



Georgia Association of Educational Leaders

GAEL L4GA Leadership Institute

Day Two
9.16.20



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Day Two Agenda

9:00-9:20-Welcome and Introduction

9:20-9:45-Review and Updates

9:45-10:15-The Engaged Literacy Class

10:15-10:45-Meaningful Literacy Instruction

10:45-11:00-Break

11:00-12:00-Meaningful Literacy Instruction
(continued)

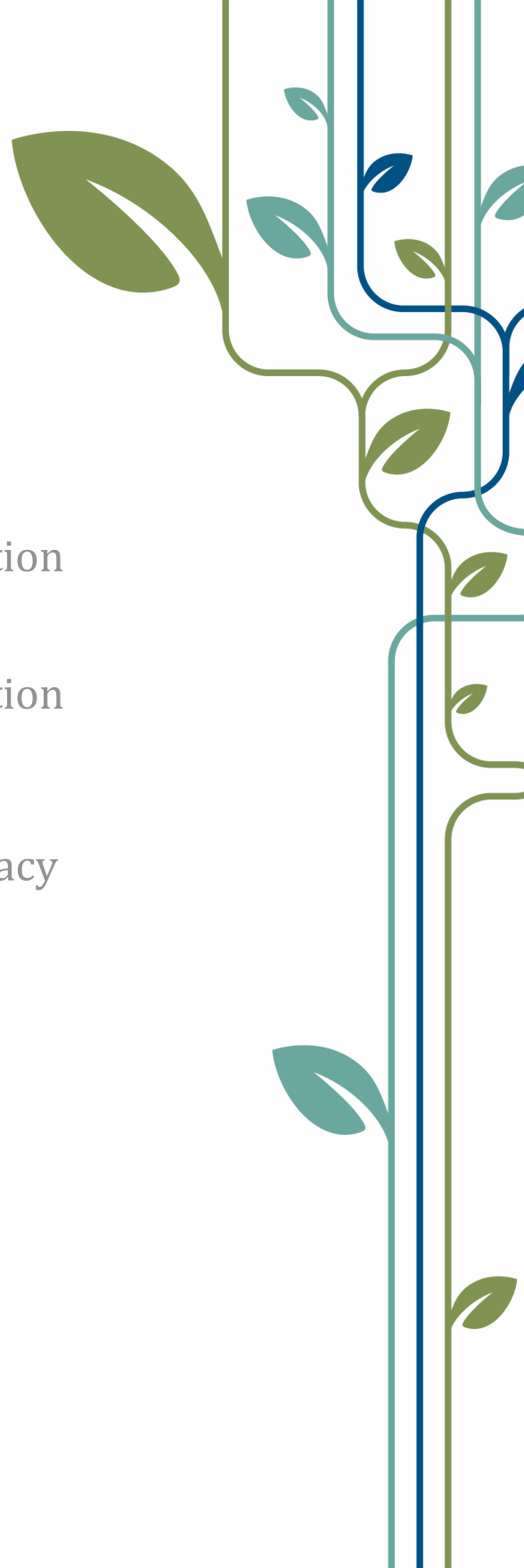
12:00-12:45-Lunch

12:45-1:30-Supporting SEL through Literacy
Leadership

1:30-1:45-Break

1:45-2:45-Leading through Resistance

2:45-3:00-Closing/Questions



Coaching & Observing Rigor: Reflection Questions



Thoughtful Work	• What level of thinking is required for the work? • To what degree do students participate in learning tasks that require them to analyze, synthesize, evaluate, and/or create information? • How do the learning tasks give students the opportunity to adapt their knowledge to new activities? • What evidence demonstrates that students take responsibility for extending their learning beyond the task assigned? • How do students demonstrate an ability to pursue self-discovery? • To what extent do students take risks and self-select avenues to best represent their own thinking? • Specifically, how is the thoughtful work incorporating today's careers skills, and which ones?
High-Level Questioning	• To what extent are students exposed to questions that ascertain their ability to analyze, synthesize, evaluate, and/or create information? • What evidence do you find that students can create and respond to questions in ways that demonstrate their ability to analyze, synthesize, and/or evaluate information? • What evidence demonstrates that students are able to ask the teacher questions that show they are analyzing, synthesizing and/or evaluating information? • To what extent do students demonstrate independent thinking? • What evidence demonstrates that students are able to challenge the thinking of their peers? • What evidence demonstrates that students are able to ask classmates questions that probe for analysis, synthesis, and/or information evaluation? • To what degree do students respond to their classmates' rigorous questions without guidance from the teacher? • How do students explain their answers, using credible sources and reasoning, when responding to questions that require them to analyze, synthesize, and/or evaluate information? • How are high-rigor questions creating opportunities for students to apply today's career skills, and which ones?

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Coaching & Observing Rigor: Reflection Questions

Continued from previous page

Academic Discussion	• To what degree do students verbalize learned content through the correct use of content-rich academic vocabulary? • To what degree do students primarily drive the discussion? • What evidence demonstrates that students add value to the thoughts their classmates share? • How do students stay engaged in academic conversations with their peers? • What evidence demonstrates that students are able to justify their thinking with evidence? • How are students taking responsibility to make unsolicited contributions to class discussions? • To what degree do students make an effort to hear from all other students? • What evidence demonstrates that students' thoughts matter to and are respected by all in the room? • How do students ask for clarification when needed? • How are academic discussions creating opportunities for students to apply today's career skills, and which ones?
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Rigor Strategies

Strategy	Effect Size	Virtual Learning



HESS COGNITIVE RIGOR MATRIX (READING CRM): Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions



Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.				
Remember Retrieve knowledge from long-term memory; recognize, recall, locate, identify	- Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts - Read words orally in connected text with fluency & accuracy - Identify or describe literary elements (characters, setting, sequence, etc.) - Select appropriate words when intended meaning/definition is clearly evident - Describe/explain who, what, where, when, or how - Define/describe facts, details, terms, principles - Write simple sentences	- Specify, explain, show relationships; explain why (e.g., cause-effect) - Give non-examples/examples - Summarize results, concepts, ideas - Make basic inferences or logical predictions from data or texts - Identify main ideas or accurate generalizations of texts - Locate information to support explicit-implicit central ideas	- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) - Identify/ make inferences about explicit or implicit themes - Describe how word choice, point of view, or bias may affect the readers' interpretation of a text - Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	- Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts - Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	- Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words - Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use - Apply basic formats for documenting sources	- Use context to identify the meaning of words/phrases - Obtain and interpret information using text features - Develop a text that may be limited to one paragraph - Apply simple organizational structures (paragraph, sentence types) in writing	- Apply a concept in a new context - Revise final draft for meaning or progression of ideas - Apply internal consistency of text organization and structure to composing a full composition - Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	- Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated - Select or devise an approach among many alternatives to research a novel problem
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	- Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) - Decide which text structure is appropriate to audience and purpose	- Categorize/compare literary elements, terms, facts/details, events - Identify use of literary devices - Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts - Distinguish: relevant-irrelevant information; fact/opinion - Identify characteristic text features; distinguish between texts, genres	- Analyze information within data sets or texts - Analyze interrelationships among concepts, issues, problems - Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text - Use reasoning, planning, and evidence to support inferences	- Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes - Analyze complex/abstract themes, perspectives, concepts - Gather, analyze, and organize multiple information sources - Analyze discourse styles
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!		- Cite evidence and develop a logical argument for conjectures - Describe, compare, and contrast solution methods - Verify reasonableness of results - Justify or critique conclusions drawn	- Evaluate relevancy, accuracy, & completeness of information from multiple sources - Apply understanding in a novel way, provide argument or justification for the application
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept		- Synthesize information within one source or text - Develop a complex model for a given situation - Develop an alternative solution	- Synthesize information across multiple sources or texts - Articulate a new voice, alternate theme, new knowledge or perspective
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce				

Coaching & Observing Relevance: Reflection Questions



Meaningful Work	• To what degree are students engaged in tasks that require them to apply learned information in interdisciplinary tasks? • How do students create original content while engaged in interdisciplinary tasks? • How do students demonstrate cognitive flexibility when completing learning tasks? • To what degree do students exhibit the ability to select, organize, and present content through relevant products? • What evidence shows that there are multiple possible solutions to the task students are assigned? • How does the lesson encourage students to create their own relevant, real-world tasks? • Specifically, how is meaningful work incorporating today's careers skills, and which ones?
Authentic Resources	• What evidence demonstrates that students are engaging with multiple sources of information? • To what degree do students use a variety of sources of information, both primary and secondary? • What evidence demonstrates that students utilize real-world tools to complete the learning task? • What evidence demonstrates that students utilize digital tools to complete the learning task? • To what degree are multi-format resources utilized during the lesson? • What evidence demonstrates that students are able to select and use a variety of resources? • What evidence shows that students have an opportunity to solve both predictable and unpredictable real-world problems? • How is the lesson structured around an essential question that relies on students selecting multiple authentic texts and resources to engage in real-world problem solving? • How is the use of authentic resources creating opportunities for students to apply today's career skills, and which ones?

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Coaching & Observing Relevance: Reflection Questions

Continued from previous page

Learning Connections	• How do students demonstrate an ability to apply learned content to their lives? • How do students demonstrate an ability to apply content to real-world applications? • How do students demonstrate the ability to connect learned content to real-world, unpredictable situations? • How is the lesson designed to give students an opportunity to create connections between the learned content and the real world? • What evidence demonstrates that time has been allotted for students to make personal connections as part of the lesson? • How are learning connections being used to create opportunities for students to apply today's career skills, and which ones?
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INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
		Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL		Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
		A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
FAMILY		Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
		Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
		Systems for continuous improvement	Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.
COMMUNITY			

TOOL: Indicators of Schoolwide SEL Walkthrough Protocol

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](#)

School _____ Observer Name(s) _____ Date _____

Definitions

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across classrooms, the school building, and in collaboration with families and community partners. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students.

Purpose

This protocol is designed to help school-based SEL teams and/or observers look for [indicators of schoolwide SEL](#). The protocol is designed to support the continuous improvement of schoolwide SEL implementation. School-based SEL teams can use data from this protocol to set schoolwide implementation goals, reflect on and track progress, and develop or adjust action plans. By rating the indicators of schoolwide SEL, the walkthrough protocol allows observers and teachers to focus on feedback and development. It is not a comprehensive evaluation system, but should be one of multiple measures for coaching and feedback. Schools are encouraged to be inclusive by involving a broad range of stakeholders in use of this walkthrough protocol, which could also include students and family members.

Design

This protocol is divided into two sections that allow observers to look for evidence of schoolwide SEL across multiple contexts:

- **Section 1: Classroom climate and practices.** This section provides guidance on observing classroom climates and practices. It is not intended to provide data on individual teacher or classrooms. Rather, it should be used to support teams tracking the progress of schoolwide SEL implementation *across* classrooms. Before beginning observations, it is helpful to explain to teacher the purpose of the visit and to observe multiple classrooms during different times of the day.
- **Section 2: Schoolwide systems and practices.** This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. In addition to observations in school common areas, it is necessary to have conversations with school staff, leadership, the SEL team, community partners, and students and/or their families to better understand how SEL is being implemented across contexts. When having conversations with these stakeholders, request relevant artifacts to help score the protocol accurately.

Scoring

- When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence).

Section 1

- "4" indicates strong evidence that SEL is internalized and owned by teachers and students.
- "3" indicates that classrooms are effectively promoting SEL but efforts are mostly teacher-led.
- "2" indicates that classroom practices attempt to promote SEL but are inconsistent.
- "1" indicates that there is not yet evidence that classroom practices are attempting to promote SEL through this item. If there was an opportunity to see something and it was not done, that should be a "1"

- Score “not observed” if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring “not observed” may be due to time constraints and not being in a classroom long enough to see a particular strategy or behavior.
- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

Section 2

- “4” indicates strong evidence that SEL is seamlessly integrated into schoolwide systems and practices.
- “3” indicates that schoolwide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the school.
- “2” indicates that schoolwide systems and practices attempt to promote SEL but are inconsistent.
- “1” indicates that there is not yet evidence that schoolwide systems and practices are attempting to promote SEL through this item.
- Score “not observed” if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring “not observed” may be due to time constraints, not being in common areas long enough to see a particular strategy or behavior, or not being able to observe SEL practices and strategies that occur outside of the regular school day.
- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

Procedure

- Classroom
 - Identify which classrooms you will visit before getting started, and let each teacher know the purpose of the walkthrough and how many observers to expect. It is important for them to know that you are not evaluating their classroom, and instead are observing SEL implementation in multiple classrooms and throughout the school building. It is good practice to share the results of the walkthrough once it is completed, since it is a learning opportunity for all educators in the building.
 - Be systematic and consistent with how long you spend in each observed classroom. This protocol was designed to be used with 15-minute visits to each classroom. This short of an interval allows observers to visit more classrooms and common areas. However, such a short interval can result in data that are less reliable. For example, only being in a classroom for 15 minutes means you will miss a lot of the instruction that will happen during rest of the day. Results of the walkthrough will be impacted by when you are and are not in each classroom. More accurate data can be collected if classrooms are visited for longer amounts of time of time. The most important factor is consistency in observations. If you observe one classroom for 30 minutes, be sure the rest of your classroom observations are also 30 minutes long.
 - Be mindful of how note taking can be perceived by educators. In some instances, it may make them feel uncomfortable, so consider not taking notes when you’re in the classroom. If you don’t take notes in the classroom you can write them down afterwards once leaving the room.
- Schoolwide
 - Before getting started, identify stakeholders who are available and willing to have a conversation about schoolwide SEL with observers. It is helpful when building leaders, educators, support staff, students, and families can provide their perspectives on schoolwide SEL and how it is being implemented.
 - Request artifacts that relate to schoolwide SEL to help with scoring this walkthrough protocol. Asking about artifacts before starting the walkthrough can identify SEL practices and strategies to look for. Asking about artifacts after the walk allows observers to follow upon SEL practices and strategies they observed in practice.
 - Identify which common areas you will observe before getting started. You will want to visit areas where students and adults are interacting, such as the main office, cafeteria, library, gymnasium, and outdoor spaces.
 - Make sure to time the walkthrough so you are in hallways during transitions.
 - Score this section of the protocol Score this section of the protocol after all common areas have been visited, and after having conversations with stakeholders and reviewing any artifacts they offered. Each of these will be important to draw upon when scoring this section.

Section 1: Classroom Climate and Practices

This section guides observers in looking for evidence of schoolwide SEL across classroom climate and practices. It is not intended to evaluate or assess individual teacher or classrooms. Before beginning the walkthrough, it is helpful to explain to teacher the purpose of the visit and to observe multiple classrooms during different times of the day.

	4	3	2	1	Not Observed
1. Supportive classroom climate					
Classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.					
1a. Teacher-student relationships	Virtually all students share their ideas, perspectives and concerns with their teacher and their peers. Teacher joins in students' activities, positively communicates and demonstrates warmth and enjoyment with students. Teacher acknowledges students by name and affirms student interests, efforts and accomplishments in the classroom. Teacher demonstrates awareness to and responds to students' needs and demonstrates that they appreciate each student as an individual.				
Look for/Learn about:	-Addresses each student by name - Response to student needs - Positive teacher language - Affirming student efforts -Students sharing ideas, perspectives, concerns				
1b. Cultural responsiveness	Virtually all students share about their lives and backgrounds. Students of all subgroups (e.g. race, gender) are actively engaged and collaborate with one another and try to understand each other's perspectives. Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities.				
Look for/Learn about:	- Teacher learns about students' cultures, backgrounds, talents, and interests. - Student experiences and identities reflected in classroom materials, curriculum, and/or instruction - Posted student work that reflects their identities, cultures, and/or life experiences -Students of all subgroups actively engaged in classroom activities				
	Over half of students share their ideas, perspectives and concerns with their teacher and their peers. Teacher acknowledges students by name and affirms student interests, efforts and accomplishments in the classroom. Teacher demonstrates awareness to and responds to student needs and demonstrates that they appreciate each student as an individual.	Less than half of students share their ideas, perspectives and concerns with their teacher and their peers. Teacher attempts to build a positive relationship with students. Teacher does not seem aware that some students are not participating fully in classroom activities	Students are not yet sharing their ideas, perspectives and concerns with their teacher. Teacher is primarily concerned with conveying content There is not yet evidence that the teacher has established positive relationships with all students.	Students are not yet sharing about their lives and backgrounds. The teacher is not yet using instructional practices that draw upon students' lived experiences. There is no classroom library or other available materials that contain multicultural content that reflect the perspectives of and show appreciation for diverse groups yet.	

	Teacher affirms students' languages and cultural knowledge by integrating it into classroom conversations and using materials incorporating students' racial and ethnic identities .				
1c. Classroom routines and procedures <u>Look for/Learn about:</u> - Classroom activities introduced - Predictable routines and procedures - Routines and procedures promote expression of social and emotional competencies.	Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration. Teacher creates predictability in daily classroom routines, cues students for upcoming activities, and provides reminders when needed of classroom procedures. Classroom routines and procedures are not overly restrictive and promote autonomy.	A subset of students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration. Teacher provides students with clear guidance when introducing classroom activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers. At times, classroom routines and procedures were observed to restrict expression of student social and emotional competencies.	Students engage in familiar routines and procedures with comfort and ease. Teacher is beginning to provide students with guidance when introducing classroom activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers. Classroom routines and procedures tend to be restrictive and limit autonomy.	Students do not appear to be familiar with classroom routines and procedures, requiring teacher direction or narration. Clear routines and procedures are not yet developed.	
1d. Student-centered discipline <u>Look for/Learn about:</u> - Strategies/tools available for students to problem-solve and self-manage (e.g., reflection posters, reflection sheets, etc.). - Use of verbal and non-verbal cues to communicate and promote expected behaviors. - Reinforce desired behaviors. - Discreet redirection of problem behaviors.	Students monitor and regulate their behavior and emotions in the classroom. Students use problem-solving strategies and tools to resolve conflicts. Teacher redirects any behavior challenges respectfully and discreetly by encouraging student reflection and use of SEL strategies and does so consistently across all students. Teacher models, teaches and offers specific tools and problem-solving strategies that students can use to resolve conflicts, monitor their own behavior and emotions, repair relationships, and seek help when needed in the classroom.	Students attempt to use problem-solving strategies and tools to resolve conflict. Teacher redirects any behavior challenges respectfully and discreetly and does so consistently across all students. Teacher is beginning to teach and offer tools and problem-solving strategies that students can use to resolve conflicts and monitor their own behaviors and emotions.	Few students attempt to use problem-solving strategies and tools to resolve conflict. Teacher's responds to behavior challenges respectfully but takes time away from lessons and/or does not effectively resolve the problem. The approach to student discipline in this classroom relies on punitive consequences, such as removing privileges.	Students are not regulating their behavior and emotions in the classroom. Teacher does not yet respond to behavior challenges respectfully or responds to student misbehavior in a way that is not consistent across all students.	

1e. Community-building <u>Look for/Learn about:</u> - Opportunities for students to connect with each other (e.g., team talk, circles, morning meetings). - Physical space is set up to foster community (e.g., whole-group meeting spot, desks arranged for collaboration). - Classroom shared agreements posted. Virtually all students contribute to class discussions, take an active role in supporting their peers, and there is a strong sense of inclusivity. Teacher models warm and respectful classroom interaction and provides frequent opportunities for students to dialogue, get to know one another, and discuss their social and emotional competencies. Teacher uses shared agreements and classroom routines to help students collaborate and reflect on how they want to treat one another and learn together in the classroom. The classroom is set up in a way that promotes student interaction.	More than half of students contribute to class discussions and participate in activities. Teacher models respectful classroom interaction and provides frequent opportunities for students to dialogue and get to know one another. Shared agreements are present in the classroom but may not be referenced directly. The classroom is set up in a way that promotes student interaction.	Less than half of students contribute to class discussions and participate in activities. Teacher provides some opportunities for students to get to know one another. The classroom is set up in a way that promotes student interaction.	Student are not yet contributing to class discussions and participating in activities. Teacher does not yet use strategies to help students get to know one. The classroom is not yet set up in a way that promotes student interaction.
2. Explicit SEL instruction Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. 2a. Explicit SEL instruction <u>Look for/Learn about:</u> - Evidence of a SEL program (e.g., posters, circles, related student work, student-of-the-day stickers). - Structured SEL lessons. Students lead routines or learning activities and regularly connect their perspectives and experiences to instruction. Virtually all students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers Teacher provides developmentally appropriate direct instruction on social and emotional skills. Instruction consistently employs active forms of learning, containing activities that clearly emphasize developing personal and social skills, and targets	More than half of students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers. Teacher provides developmentally appropriate direct instruction on social and emotional skills. Instruction mostly employs active forms of learning, containing activities that emphasize developing personal and social skills, and targets specific social and emotional skills.	Less than half of students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers. Teacher provides some opportunities for students to practice social and emotional skills in ways that are mostly developmentally appropriate and culturally responsive. Instruction targets specific social and emotional skills, but learning is somewhat passive.	Students are not yet participating in explicit SEL instruction. Teacher does not yet provide direct instruction on explicit social and emotional skills. There are little to no opportunities for students to practice social and emotional skills.

	specific social and emotional skills. Teacher provides time for students to practice what they are learning.			
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3. SEL integrated with academic instruction				
SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. This enables ongoing practice of SEL skills and strengthens teaching and learning of academic content.				
3a. Fostering academic mindsets <u>Look for/Learn about:</u> - Visible materials or discussion about mindsets (e.g., growth vs. fixed) - Positive verbal and/or non-verbal expectations communicated. - Evidence that students are able to redo work when they make mistakes. - Challenges normalized and mistakes framed as opportunities	Virtually all students are actively engaged in academic tasks and discussions. Students provide constructive feedback to their classmates, share their thinking and discuss different approaches or answers to questions. Teacher sets high expectations and expresses confidence that all students can persevere through challenging material. Teacher facilitates discussions that honor more than one right answer and expresses interest in students' thinking. Teacher provides specific and frequent feedback for improvement and offers students opportunities to fix mistakes.	More than half of students are engaged in academic tasks and discussions. Students share their thinking and discuss different approaches or answers to questions. Teacher sets high expectations for all students and expresses confidence that all students can persevere through challenging material. Teacher expresses interest in student thinking and offers students opportunities to fix mistakes. The teacher provides additional support to guide students through challenges when needed.	Less than half of students are engaged in academic tasks or discussions. Teacher sets high expectations for all students and offers students opportunities to fix mistakes. The teacher provides additional support to guide students but may jump in with the answers rather than allow for productive struggle	Students are not yet engaged in academic tasks or discussions. The teacher does not yet communicate high expectations for all students.

3b. Aligning SEL and academic objectives <u>Look for/Learn about:</u> - SEL standards and/or SEL learning objectives embedded into academic learning. - Connecting SEL competencies to academic content. - Students self-assess and/or reflect on use of SEL competencies.	Virtually all students regularly share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development. Teacher engages students in meaningful discussions that connect SEL to academic content. Teacher is starting to facilitate student reflection on social and emotional competencies. SEL standards and/or learning objectives are not yet specified by the teacher.	Most students share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development. Teacher engages students in meaningful discussions that connect SEL to academic content. Teacher is starting to facilitate student reflection on social and emotional competencies. SEL standards and/or learning objectives are not yet specified by the teacher.	Some students share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development. Teacher is beginning to engage students in discussions that connect SEL to academic content. SEL standards and /or learning objectives are not yet specified by the teacher.	Students do not yet reflect on social and emotional competencies and make connections to what they're learning. Teacher does not attempt to engage students in discussion that connects SEL to academic content and does not yet facilitate student reflection on social emotional competencies. There is not yet evidence that SEL standards, goals, or learning objectives /guidelines inform instruction.
3c. Interactive pedagogy <u>Look for/Learn about:</u> - Extent to which teacher facilitates discussions and activities with high levels of student engagement - Student self-assessment and/or reflection that occurs during lessons. - Teacher's use of cooperative structures (e.g., turn to your partner). - Students' collaboration with each other - Ratio of student to teacher speech	Student talk time exceeds teacher talk time during instructional time with more than half of students provide input during group discussions. Virtually all students collaborate effectively with one another to complete learning tasks and monitor their own interactions to ensure input from all group members. Teacher uses cooperative learning activities that encourage all students to apply social and emotional skills to engage with academic content. Teacher provides opportunities for students to discuss and reflect on how they are working together as a group and how they can ensure all ideas are heard.	Student talk is equal to teacher talk during instructional time with half of students providing input during group discussions. Teacher uses lesson activities that engage students in meaningful discussion and collaboration around their learning. Classroom discussions and cooperative learning opportunities are structured to help ensure most students' ideas are heard.	Students do less than half the talking during instructional time with less than half of students provide input during group discussions. Teacher tries to use instructional practices that engage students in discussion and collaboration. Teacher talk, or the voices of a small group of students, may dominate the lesson.	Student talk and interaction is minimal. There is not yet evidence that the teacher uses instructional lessons that engage students in discussion and collaboration. Instruction is largely teacher-driven.
4. Youth voice and engagement (classroom level) Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.				

4a. Youth voice and engagement <u>Look for/Learn about:</u> - Students' contributions to/leadership in the classroom. - Student voice and/or choice in learning activities - Opportunities for students to share their opinions and devise strategies for classroom improvement. - Displays of student work - Displays of class survey results	Students co-design and lead their own approaches to learning, and regularly drive classroom discussions as developmentally appropriate. Virtually all students give input when making choices about classroom projects, operations, and/or routines. Teacher provides students with developmentally appropriate opportunities to contribute to decision-making around classroom projects, operations, or routines. Teacher designs instruction around students' interest/motivation and provides frequent opportunities for students to express their point of view, co-construct knowledge, and make choices about their learning.	More than half of students give input on classroom projects, operations, and/or routines. More than half of students take on developmentally appropriate leadership roles in the classroom. Teacher offers meaningful choices for students to select from and designs instruction around students' interest/motivation. Teacher provides opportunities for many students to take developmentally appropriate leadership roles in the classroom.	Less than half of students have leadership opportunities in the classroom. Teacher offers meaningful choices for students to select from. Teacher provides opportunities for a few students to take developmentally appropriate leadership roles in the classroom.	Students have minimal input into classroom activities. Learning is predominantly teacher-driven.
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Section 2: Schoolwide Systems and Practices

This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. For this section, it may be beneficial to include conversations with school staff, leadership, the SEL team, community partners, and students and/or their families to better understand the ways strategies occur within their respective contexts and to review relevant artifacts, along with observations of school common areas.

School				
	4	3	2	1
Not Observed				
1. Youth voice and engagement (school level)				
Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.				
1a. Youth voice and engagement <u>Look for/Learn about:</u> - There is evidence of student participation (via surveys, journal writing, or other products).	There are meaningful, developmentally appropriate opportunities for all students to share their opinions, take on leadership roles, devise strategies for school improvement, and inform	Most students have developmentally appropriate opportunities to elevate their voice and leadership skills. Students are invited to share their opinions and inform decision-making.	Student leadership opportunities are limited to structures like student government, where few students have opportunities to participate. At times, students are invited to share their opinions and inform decision-making.	The school does not yet invite students to share opinions or take on leadership roles.

- Students serve on decision-making and/or advisory teams. - There is evidence of service-learning projects or student-led awareness campaigns.	decision-making around issues that they prioritize.				
2. Supportive school climate The schoolwide learning environment is supportive, culturally responsive, and focused on building relationships and community.					
2a. Sense of community and safety Look for/Learn about: - SEL-focused schoolwide norms are displayed in common areas. - Students and staff model social and emotional competencies. - There are inviting, well-maintained common areas. - A variety of meaningful, creative, and recent student work is prominently displayed.	Culturally responsive and collaboratively developed schoolwide norms clearly convey how all staff and students agree to interact with each other. Clear routines and procedures are evident and contribute to the safety of students and staff in common areas. Students and staff consistently model schoolwide norms and social and emotional competencies.	Clear schoolwide norms for interactions are evident throughout the school. Routines and procedures are mostly followed. Students and staff can navigate common areas safely. Most students and staff model schoolwide norms and social and emotional competencies.	Norms are present in some areas but not consistently followed or reinforced. Routines and procedures are unclear in some areas, but students and staff can navigate most common areas safely. Some students and staff model norms and social and emotional competencies.	There is no evidence that schoolwide norms have been developed yet. Safety may be a concern for students and staff.	
2b. Staff and student relationships Look for/Learn about: - Staff greet students as they arrive at school and at class, and in the halls as appropriate. - Staff demonstrate knowledge of students on a personal level.	Staff engage regularly in positive and encouraging interactions with students in common areas . At times, students initiate these interactions. Staff demonstrate knowledge of students on a personal level . Feedback around norms for common spaces is shared in a way that respects students' dignity .	Staff have mostly positive interactions with students in common areas. Feedback around norms for common spaces is shared in a way that respects students' dignity.	Staff have mostly neutral interactions with students in common areas. At times, feedback around norms in common spaces is negatively framed.	Staff have limited or frequently negative interactions with students in common areas.	
2c. Staff relationships Look for/Learn about: - Staff greet one another in the halls as appropriate. - Staff demonstrate knowledge of one another on a personal level.	School staff are highly supportive of one another. Interactions are friendly and respectful . Staff seek out collaborative relationships.	School staff are supportive of one another. Interactions are friendly and respectful.	Staff mostly interact professionally with one another but do not show active support for one another.	Staff do not regularly interact with each other or have negative staff relationships.	
2d. Student relationships Look for/Learn about: - Student interactions that are respectful, friendly, and inclusive.	Students seem to genuinely care for one another and hold one another accountable for respectful interactions . There is a sense of inclusivity among all students.	Student interactions are respectful and friendly.	Students are somewhat respectful to peers, but they may have a few conflicts.	Students are routinely disrespectful to one another and/or have frequent conflicts with peers.	

3. Focus on adult SEL					
Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community.					
3a. Focus on adult SEL Look for/Learn about:	Staff have regular professional learning opportunities to cultivate adult SEL and SEL strategies. Most staff are regularly engaged in collaborative learning or planning, and SEL practices are embedded in all staff meetings . Staff consistently model social, emotional, and cultural competencies through their interactions.	Staff have many opportunities to cultivate adult SEL and SEL strategies. Some staff are engaged in collaborative learning or planning, and SEL practices are embedded in some meetings. Many staff model social, emotional, and cultural competencies through their interactions.	SEL topics or practices are occasionally included in staff professional learning or meetings. Few structures exist for staff to collaboratively learn or plan. Some staff model social, emotional, and cultural competencies through their interactions.	SEL is infrequently or not yet part of staff practices, meetings, or professional learning. Few staff model social, emotional, and cultural competencies through their interactions.	
4. Schoolwide supportive discipline					
Schoolwide discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.					
4a. Supportive discipline Look for/Learn about:	Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data to ensure equitable outcomes for students. Staff follow documented policies and procedures and are highly- effective at using restorative, instructive, and developmentally appropriate behavioral responses .	Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data a few times a year to ensure equitable outcomes for students. Staff mostly follow documented policies and procedures, and most staff use restorative, instructive, and developmentally appropriate behavioral responses.	Schoolwide discipline policies and procedures are documented and mostly avoid exclusionary discipline. Staff examine discipline data a few times a year, but do not effectively use data to ensure equitable outcomes. Staff are inconsistent at following documented policies and procedures. Staff inconsistently use restorative, instructive, and developmentally appropriate behavioral responses.	Schoolwide discipline policies and procedures are punitive, subjective, or not well documented. Staff responses to student behaviors are ineffective, punitive and/or inequitable.	
5. A continuum of integrated supports					
SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.					
5a. A continuum of integrated supports Look for/Learn about:	Academic and behavior supports offered at all tiers meet the needs of all students. SEL language, practices, and priorities are embedded in planning, implementation, and progress monitoring of academic and behavioral supports at all tiers.	Academic and behavior supports offered at all tiers meet the needs of most students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of most academic and behavioral supports.	Academic and behavior supports offered at all tiers meet the needs of some students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of some academic and behavioral supports.	The school has not developed a continuum of supports; OR SEL is not yet included in planning, implementation, and progress monitoring of academic and behavioral supports.	

Family and Community					
	4	3	2	1	Not Observed
6. Authentic family partnerships					
Families and school staff have many and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.					
6a. Authentic family partnerships Look for/Learn about: - There are family-facing newsletters and evidence of two-way communication between families and teachers. - There is evidence of family participation in family nights, school events, surveys, etc. - Families are represented on the SEL team.	The school offers regular, meaningful opportunities for families to share ideas and feedback on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend. School decision-making teams, including the SEL team, have representation from family members.	The school offers several meaningful opportunities for families to share ideas and feedback on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend.	The school offers some opportunity for families to share feedback on strategies for supporting students' social, emotional, and academic development.	Families do not yet have opportunities to share feedback on strategies to support students' social, emotional, and academic development.	
6b. Family-school relationships Look for/Learn about: - Staff greet and welcome families. - Family-staff interactions are warm and collaborative. - Family responses to school surveys.	Most families report respectful, collaborative, and trusting relationships with staff. School regularly collects and reviews data on how families feel about their relationships with staff and the families themselves.	Most families report respectful, collaborative, and trusting relationships with staff. School has collected some data on how families feel about their relationships with staff.	Staff interactions with family appear mostly respectful, but the school has not collected data on how families feel about their relationships with staff.	Staff interactions with family are limited or not consistently respectful.	
7. Aligned community partnerships					
School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.					
7a. Aligned community partnerships Look for/Learn about: - Community partners and/or out-of-school time staff are represented on the SEL team. - There is designated space within the school for community partners to store supplies, conduct work, etc. - Leadership and staff regularly discuss the supports or programs community partners.	School staff and community partners have established, and consistently use, common language around SEL. School leaders and other staff meet regularly with community partners to plan and execute aligned strategies and communication around all SEL-related efforts and initiatives that occur during the school day and out-of-school time.	School staff and community partners have established some common language around SEL. School staff meet occasionally with community partners to discuss aligning strategies and communication around SEL-related efforts and initiatives that occur during the school day and out-of-school time.	School staff and some community partners have established some common language to discuss SEL. School staff and community partners are becoming familiar with each others' strategies and communication around SEL-related efforts.	Staff and community partners still work primarily independently, without intentional alignment.	

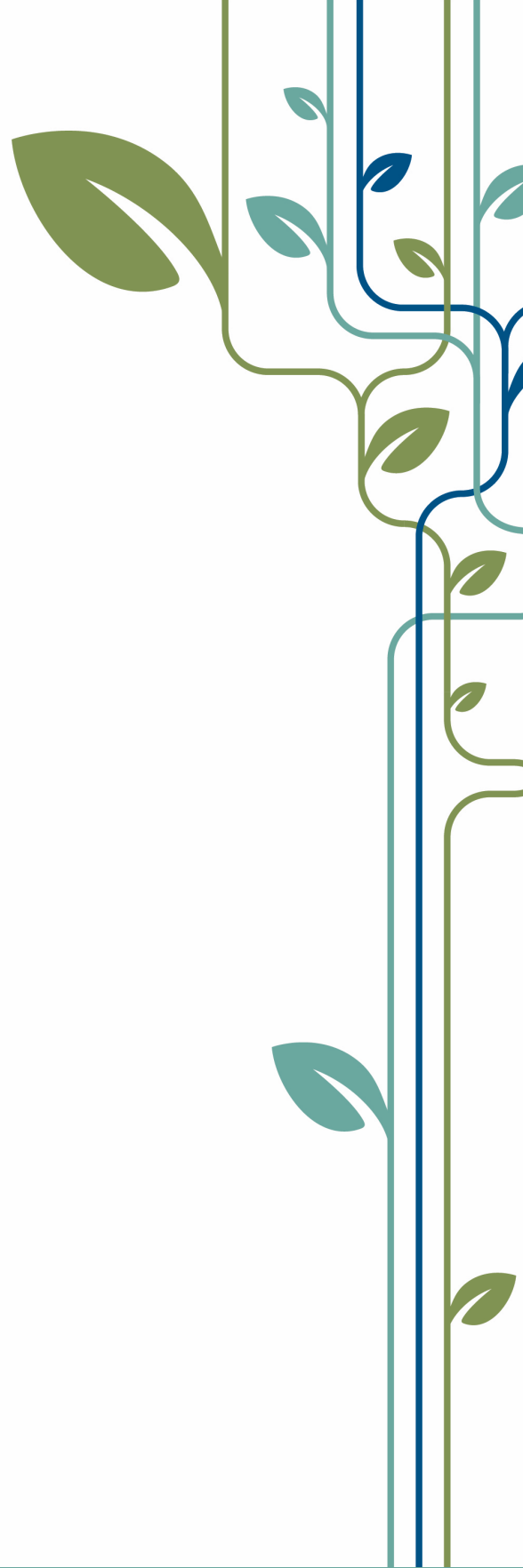
Continuous Improvement					
	4	3	2	1	Not Observed
8. Systems for continuous improvement Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.					
8a. Systems for continuous improvement Look for/Learn about: - Staff meet regularly to discuss data and engage in continuous improvement cycles. - There are newsletters, emails, and posted communications about SEL. - School-level data is communicated with stakeholders in a easy to understand way. - Data elevates youth voice by addressing student perceptions of their learning environment, as well as their strengths and needs.	Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data includes student perceptions of their learning environment and provides opportunities to examine equity in students' experiences and outcomes. Data is regularly shared on schoolwide SEL is regularly shared with administrators, teachers, school-site support staff, students, families, and community partners. The SEL team uses a structured process to engage these stakeholders in determining next steps and creating action plans.	Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data provides opportunities to examine equity in students' experiences and outcomes. Data on schoolwide SEL is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners.	Roles, responsibilities, and timelines may be inconsistent for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data on schoolwide SEL is occasionally shared with some stakeholders.	Roles, responsibilities, and timelines are not yet established for collecting and reflecting on data to improve SEL-related systems, practices, and policies.	



Georgia Association of Educational Leaders

GAEL L4GA Leadership Institute

Day Three
9.17.20



Sherry St. Clair
President, Reflective Learning LLC
Twitter: @Sherrystclair
Email: sherry@reflecttolearn.com

Day Three Agenda

9:00-9:10-Welcome and Introduction

9:10-9:55-Whole-Class Literacy

9:55-10:30-Vocabulary Instruction

10:30-10:45-Break

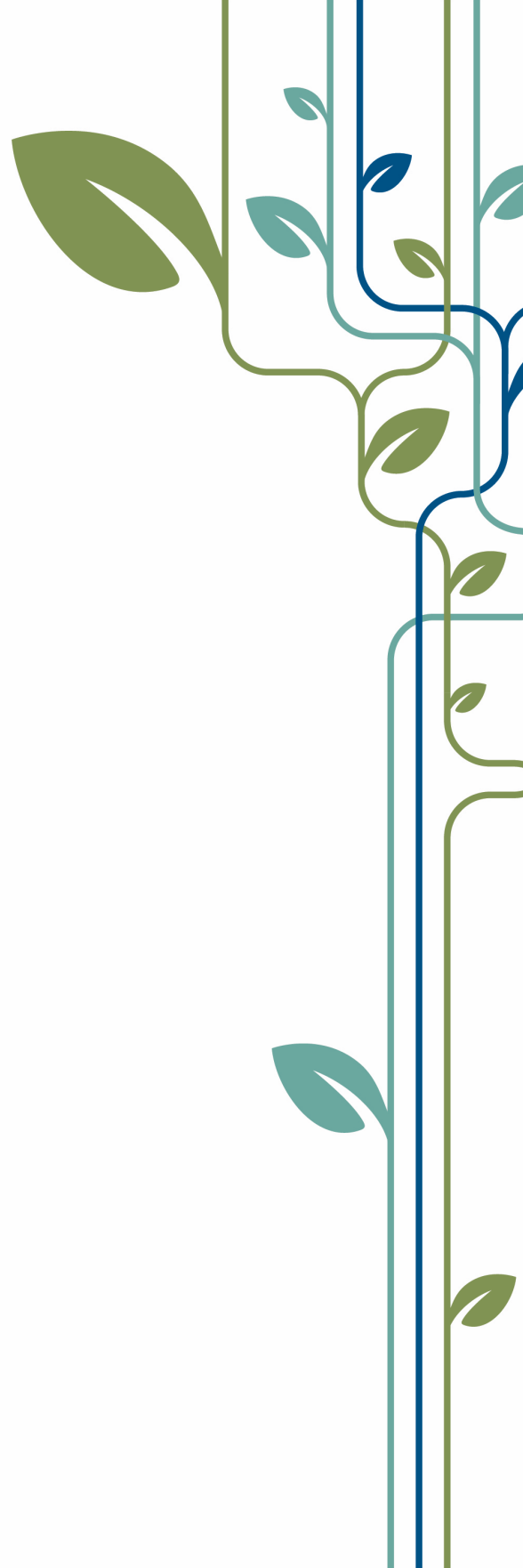
10:45-11:25-Small-Group Reading

11:25-12:00-Collaborative Reading

12:00-12:45-Lunch

12:45-1:45-Independent Reading

1:45-2:00-Closing/Questions



Reading Research

Research	Plan to Share	Audience

Best Practices for Achieving High, Rapid Reading Gains

Marie Carbo

In order to increase the percentage of proficient readers, educators must increase the use of best reading practices.

Principals are standing on the front lines of a battle for our children's futures. Right now, that future looks bleak for a great many of our students. Consider the following facts about young people's reading habits and achievement levels:

- Reading for pleasure, which is closely linked to reading achievement, declines in the U.S. every year.
- Boys fall 1½ years behind girls in reading between grades 8 and 12, and males are making up an increasingly smaller percentage of the college population.
- Though a high percentage of U.S. students perform at the proficient reading level on statewide exams, a low percentage perform at that level on the more valid and accurate National Assessment of Educational Progress (NAEP).

IN BRIEF

Following the lead of two Reading Styles Model Schools, this article presents the best practices to transform struggling, at-risk readers into successful, lifelong readers. By eliminating practices that make learning to read difficult in favor of practices that facilitate learning to read, principals can ensure that their students enjoy reading, thereby improving their skills and their test scores.

In fact, the percentage of students who read at the proficient level (at or above grade level) on the NAEP has not improved, and is appallingly low. Less than one-third of U.S. students in grades 4, 8, and 12—and only 31 percent of college graduates—test at the proficient level. It's no wonder that the U.S. ranks only 18th in reading literacy among 40 industrialized nations.

Since the enactment of No Child Left Behind (NCLB), the reading achievement of U.S. students on the NAEP has remained the same or declined. When Reading First was signed into law by

President Bush in 2002, only 31 percent of our fourth graders and 33 percent of our eighth graders scored at the proficient level or higher on the NAEP, and by 2005, "NAEP scores remained static or went down during the period of NCLB's implementation" (Bracey, 2006).



Let's Start Doing What Works!

We can all agree that our students face serious problems in reading. But what are we doing to solve these problems? Unfortunately, we are not counteracting our students' low reading scores and lack of interest in reading by making learning to read easy and fun. Instead, we keep focusing reading instruction on testing, which results in teaching to the tests;

adopting longer and more complex reading manuals for teachers to wade through; increasing the use of boring and ineffective worksheets; and requiring the teaching (and reteaching) of a multitude of reading skills, many of which have not been validated as being necessary for children to become good readers. Worst of all, despite our goal of producing new generations of readers, we ignore what our students say they want to read—especially the reading tastes of boys.

Sherry Gorsuch and Greg Mikulich, principals of two Reading Styles Model Schools, understand our nation's literacy problems, why many current mandates are not working, and what to do to enable their students to achieve high reading gains. Consider the following information about their schools and the gains that they have made in reading.

Gorsuch is the principal of O'Connor Elementary in Victoria, Texas, a pre-K-5 Title I school that has 86 percent Hispanic and black students. Between 1993 and 1997, O'Connor students achieving reading proficiency rose from 19 percent to 98 percent. The school has maintained this high level of proficiency scores for all grades for the past 10 years.

Mikulich heads Marion Elementary in Marion, Michigan, a pre-K-5 rural school that is 99 percent white. Marion serves a community where one-third of the school's families have no phones, there is a high unemployment rate, and 61 percent of the students receive free or reduced-price lunch. Despite these factors, the students at Marion improved from 42 percent attaining reading proficiency in 2002 to 87 percent attaining proficiency in 2005. Between 2005 and 2006, Marion students made another leap to 95 percent achieving reading proficiency.

The extraordinary gains at O'Connor Elementary and Marion Elementary are not miracles. They reflect the work of principals who have focused their teachers on consistently reducing reading practices that make learning to read difficult, while increasing strategies that make learning to read easy.



“Students who voluntarily read for their own pleasure improve their reading skills and their test scores at a much faster rate than those who do not.”

Reduce the Worst Reading Practices and Increase the Best

Research tells us that in order for students to achieve high reading gains and become lifelong readers, reading comprehension (the goal of all reading instruction) and reading enjoyment must be the top two goals (Greer, 2002). More than anything else, we want our students to enjoy reading. The reason is simple and powerful—students who voluntarily read for their own pleasure improve their reading skills and their test scores at a much faster rate than those who do not (Allington, 2001).

We know that when students truly enjoy what they read and are deeply engaged in the reading process, their emotional memory, which is the most powerful and enduring kind of memory, is tapped. In other words, when students are deeply interested in what they're reading, they use more of their natural brain power to learn and remember and their reading improves rapidly (Sprenger, 1999). Engaged reading is not assigned reading, nor is it affected by extrinsic rewards. Engaged reading is reading that students do because they want to. Here are some

strategies that can be used to transform struggling, at-risk readers into successful, lifelong readers.

Five Effective Reading Strategies

We can best help students become lifelong readers by using strategies that have helped students in all parts of the nation to achieve high, rapid reading gains.

Strategy #1: Change Negative Perceptions.

We need to perceive students primarily in terms of their reading style strengths rather than their disabilities, which is something that great reading teachers already do. Focusing on a student's reading strengths is especially important for struggling readers, who tend as a group to be global, tactile, and kinesthetic learners (Dunn *et al.*, 1995). Many of these youngsters benefit from high-interest, challenging reading materials; structured choices; powerful modeling of texts; increasingly difficult stories; hands-on skill work; opportunities for mobility; and opportunities to work in groups.

Strategy #2: Reduce Stress. The good news is that the sad, fearful, and angry behaviors of struggling readers subside when these same students experience success. For that to happen, reading programs need to be easy and engaging, with large doses of brain-friendly, fail-safe strategies that increase success, teach to students' strengths, and respect student differences. When we reduce the stress associated with reading, students become excited about reading and learning accelerates.

For example, the practice of taking word counts focuses students on learning to read as fast as possible, not on comprehension and enjoyment. Though taking constant word counts may increase a student's reading speed, that same youngster's reading comprehension and enjoyment may decline—and those are our two most important goals for reading.

Many students are at risk because they don't receive the kind of instruction and materials that would enable them to learn easily. Some children, for example, have been given years and years of intensive phonics

instruction even though they are not auditory learners and have great difficulty learning that way. We do our children no favors—and we may do lasting harm—when we continue to prescribe methods of instruction that have proved to be largely ineffective for them.

Strategy #3: Use Powerful Modeling Reading Methods. Modeling is a strategy in which a competent reader reads aloud a portion of a high-interest, somewhat challenging story, while the less able reader listens and looks at the words being read. After several repetitions, the less able reader reads the passage aloud. Modeling methods like paired reading, choral reading, and listening to recorded books can help beginning and at-risk readers to improve comprehension and to read more smoothly and effortlessly. The idea behind the modeling continuum is simple, yet powerful. Children who are not yet independent readers, especially those reading well below their potential, need frequent modeling of high-interest materials.

Modeling methods help struggling readers bypass the decoding process, read fluently, and concentrate on meaning. The most competent readers participate in modeling methods that feature low teacher involvement and high student independence while beginning readers and those who cannot read a particular story with good fluency should participate in modeling methods that feature high teacher involvement and low student independence.

Strategy #4: Use Carbo Recordings. These special recordings have enabled students to read challenging reading materials with ease and to make high gains in reading fluency, vocabulary, and comprehension.

To create the recordings, a small amount of a high-interest, somewhat challenging story is recorded at a slow pace with good expression on one tape side or CD track (about two to four minutes). The student listens and follows along two or three times, then discusses the passage and reads a portion aloud to a teacher, peer, or volunteer (Carbo, 1978). At another sitting, the student

listens to the next part of the story and repeats the process. (To create these recordings, see the Web resources at the end of this article.)

There are many reasons why these recordings have brought about such dramatic results with at-risk readers. The slow pace and the repetition of just a small amount of a challenging, high-interest story enables students to follow along easily and to remember the words. As students continue to work with the recordings, sight words such as “am,” “then,” and “but” are repeated often within the context of high-interest stories and are learned easily. And as they learn a sufficient number of words, students automatically begin to decode unfamiliar words (Carbo, 2007).

Strategy #5: Provide Student-responsive Environments. Many students, especially at-risk readers, have strong learning needs and preferences that do not match traditional classroom environments (e.g., formal seating and bright lights), or traditional methods of teaching (e.g., standardized texts, teacher lectures, and extensive, independent seatwork). Young children—and at-risk readers in particular—tend to be global, tactile, and kinesthetic learners. These children prefer and do well in classrooms that allow for movement, have some comfortable seating and varied lighting, and enable students to work with relative ease in different groupings.

Best Practices

Reading practices that make learning to read difficult include:

- Focusing on skills instead of comprehension;
- Drill and mastery of skills;
- Using worksheets for each skill;
- Providing students with few choices;
- Limiting reading for pleasure;
- Following teacher editions without variation;
- Encouraging reading as a contest with points; and
- Exhibiting low teacher expectations.

Reading practices that facilitate learning to read include:

- Modeling of stories;
- Providing access to high-interest materials;
- Student choice of reading materials;
- Encouraging reading for pleasure;
- Supplementing reading lessons with dialogue and discussion;
- Presenting increasingly difficult stories; and
- Providing a print-rich classroom.

(Flippo, 1998; Reutzel & Smith, 2004)

Most important, research strongly indicates that when students’ environmental preferences are met, they are more likely to associate reading with pleasure, to read for longer periods, and, overall, to achieve higher scores in reading.

The Principal’s Role

Great principals understand the importance of focusing reading instruction on comprehension and enjoyment so that learning to read becomes easy and fun. They understand why many of the current mandates are not working, and they reduce reading practices that make learning to read difficult and increase those that facilitate learning to read. When a reading program is grounded in research and best practices, students learn through their strengths and interests and they subsequently read a great deal because they enjoy it. All the pieces of the puzzle fit. And that’s when student motivation, reading achievement, and test scores all improve. 

Marie Carbo is the executive director of the National Reading Styles Institute. Her e-mail address is marie@nrsi.com.

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WEB RESOURCES

To download free sample pages from *Becoming a Great Teacher of Reading* and checklists for identifying students' strengths, see and hear stories recorded with the Carbo Recording Method, and learn about the Reading Styles Model Schools, visit the National Reading Styles Institute Web site.
www.nrsi.com

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