

## Creating a Climate for Systemic Change



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## Goals of the Session

- Constructing Climates for Change
- The Integration Factor and Multiplication Effect
- Features of Comprehensive Literacy Design
- Layered Interventions for Supporting Change
- Video Observations: Teacher Study Group, Assessment Wall, and Intervention Conference

*How does the climate promote risk-taking, problem-solving, and collaborative behaviors?*

## Building a Climate for Change



Systemic change lies in our understanding of how children learn and in our ability to problem-solve with colleagues who share a common set of experiences and who speak a common language for literacy learning. (p. 160)

Dorn, L., French, C., & Jones, T. (1998). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

## Create Risk-Free Conditions



- Emotional security is a necessary condition for new learning
  - Feeling safe promotes risk-taking behavior

Dorn, L. (2003). *Focusing on the Learner: Changes from Within*. Literacy Coach Training Materials. University of Arkansas at Little Rock.

## Systemic Change

- Requires *more* motivation, *more* support, and *more* collaboration



## Systemic Change

- Creates cognitive dissonance
  - Individual Level
  - School Level

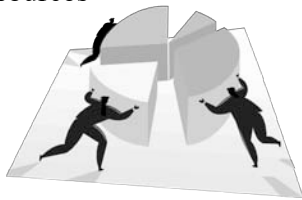
*Pushes you outside your comfort zone!*



Dorn, L. (2003). *Focusing on the Learner: Changes from Within*. Literacy Coach Training Materials. University of Arkansas at Little Rock.

## Systemic Change

- Requires the integration and orchestration of multiple knowledge sources



Dorn, L. (2003). *Focusing on the Learner: Changes from Within*. Literacy Coach Training Materials. University of Arkansas at Little Rock.

## Systemic Knowledge

The individual knowledge of one teacher becomes integrated with the individual knowledge of other teachers.

Integrated knowledge is organized to represent systemic knowledge.

Systemic knowledge represents who we are as a group of learners.



Dorn, L. (2003) *Focusing on the Learner: Promoting Changes From Within*. Literacy Coach Training Manual. University of Arkansas at Little Rock.

## Systemic Change

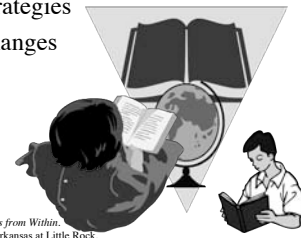
- Requires strategies for dealing with problems and expanding knowledge
- Requires flexibility, not rigidity



Dorn, L. (2003). *Focusing on the Learner: Changes from Within*. Literacy Coach Training Materials. University of Arkansas at Little Rock.

## Systemic Change

- Is self-extending and self-renewing
  - Leads to new ideas
  - Leads to new strategies
  - Leads to new changes



Dorn, L. (2003). *Focusing on the Learner: Changes from Within*. Literacy Coach Training Materials. University of Arkansas at Little Rock.

## Systemic Change: The Joint Construction of Knowledge

Integration Factor

=

Multiplication Effect



Dorn, L. (2005). *Creating a Climate for System Change*. Literacy Coach Training. University of Arkansas at Little Rock.

## Teachers as Advocates of Change

If a teacher as advocate can become skilled at integrating the change and the change process, he or she can become one of the most powerful forces of change. Teachers working together with other teachers at the school and classroom levels is a necessary condition for improving practice.

M. Fullan (with Stielbauer, S.) (1991). *The new meaning of educational change*. New York: Teachers College Press

## How can schools create learning conditions where literacy collaborations become a part of the school culture?



## Administrators' Role

- Create a safety net for change.
- Provide protected time for literacy meetings.
- Use teachers as literacy leaders.

Dorn, L. & Soffos, C. 2003. Results that Last: A Model for School Change. Videotape 1: Leadership for Literacy. Portland, ME: Stenhouse.

## Creating a Climate for Professional Talk



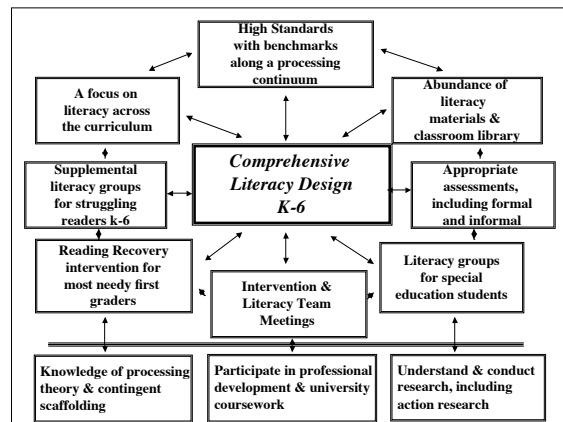
- Emotional Climate**
- ✓ Pleasant and comfortable
  - ✓ Promotes eye contact
  - ✓ Non-threatening
- Practical Climate**
- ✓ Short
  - ✓ Relevant
  - ✓ Meaningful

## Video Analysis of 4th Grade Teacher Study Group

- ✓ Observe the conversational quality of the study group
- ✓ Observe the physical environment
- ✓ Find examples of emotional learning

## Features of a Comprehensive Literacy Model

1. A framework for literacy
2. High Standards
3. Model classrooms
4. Coaching
5. Accountability
6. Early intervention
7. Professional communities
8. Well-designed literacy plan
9. Technology
10. Spotlighting

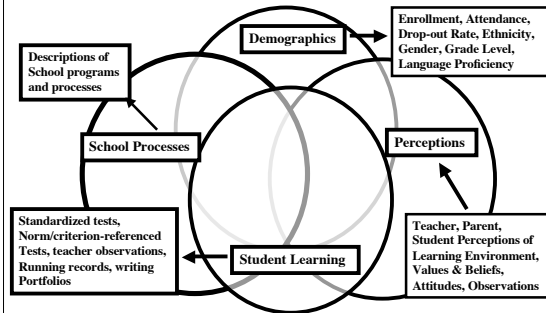


## Quantum improvements . . .

Quantum improvements in learning outcomes can only occur within the context of a fully implemented, comprehensive, whole-school design approach to early literacy that has both system-wide and school-wide commitment and co-ordination.

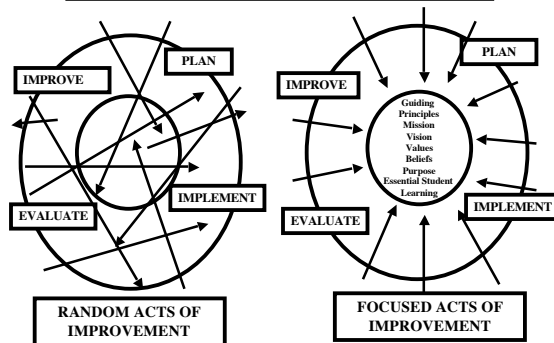
Hill, P. & C. Crevola. (1997). *The literacy challenge in Australian primary schools*. Seminar series. National conferences in Sydney. Incorporated Association of Registered Teachers of Victoria.

## Bernardt's Multiple Measures Model



## FOCUSING THE DATA

Bernardt, V. Data Analysis for Comprehensive Schoolwide Improvement.



## Preuss's Root Cause Analysis Model

✓ Symptoms are surface behaviors that provide evidence of a deeper problem.

✓ Schools must focus on dissolving the root rather than 'fixing' the symptom with a patch.

Preuss, P. 2003, *Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education.

## Effective School Reform Models

Research indicates that school reform models with greater definition and more specific implementation support strategies do better at impacting student achievement.

Source: American Institute of Research. 1999.

## Clear Models and Guidelines

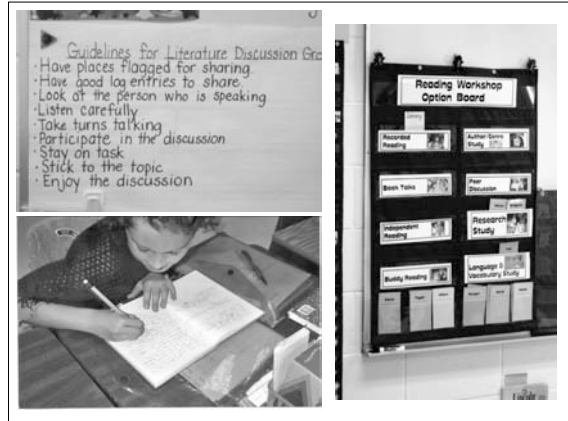
- Classroom framework includes specific components, time frames, and research-based practices
- Differentiated instruction allows teachers to meet the diverse needs of all students

### Reading Workshop

- Mini-Lesson
- Small Group Instruction (Guided Reading, Assisted Writing, and Literature Groups)
- Author/Genre Studies
- Independent Reading
- Teacher Conferences
- Share Time

### Language Workshop

- Mini-Lesson
- Investigative Units in language
- Teacher Conferences
- Share Time



## Classroom Literacy Framework

A clearly defined block of uninterrupted reading

Structured routines and predictable frameworks

Consistent framework across classrooms



## Differentiated Instruction

- Reading Workshop
  - Mini-Lesson
  - Small Group Instruction (Guided Reading, Assisted Writing, and Literature Groups)
  - Author/Genre Studies
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  - Teacher Conferences
  - Share Time
- Language Workshop
  - Mini-Lesson
  - Investigative Units in language
  - Teacher Conferences
  - Share Time



Sallie Cone Elementary  
Conway, AR

## Differentiated Instruction

- **Writing Workshop**
  - Mini-Lesson
  - Independent Writing
  - Small Group Mini-Lessons
  - Individual and Group Conferences
  - Share Time
- **Content Workshop**
  - Mini-Lesson
  - Investigative Units in Content Areas
  - Research Teams
  - Individual and Group Conferences
  - Share Time



## Four Levels of Differentiation in Workshop Classroom



Whole Group Support



Small Group Support



Individual Support



Internal Support

## Graded Degrees of Support



More Supportive Individual conference



Less Supportive Group conference of 2 or more

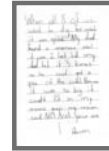


Least Supportive Peer conferences

## Multiple Assessments

Screening, outcome, diagnostic, and progress monitoring at critical points in time:

- norm referenced
- benchmark assessment
- running records
- scoring guides
- checklists
- portfolios
- response logs
- teacher observations
- assessment walls

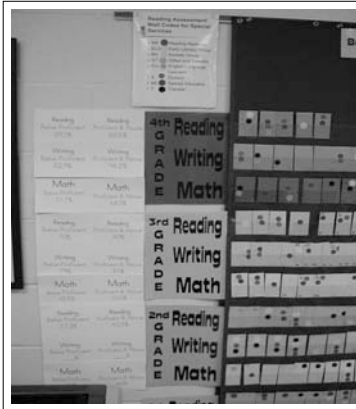


## Reading & Writing Assessment Walls

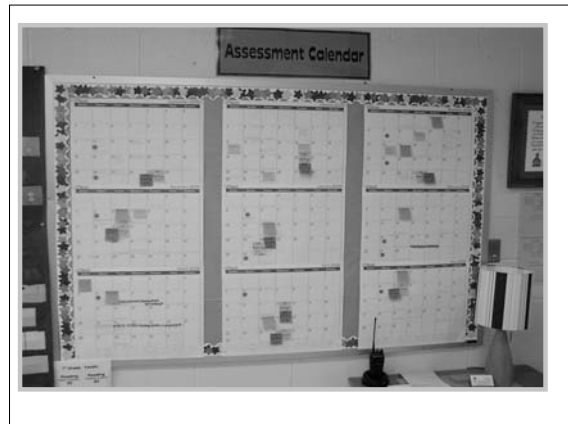


- Based on a seamless assessment system
- Provide a visual display of change over time
- Promote problem-solving around kids who need more help





- Coding the Cards**
- Reading Recovery
  - Early Literacy SG
  - Booster Groups
  - Gifted & Talented
  - ELL
  - Speech
  - Special Education
  - Transfer



**Analyzing Data**

- Which students are receiving interventions?
- Where are interventions most needed?
- How are our sub-groups performing?
- What is our plan of action?

**Video Analysis**

- A look at how an assessment wall is used to monitor the progress of Reading Recovery students on classroom literacy assessments.
  - Guided reading placement
  - Writing samples
  - Math assessment

## Research-Based Interventions

Structured research-based interventions that meet the special needs of students

- Reading Recovery for first grade struggling readers
- early literacy groups (1-2)
- upper literacy groups (3-8)



## Student Intervention Approaches

- **Early Intervention (grades K-1)**
  - Intervene as early as possible before confusions become habituated
  - Will take less time (12-20 weeks) to recover the system and redirect the processes for greater efficiency
  - Two levels of intensity (RR and SG)
- **Upper Intervention (grades 2 and above)**
  - More confusions as students get older
  - Will take more time to identify the confusions, break the unproductive habits, and redirect the system for greater productivity
  - Two levels of intensity (1-1 tutorial and SG)

## Kindergarten Support

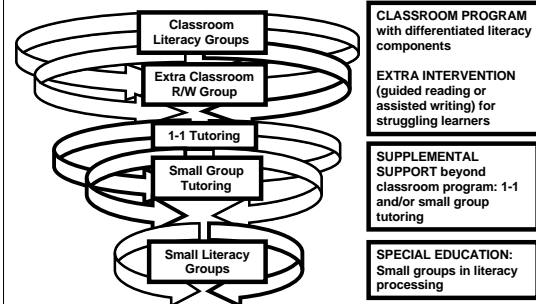
Literacy and language-rich classroom environments

Supplemental language groups for children who need extra help

- structured framework
- research-based principles

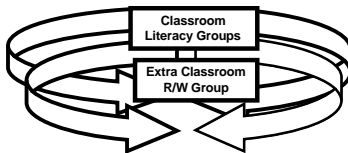


## LAYERS OF LITERACY SUPPORT



Seamless Transitions in Literacy Support

## CLASSROOM LITERACY SUPPORT



**SMALL GROUPS**

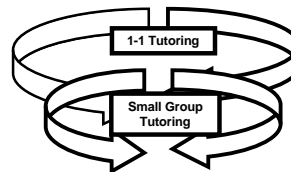
- ✓ Guided reading
- ✓ Assisted writing
- ✓ Literature study
- ✓ Language study

**PLUS:**

- ✓ Additional in-class literacy groups for struggling learners

The Literacy Foundation

## SUPPLEMENTAL LITERACY SUPPORT



**SUPPLEMENTAL SUPPORT**

- ✓ 1-1 Interventions (Reading Recovery)
- ✓ Small literacy groups for other needy students
- ✓ Language groups in Kindergarten
- ✓ Upper Literacy Groups 2-4 grades

Seamless Transitions in Literacy Support

## LAYERS OF LITERACY SUPPORT



Seamless Transitions in Literacy Support

**SPECIAL EDUCATION students:**  
✓ Teachers trained in literacy processing theories  
✓ Small group instruction that matches classroom literacy program  
✓ Reading and writing workshop approach

## Video Analysis of Conference with RR/EL & CR Teacher

- The teachers share writing across two contexts
- The teachers discuss how they can work together to support the student

## Closing Thoughts

- Teachers need protected time to engage in professional talk.
- Systemic change occurs when individuals come together to integrate their knowledge and use their collected wisdom to initiate common goals and plans.

