



Just Read, Florida!

**7th Annual Just Read, Florida!
K-12 Leadership Conference**
June 29-July 2, 2008, Orlando

Closing the Learning Gap

Unlocking the Mysteries of
Progressive Learning

Oliver Hoover Elementary



Dade County Public Schools, Region VI

Oliver Hoover Elementary Team

- Henry A. Ferrer, Principal
- Rebeca E. Koch, Assistant Principal for Curriculum
- Eva Rodriguez, Reading Coach
- Elaine Geno, SPED Teacher

Mr. Ferrer, Principal



Dr. Rebeca Koch Assistant Principal



Oliver Hoover Elementary Demographics

- Elementary PK-5th - population 1100+
- 70% Hispanic, low/medium socioeconomic 40% free/reduced lunch
- High mobility index 28%
- Population: ESOL 18%
- SPED 21%
- Gifted 10%
- An A school for 8 years in a row
- Recipient Florida Excellence Incentive Award

Presentation Objectives

- Explore the state of education in Florida and the nation
- Share the experiences of one urban school –Oliver Hoover
- Listen to the participants concerns
- Share solutions

Known Factors

- Nationally students performance decreases from K-12
- ESOL and SPED students function at an even wider gap margin from the regular education counterparts
- Intensive progressive instruction is needed
- Efforts to close the performance gap need to address the existing data, be incisive, precise, purposeful and measurable

Brain Storming (3 min.)

- Let's share what schools are doing to address student progression:

Successes/Advancements/Frustrations

What kind of programs are in place for:

SPED Students

ESOL Students

Theoretical Perspectives

- In the past
- Testing for tracking or placement purposes
- Student segregation
- Overestimation of social stratification
- Pre-determination of learning abilities
- Teaching styles conformed to expectation
- Exclusion
- Present research
- Testing used for analysis diagnosis, remediation
- All students can learn
- Data use will determine student progression
- Systematized learning to addresses weaknesses
- Cognitive instructional taxonomies are guided by effective teachers
- Inclusion

What can be done to increase student performance, close the GAP?

- Intensive interventions/Remediation resources
/Use of data/monitoring
- Clear curriculum by grade level
- Rigorous standards/Strict plan of action
- Effective teachers/Implementation of strategic methods
- Professional development
- Parent participation
- Avoiding pitfalls

What Have We Learned Through Research?

- Targeted intensive interventions in the primary grades substantially improve student performance throughout students' educational lives.
- **Research underscores the assertion that students who are given more challenging, critical thinking, higher quality, tougher assignments outperform less-challenged students on standardized tests (Newmann, Bryk & Nagaoka, 2001, January).**

Rigorous Standards

Clear standards help instruction, communicate grade level expectations, and prepare students for the next grade.

- Research of high-achieving schools with disadvantaged student populations revealed that integrating learning standards with demanding coursework and high expectations led to a marked improvement in student performance (U.S. Department of Education, 1999).

What is Progressive Academic Instruction?

- It is instruction that moves students from one level to another promoting a **minimum** of one year's academic growth in 10 months.
- It is intentional and targeted, meets objective
- It increases in difficulty – does not stagnate
- It is measurable, sequential
- It moves students from concrete to abstract, known to unknown, simple to complex, personal experience to learnings from texts

Math Example

- Objective – Use numbers from 1 to 1000
Counting crayons, books, pencils, markers, etc
(concrete, familiar)
Counting 1-10, 1-25, 1-50, 1-100, 1-500, etc. (rote)
(concrete to abstract, unfamiliar)
Counting by 1s by 2s, by 5s, by 10s, by 100s
(increasing in difficulty)
Establishing patterns that add to 10
 $10+0$, $9+1$, $8+2$, $7+3$, $6+4$, $5+5$
Manipulatives (individual, group)
Number to item connection
Simple problems, complex problems (group)

Research

- To help anchor mathematical concepts for students, teachers need to present mathematics in the “everyday” context and encourage students to work together in groups to solve problems (Resnick, 1987; Romberg and Carpenter, 1986).

Progressive Instruction - Reading

- Wlihe entsievxe reesrach idtanices taht we Iraen to raed in ctxonet, hirstoillcay, eatducors issint on fllwioong a txetboko tchienag mtlosy leretts and wrdos iteansd of raindeg peasagss taht mkae ssnee to the barin.

Research Findings:

Decoding skills are a necessary **but not sufficient condition for reading comprehension development**

Reading **comprehension is predicted primarily by the amount that students actually read**

Decoding skills do not automatically generalize to reading comprehension.

Jim Cummins, University of Toronto

Expected Student Rate of Growth in Reading- Is Doable

- Students who increase reading by 1 word per minute (wpm) per week
- Read 9 wpm in 9 weeks
- Read 18 wpm in 18 weeks
- Read 27 wpm in 27 weeks
- Read 36 wpm in 36 weeks

The kindergarten goal is to progress to 36 wpm, 1st grade 72 wpm, 2nd -108 wpm, etc.

Progressive Reading/Writing

- Familiar (me)
- Environment (my home, my school)
- Descriptive (life experiences)
- Children have been known to read more difficult passages when they dictate them and the content is familiar, known, descriptive of what they experience daily.
- Dolch words, the 100 most used words in the English language are learned better, faster when learned within sentences.

Science/Social Studies

- Integrated instruction -the Association for Supervision and Curriculum Development (ASCD) suggested that curriculum integration was the number-one issue of schools of education (Jacobs, 1989).
- Interdisciplinary approaches centered on science or social studies substitute literature for authentic resource materials, and/or make a conscious effort to teach domain-specific language arts skills and strategies within the context of learning a content area (e.g., Morrow, Pressley, Smith, & Smith, 1997; Palincsar & Herrenkohl, in press; Romance & Vitale, 1992, cited in Bristor, 1994).
- In English: Integrated/thematic instruction WORKS better

Why Writing Analysis?

- Most common errors in writing
 - “I” pronoun written “i”
 - Spelling words like “because” wrong: “becus”
 - Capitalization and punctuation
 - Two words as one “alot” for “a lot”
 - Wrong spelling for homonyms “there” for “their”; “to” for “too”; “brake” for “break”
 - Inversion of letters “freind” for “friend”; “recieve” for “receive”
 - Students can edit their own mistakes when they’re told what to look for.

Effective Teachers

(5 min.) Activity

- What are the characteristics of effective teachers?

Effective Teachers

- Express themselves positively.
- Communicate with interest and enthusiasm.
- Employ direct eye contact.
- Phrase questions, directions, and statements clearly.
- View situations with empathy.
- Identify a Compelling Why.
- Limit the amount of new information.
- Explain and illustrate concepts both abstractly and concretely.
- Teach sequentially and globally.
- Ask thought-provoking questions.
- Employ a wide variety of methods.
- Anticipate events in the classroom.
- Recognize off-task behavior.
- Use humor.
- Counsel sensitively.
- Know how to achieve group goals.
- Maintain poise when something goes wrong.
- Avoid aggravation.
- Use classroom space to the best advantage.
- Use intrinsic and extrinsic rewards more often than penalties.

(Joseph Hasenstab)

- Research:
- Caring
- Supportive
- Concerned about the welfare of students,
- Knowledgeable about their subject matter
- Able to get along with parents
- Are genuinely excited about the work that they do
- **Effective teachers are able to help students learn**

Cruickshank, Jenkins & Metcalf
(2003)

How do educators improve the breadth and depth of the students' reading ability?

- Not a mystery, use the

DATA

Appropriate Use of Data (3 min)

- How do you use the data in your school?
- What is the role of the Reading Coach?
- What resources are available in your school?

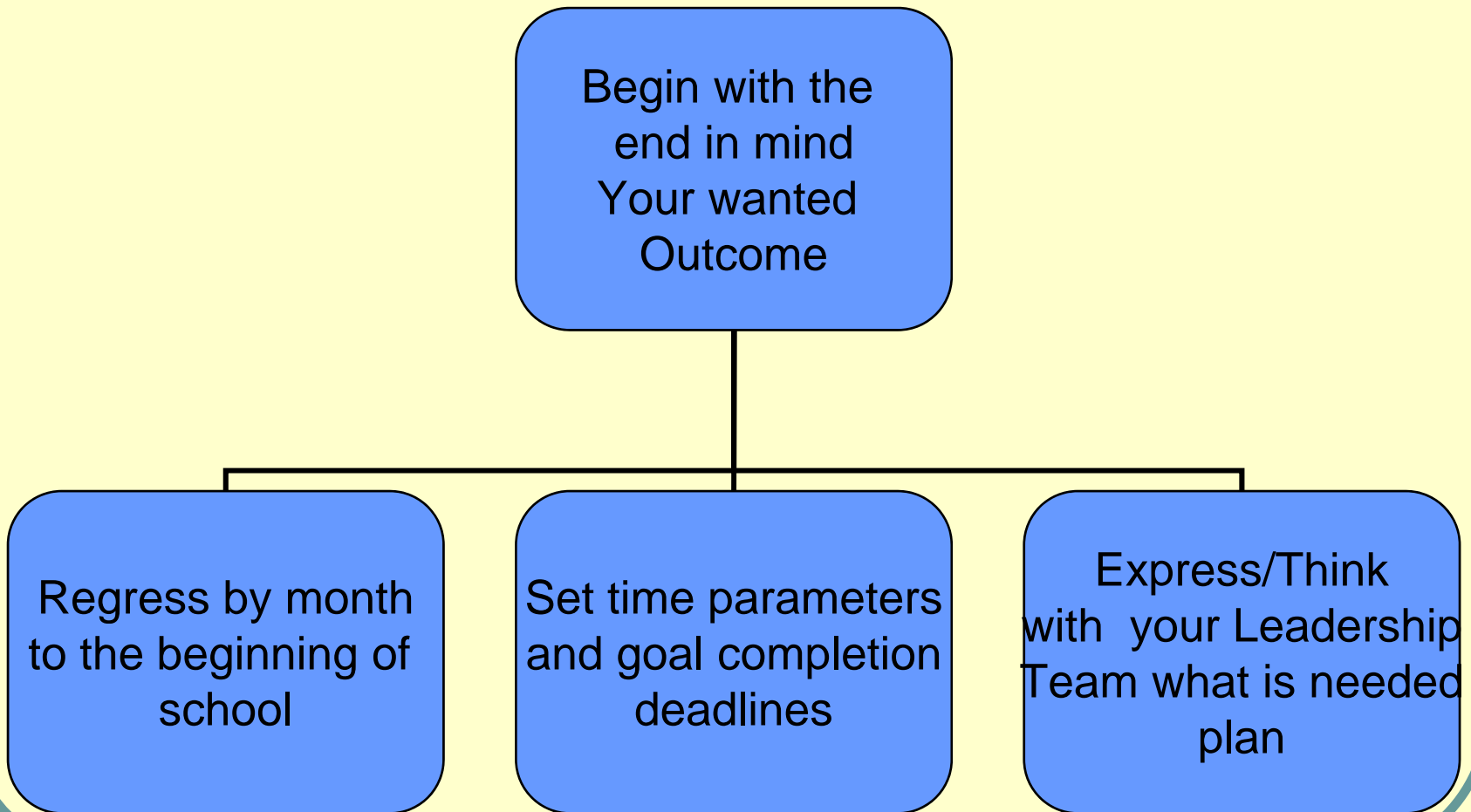
- How OHES uses Data

Closing the Gap Techniques

- To learn how to identify a school's available data: DIBELS, previous FCAT Scores, Benchmarks
- To utilize tools like the School Improvement Plan to promote continued reading progression in subsequent grade levels.
- Plan a 90 min. reading block and integrated reading
- Identify key activities to be conducted daily: routines, teacher guided reading, retelling, summarization, etc.
- To look at educational practices that may prevent an appropriate instructional pace.
- To review educators best practices to increase student reading abilities.
- Backwards planning***

What is Backward Planning? (3 min.)

Activity



Backwards Planning (Sample)

Wanted Outcome
85% of students
Pass the FCAT
with a
level 3 or Higher

What has to happen
In April, March,
February

Techniques to
Accelerate targeted
students

Identification of
Students by DIBELS,
previous FCAT
results, Benchmarks
Item analysis
Bubble students

Common Pitfalls –Avoiding Them

- A 9 week review period at the beginning of the school year
- Waiting until December to start preparing for the test
- Teaching to the test instead of turning instruction into a systematic process
- Categorizing a student into a “cannot” instead of “progressively can”
- Ignoring data, how to make 10% improvement by targeting instruction

OHES Success story

- SIP
- Use of Data, targeting to improve weak areas
- Benchmarks
- Strategic, early interventions, technology
- Tutoring for targeted Students (Yes, even for gifted students)
- Outstanding effective teachers
- Supportive administration
- Parental support
- District support

It is not a Mystery!

- It's Educational Science

305 385 4382

- Call us, We want to hear your successes or help by sharing ours!
- Thank you for your participation.

Share your successes



How did we do?

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