



SCHOOLWIDE ADOLESCENT LITERACY MODELS: INGREDIENTS FOR A SUCCESSFUL LAUNCH

Council for Exceptional Children

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Agenda

- Evidence-based literacy practices: PACT
- Coaching to have teachers adopt PACT practices: AIM Coaching
- Working in a partnership with a rural middle school: Principal LeeAnn shares her experiences

PACT & Schoolwide Literacy Models

Evidence-Based Practices for
Adolescent Readers

PACT Practices

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Promoting **A**dolescents' **C**omprehension of **T**ext

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DIME Model (Ahmed et al., 2016)

Bloom's work on Student Learning Trajectories

PACT Practices

Promoting **A**dolescents' **C**omprehension of **T**ext

DIME Model (Ahmed et al., 2016)

Bloom's work on Student Learning Trajectories

Designed to assist comprehension by providing access (background knowledge & vocabulary) to text

PACT Practices

Promoting Adolescents' Comprehension of Text

Comprehension Canopy	Essential Words	Critical Reading
<ul style="list-style-type: none">● Introduce the topic.● Build background knowledge in a motivating way.	<ul style="list-style-type: none">● Teach 1 word prior to text reading.● Engage in the Essential Words routine.	<ul style="list-style-type: none">● Read text.● Stop periodically to Get the Gist.● Text based discussion.
7-10 minutes	5 minutes	30 minutes

Essential Word

Embracing Heritage

refugee

A person who leaves his or her country because of great danger in that country



Related Words: *evacuee, displaced person, flee*

Example Usage:

Albert Einstein was a **refugee** who fled the Nazi government in Germany.

Example: *A family who leaves their homeland because of a devastating earthquake*

Nonexample: *A family who moves to a new country because of the mother's new job*

Turn and Talk:

What challenges would a **refugee** face after fleeing his or her country?

Why Incorporate PACT into a Schoolwide Literacy Model?

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- ALL teachers are teachers of literacy

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- ALL teachers are teachers of literacy BUT they don't always see themselves in this light

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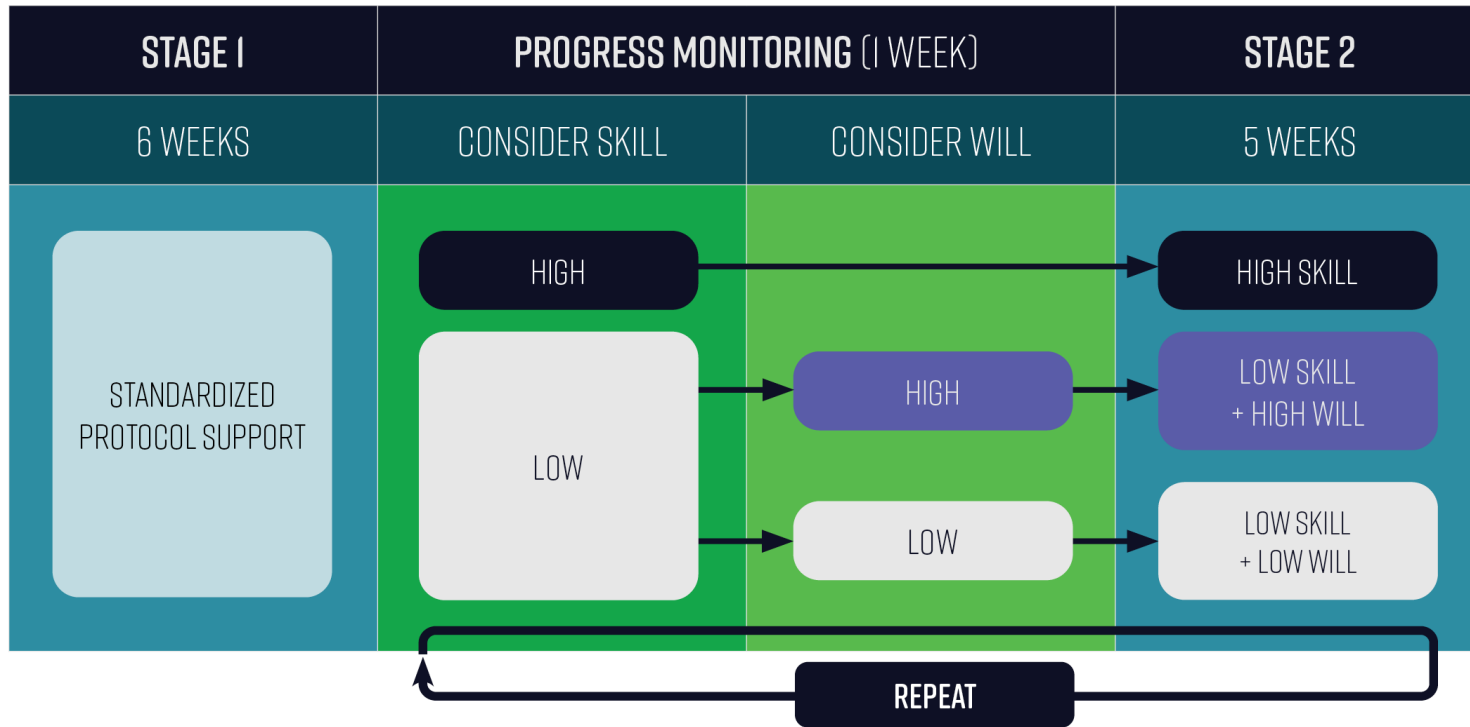
- ALL teachers are teachers of literacy BUT they don't always see themselves in this light
- Students can receive multiple exposures to evidence-based literacy practices

Why Incorporate PACT into a Schoolwide Literacy Model?

- ALL teachers are teachers of literacy BUT they don't always see themselves in this light
- Students can receive multiple exposures to evidence-based literacy practices
 - Some students really require this multiple exposure!

AIM Coaching

Adaptive Coaching Model to Support
Teachers' Use of PACT Practices



Coaching model that school-based instructional leaders can use to provide teachers with differentiated coaching support

PACT IMPLEMENTATION FIDELITY CHECKLIST

Teacher: _____ Date: _____ Grade: _____ Average Fidelity: _____
 Subject: _____ Period: _____ Coach: _____

PROCEDURAL FIDELITY

Rate the teacher's fidelity of implementation for the following three components on a 4-point scale as outlined in the table below.

RATING	COMPREHENSION CANOPY (4 TOTAL ELEMENTS)	ESSENTIAL WORDS (7 TOTAL ELEMENTS)	CRITICAL READING OF TEXT (7 TOTAL ELEMENTS)
4	4 elements	7 elements	7 elements
3	3 elements	4–6 elements	4–6 elements
2	2 elements	2–3 elements	2–3 elements
1	0–1 elements	0–1 elements	0–1 elements

COMPREHENSION CANOPY

Check all elements that were observed.

The teacher does the following:

- Introduces the topic of the text
- Provides background information necessary to comprehend the text
- Presents a springboard visual (e.g., video)
- Prompts students to do a turn-and-talk activity

Fidelity Rating: 1 2 3 4

Notes:

This form was adapted from the Collaborative Strategic Reading IVC (Vaughn et al., 2011; Vaughn & Linan-Thompson, 2002). Some items were also adapted from the English-Language Learner Classroom Observation Instrument (Baker, Gersten, Haager, Graves, & Goldberg, 2001), the Classroom Observation Checklist (Stanovich & Jordan, 1998), and Features of Effective Reading Instruction in Special Education (Klingner, Urbach, Golos, Brownell, & Menon, 2010).

A.2

A.2

ESSENTIAL WORDS

Check all elements that were observed.

The teacher uses an Essential Word guide to present the following:

- Student-friendly definition
- Visual representation (e.g., image)
- Related words
- Example sentence
- Example
- Nonexample
- Turn-and-talk activity

Fidelity Rating: 1 2 3 4

Notes:

CRITICAL READING OF TEXT

Check all elements that were observed.

The teacher does the following:

- Introduces the text and topic to students
- Presents the culminating question
- Establishes pairs
- Reads Section 1 of the text to students
- Models get the gist with Section 1
- Facilitates students' use of get the gist with partner reading with remaining sections
- Engages students in text-based discussion to answer the culminating question

Fidelity Rating: 1 2 3 4

Notes:

Supporting Rural Schools

How to Adopt AIM Coaching and
Enact PACT Practices

Rural Setting

- West Texas
- Total Enrollment District (458) Middle School 5th-8th (159)
- Staff 10 Teachers

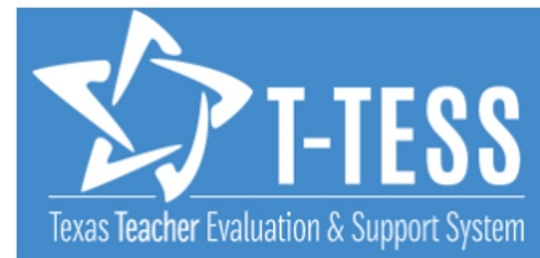


Identify the Need

- McCamey Primary (Pk-4th) has been IR for 2 years
 - Lack of growth in students as grade level rises
 - Basic reading skills needed for all subjects
 - Changing expectations for STAAR
- **Level of Pedagogy skills in Reading instruction
- **Lack of diversity in teaching style due to repeating teacher assignments

Teacher Expectations

- Getting teachers “On Board”
- Leader confident and supportive of literacy
- Make the connection with current expectations: data walks, T-Tess



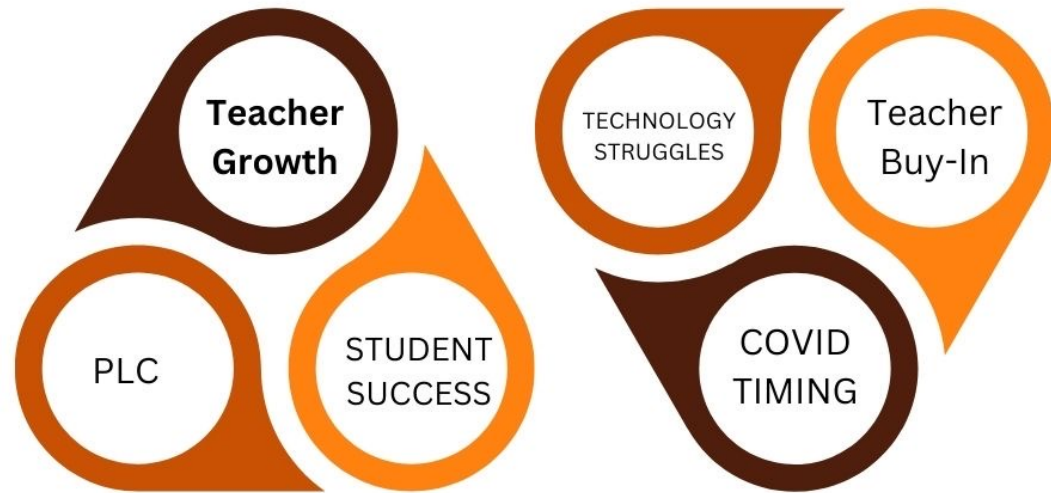
1. What appealed to you about
PACT/AIM Coaching?

Reading..Reading..Reading

2. Did you have any concerns in participating regarding resources or the lack of?

3. What went well or did not go well?

THE GOOD VS BAD



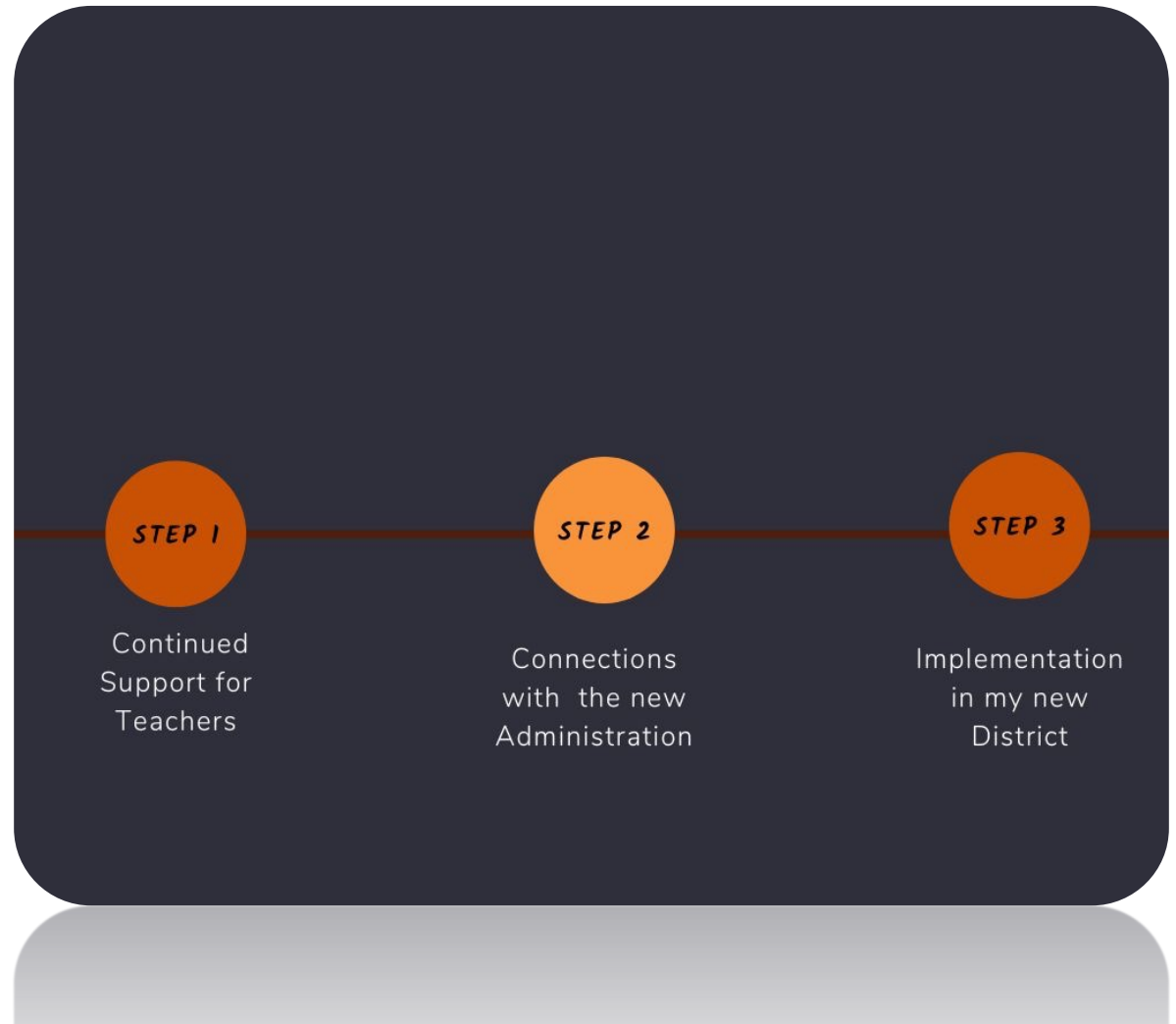
3. What lessons did you learn by enacting AIM Coaching?

3. What lessons did you learn by enacting AIM Coaching: The good, the bad, and the works in progress

- The smallest classroom changes make a mountain sized impact
- Implementation struggles & impact of buy-in on success
- Sustaining progress through changes
 - Transition using Go React for Final Fidelity in Stage 2
 - Keeping teachers accountable with TEAM WORK!
 - Building leaders to coach
 - Consistency of the Coach of the Coach

4. Share with us what happened this year in year 2 and the impact the “AIM Coaching” made compared to year 1.

5. What is the future for AIM Coaching and how are you supporting its ongoing implementation?



TO SUM IT UP!! Hear it from the **EXPERT!**

Introducing: Third year 7th/8th Social Studies teacher obtaining Alternative Certification.

6. How was it working with UT staff?

AND

How can universities support rural districts?

How to Initiate a Research-Practice Partnership with a University Near You!


- UT is recruiting middle schools!

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- UT is recruiting middle schools!

← → ↻ 🏠 🔒 meadowscenter.org/projects/?current_page=3 🔍 📄 📁 ☆ 📱 📧 📧 📧 📧 📧 Update

MCPER seeks postdoctoral scholar for new research opportunity! [Read Announcement](#)

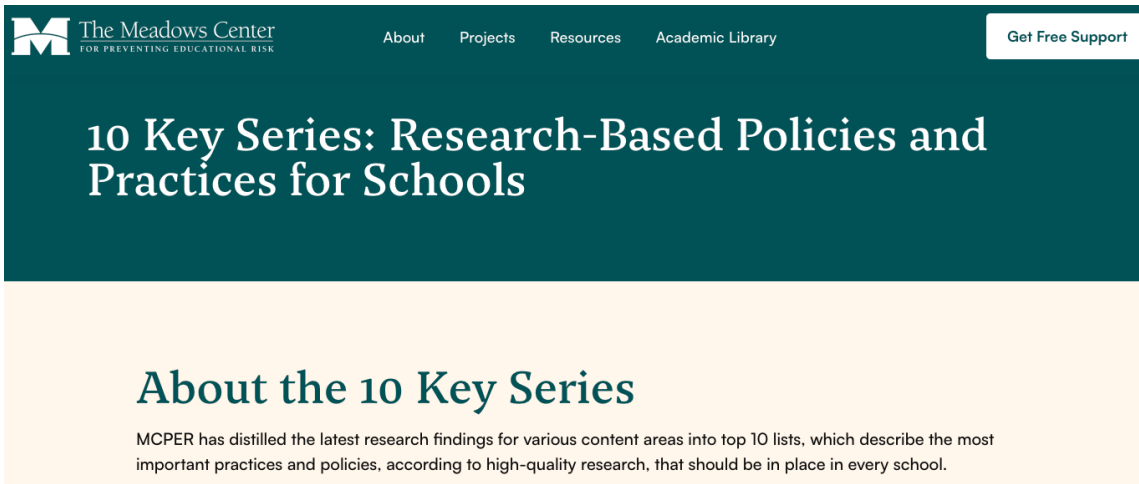
 **The Meadows Center**
FOR PREVENTING EDUCATIONAL RISK

About Projects Resources Academic Library [Get Free Support](#)

NAME	TOPIC	STATUS
Project EXPERT: Teacher Expertise in Data-Based Decision Making for Reading Intervention	Reading	Ongoing
Project I-READ: Improving Reading Efficiency and Decoding	Reading	Ongoing
Promoting Comprehension and Content Acquisition for Students With Disabilities	Reading	Ongoing

How to Initiate a Research-Practice Partnership with a University Near You!

- UT is recruiting middle schools!
- UT also has a number of FREE resources!



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10 Key Series: Research-Based Policies and Practices for Schools

About the 10 Key Series

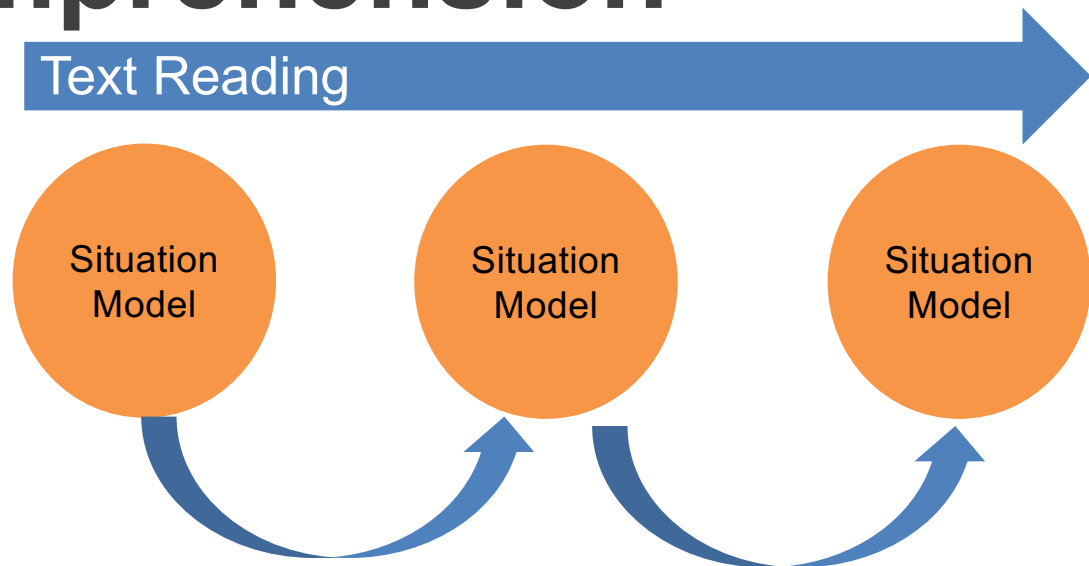
MCPER has distilled the latest research findings for various content areas into top 10 lists, which describe the most important practices and policies, according to high-quality research, that should be in place in every school.



How to Initiate a Research-Practice Partnership with a University Near You!

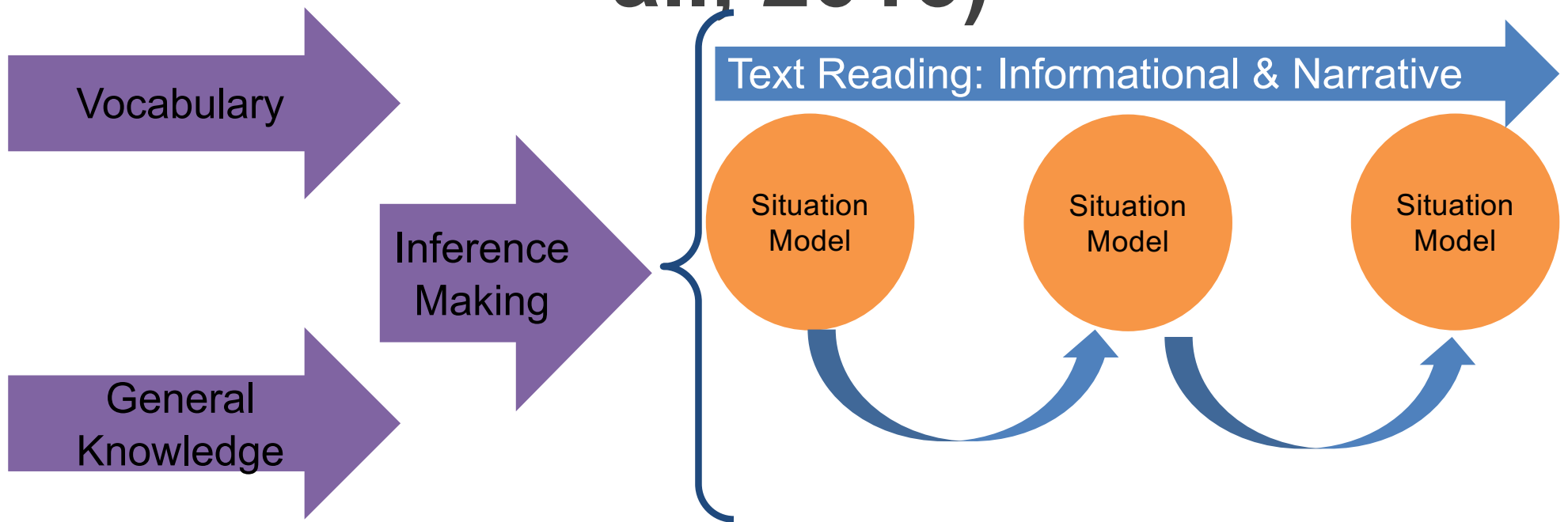
- UT is recruiting middle schools!
- UT also has a number of resources
- Universities likely have faculty researching areas of need. Google them!

Text Processing Theories of Comprehension



e.g.
Kintsch,
1984

DIME Model Study (Ahmed et al., 2016)



Comprehension Canopy Routine 7–10 minutes

Materials

Springboard images: melting pot and salad bowl

Introduction and Prior Knowledge

Throughout American history, millions of people from around the world have left their home country for a chance to start a new life in this country—and people continue to come here to this day.

People come to the United States for different reasons. The earliest settlers, the Pilgrims, sought religious freedom. More recently, people have come to America for job opportunities. All of these people bring with them their traditions, values, and culture.

In this unit, we will explore the immigrant experience that is the foundation of the United States.

Springboard

- Display the springboard image of the melting pot.

For many years, America has been referred to as a melting pot. The term came from a play written in 1908 that showed how immigrants from different nations “melted” or blended together to become Americans.

- Display the springboard image of the salad bowl.

More recently, a new metaphor—a salad bowl—has been used to describe America. A salad is made of several ingredients mixed together in a bowl. The ingredients remain separate, but together, they form a salad.

- Display the springboard images together. Prompt students to begin a “turn and talk” activity.

With a partner, discuss the two terms: “melting pot” and “salad bowl.” How do they differ? How are they the same? Which term do you think best describes the United States today?

Melting Pot



Salad Bowl



**How does heritage define us
individually and as a nation?**

Program Helps Children Who Are Refugees

(1)

October 27, 2014

RICHMOND, Va. — It took Asein Ta 3 days to walk through the mountains out of Myanmar, also known as Burma. He and his uncle, hobbling on one leg, headed for a **refugee** camp in Thailand. Ta was not even a teenager when he had to leave his home country in Southeast Asia.

“My uncle said there was good out there, something different,” said Ta, now 21. Ta’s mother sent him away so he could escape the unfair punishment his family and other ethnic Karens (an ethnic group from Southeast Burma) faced in their native land. She died shortly after he left.

Five years later, Ta was on a plane to Virginia. He was helped by the Unaccompanied **Refugee** Minors (URM) program.

For 35 years, the program has been run by the U.S. government, with help from states and charity groups. It has helped about 13,000 children escape war and natural disasters, like earthquakes, in Southeast Asia, Africa, and Latin America.

The program lets the children stay in the United States and matches them with foster parents.

Ta was clearly a **refugee**. The question now is whether children crossing into the United States from Central America are as well.

Get the Gist

1. Who or What is it mostly about?
2. What is the most important information about the who or what?
3. Write a gist statement in about 10 words.

Ta and his uncle left Myanmar to escape persecution.

Through the Unaccompanied Refugee Minors program, Ta lived in the US with foster parents.

**How does heritage define us
individually and as a nation?**