

# Readers' Register

Striving Readers Comprehensive Literacy (SRCL)

## Successful National Comprehensive Literacy Institute

The National Comprehensive Literacy Institute was convened in Anaheim, California on July 30 – August 1 with over 800 literacy educators in attendance. These literacy educators were comprised of state, district, and school administrators, teachers, literacy coaches, reading specialists, professionals from higher education, and other literacy advocates. The Institute featured three keynote speakers: Dr. Rita Bean, Dr. Dorothy Strickland, and Dr. Nell Duke, all of whom captivated the audience and provided updated research and implementation of research in the field. Participants were able to select between two tracks of breakout sessions: the General Literacy Content Sessions or the SRCL Leadership Planning Sessions.

In the General Literacy Content Sessions, many innovative ideas and approaches for supporting literacy in classrooms birth through 12<sup>th</sup> grade were shared by the presenters and participants alike. The SRCL Leadership Planning Sessions provided much needed time for the literacy teams to work with other team members across the States to collaborate and identify strategies that can be used to implement and sustain activities included in State Literacy Plans.

Many sessions within both tracks had Power Point presentations and complementary handouts. These materials are now located on the SRCL site at [www.srclcenter.org](http://www.srclcenter.org) under the National Literacy Institute tab. Individuals are welcome to access this site to view, download, and print presentations. Each presentation has a designated target student population for the intended audience; therefore, the title, description, and presenter are listed under each age group on the following pages of this newsletter.

For those who were able to attend the National Comprehensive Literacy Institute in Anaheim, thank you for spending part of your summer to visit California. Please share your stories and experiences with your friends and colleagues.

Planning for next summer's event is already underway. The Institute looks forward to making a conference that will fit all of your needs. Please take a moment, if you have not already, and complete the evaluation if you were in attendance.

If you were not able to join us at the conference, you can get a full report, complete with photos, on our twitter site @[StrivingReaders](https://twitter.com/StrivingReaders)

### Inside This Issue

*Page 2-8 – National Comprehensive Literacy Institute's Presentation Summaries*

*Page 9 – The Five Stages of Implementation*

*Page 10 – Webinar Wednesday*

# Comprehensive Literacy – Reaching All Ages

Each month, this section features ideas and resources for the age groups included in SRCL. The intention is to provide quick references which are available to support literacy-specific activities that are unique to each sub-group. This information is provided as a resource and does not serve as an endorsement of the ideas and resources presented.

## Birth – 5-year-olds

### **+ Building Fluency through Practice and Performance:** Tim Rasinski

Word decoding, vocabulary, and spelling are essential skills in learning to read. In this session Dr. Rasinski will share effective and engaging methods for helping students learn and take delight in words.

### **+ Early Childhood Education: Designing and Implementing Integrated System of High-Quality Early Learning Literacy Programs and Services, Birth-to-Third Grade:** Betty Hyde, Director, Department of Early Learning; Luisa Sanchez Nilsen, Elementary Reading Specialist, WA Superintendent of Public Instruction; Janice Im, National Zero to Three Center; Discussant and Dorothy Strickland, Professor Emeritus, Rutgers University

This presentation showcases the collaborative efforts of a statewide comprehensive literacy system. The presentation will spotlight a "lighthouse" district in Washington, and participants will compare this LEA's work with other LEA's efforts following suit as they coordinate their birth through third grade comprehensive literacy initiatives. The presentation will give a glimpse of Washington's efforts to move from initial coordination and planning to a focused and functioning system, and provide other state teams' examples and ideas around catalyzing their own collaboration partners to action and implementation.

### **+ Early Literacy: Foundation for Later Achievement:** Peggy Simon

Learn to use media and tools built on research-based practices in early language and literacy, specifically phonological awareness activities and interactive/dialogic reading techniques. The U.S. Department of Education's Doing What Works (DWW) website provides an array of multimedia resources that can be used by educators and professional development providers to improve practice in early childhood center- and home-based settings. Each media type is downloadable and can be used as a teaching tool.

### **+ Growing Readers by Delivering a Quality Language and Literacy Program:** Carol Vukelich

What makes for a high quality preschool language and early literacy program? This presentation provides an overview of research-based strategies known to have a positive impact on teachers' teaching and young children's language and early literacy learning. The key language and early literacy skills are considered through the assessment, instruction, and environment lenses. Participants will leave the session with an understanding of what should be happening in preschool classrooms.





**✚ Keys to Early Learning and Emergent Literacy Success: Effective Strategies for Native American Children: Karen Burstein and Jay Blanchard**

This presentation focuses on a successful United States Department of Education Early Reading First project situated in the Navajo American Indian Nation. The project began in October of 2009 and now annually serves 14 classrooms with approximately 265 children. The project features a unique cultural wrap-around learning model. The model will be presented with classroom examples along with examples of how to implement the model in American Indian classrooms as well as adapt the model to other culturally-diverse settings.

**✚ The Key to Effective Assessment: Ida Rose Florez**

This workshop introduces a framework designed to help teachers and other assessment decision-makers determine the appropriateness of assessments for various purposes. The Dimensions of Purpose framework helps decision-makers analyze purposes and assessments to ensure assessment aligns with purpose.

## Kindergarten – 5th grade

**✚ Combining Reading Strategies and Formative Assessment to Enhance Learning in the Classroom: Jennifer Stepp**

Through an interactive presentation, participants will learn new reading strategies that can be used as a form of assessment. Attendees of the presentation will also be able to obtain an understanding of using guidelines in Common Core to drive reading strategies taught in the classroom. Overall this presentation will lay a foundation for integrating instructional strategies with assessment and required standards.

**✚ Effective Vocabulary Instruction: Joe Dimino**

The purpose of this session is to teach participants a research-based procedure for effectively and efficiently selecting vocabulary from core reading programs and content area textbooks. It will begin with an explanation and vivid examples illustrating the factors educators need to consider when choosing words: categories of natural context, importance of the word for understanding the selection, the words usefulness or utility (i.e. Tier 1, 2 or 3), students' prior knowledge and previous exposure to the word, and the word's importance to students' future learning. Next, participants will work in pairs or triads to practice choosing words from informational text. As a group, the participants will discuss and justify the vocabulary they chose based on tenets of the selection procedure. By the end of the session, participants will be able to: 1) discuss the guidelines and 2) implement the procedure with their content area textbooks, supplemental informational texts, or trade books.

**✚ Implementing the Common Core State Standards Reading Foundational Skills in the K-5 Classroom: Connie Weinstein Verhagen**

The adoption of the Common Core State Standards (CCSS) raises questions such as, "How can the standards be integrated into the classroom?" This session introduces three resources published by the Center on Instruction that address this question. They offer guidance on using student and instructional activities that are aligned to the

Kindergarten through Grade 5 Reading strand of the CCSS. These can be used in a variety of settings including traditional classrooms, intervention settings, and schools awarded with Striving Readers Comprehensive Literacy Grants.

**+ Teaching Reading Comprehension K – 3:  
Recommendations Resources from the WWC and  
DWW: Nell Duke**

In 2010, the What Works Clearinghouse released *Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038)*, downloadable from <http://whatworks.ed.gov/publications/practiceguides>. In this presentation, Guide panelist Nell Duke, will review the five key recommendations from the Guide: teach students how to use reading comprehension strategies; teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content; guide students through focused, high-quality discussion on the meaning of text; select texts purposefully to support comprehension development; and establish an engaging and motivating context in which to teach reading comprehension. She will present practical strategies for enacting these recommendations and a website, <http://dww.ed.gov>, with many resources to aid in implementation.



## Middle School

**+ Constructivist Approaches to Phonics and Word Study in Middle School Classrooms: Tim Rasinski**

Word decoding, vocabulary, and spelling are essential skills in learning to read. In this session, Dr. Rasinski will share effective and engaging methods for helping students learn and take delight in words.

**+ Improving Adolescent Literacy: A Schoolwide Approach: Vicki LaRock**

As the research-base targeting adolescent literacy grows, State, district, and school staff members are focusing attention on the important role of improving literacy skills of middle and high school students in supporting college and career readiness. Participants will learn the major goals of adolescent literacy instruction, gain a broad understanding of five research-based recommendations for achieving those goals, examine what those recommendations look like in classroom practice, discuss strategies for implementing a schoolwide approach to improving literacy instruction, and be introduced to some tools and resources that can help them strengthen adolescent literacy development.

**+ Looking More Closely at Morphological Awareness: What Does it Mean to Know a Word?: Mary Dahlgren**

Teaching the linguistic levels of word knowledge includes morphemes, syllables, graphemes, letters, and phonemes that are all necessary to have a deep understanding of words. Reading and spelling are mediated by phonological awareness of words and a specialized memory for orthographic patterns. In order to integrate the knowledge of words

into the lexicon, the development of flexible semantic fields and an awareness of polysemous words are key to storage of new words. This session will go into the details of the linguistic levels of words and discuss how to teach words in depth using practical instruction. Teachers will leave the session with ideas for explicit and implicit vocabulary instruction that can be used across all content areas.

**+ Middle School Vocabulary and English Language Learners:** Lauren Greenberg

This presentation will be an overview of the IES funded project on middle school vocabulary and second language learners.

**+ Supporting Academic Literacy in Middle and High School Science Courses:** Deborah Reed

Science texts use unique language and grammatical structures that can be challenging to middle and high school students. After examining the relationship between literacy skills in science and college and career readiness, participants will learn how to support students' abilities to read and learn from science texts.

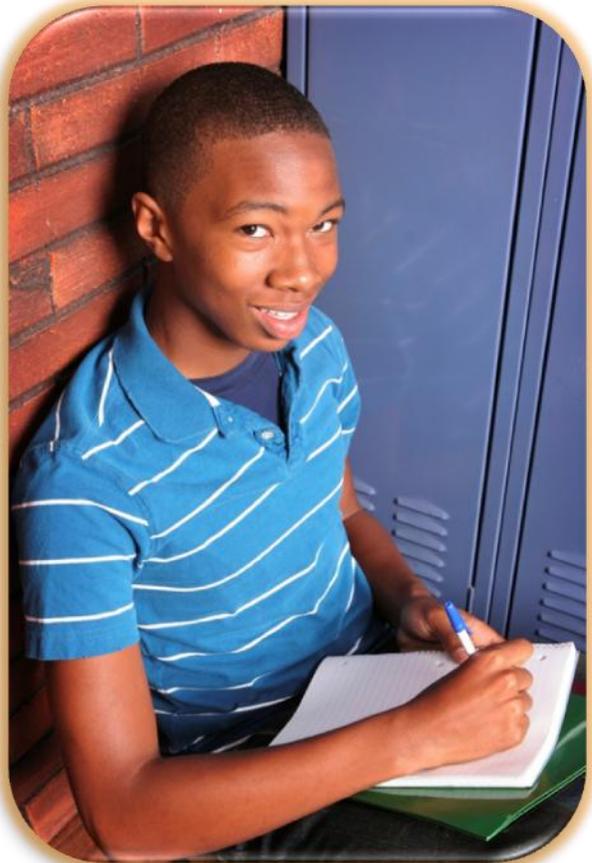
**+ Waking Up Your Lazy Readers!:** Danny Brassell

Get ready to move! Discover great ways to motivate your struggling and reluctant readers to read, as Danny demonstrates strategies and books designed to help you increase interest in reading – both in school and at home. Plus, learn about effective, FREE resources.

## High School – College and Career Ready

**+ All About Data:** Ken Nieser and Coleen Carlson

This session focuses on how to work with teachers, parents, and administrators to understand what all various types of assessment data are and how to use them. Classroom teachers have data, data, and more data. Descriptions will be given for incorporating outcome, and benchmark and progress monitoring data to determine instructional decisions to meet all students' needs. This session will also discuss what questions are best answered with each type of data and how we can use student assessment to drive instruction and make informed decisions for all students.



**+ College and Career Ready Standards and RTI: What's Fact and What's Fiction?:**Christy Murray

In this session, participants will have the opportunity to discuss how a response to intervention (RTI) framework can support the implementation of college and career ready standards, including Common Core State Standards (CCSS), with a particular focus on the ELA standards. Common challenges for implementing CCSS will be presented and guidance and suggestions for merging an RTI model with CCSS and effective literacy practices will be described. Participants will then engage in a discussion of their own challenges and successes related to implementation of college and career ready standards.



### **Discussion of Text: Improving Adolescent Comprehension Instruction in School Settings: Sheryl Turner**

This session begins by summarizing the research on discussion of text and its effectiveness in increasing reading achievement. The characteristics of good discussion will be presented along with various examples of strategies that can be used in the classroom. Tools will be provided to help as you plan and organize your classroom for effective discussion.

### **Unpacking the Prompt: Judy Fuhrman**

You've taught your students grade-level genres. You've practiced writing fluency. You've fine-tuned grammar and sentence structure. You've reviewed the conventions. There is just one last step needed to set your students up for success for on-demand writing. This workshop will provide a simple routine that will help the students to: 1) analyze and parse the prompt, 2) narrow the writing focus, 3) plan the essay, 4) and get started in a time efficient manner. Please join us for a fast-paced, interactive, practical training that you can use the very next day in your classroom.

## **Leadership and Research to Practice**

### **Annual Performance Reporting and Compliance Monitoring (SRCL Grantees): Jill Feldman, Westat, Rosemary Fennell, Academic Improvement and Teacher Quality Programs, U.S. Department of Education, Shaw Vanze, Office of the General Counsel, U.S. Department of Education, Moderator: Coleen Carlson, SRCL Center Evaluation Principal Investigator**

This session will provide an overview of the SRCL APR guidance and the monitoring protocol for SEA, the Bureau of Indian Affairs, and the Outlying Areas. Attendees will have an opportunity to preview how data related to GPRA measures are to be collected and reported.

### **Building a Comprehensive, Effective Approach to Literacy Achievement Across Grade Levels: Instructional And Policy: Maureen McLaughlin, IRA President-Elect, Professor, University of Pennsylvania (E. Stroudsburg) and Jill Lewis-Spector, IRA VP, Professor, NJ City University**

Presenters in this session will focus on building links in literacy instruction between and among grade levels, and the policies that strengthen them. Engaging students in a comprehensive approach to teaching essential skills and strategies will be addressed in the instructional component. The policy segment will focus on how standards, accountability, and school leadership can contribute to this comprehensive approach.

### **Collaborative Efforts to Promote Sustainability: The Role of the Literacy Coach: Rita Bean**

In this follow-up presentation to her keynote address, Dr. Bean will discuss the importance of developing a school culture that promotes the school as a place of learning for students and teachers. She will provide key information about the role of the literacy coach as a facilitator of such collaborative learning and provide opportunities for coaches to work interactively to discuss ideas for enhancing such a culture. Two big ideas form the framework for this

presentation: (1) the coach's role in developing a local comprehensive literacy plan through a needs assessment process, and (2) the use of walk-throughs as a learning tool for professional learning.

**✚ Conceptualizing Decision-Making to Improve Instructional Practices, Policies and Student Outcomes:** Michael Kamil, Professor Emeritus, Stanford University and Dominic Gullo, Drexel University

In this session, guidelines for improving instructional practice and student outcomes in early childhood and elementary education language and literacy through a data driven decision-making process will be presented. Four questions will serve as the structure around which a conceptual framework will be built: 1) Why do I need to collect data? 2) What data do I need to collect? 3) How do I collect the data? 4) How do I use the data for making decisions? The decision-making process will be discussed in areas related to assessing student progress, program evaluation, curriculum effectiveness, teacher quality, and creating policy. This presentation will also address issues related to reliability and validity as well as the factors that contribute to these assessments and evaluation constructs.

This presentation will focus on a conceptual framework that should undergird the use of data to make decisions about adolescent literacy instruction. Areas in which data should and should not be collected will be discussed. Issues of problem specification and decisions rules will be elaborated. Strategies for beginning to use data for decision-making will also be discussed. This session will be useful for teachers and administrators who need to implement a comprehensive literacy program at the middle and high school levels.

**✚ Foundation, Pre-requisites and Key Stages Development and Implementation of Comprehensive Literacy Plans:** Jessica Vavrus, Assistant Super Teaching and Learning WA Superintendent of Public Instruction and Lisa Potts, Director Teaching and Learning, Early Learning

This presentation provides a high-level look at how the state of Washington has applied “implementation science” to statewide implementation of multiple initiatives in throughout the state. From building large-scale collaborative partnerships among diverse stakeholder groups to on-the-ground work in schools and classrooms across the state, the Washington team will share foundational resources that have guided the work, the scope and timelines followed, the successes achieved, and the challenges encountered as the state works in new ways to do more and do better...with fewer resources. Presenters will share how Washington has reframed the work of education around implementation science and an RTI framework to enhance support for the state’s 1+ million students. The highlighted core of this work is the state's Birth to Grade 12 Comprehensive Literacy Plan, which has been the driver for many of the new partnerships and new "ways of doing business." Participants will have time throughout the session to discuss and consider Washington’s journey in the context of their own state or district systems.



**✚ Planning and Implementing Professional Development for Teachers:** Martha Adler

During this session, participants will be introduced to an effective model for professional development that is long term and sustainable. The model is based on Hawley and Valli’s (1999) eight principles for effective professional development: 1) Teacher goals/student achievement driven; 2) Needs self-identified by teachers; 3) School based; 4) Collaboration on creating solutions to problems; 5) Continuous with ongoing support; 6) Content rich; 7) Deeper



learning opportunities; and, 8) Comprehensive change process. Furthermore, three key components to assure successful PD for teachers particularly around issues of language and instruction are included: 1) the above-mentioned principles; 2) relevant content; and 3) skilled PD facilitators (Clair, 2000).

**✚ Response to Intervention Among English Language Learners:**  
Elsa Hagan

Improving ELLs' early reading and reading related skills requires delivering effective instruction to all students. Providing adequate instruction involves understanding the similarities and differences between the first and second languages and knowing how to capitalize on these similarities and differences to maximize instruction. This session will focus on fluency, comprehension, and vocabulary.

**✚ Response to Intervention:** Rebecca Zumeta, Research Analyst, RTI Center, AIR

This session will describe the essential components of Response to Intervention (RTI), including screening, progress monitoring, multilevel instructional systems, and data-based decision making. Important considerations for incorporating RTI into comprehensive literacy plans will also be discussed. And, specific attention will be given to unique characteristics of conducting tiered interventions within secondary level literacy instruction.

**✚ Using Federal Title I, Head Start, IDEA Funds to Meet the Needs of Struggling Readers: Braiding Programs and Funding Birth-to-Grade12:** Rich Long, National Title I Association

The session will focus on how several federal programs, Title I of ESEA, IDEA, and Head Start programs are structured and how to approach combining resources at the local level. The sessions will review individual program requirements and goals, and how to approach combining resources while still working within the programs goals and structures.

**✚ We Can't Read: The Under engaged African-American Reader:** LaTosha Guy

In many districts across the nation, African-American students comprise a minority of a school's population; yet the achievement of this group often "prevents" a school from reaching its Adequate Yearly Progress. The Interactive Work session "We Can't Read" explores an unspoken culprit of the Black Achievement Gap: the post-elementary school absence of reading instruction for African-American students, and lack of Professional Development in reading instruction for secondary teachers. Participants will examine reading achievement data for African-American students, examine culturally embedded beliefs about reading, and learn how these undermine instruction. Through viewing and reflecting on a demonstration lesson, participants will learn reading strategies that engage the often underserved African-American reader to quickly prepare them to meet the demands of college and mandated state assessments. Participants will leave with a toolkit of culturally relevant best practices to embed reading instruction into any content area classroom with a wide range of students.

Share your stories with us! We want to hear from you. What programs have you implemented this summer? How are you getting ready for students and teachers to be back on your campus? Let us know what is happening on your street in the literacy world. Send stories and comments with pictures to [angie.durand@times.uh.edu](mailto:angie.durand@times.uh.edu)

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# The Five Stages of Implementation

Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. The literature is clear that implementation is a process that takes two to four years to complete in most provider organizations (*Fixsen and Blase 2007*).

Successfully implementing a program is a process that occurs in multiple stages of planning, purposeful action, and evaluating. Good implementation strategies are essential to effectively implement a program (<http://www.nrepp.samhsa.gov/Step1.aspx>). Effective implementation bridges the gap between research and practice.

The National Implementation Research Network (NIRN) reviewed more than 2,000 articles on the implementation of programs and identified five main stages of successful implementation (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005), which are all interrelated:

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Program Sustainability

Since the stages are connected, issues addressed (or not addressed) in one stage can affect another stage. Moreover, changes in your organization or community may require you to revisit a stage and address activities again to maintain the program (<http://nirn.fpg.unc.edu>)

## **Exploration:**

Identifying the need for change, learning about possible interventions that may be solutions, learning about what it takes to implement the innovation effectively, developing stakeholders and champions, and deciding to proceed.

## **Installation:**

Establishing the resources needed to use an innovation and resources required to implement the innovation with fidelity and good outcomes for students.

## **Initial Implementation:**

The first use of intervention practices by newly trained teachers and others working in a school and district environment that is just learning how to support the new ways of teaching (sometimes referred to as the “awkward stage”).

## **Full Implementation:**

The skillful use of an innovation well-integrated into the repertoire of teachers and routinely supported by building and district administrations.

## **Sustainability:**

Persistent and skillful support for teachers and staff who are using an innovation effectively, with each cohort of teachers achieving better results than the last. This sometimes is referred to as “regeneration” defined as “the set of procedures that allow a system to continually compare valued outcomes against current practice and modify practices to continue to achieve valued outcomes as the context changes over time.” (*Fixsen, Blase, Horner, Sugai 2009*).

## SRCL Center Webinar

- August 15: Matt Copeland, Language Arts and Literacy Consultant at the Kansas State Department of Education presented on the topic of *Text Complexity*. In his presentation, Mr. Copeland addressed issues such as determining and analyzing text complexity, defining text complexity bands, and how to ensure that the texts our students are reading are in the appropriate text complexity band.

To view the webinar in its entirety, please follow this link: <http://ou.adobeconnect.com/p78xhczmtvv/>

## Dissemination and Marketing: Your State Literacy Plan

On June 6, 2012, Bruce Baughman, Marketing/Communications/Web Manager Orelena Hawks Puckett Institute and Elaine Mulligan, Project Director at the National Dissemination Center for Children with Disabilities (NICHCY), presented a two-part webinar entitled, *Planning for Dissemination and Marketing*.

Part I, *Active Dissemination: Best Practices and Strategies for Reaching your Specific Audience* outlined several steps for disseminating your literacy plan. Mr. Baughman suggests the following:

1. Define and empower the dissemination team
2. Define the goal(s)
  - a. Be specific to your needs
  - b. Stay succinct and to the point
  - c. Vague goals get vague results
  - d. Set a specific timeframe
3. List available resources (in-kind, human, funding)
4. Decide how you will measure success
5. Reach out through the network
6. Think out-of-the-box
7. Follow up to the dissemination should be quick and concise

In Part II of the presentation, the *National Dissemination Center for Children with Disabilities (NICHCY's) Dissemination Planning Resources*, Elaine Mulligan, presented a useful online dissemination tool that is easy to access. NICHCY offers their dissemination plan as a resource to other organizations. They have organized the plan into five main sections:

1. Goals and Objectives
2. Target audiences, including each group's specific needs and corresponding strategies
3. Partners and intermediaries
4. Mediums for implementing our plan
5. Strategies for enhancing access and addressing barriers

NICHCY's plan structure was directly informed by the dissemination planning work of the National Center for Dissemination of Disability Research (NCDDR, *Elements of an Effective Dissemination Plan*, 2001); the literature on dissemination; and NICHCY's own long-term experiences in providing for the information and resource needs of its multiple target audiences. The link to this online tool is: <http://nichcy.org/dissemination/tools/ourplan>

Other dissemination resources include:

1. The Dissemination Initiative section of NICHCY's website: <http://nichcy.org/dissemination>
2. The Dissemination Research Base (includes 29 references, most linked): <http://nichcy.org/dissemination/research>
3. Tips and Tools for Disseminators: <http://nichcy.org/dissemination/tools>
4. Writing for the Web: <http://nichcy.org/dissemination/tools/webwriting>

To view the webinar in its entirety, please follow this link: <http://ou.adobeconnect.com/p72700xfr7m/>

