



Raising Reading Achievement: What REALLY Makes a Difference?

— Jan Hasbrouck —



PLAIN TALK ABOUT LITERACY AND LEARNING
New Orleans, LA | February 17-19, 2016



the Center for
**DEVELOPMENT
& LEARNING**

About the Presenter



Jan Hasbrouck

Jan Hasbrouck, Ph.D., is an educational consultant, trainer and researcher. She served as the executive consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Jan worked as a reading specialist and literacy coach for 15 years before becoming a professor at the University of Oregon and later Texas A&M University. She has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Her research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books including, *The Reading Coach: A How-to Manual for Success*, *The Reading Coach 2: More Tools and Strategies for Student-Focused Coaches*, and *Educators as Physicians: Using Rtl Data for Effective Decision-Making* as well as several assessment tools. In 2008, she and her colleague, Vicki Gibson, partnered to form Gibson Hasbrouck & Associates, with the mission to provide high quality professional development to educators nationally and internationally.

About CDL

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We tackle real-time issues such as critical thinking and metacognition, remediating struggling readers, and building and sustaining collective capacity of students and teachers.

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Raising Reading Achievement: What REALLY Makes a Difference?

JAN HASBROUCK, Ph.D.



Preview:

It's **NOT** a particular program or materials!

BUT...
programs and materials can make a **BIG** difference!



www.gha-pd.com

My conclusions from reading research:

Compelling evidence from a convergence of reading research is indicating that **90% to 95% of all students can achieve literacy skills at or approaching grade level.** These statistics include students with dyslexia and other learning disabilities. Students succeed when they receive intensive, comprehensive, and high-quality prevention and early intervention instruction, provided by well-informed and well-supported teachers. The most powerful instruction is systematic, explicit, and intensive, designed to appropriately integrate elements of oral language development, phonemic awareness, phonics and decoding, fluency, vocabulary development, and reading comprehension skills and strategies.

Jan Hasbrouck, Ph.D.

Torgesen, 2007; Vellutino & Fletcher, 2007; Rashotte, MacPhee, Torgeson, 2001; Al Otaiba, Connor, Foorman, Schatschneider, Greulich, Sidler, 2009; *Every Child Reading: An Action Plan and Every Child Reading: A Professional Development Guide.* Available online from Learning First Alliance



www.gha-pd.com

“The Science of Dyslexia”

Hearing of the Science, Space and Technology Committee
U.S. House of Representatives
September 18, 2014

Webcast available:

<http://science.house.gov/hearing/full-committee-hearing-science-dyslexia>



MORE Good News!

While there is a recognized optimal age for early reading intervention...

“it is never too late”

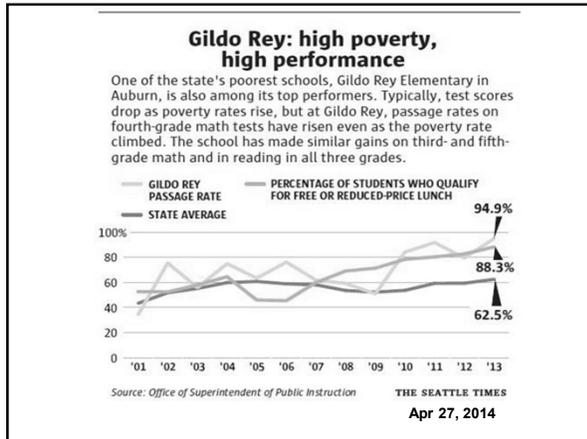
Shaywitz (2003) *Overcoming Dyslexia*

- Intensive, targeted **INTERVENTIONS** for struggling readers
- Explicit **VOCABULARY & COMPREHENSION** instruction
- **EXTENDED DISCUSSIONS** of text meaning and interpretation
- Increase student **MOTIVATION** and **ENGAGEMENT**

Kamil et al. (2008) *Improving Adolescent Literacy: A Practice Guide*



Come on...is this even possible in the **REAL WORLD?**



THE FACTS

- Gildo Rey Elementary in Auburn, WA
- Spring 2013:
 - 531 students
 - 88.3% poverty
 - 38.6% ELL
 - Latino 51 %
 - White 25 %
 - Asian/Pacific Island 15 %
 - 2+ Races 7%
 - Black 5 %



HOW?

- New principal (former reading coach) started with behavior, then reading, then math.
- Principal "charming but unrelenting".
- Collaboration mandated: "Teachers jointly plan lessons, pore over student work, test students frequently, and adjust the curriculum weekly and sometimes daily."



HOW?

- "To help...students catch up...[teachers] didn't have a minute to waste."
- "...teachers conduct class at a quick clip."
- Lots of instruction in small groups and "the most experienced teachers work with the groups that need the most help."
- "When the small reading groups started, the school's passage rates on state reading tests, which had dipped to a little over 50 percent, jumped up to the 80s."

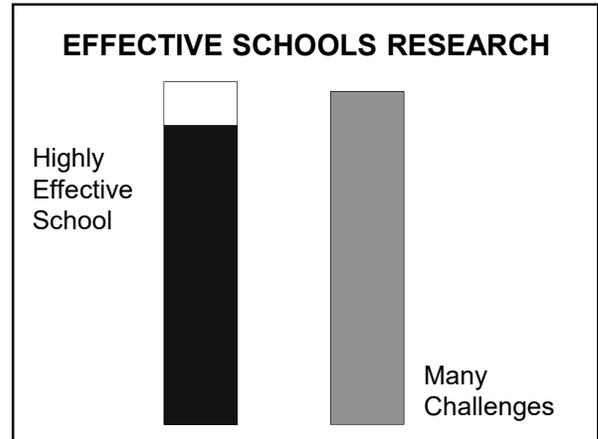
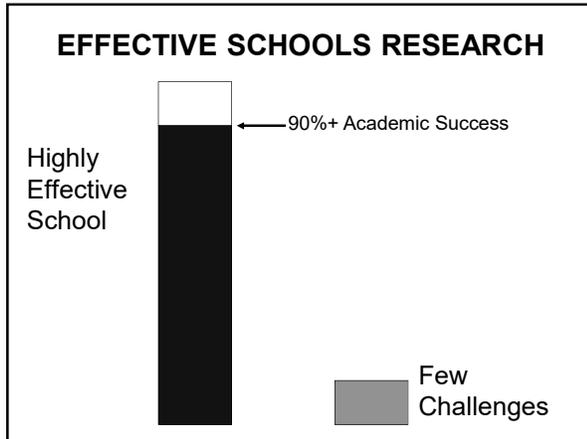



Impressive.

But, in our real world, without enough time, money or people...how can we **REPLICATE** this success?



Let's just **COPY** what the effective schools are doing!!



Set your SAILS for success!

S TANDARDS
A SSESSMENTS
I NSTRUCTION & INTERVENTION
L EADERSHIP
S USTAINED COMMITMENT

Hasbrouck & Denton (2005 & 2009)

STANDARDS

Apply **key** grade level expectations for what students should know and be able to do at **key** benchmarks.

Use standards to set **high performance goals** for **ALL** students.

ASSESSMENTS

Benchmark/Screening
Which students **MAY** need extra assistance?

Diagnostic
What are a student's skills **strengths & needs**?

Progress Monitoring
Is **learning** happening?

Outcome
Did students make progress toward standards ?

ASSESSMENTS

Assess to

- Screen**
- Diagnose**
- Continuously evaluate**
- Measure outcomes**

SHARE DATA
in frequent, public, nonjudgmental, collaborative meetings

USE
results to make all key instructional decisions



SHARING Student Data



SAILS

“The principal put scores on a wall and asked the instructors to discuss why some of the teachers were doing better than others. Initially resistant, teachers began to recognize areas where they needed help.”

“You start to question yourself, and that’s the whole point... Eventually it gives you the freedom of knowing that even as a seasoned teacher you can say “This isn’t working.”

Los Angeles Times August 22, 2010

SHARING Student Data



SAILS

The new principal at a middle school started a voluntary program of posting student’s assessment results during grade level meetings.

“It was a little uncomfortable at first, but that level of transparency really helped. We were able to see where we needed to improve and see how we could help each other.”

Los Angeles Times August 22, 2010

INSTRUCTION & INTERVENTION

Effectively **ORGANIZE & MANAGE** the classroom environment.

SAILS

PLAN lessons and interventions **DIFFERENTIATED** to meet the identified needs of **ALL** students, at all ability & skill levels.

DELIVER instruction using validated, effective instructional **STRATEGIES & MATERIALS**.



LEADERSHIP

SAILS

Provides **VISION, GUIDANCE & SUPPORT** to ensure that:

Effective **instruction & interventions** designed to meet **standards** are implemented for **ALL** students.

Instructional decisions are based on continuous **assessment** data.

Focused & sustained **professional development** provided to support S-A-I.



SUSTAINED COMMITMENT

Adopt a system-wide **“no excuses”** model to sustain progress.

Administrators, teachers, parents, and staff **partner** to help **ALL** students achieve success.

Encourage and support **collaboration** across classrooms, special programs, and home.

SAILS



ALL 5 Elements

of **SAILS** must be incorporated into an instructional system to ensure that **ALL** students achieve success

SAILS must be launched into a **safe and positive** school environment






www.k12.wa.us/
ELA/CLP

Washington State
Comprehensive
Literacy Plan:
Birth to Grade 12
SAILS

Washington State Comprehensive
Literacy Plan: Birth to Grade 12
JUNE 2012

SAILS

Needs Assessment



Indicator	Low Need	Some Need	High Need
<ul style="list-style-type: none"> ▪ Standards ▪ Assessments ▪ Instruction & Intervention ▪ Leadership ▪ Sustained Commitment 			

Reading IS Rocket Science!

Louisa Moats (June, 1999)

- Unlike learning to speak, reading is a **highly complex** linguistic achievement
- Reading must be **TAUGHT!**



"By now, most serious studies on education reform have concluded that the critical variable when it comes to kids succeeding in school isn't money spent on buildings or books but, rather, the **QUALITY OF THEIR TEACHERS.**"



Brill, S. The New Yorker. August 31, 2009

The Power of INSTRUCTION

- Poverty
- IQ
- Family status
- Language levels



INSTRUCTION MAKES THE **DIFFERENCE!**

TOOLS FOR ORGANIZING AND MANAGING CLASSROOMS

- Communicate expectations
 - Daily Schedule
 - Job Chart
 - Rotation system for small groups
- Establish routines & procedures
 - Organize movement, paper management
 - TEACH expectations & identify boundaries



Pre-k to Gr. 12 resources at www.gha-pd.com



FRAMEWORK FOR PLANNING

Effective Instruction & Interventions
Bryant, Smith, & Bryant (2008)

- **Instructional CONTENT**
- **Instructional ACTIVITIES**
- **DELIVERY** of instruction
- **MATERIALS** used in instruction

FRAMEWORK FOR PLANNING

Effective Instruction & Interventions

- **Instructional CONTENT**
What We Teach: Skills, strategies, & content (objectives)
- **Instructional ACTIVITIES**
What Teachers & Students Do: Lessons & activities used to teach & reinforce selected objectives
- **DELIVERY** of instruction
How Teachers Design & Deliver Instruction: Procedures & routines used to implement instructional activities
- **MATERIALS** used in instruction
Things We Use to Teach: Items used to teach & reinforce skills & content

Available for download at:
www.gha-pd.com/resources

MATERIALS

- Age appropriate
- Matched to identified needs
- Skill-level appropriate
- Evidence of effectiveness
- Sufficient professional development provided
- Used with fidelity

Provide Effective INSTRUCTION!

- ➔ Systematic
- ➔ Explicit
- ➔ Active
- ➔ Intensive

EFFECTIVE INSTRUCTION

Systematic

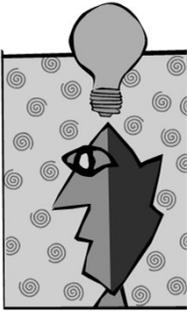
SCOPE of skills & content

SEQUENCE easy-to-hard; separate confusions

Frequent **REVIEWS**



EFFECTIVE INSTRUCTION

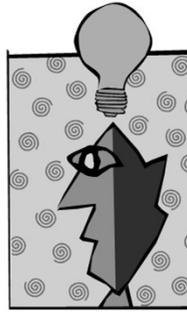


Explicit

3 Steps in Instruction:

- 1- DEMONSTRATION
- 2- GUIDED PRACTICE
- 3- INDEPENDENT PRACTICE

EFFECTIVE INSTRUCTION



Explicit

4 Steps in Instruction?

- 1- DEMONSTRATION: I do
- 2- GUIDED PRACTICE: We do
- 3- COLLABORATION: Y'all do
- 4- INDEPENDENT PRACTICE: You do

EFFECTIVE INSTRUCTION



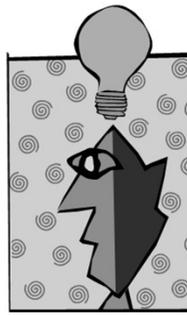
Active Engagement

Minimum teacher **TALK**

Students **"DOING"**:

- ORAL reading— most time on connected text
- Encoding words, spelling, writing
- Talking, discussing, sharing, commenting, etc., etc.

EFFECTIVE INSTRUCTION



Intensive

- URGENT!
 - NO wasted time
 - "Perky pace"
- RELENTLESS!
 - NO excuses
- FOCUSED!
 - Data-driven instruction: What do students *need*?
 - KEY skills taught
 - Linked to standards

Effective INSTRUCTION

• How can we **KNOW** when instruction is effective?



Magnetic Source Imaging

Magnetoencephalography
Functional magnetic-resonance imaging

- Safe, painless, non-invasive
- Detects small bio-magnetic brain signals (blood flow or electrical currents)
- Provides real-time information about **which** brain areas are active and **when** during task performance





Neural Response to Intervention

Patterns of brain activation changes
in response to instruction & intervention—



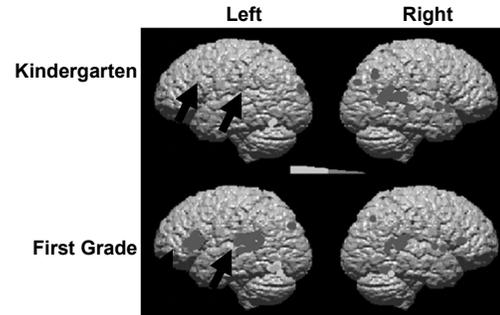
NEUROPLASTICITY

“Brain surgery by instruction”

8 children with severe dyslexia
8 week intense phonologically-based intervention
2 hours a day = up to 80 hours of instruction
Ages 7- 17 years old
Simos et al., *Neurology* (2002)

“significant improvement in reading [decoding] skills...”

At Risk Reader



WHICH STUDENTS benefit
from effective instruction?

EFFECTIVE STRATEGIES WORK FOR **ALL** STUDENTS

“...there is little evidence that
children experiencing
difficulties learning to read,
even those with identifiable
learning disabilities, need
radically different sorts of
supports than children at
low-risk, although they may
need much more **intensive
support.**”



Snow, Burns, & Griffin (1998) p. 32

EFFECTIVE STRATEGIES WORK FOR **ALL** STUDENTS

“What we know from these
syntheses is that the
instructional practices that
enhance learning outcomes
for students with LD result in
**improved outcomes
for all students.**”

Vaughn, Gersten, & Chard (2000)



Why Kids Can't Read:

Challenging the Status
Quo in Education

Phyllis Blaustein and Reid Lyon (2006)