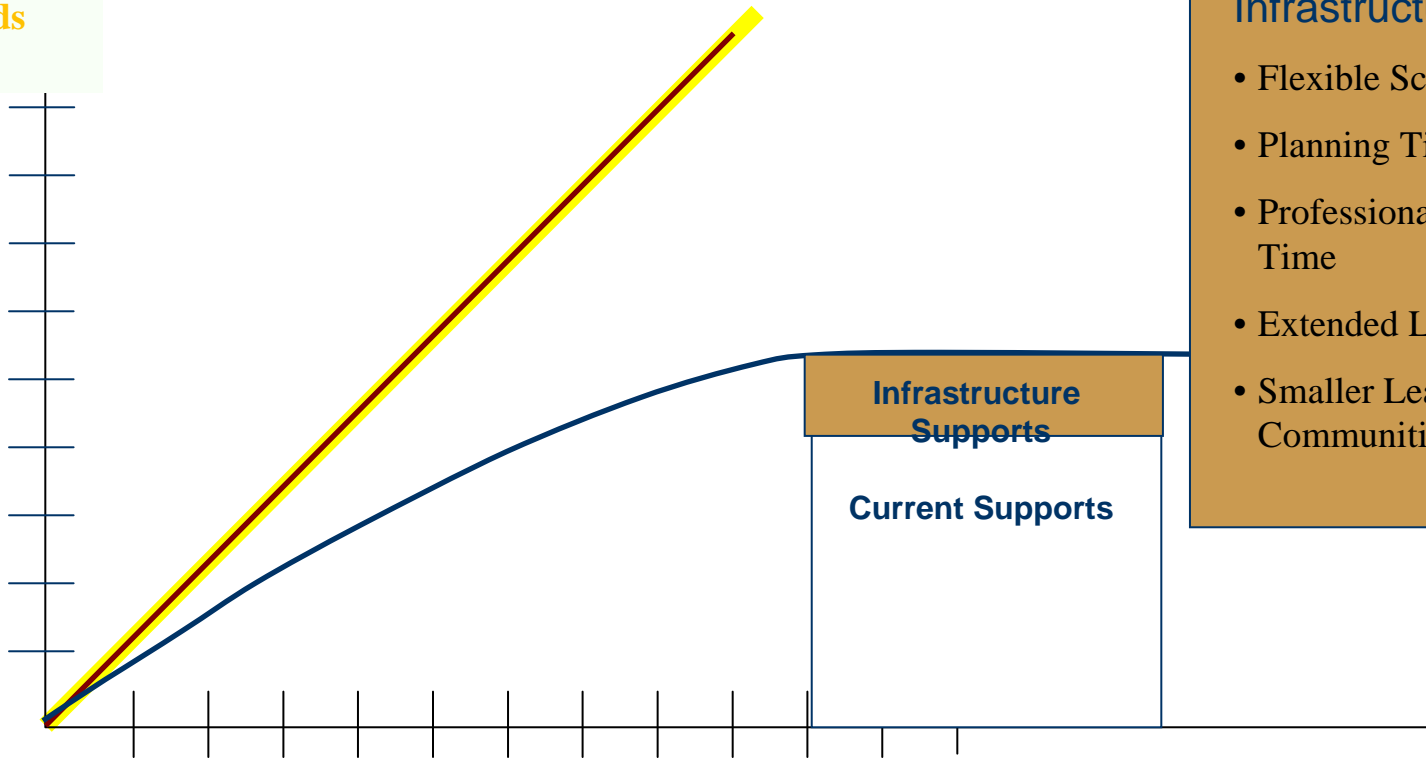
\* Swanson, H.L. (1999). Instructional components that predict treatment outcomes for students with LD: Support for a combined strategy and direct instruction model. Learning Disability Research and Practice, 14(3), 129-140.



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# The Performance Gap

Grade Level  
Expectations  
Demands  
Skills



## Infrastructure Support

- Flexible Scheduling
- Planning Time
- Professional Development Time
- Extended Learning Time
- Smaller Learning Communities

Infrastructure  
Supports

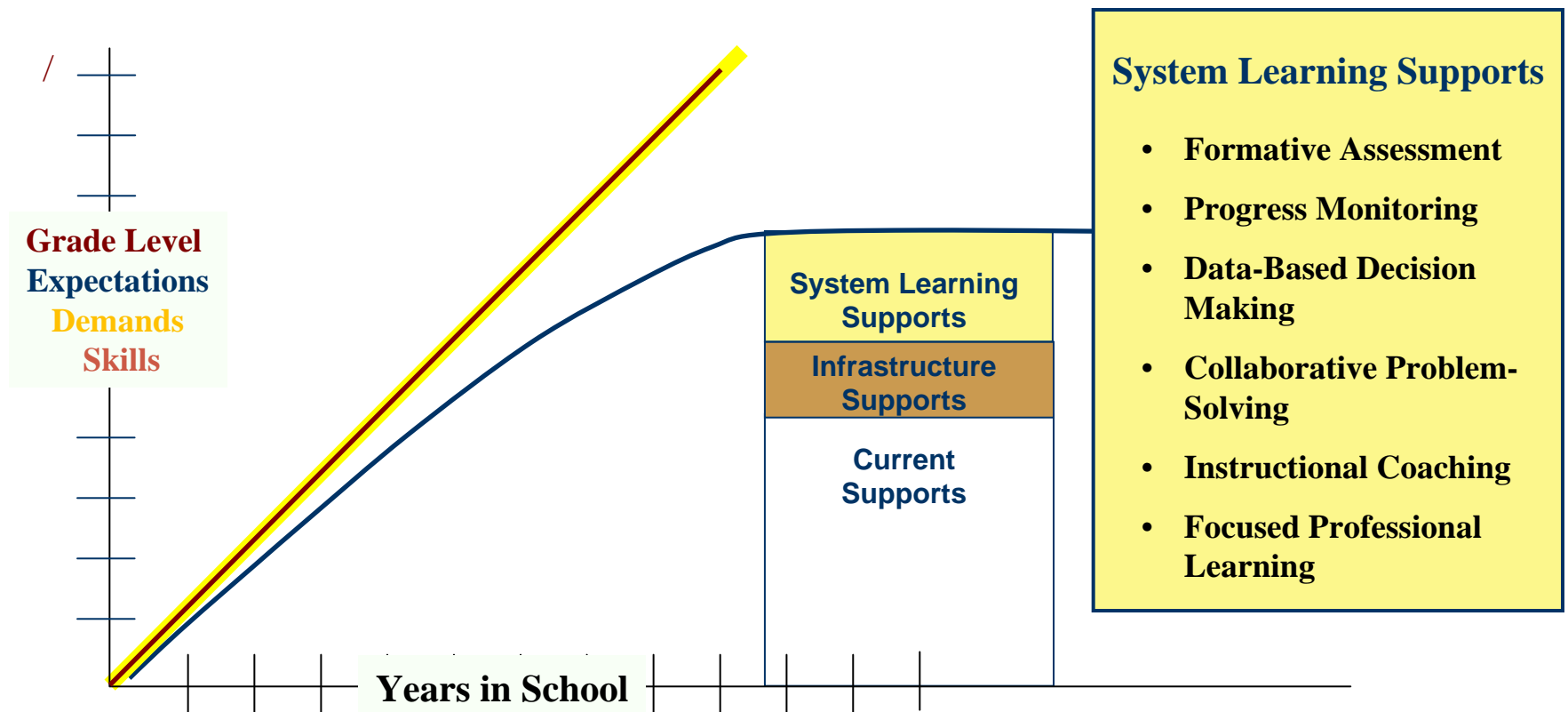
Current Supports



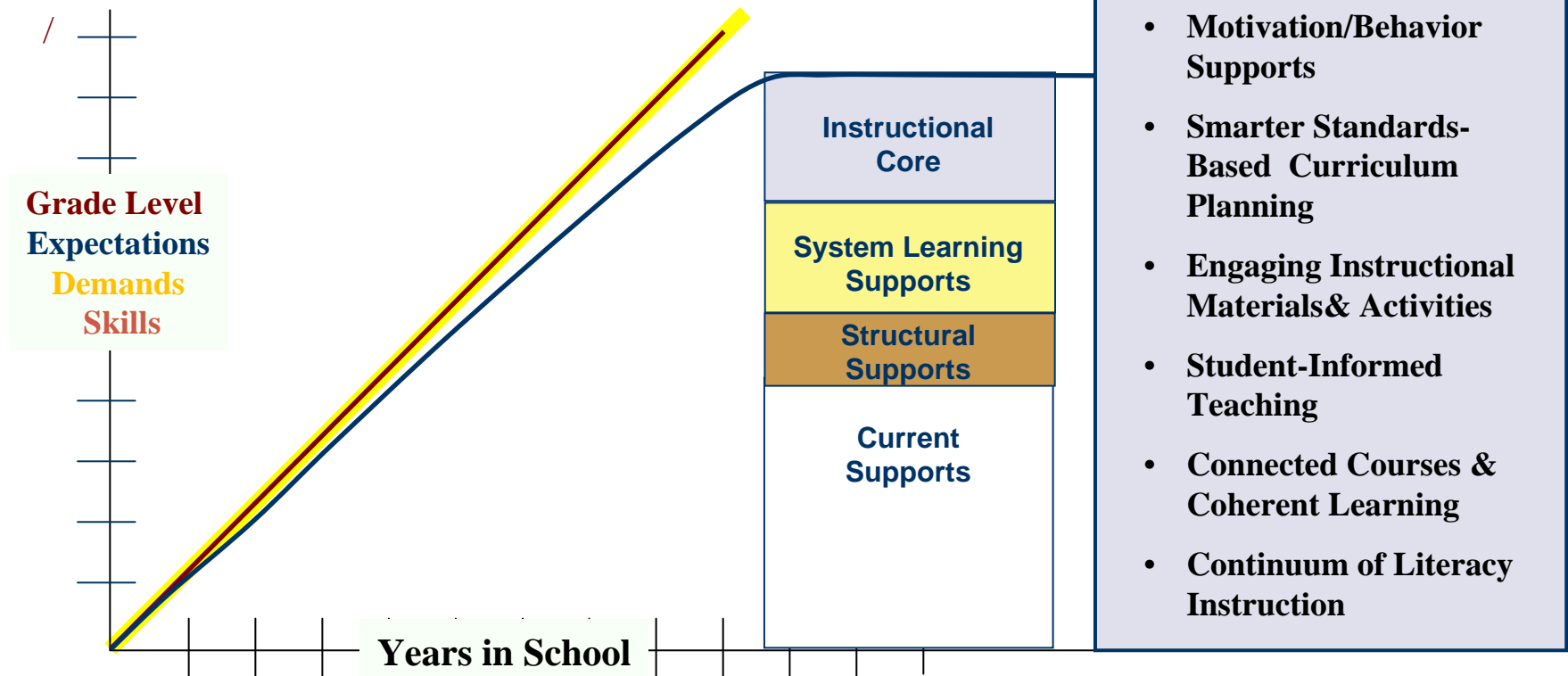
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Years in School

# The Performance Gap



# The Performance Gap



# CLC Professional Development

**How do we plan and  
implement professional  
development for CLC  
success?**



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## “Train & hope” approach

1. **React** to identified problem
2. Select & **add** practice
3. Hire expert to **train** practice
4. Expect & **hope for implementation**
5. **Wait** for new problem....

# Enhanced approach

1. Organize team
2. Review data
3. Analyze, describe, & prioritize problem within context
4. Specific measurable outcome
5. Select evidence based practice
6. Provide supports for accurate sustained adoption & implementation
7. Monitor practice implementation & progress toward outcome

# Key Principles of Professional Development

Professional Development Should be:

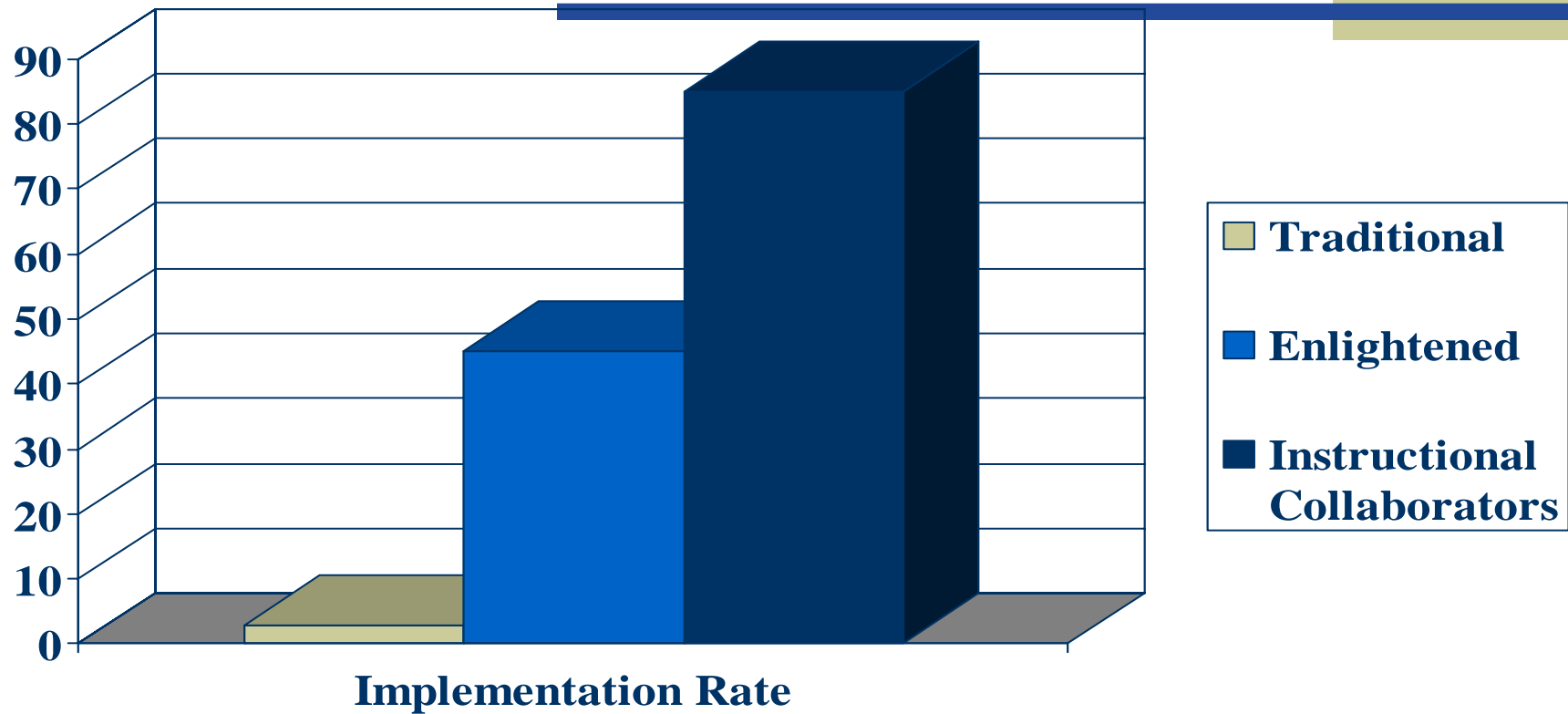
- Focused.
- Sustained.
- Data driven.
- Personalized.
- Designed to create a learning community.
- About systems change



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# Implementation Rates



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**System change must be closely tied to the individual within the system.**

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**Shared...**

- ♦ **Vision .....that allows individual contributions**
- ♦ **Knowledge....that leads to individual learning**
- ♦ **Leadership....that seeks the voice of individuals**
- ♦ **Responsibility...that shapes individual planning and action**
- ♦ **Evaluation...that guides self assessment**
- ♦ **Accountability...that motivates individual action**



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# ***Discussion on readiness for moving ahead***



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# How Big is This Change?

- ◆ **How different is the future state from the current state?**
- ◆ **How many people will be affected by this change?**
- ◆ **How much of the needed financial resources have been secured for this initiative?**
- ◆ **How many sites/locations are affected by the change?**
- ◆ **To what extent have teachers already used SIM?**
- ◆ **To what extent are faculty and administrators familiar with the CLC?**
- ◆ **How different are administrator behaviors expected?**
- ◆ **How different are teachers' behaviors expected?**
- ◆ **To what extent will stakeholders feel the change in their daily lives?**



# How Big is This Change?

♦How different is the future state from the current state?	♦Somewhat Different	♦Different	♦Very Different
♦How many people will be affected by this change?	♦Few	♦Several	♦Many
♦How much of the needed financial resources have been secured for this initiative?	♦Small	♦Most	♦All
♦How many sites/locations are affected by the change?	♦One	♦Few	♦Many
♦To what extent have teachers already used SIM?	♦Some	♦Limited	♦None
♦To what extent are faculty and administrators familiar with the CLC?	♦Some	♦Limited	♦None
♦How different are administrator behaviors expected?	♦Similar	♦Somewhat Different	♦Very Different
♦How different are teachers' behaviors expected?	♦Similar	♦Somewhat Different	♦Very Different
♦To what extent will stakeholders feel the change in their daily lives?	♦Minimally	♦Moderately	♦Significantly
♦Overall Change Magnitude Assessment	♦Minimal	♦Moderate	♦Significant

# Are We Ready for This Change?

- ◆ **The need for change is greater than any anticipated resistance to the change.**
- ◆ **The objectives of the change have been clearly communicated to all key stakeholders.**
- ◆ **Behavioral and performance expectations have been articulated.**
- ◆ **People have the necessary resources, knowledge, information, and skills to support and participate in the change.**
- ◆ **The organization has the capabilities and processes to implement/execute the change(s).**
- ◆ **Key people inside and outside the district, school, or classroom have been identified who must support and be involved with the change.**
- ◆ **This change is congruent/consistent with other initiatives in the organization.**
- ◆ **People's assumptions and beliefs about literacy instruction and teaching are consistent.**



# Readiness Profile

Readiness Category	To what extent...	Akins	Johnston
Compelling Need	<i>The need for change is greater than any anticipated resistance to the change.</i>		
Understanding	<i>The objectives of the change have been clearly communicated to all key stakeholders.</i>		
Leadership Commitment	<i>Behavioral and performance expectations have been articulated.</i>		
Individual Capabilities	<i>People have the necessary resources, knowledge, information, and skills to support and participate in the change.</i>		
Organization Capabilities	<i>The organization has the capabilities and processes to implement/execute the change(s).</i>		
Stakeholder Response	<i>Key people inside and outside the district, school, or classroom have been identified who must support and be involved with the change.</i>		
Resources & Competing Events	<i>This change is congruent/consistent with other initiatives in the organization.</i>		
Common Assumptions	<i>People's assumptions and beliefs about literacy instruction and teaching are consistent.</i>		

# Readiness Profile

Overall Change Magnitude Assessment		
Minimal	Moderate	Significant

Readiness Category	Akins	Johnston
Compelling Need		
Understanding		
Leadership Commitment		
Individual Capabilities		
Organization Capabilities		
Constituent Response		
Resources & Competing Events		
Common Assumptions		



# CLC School Implementation: What is involved?

## Readiness Phase

- Administrative team understands CLC, cost, multi-year timeline, time needed, and begins to invest in initial professional development for targeted groups of teachers and creates administrative structures to support literacy.

## Exploring Phase

- Administrative team evaluates progress and endorses vision, all personnel understands CLC, majority of staff make commitments, and there is teacher level endorsement of vision.

## Planning Phase

- School & student data are evaluated, interviews of staff are conducted, short and long range professional development plans are created.



# CLC School Implementation: What is involved?

## Implementing Phase

- Ongoing professional development & support are provided, role-specific implementation is nurtured, site-based professional developers are created, student performance is evaluated.

## Learn It, Do It, Refine It, Use It

## Sustaining Phase

- Accomplishments are refined, practices are institutionalized to ensure maintenance of implementation and fidelity regardless of changing administration, new teachers automatically learn to implement CLC.



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# CLC Scaling Up: What is involved?

## The Role of the District

## The Role of the State



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# For Information on SIM & CLC Implementation:

**The University of Kansas  
Center for Research on Learning**

**[www.kucrl.org](http://www.kucrl.org)**

**1-785-864-4780**

**[crl@ku.edu](mailto:crl@ku.edu)**

**Keith Lenz [lenz@kc.rr.com](mailto:lenz@kc.rr.com)**

**Resource: *Teaching Content To All*  
(Lenz & Deshler, 2004) Allyn & Bacon**



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