

The Great Second Grade Mystery: Why are we not seeing strong student achievement gains in second grade?

Seminole County Public Schools

Jolynn Bernard, Goldsboro Elementary, Reading Coach
Sara Pratt, Goldsboro Elementary, Second Grade Teacher
Zoe Kersten, Lead Reading Coach
Gina Zugelder, Reading First Professional Development

School Demographics

- 662 students
- Title 1 – 55% Free/Reduced Lunch
- Reading First
- Math, Science, and Technology Magnet School
- Students with Disabilities – 15%
- ESOL – 40%
- Subgroups
 - Black – 32%
 - Hispanic – 14%
 - Asian – 5%
 - American-Indian – 1%
 - Multi-racial – 7%
 - White – 41%

SAT 10 Data 2006-2007

YYGL – year to year grade level

YYGL K	YYGL 1 st	YYGL 2 nd	YYGL 3 rd
26.72	- .30	- 3.11	8.00

ECI Data 2006 - 2007

Effectiveness of core instruction (ECI) - this index shows the percentage of students who began the year reading "at grade level" and are continuing to meet grade level expectations at the end-of-year assessment.

K	1st	2nd	3rd
98%	80%	78%	86%
(49)	(90)	(73)	(64)

Where did we begin?

- Strategic planning meeting to review data and create a focus for the coaching process

Focus – strengthen and intensify second grade reading instruction.

Cycle for Effective Instruction

Plan based on student and teacher need.
Data Driven

The teacher **reflects** based on evidence of student achievement -what was the understanding of the professional development and coaching process and what was the resulting effect on classroom instruction.

Teacher (with support and guidance from the reading coach) **works to improve instruction** through professional development, the coaching process, and classroom experimentation.

The primary goal of the literacy coach is the professional development of teachers so that they may be better able to **increase student learning in literacy**. Therefore, the literacy coach needs to focus on creating a course that supports the **improvement of literacy instruction** and puts the literacy coach in the position of co-learner.

Puig and Froelich, 2007

Professional Development

- What does the data tell us?
- Data review – DIBELs, PSI, DRA, SAT10
 - Trends
 - Implications for instruction
 - Implications for grouping
- Transitions in second grade
- Lesson planning overview
 - ERRTAC lesson segments for Harcourt
 - Whole group
 - Small group
 - Harcourt weekly suggested lesson planner (TE)
 - Daily lesson plans

Coaching Process

- Observed for 15 minutes in each second grade classroom.
- Reviewed observational notes and created a grade level coaching point and a positive and coaching point for each teacher.
- Met with each teacher individually to share observations, positives, coaching point and discuss questions or needs of the teacher.
 - The reading coach contracted with each teacher to provide coaching support based on the conversations.
- Met with grade level
 - How has your instruction changed since we last met?
Share
 - Shared grade level coaching point and next steps.

CONTINUUM OF COACHING

Transformation may occur when teachers/coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practice.

Inter-active coaching

Intra-active coaching

Facilitate a workshop or session to improve instruction and student learning	Provide an observation lesson to improve instruction and student learning with feedback and collaborative input.	Co-teach with colleague to improve instruction and student learning based on mutually agreed upon learning goals and success indicators.	Confer, observe, and debrief to improve instruction and student learning.	Facilitate a study group or literacy leadership team to investigate common interest topics to improve instruction and student learning.	Facilitate action research to seek resources after reflection to improve instruction and student learning.
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Increased scaffolding

Decreased scaffolding

SUBJECT-CENTERED

PROBLEM-CENTERED

adapted from
E. A. Puig & K. S. Froelich, 2007
The Literacy Coach: Guiding in the Right Direction

The Reading Coach

- Model lesson – explicit instruction, routines, and pacing
 - Phonics
 - Literature circles
 - First 20 Days of Independent Reading
- Targeted observations
 - Instruction
 - Student engagement
 - Student accountability
- Co-planning and co-teaching
- Support teacher in the development of routines and procedures
- Support teacher in the development of routines to support higher levels of student engagement.

On-going coaching conversations.

The Process Continues...

Professional Development

- Phonics
 - Building background knowledge
 - Instructional routine for blending sounds
 - Syllable types
- Review Wiley Blevin's phonics books – highlight key pages and points to support instruction
- Structured conversation about planning and explicit and engaging instruction during the reading block.
 - 4-6 opportunities for active engagement
 - What is the most important point that I am teaching to for the students to be actively engaged with?

Coaching Process Continues ...

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- Met with grade level
 - How has your instruction changed since we last met?
 - Reflect on the coaching process of this year.
 - Reflect on the goals for continuing to intensify instruction next year.
 - Shared grade level coaching point .

Classroom Perspective

- Instruction adjustments
 - On-going adjustments based on data
 - Classroom data tracker
 - Support from reading coach
- Growth ...
 - Effectiveness of instruction
 - Student engagement
 - Student achievement
- Reflection

What Worked...

- Differentiated reading contracts
- Literature circles
- Responding to reading
 - Extension of independent reading to writing
 - First 20 Days of School for Independent Reading, Fountas and Pinnell
 - Stems to scaffold responses

To include...

- Journal samples
 - Early sample of a low progress and high progress student
 - Later sample for each to demonstrate growth
- Reading contract samples
 - Two levels for two stories

Voices from the Teachers

... Coaching, properly implemented, can transform the norms of isolation into the norms of collaboration.

Robbins, 1991

How has this experience changed your instruction?

Include quotes from the second grade teachers

The Great Second Grade Mystery

- Reflections
- Next steps
- What we learned about possible ways to solve the "*great second grade mystery*"?

SAT 10 Data 2007 - 2008

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ECI Data

2007 - 2008

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K	1 st	2 nd	3 rd

Excellence can be achieved if you
care more than others think is

wise,

risk more than others think is safe,

dream more than others think is

practical,

expect more than others think is

possible.

Questions

And

Answers

Resources

- *Phonics A to Z*, Wiley Blevins
- *Guiding Readers and Writers – Grades 3-6*, Irene Fountas and Gay Su Pinnell
- *Literature Circles – Voice and Choice in Book Clubs and Reading Groups*, Harvey Daniels
- *Teaching for Comprehension in Reading – Grades K-2*, Gay Su Pinnell and Patricia L. Scharer
- *Teaching Phonics and Word Study in the Intermediate Grades*, Wiley Blevins

THANK YOU!!!

- **Jolynn Bernard**, Goldsboro Reading Coach, jolynn_bernard@scps.k12.fl.us
- **Sara Pratt**, Goldsboro Second Grade Teacher, sara_pratt@scps.k12.fl.us
- **Zoe Kersten**, Seminole Lead Reading Coach, zoe_kersten@scps.k12.fl.us
- **Gina Zugelder**, Reading First Professional Development, gzugelde@mail.ucf.edu