

Collaborative Conversations: Sharing Clay's Theory Within Schools

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RR & the Classroom

It should be stressed that an early literacy intervention like Reading Recovery can be used with children from any kind of classroom curriculum.

(Clay, 2005, Cautions)

Comprehensive Approach

Early interventions' best results may be expected in education systems that are reforming all aspects of their first years of literacy instruction.

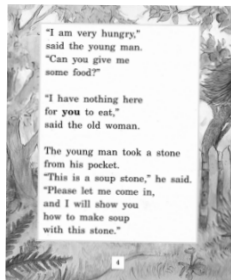
Clay, M.M. (2007). Simply by Sailing in a New Direction You Could Enlarge the World, *Journal of Reading Recovery*, 7(1), 7-12.

RR Student: "How come I can read here but I can't read in my classroom?"



2

Buffy chased a ball.



"I am very hungry,"
said the young man.
"Can you give me
some food?"

"I have nothing here
for you to eat,"
said the old woman.

The young man took a stone
from his pocket.

"This is a soup stone," he said.

"Please let me come in,
and I will show you
how to make soup
with this stone."

4

Professional Capital

Over time, professional capital policies and practices build up the expertise of teachers individually and collectively to make a difference in the learning and achievement of students.



Hargreaves & Fullan, 2013, p. 37

Human Capital

Human capital in teaching is about having and developing the requisite knowledge and skills (p. 89).

But the list of skills is long, complex, and interrelated!

- Word Recognition
- Vocabulary
- Comprehension

Social Capital

Some of the most powerful, underutilized strategies in all of education involve the deliberate use of teamwork – enabling teachers to learn from each other within and across schools – and building cultures and networks of communication, learning, trust, and collaboration around the team as well.

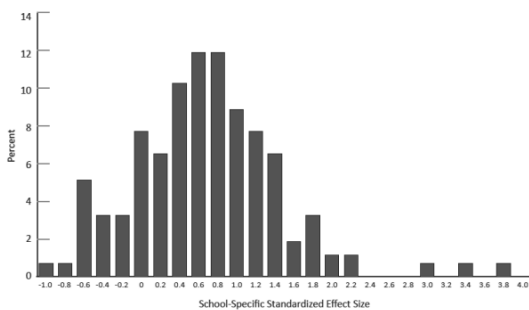
Hargreaves & Fullan, Prof. Capital, p. 89

i3 RR Scale-up

- ☞ Strong research design and evidence of large effects
- ☞ Differences in mean percentile ranks between the Reading Recovery and control group:
 - ☞ +18 for ITBS Total Reading score
 - ☞ +16 for ITBS Reading Words
 - ☞ +16 for ITBS Reading Comprehension
 - ☞ +26 for OS Total Score (p. 39)

School Variation

Figure 6. Adjusted Empirical Bayes Estimates^a of School-Specific Impacts of Reading Recovery



Implementation Patterns

Commitment	High	Endorsement	Integration
	Low	Isolation	Obstruction
		Low	High
		Understanding	

Integration

HIGH UNDERSTANDING/HIGH COMMITMENT

"Reading Recovery is part of the way we do things here."

- School-wide shared understanding of Reading Recovery
- School-wide active problem-solving to ensure program fidelity
- Principal actively engaged with Reading Recovery
- Highly emphasize school-wide impact of Reading Recovery
- Reading Recovery instructional time protected
- Frequent Reading Recovery teacher/classroom teacher communication
- Reading Recovery teacher positioned as literacy leader or resource in the building
- Classroom instruction generally supportive of Reading Recovery



Promising Literacy for Every Child:
Reading Recovery® and a
Comprehensive Literacy System

Self-assessment tools to help
you build a schoolwide
professional learning community

Ellie J. Askew
Gay Su Pinnell
Patricia L. Scherer

Who is in Your Learning Community

A learning community shares and reflects on practice to enhance the learning of both students and teachers.

Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System

Some Theoretical Principles & Assumptions

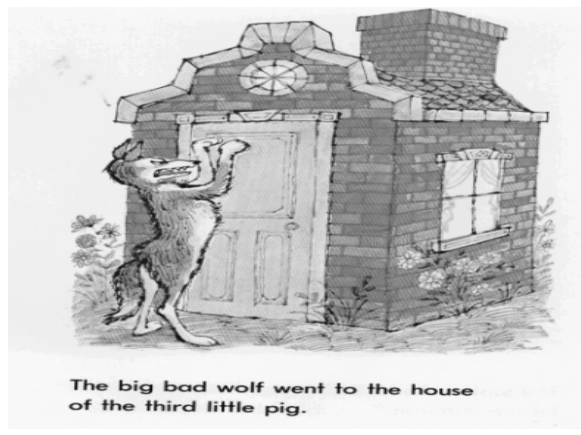
- ⌘ Reading and writing are complex problem solving processes.
- ⌘ Children construct their own personal understandings as they process information while reading and writing.
- ⌘ Children come to literacy with varying degrees of knowledge about language, texts and subject matter
- ⌘ Literacy learning involves a continuous process of change in knowledge and strategic activity over time.
- ⌘ The need for systematic observation to inform teaching.
- ⌘ The importance of building on a child's strengths to make it easy for him or her to learn.

Askew, Pinnell, Scharer 2014

Decisional Capital

Decisional capital here is the capital that professionals acquire and accumulate through structured and unstructured experience, practice, and reflection – capital that enables them to make wise judgments in circumstances where there is no fixed rule or piece of incontrovertible evidence to guide them.

Hargreaves & Fullan, Prof. Capital, pp. 93-94



Monitoring or Searching?

- ⊗ only two percent of teacher-responses after undetected error enabled 5 year-old children to find their own mistakes
- ⊗ teachers addressed 95% of errors but only fostered children's post-error self-monitoring 34% of the time for 7 year-old hardest-to-teach children

(Pauline Smith, 2006, p.5)

Thinking Through a Word

- Procedure:**
1. Students offer predictions for a covered word within a sentence.
 2. Teacher uncovers the initial letters up to, but not including, the first vowel.
 3. Before uncovering the rest of the word, teacher asks students to predict an easy to hear letter, or a known pattern they would expect to see if their prediction is correct.
- Example: The wolf went to the house of the third little pig.**
1. The wolf went to the _____ of the third little pig.
 2. Using mean-based predictions, the group suggests - *house* and *home*.
 3. The teacher uncovers the initial letter up to, but not including, the first vowel.
The wolf went to the h_____.
 4. Students confirm both predictions.
 5. Teacher then asks, "If the word is *home*, what letter should we see near the end?"
 6. When the rest of the word is uncovered *home* is disconfirmed and the correct response, *house*, is confirmed. This supports monitoring and self-correction.

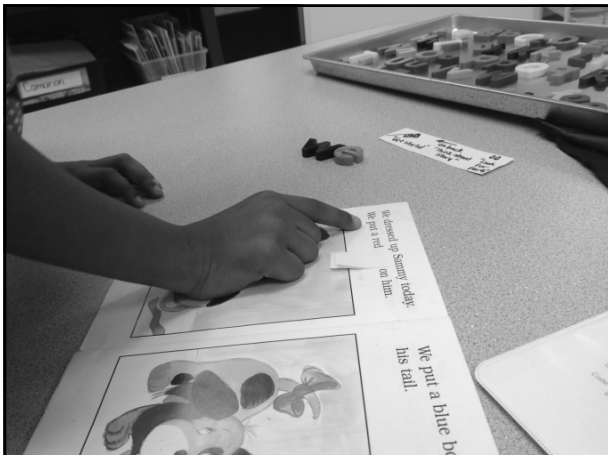
Bates & Schwartz, 2014

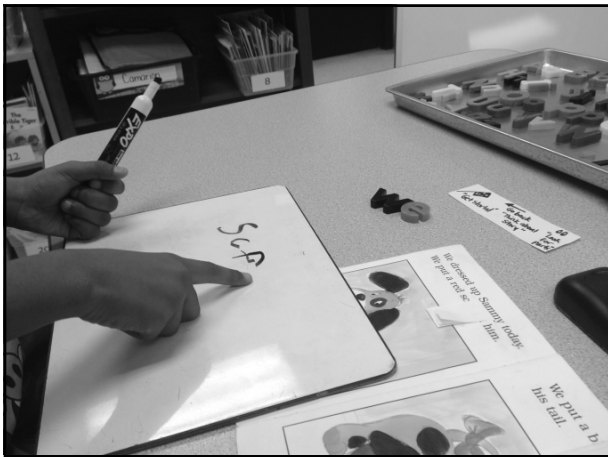
Kindergarten Introduction

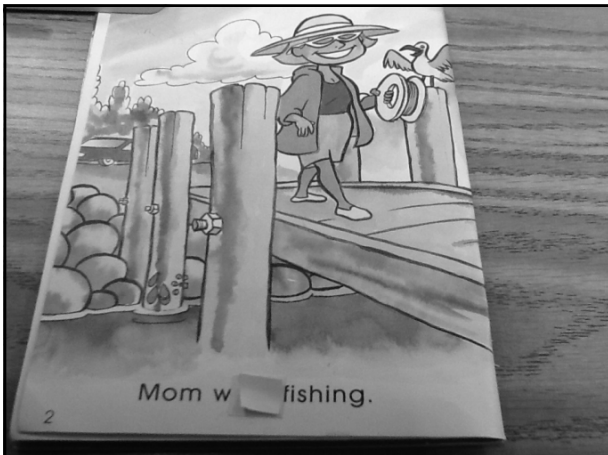


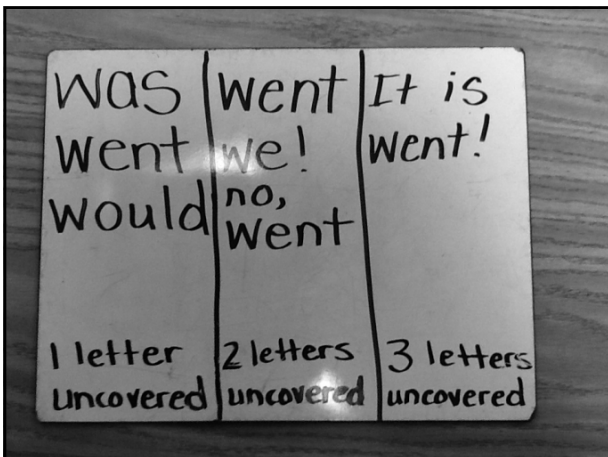
Kindergarten Introduction











Thinking Routines

Thinking routines generally adhere to the same criteria as other routines. They consist of a few steps, are easy to teach and learn, are easily supported, and get used repeatedly.

Ron Ritchhart, Intellectual Character

Attempting the New Book

Children solve new challenges including multisyllabic words within more difficult texts at speed, working with clusters of letters. Smoothly operating reading systems produce evidence of how the system is becoming self-extending.

Clay, 2005, LL1, p. 51

With a Comprehensive Approach

Literacy activities can become self-managed, self-monitored, self-corrected and self-extending for most children, even those who initially find the transition into literacy hard and confusing.

Clay, 1991, BL, p. 345

Teaching and Learning Tools: Thinking Through the Word

- ⊗ "insight to how the child solves unknown words." (I₆)
- ⊗ "the MCP helps children with developing choices and forces integration of sources of information when parts (of the word) are revealed" (I₅)
- ⊗ "good for the procedure" (I₄)
- ⊗ "I think MCP has really helped me "make connections" with students when they read." (T₂)
- ⊗ "Able to see students thinking with words... I gained so much information with our conversations about what the words could be." (T₃)
- ⊗ "This strategy has helped me teach them how to look through the word when making an attempt." (T₆)

Decisional Capital

Decisional capital here is the capital that professionals acquire and accumulate through structured and unstructured experience, practice, and **reflection** – capital that enables them to make wise judgments in circumstances where there is no fixed rule or piece of incontrovertible evidence to guide them.

Hargreaves & Fullan, Prof. Capital, pp. 93-94

Reflective Practice

- ⊗ Buddha, 624 BC

⊗ **Mindful** of the present moment

Reflective Practice

☞ Socrates, 471 BC

☞ *The unexamined life isn't worth living.*

Reflective Practice

☞ Socrates, 471 BC

☞ *The unexamined life isn't worth living.*

- shared goals and objectives (which defined the subject focus)
- shared questions and problems (whose solution they pursued)
- shared information and data (which they used as an empirical basis)
- shared modes of interpreting or judging that information
- shared specialized concepts and ideas (which they used to help them organize their data)
- shared key assumptions (that gave them a basis from which to collectively begin)
- a shared point of view (which enabled them to pursue common goals from a common framework)

Reflective Practice

☞ John Dewey, 1933;1938

☞ Reflective thinking involves a systematic, scientific process of **describing** experience, **articulating** questions, **generating** hypotheses, **taking** action

Reflective Practice

☞ Donald Schon, 1983; 1987

☞ reflection-**in**-action

☞ reflection-**On**-action

Record of Reading

Name: _____ DOB: _____ Age: _____
 School: _____
 Date: 18/10/21
 Teacher: _____
 Title of Text: The Secret Garden Level: 400 Words: 100
 PAF: 40 Accuracy Rate: 81% - 85% SC Rate: 1.2 Time: 00:00 WPM: 24
 Analysis of Errors: 10
 Focus: mostly missing and doublets - segment deletions at times. Good divided using visual information.
 Fluency: 1 moderately slow, groups some words together, needs 2-4 word pauses.

Page	Running Record	Count	Accuracy
		E	X
1	✓ bunny ✓ ✓ ✓ ✓ ✓ ✓ rabbit ✓ ✓ ✓ ✓ ✓ ✓	0	100
2	✓ run ✓ ✓ ✓ ✓ ✓ ✓ ran ✓ ✓ ✓ ✓ ✓ ✓ ✓ bunny ✓ ✓ ✓ ✓ ✓ ✓ rabbit ✓ ✓ ✓	0	100
3	✓ bunny ✓ ✓ ✓ ✓ ✓ ✓ rabbit ✓ ✓ ✓ ✓ ✓	0	100
4	✓ bunny ✓ ✓ ✓ ✓ ✓ ✓ rabbit ✓ ✓ ✓ ✓ ✓	0	100

Bates, Bryfczynski, Pargas, & Martin, 2012



Teaching and Learning Tools: Record of Reading

- ⊗ "My very first running record I realized that I made missed errors that the student had made. I love that this app helps make a true accurate record of the student reading." (T₂)
- ⊗ "I love that I am able to go back and watch the record and listen to students read. This helps see any errors I may have made." (T₂)
- ⊗ "I am using the correct codes now. Over the years I had created some of my own codes." (T₂)
- ⊗ "I was very unconfident and unsure of my running records. Having this PD helped teach me the proper way to do running records now I feel more confident and secure because I know if I do have a question I₁ can guide me in the right direction." (T₁)

Project Profile



Who...

- ⊗ Participants
 - ⊗ 10 first grade classroom teachers and 10 reading interventionists (T/I)
 - ⊗ University-based literacy coach



What...

⌚ Data Sources

- ⌚ Pre- and post-observations of children reading
- ⌚ 3 digital running records
- ⌚ Artifacts illustrating examples used in the MCP
- ⌚ Transcription of one collaborative meeting
- ⌚ Questionnaire



When and How...

Time Line for Conducting Classroom/RR Meetings

November 14 - November 20 You both will take a running record using the Record of Reading app on the Target child. As soon as both of you have this done, you can schedule a meeting.

November 21 - November 26 Schedule a meeting between Classroom and RR Teacher.

December 2 - December 6 You both will take a second running record using the Record of Reading app on the target child. As soon as both of you have this done, you can schedule a meeting.

December 9 - 13 If you have not done so, schedule a meeting between Classroom and RR Teacher.

December 16 - January 7 You both will take a third running record using the Record of Reading app on the target child. As soon as both of you have this done, you can schedule a meeting.

January 8 - 10 If you have not done so, schedule a meeting between Classroom and RR Teacher.

The Running Records need to spread out of the time frame. Don't give them one week after the other. Spread them out.

Format for Meeting Between Classroom and RR Teacher

1. Listen to each others Reading Records
2. Compare and discuss coding and analysis. Think about the changes you are seeing in the child.
3. Talk about MCP you both used and think about how it should change.
4. Talk about the next step you are planning to make with the child. Suggest books and materials that might be used as the next step.
5. Remember to email the Record of Reading to Dr. Bates (cbates@clermont.edu) and save your examples of the MCP to bring to meetings on Dec. 5 and Jan. 10.



Clemson University
Reading Recovery® Training Center for South Carolina
Dr. CC Bates, Director and Trainer
ccbates@clemson.edu
Maryann McBride, Reading Recovery® Teacher Leader
mcbri42@clemson.edu
November 13, 2013
8:00 AM - 3:00 PM

AGENDA

- I. Welcome
 - a. Thank You
 - b. Completing Consent Forms
 - c. Using a pseudonym for child
- II. Observation of children reading
- III. Running Record Training
 - a. Coding
 - b. Analyzing
- IV. Lunch
- V. Using the Record of Reading App
 - a. Taking, Saving, and emailing your records
 - i. Use pseudo name for child
 - ii. Do not identify school
 - b. Use your initials
 - c. Practice using the app
- VI. Modified Close Procedure
 - a. Examples
 - b. Practice
 - c. You will need to bring examples of what you have done. You can use your iPad to photograph book pages or charts and then record what the attempts made by the child.
- VII. Conducting the Classroom Teacher/RR Teacher meetings
 - a. Timelines and responsibilities
 - b. Focus of meetings
- VIII. Questions and Concerns
- IX. Future Meetings
 - a. Thursday, December 5 12:30 - 3:00 PM
 - b. Friday, January 10 12:30 - 3:00 PM



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December 3, 2013
12:30 PM - 3:00 PM

AGENDA

- I. Chat and Chew
 - a. How are things going?
 - b. Questions
 - c. Concerns
 - d. If you were in charge, what would you do?
- II. Running Record Review
 - a. Taking
 - b. Coding
 - c. Analyzing
 - d. What does the child need?
 - e. Pick a book and tell why
 - f. How could you use MCP to assist this child?
- III. Sharing the use of the MCP
 - a. What worked
 - b. How will you change
- IV. How do you see the child?
 - a. What do you see that is the same
 - b. What do you see that is different
 - c. What instructional changes are needed
- V. Questions and Concerns
- VI. Future Meeting
 - a. Happy Holidays to you and yours. See you in 2014!
 - b. Friday, January 10 12:30 - 3:00 PM



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Maryann McBride, Reading Recovery® Teacher Leader
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January 10, 2014
12:30 PM - 3:00 PM

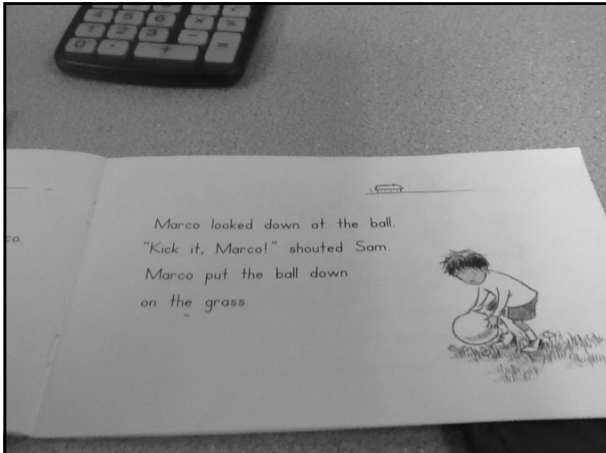
AGENDA

- I. Happy New Year and Snacks
 - a. Thank You
 - b. Housekeeping
- II. Observation of children reading
- III. Running Record Review
 - a. Taking
 - b. Coding
 - c. Analyzing
 - d. What does the child need?
 - e. Pick a book and tell why
 - f. How could you use MCP to assist this child?
 - g. Moving up levels
- IV. Feedback/ Feed Forward
 - a. Use of app
 - b. MCP
 - c. Working with classroom teacher/RR teacher
- V. Questions and Concerns



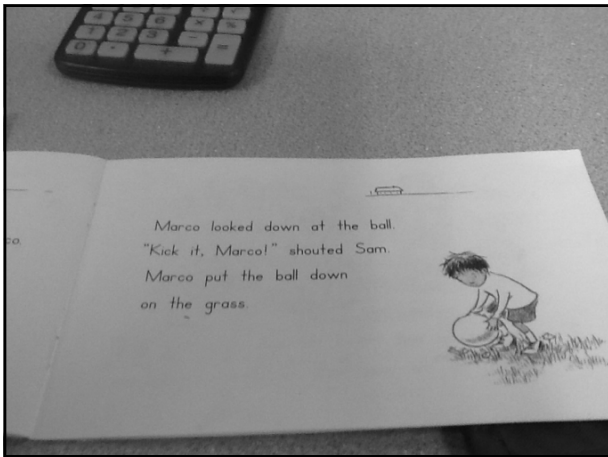
Table Activity





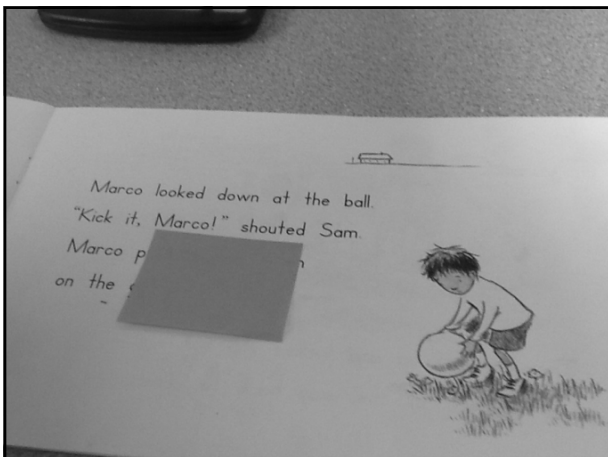
Share With Your Table

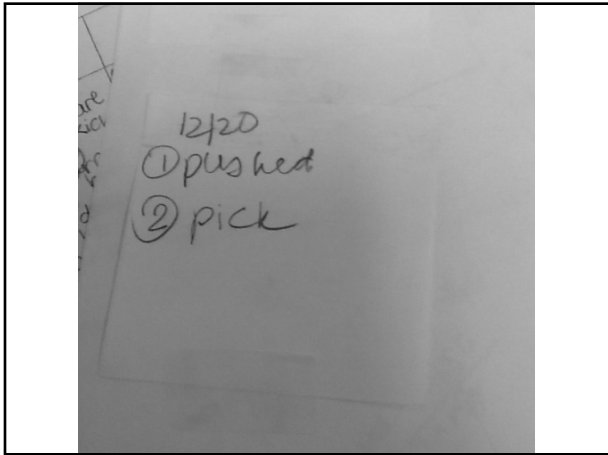


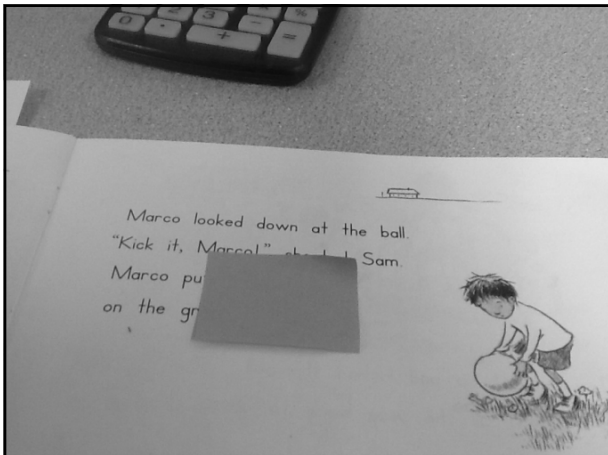


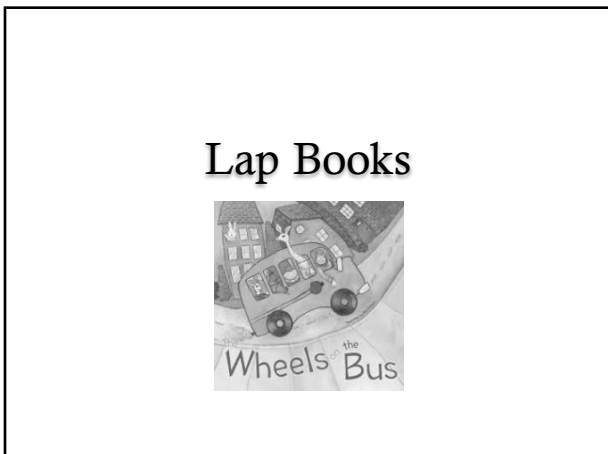
Reading Recovery Teacher's Example









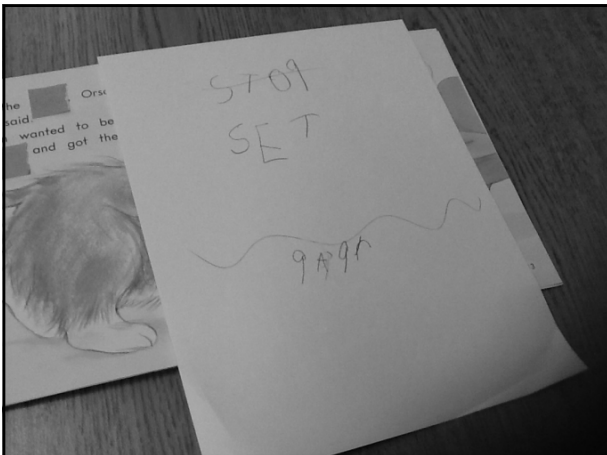


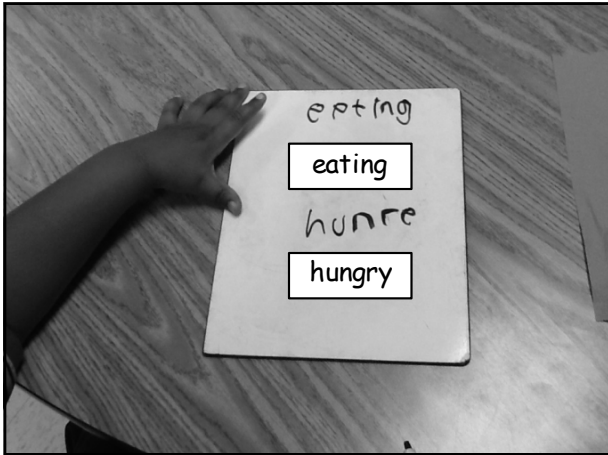
Lessons Learned

- ⌚ Types of words to select

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- ⌚ Child's written attempt - optional





Lessons Learned

- ⌚ Types of words to select
- ⌚ Child's written attempt - optional
- ⌚ Deepened understanding about self-monitoring and visual searching

Student Learning

"um, on page 9, which I was kind of happy with this, because this is something that we want her to do, is to look further visually, and so on page 9, the text was "The waves are big today,' said Mom. 'Come on Sam, home we go' and when she got to that 'home' part, she said 'here' but she stopped, of course, if she had continued 'here we go' that makes sense. you know, but she stopped at "here when she said 'here' at the word "home," went back to, I guess, try to pull it all together because she realized "here" didn't, that didn't look like 'here' she didn't see that r in there, and so she went back and to the line above and said 'Come on Sam, home we go.' So she was able to self-correct on that repeat. So I was really excited."

Collaboration - Aligning Instructional Practices

- ❁ "Discussing progress is valuable time spent in planning next steps and assuring we are on the same page." (I₁)
- ❁ "By collaborating, I₇ and I were able to provide the best strategies to teach the child." (T₇)
- ❁ "I can pinpoint his needs more specifically." (T₃)
- ❁ "I've seen progress with the two of us doing the same thing, there was more bang for the buck!" (I₁₀)
- ❁ "With the teacher and I having common goals it is a double dose to the child for what he is supposed to do." (I₁₀)
- ❁ "taking more time to reflect on the teaching and the children's reading in both places." (T₈)
- ❁ "being able to discuss the child's growth was great and compare the similarities in our practices" (I₆)

Collaboration - Learning From One Another

- ❁ "I learned what her hesitations and insecurities were about teaching reading." (I₁)
- ❁ "as a first year teacher, it gave me a chance to ask questions." (T₄)
- ❁ "Working through this process gave me the opportunity to ask questions and learn from my partner and her experience." (T₄)
- ❁ "like hearing each other's teaching points" (T₈)
- ❁ "I learned that she is a hard worker and wants to learn all she can – very open-minded" (I₂)
- ❁ "She is very willing and eager to get students moving." (I₃)
- ❁ "I have also learned new strategies to use when teaching my GR groups." (T₃)

Collaboration - Increased Expectations

- ❁ "As a teacher, I have more confidence when I see the RR teacher and I see the same issues and we discuss them." (T₂)
- ❁ "I have more confidence and I am more comfortable in my teaching." (T₄)
- ❁ "I gained so much needed knowledge and help. I₄ is always willing to help and answer my questions. She gives me examples and has shown me sample lessons to help me be more comfortable with guided reading." (T₄)
- ❁ "When you take the time to reflect and collaborate the payoff benefits the child." (I₁)
- ❁ "I feel like I really understand what he does and why. I also know what he does in different places and with different people." (I₄)

Classroom Teachers

Title of Text Read	Average Observations (Pre)	Average Observations (Post)	Change
Shark in a Sack	4	5.6	Increase of 1.6
Ten Little Bears	4.6	6.1	Increase of 1.5

	Pre	Post
Use of Meaning	8	8
Use of Structure	1	3
Use of Visual	6	8
Specific use of Visual	4	6
Early Behaviors 1:1, L to R	7	8
Re-Reading	4	4
Phrasing and Fluency	8	8
Searching		3
Monitoring		3
X √ing	4	6
Self-correcting	2	3
Integrating		1

Establishing an Activity Setting for Professional Learning

- ⊗ An activity setting involves two or more people coming together over a sustained period of time to achieve a particular goal.
- ⊗ Actions within the setting are mediated by a set of practices and tools that support development toward the goal.

(Grossman, Smagorinsky & Valencia, 1999)

Activity Settings

- ⊗ RR Professional Development Opportunities
 - ⊗ Behind the Glass
 - ⊗ University Course
 - ⊗ School/Coaching Visits
 - ⊗ Daily One-to-one Instruction
 - ⊗ Tools – Observation Survey, Daily running records, Literacy Lessons Designed for Individuals
- ⊗ Comprehensive Literacy Approach
 - ⊗ PD & Collaborative Sessions
 - ⊗ Tools – Record of Reading, Modified Cloze Procedure

Improving Teaching & Learning

Successful and sustainable improvement can therefore never be done *to or even for* teachers. It can only ever be achieved *by and with them*. (Hargreaves & Fullan, 2013, p. 45)
