



# *Three Years and Holding*

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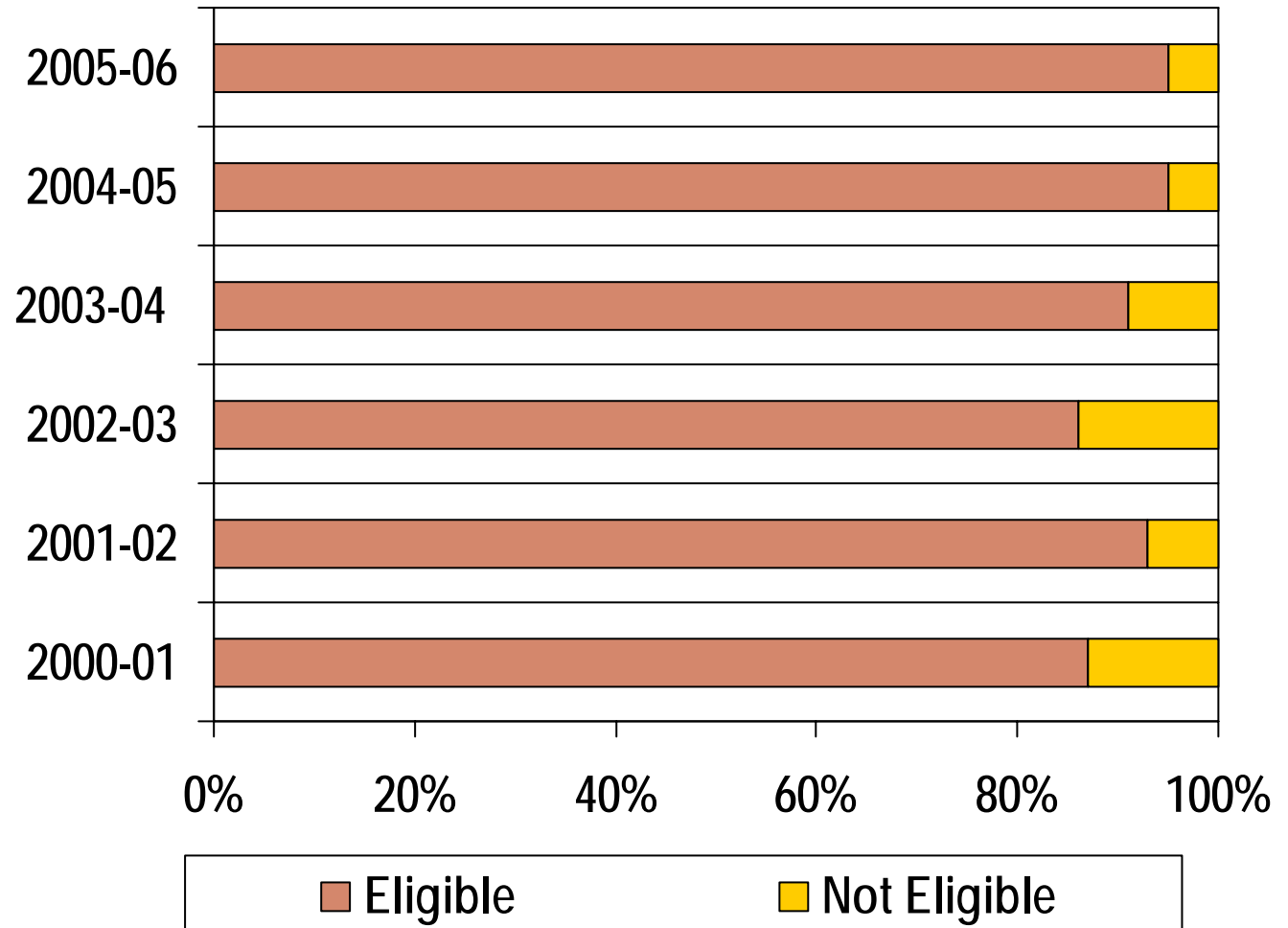
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# *Becoming Literate*

- ✦ Becoming literate involves developing identities, relationships, dispositions, and values as much as acquiring strategies for working with print (Bryant, 2001; Collins & Blot, 2003; Gee, 2000).

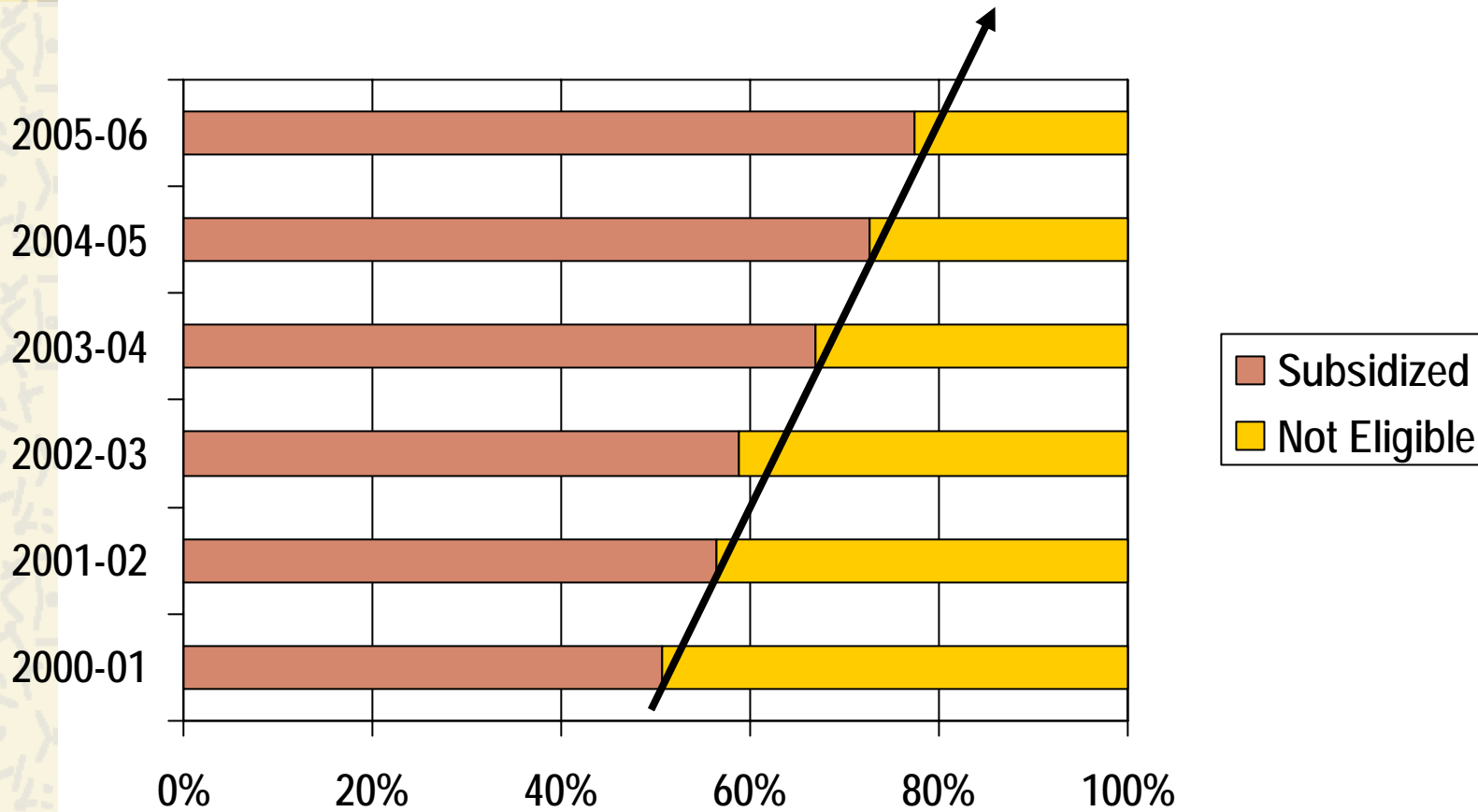
# *Fort Howard Elementary*



# *Original Cohort 1996-1997*

Name	RR Status	WKCE 4 <sup>TH</sup>	WKCE 10 <sup>TH</sup>
Julie	Moved in program	Basic	Basic
Xiong	<b>Discontinued</b>	Proficient	<b>Advanced</b>
Jasmine	<b>Discontinued</b>	Proficient	Moved out of District
Cory	Recommended	Moved out of District	<b>Proficient</b>
Kevin	<b>Discontinued</b>	Proficient	<b>Proficient</b>
Jade	<b>Discontinued</b>	Proficient	<b>Proficient</b>
Tyler	<b>Discontinued</b>	Proficient	<b>Proficient</b>
Axel	<b>Discontinued</b>	Proficient	Minimal
Tom	<b>Discontinued</b>	Basic	<b>Proficient</b>
Jordan	<b>Discontinued</b>	Proficient	<b>Proficient</b>
David	<b>Discontinued</b>	Proficient	<b>Proficient</b>
Alexandria	Recommended	Not Tested	Moved out of District
Vongsa	Incomplete	Moved out of District	Minimal
Quentin	Recommended	Moved out of District	
Montiona	Recommended	Retained: minimal	
Brittany	<b>Discontinued</b>	Proficient	<b>Proficient</b>

# *Economic Status*



# *Reading Recovery Children 3 years out*

## **Discontinued**

- |                            |                      |                         |
|----------------------------|----------------------|-------------------------|
| - Maria (ESL) advanced     | Jamal proficient     | Autumn proficient       |
| - Librado (ESL) proficient | Daniel proficient    | Alexandra proficient    |
| - Carley proficient        | Anastasia proficient | Tanner proficient       |
| - Manuel (ESL) proficient  | Brandon proficient   | DeJuan (ESL) proficient |
| - Michelle (ESL) advanced  | Olivia proficient    | Cheyenne Advanced       |

## **Recommended Action after a Full Series**

- |                      |              |                   |
|----------------------|--------------|-------------------|
| - Jessica proficient | Paige moved  | Travis proficient |
| - Choua ELL basic    | Autumn moved | Jimmy ELL basic   |

## **Incomplete Series of Lessons**

- |                           |                |                       |
|---------------------------|----------------|-----------------------|
| - Alicia (ESL) proficient | Cheyenne basic | KaZoua proficient SwD |
| - Pahua ELL basic         |                |                       |

## **Moved (Before a Full Series of Lessons)**

- Cecilia ELL basic

## **None of the Above**

- Bryce proficient

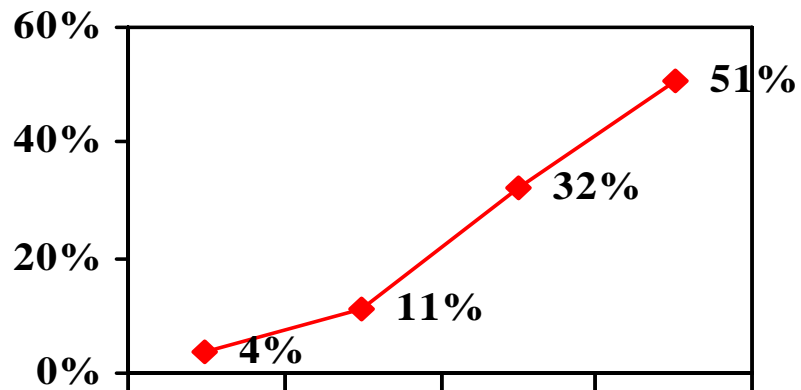
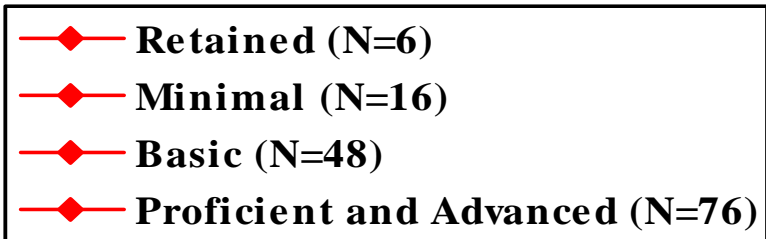


## *Our Schools vs. Theirs*

A brittle disposition in children prior to first grade negatively predicts word recognition in grades 1 and 2, and is a better predictor than assessments of phonological awareness (Niemi & Poskiparta, 2002).

Peter Johnston concludes, because what is assessed is taught, “literacy assessments should reflect and encourage resilience—a disposition to focus on learning when the going gets tough, to quickly recover from setbacks, and to adapt.”


# WKCE 3<sup>rd</sup> Grade



	Retained	Minimal	Basic	Proficie
RR Cohort	4%	11%	32%	51%

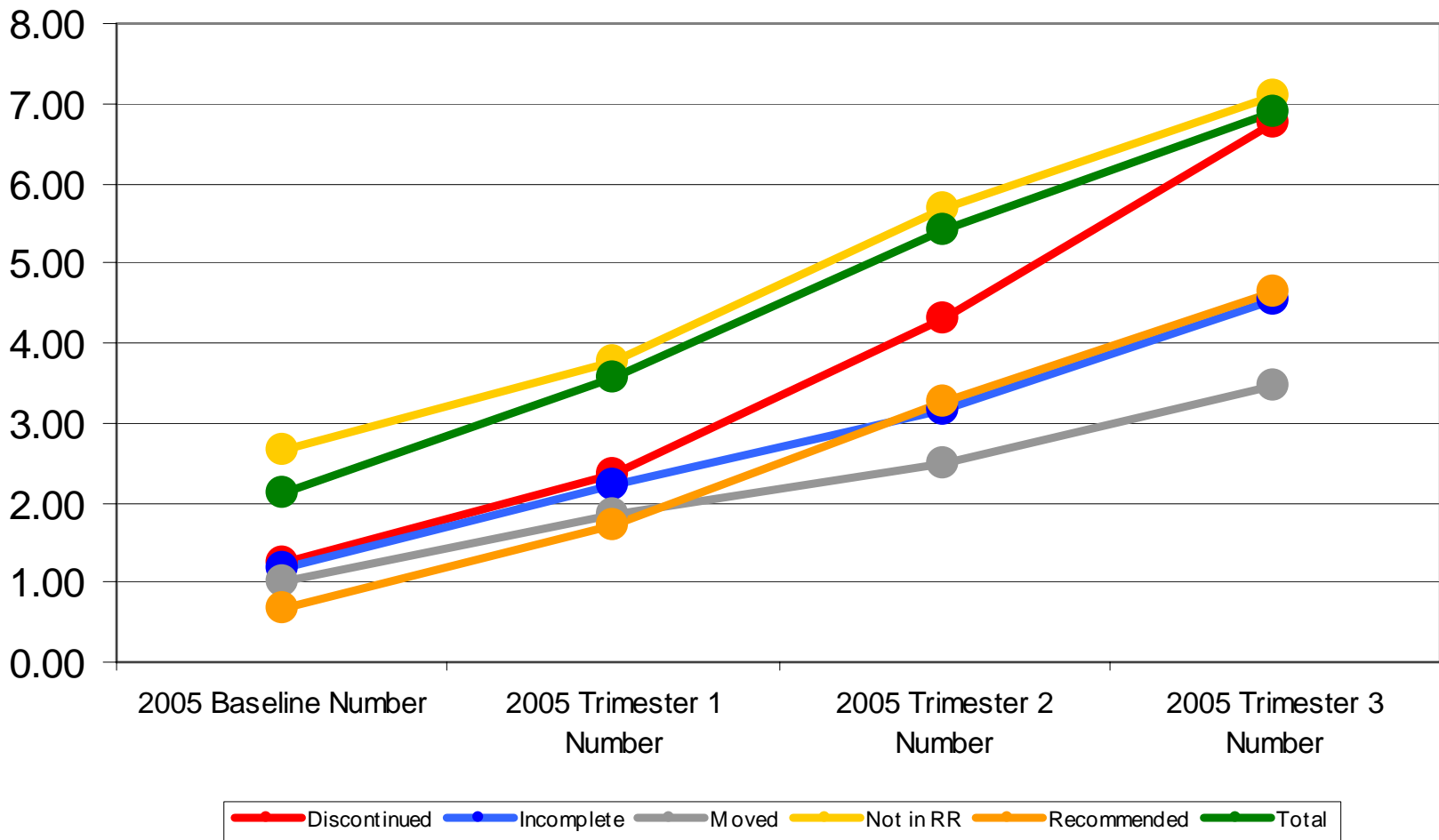


## *Peter Johnston writes...*



“The sampling structure has changed to enable state-by-state comparison, and state performance has become pegged through the NCLB (2002), thus increasing the assessment stakes. These changes add up to a change in the nature of the assessment activity from educational monitoring for productive curricular conversations to instrumental control of literacy teaching and learning.

# Classroom Assessment For Program and Non Program Children



# *Location, location...*

✦ “The U.S. average masks the scores of students from terrific public schools and hides the scores of students attending shamefully inadequate schools.”

✦ “The chances of getting a fully certified teacher in a given subject matter varies according to where you live.”

*Our Schools vs. Their Schools*

David Berliner

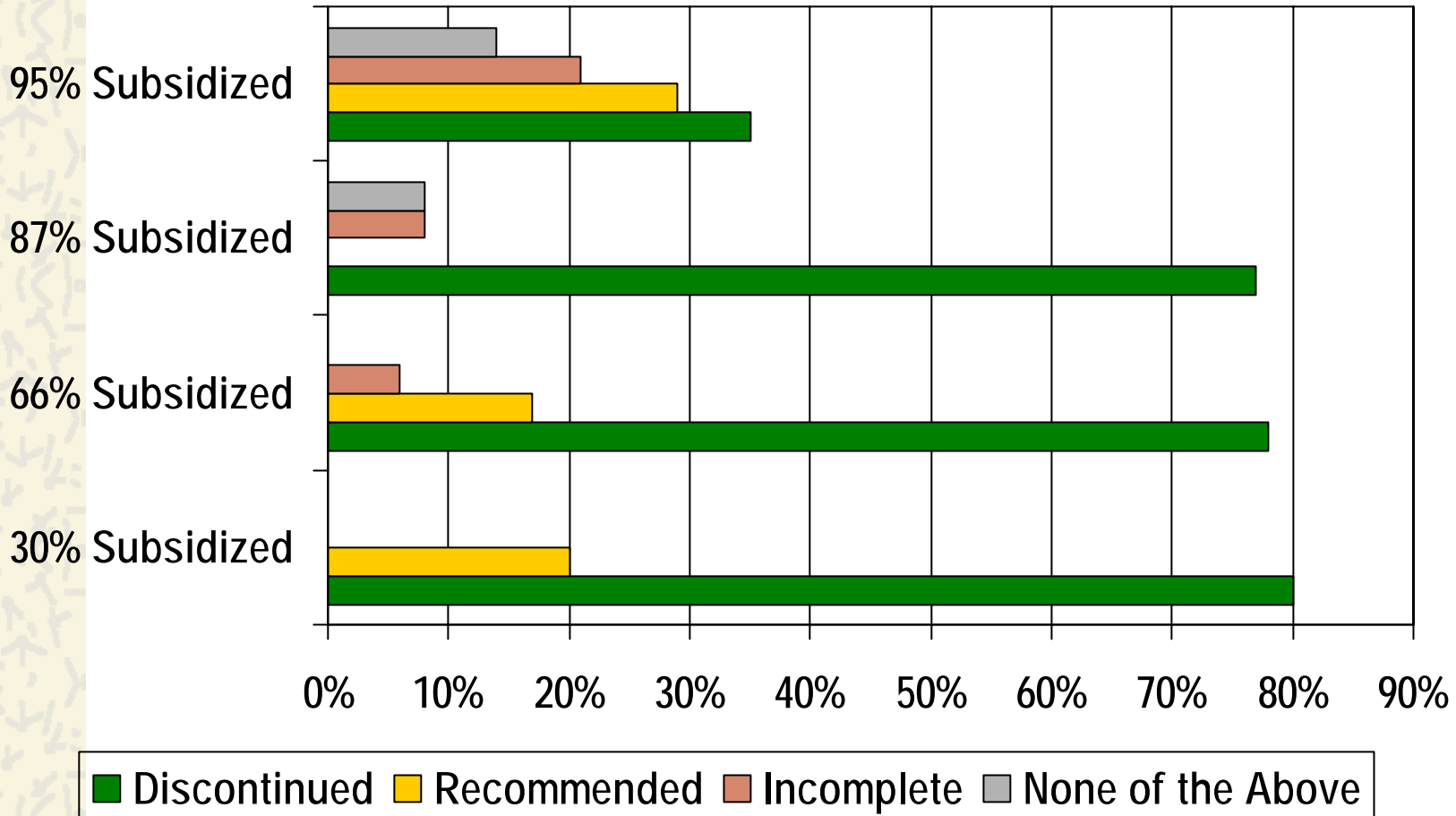
# *Public Schools*

✦ “Public schools still succeed amazingly well for children in neighborhoods where livable wages are earned, decent housing and health care are available, and crime and drug abuse are not everyday problems.”

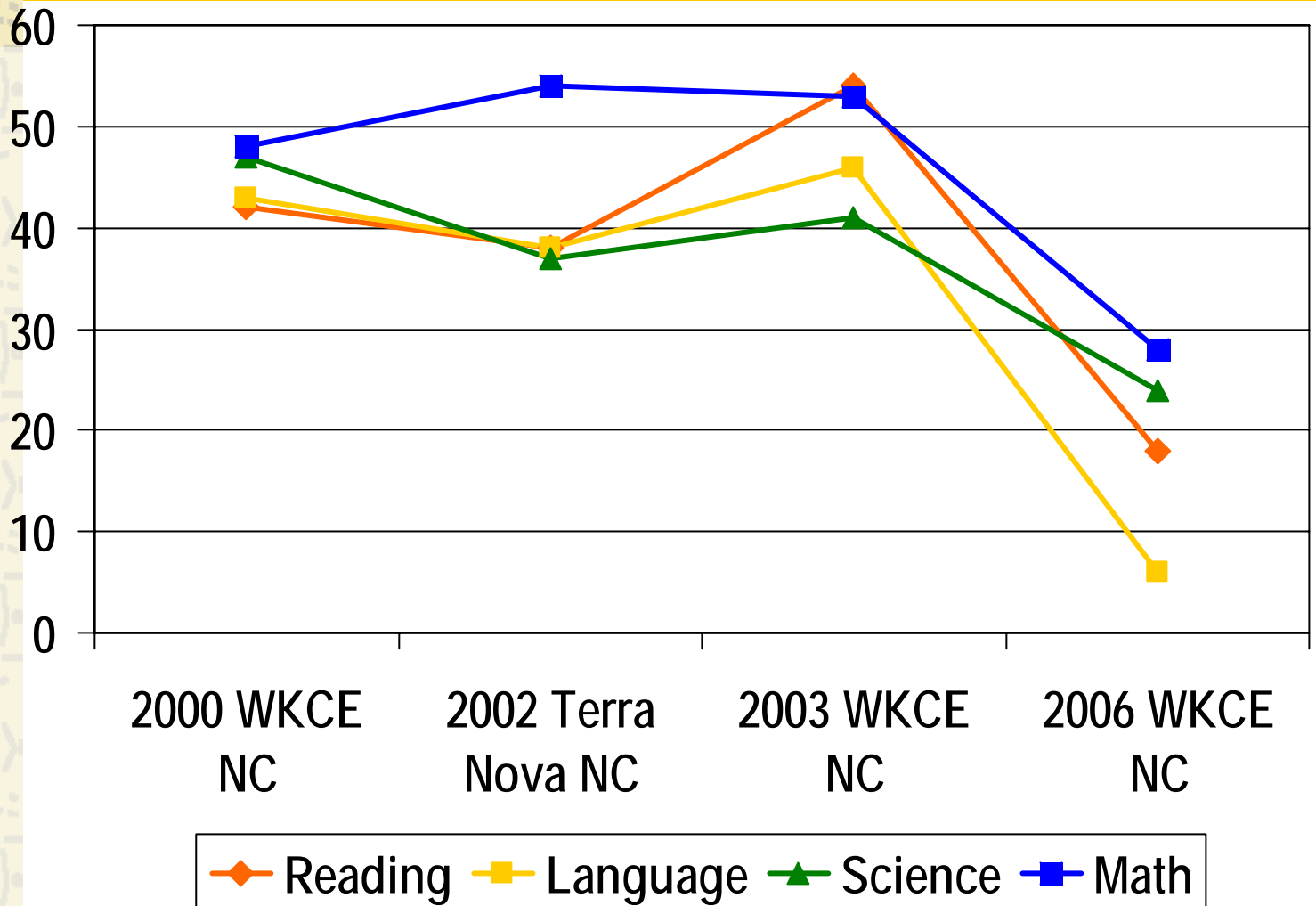
*Our Schools vs. Their Schools*

David Berliner

# *Economic Status*



# *One Child's Story*

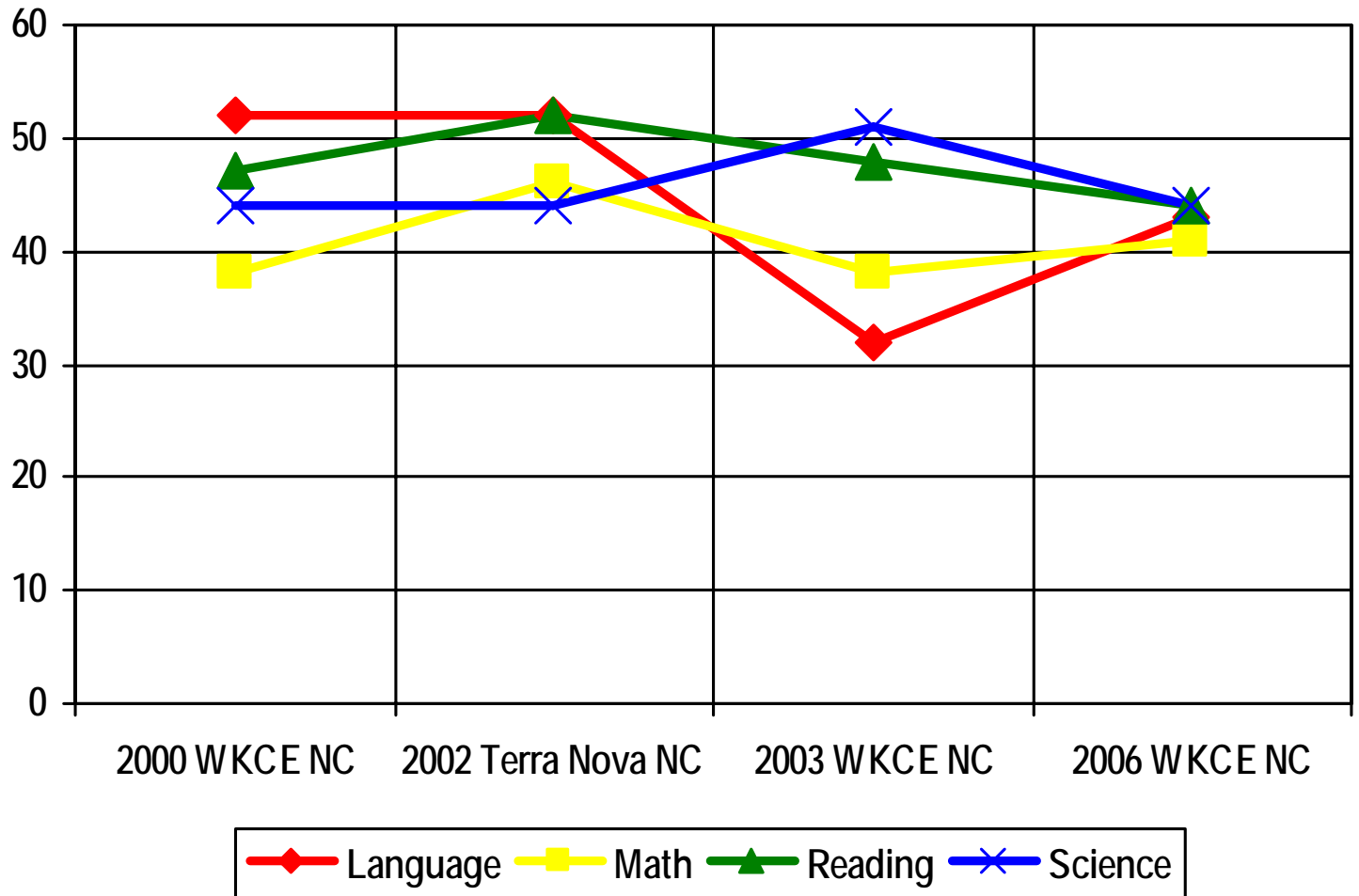




## *I Won't Learn From You*

- ✖ Sometimes a student may feel that his self-respect, self-esteem, or racial identity may demand that he will not learn.

# *Another Child*



## *Kohl writes...*

- ✦ Students who decide, for a variety of reasons, that they will not learn, may be effectively taught if a teacher develops a closer relationship which permits a deeper understanding of the students' reasons for not learning.

# *Literacy Assessments*

- ✦ According to P. David Pearson
  - DIBELS shapes instruction in ways that are bad for students (they end up engaging in curricular activities that do not promote their progress as readers) and bad for teachers (it requires them to judge student progress and shape instruction based on criteria that are not consistent with our best knowledge about the nature of reading development).

# *The Kinds of Schools We Need*

✦ “To talk about literacy as if it were a single skill applicable to all forms of text is to underestimate the special demands that different forms of language exact.

– Elliot Eisner, p. 11

# *Sources of Data*

- ✦ Achievement data
- ✦ Retentions
- ✦ Suspensions/detentions
- ✦ Numbers of D's and F's
- ✦ Behavior reports
- ✦ Low-Level classes
  - How many?
  - Who's teaching them?
- ✦ Special Education Enrollment

- Student Mobility
- Dropouts or teen pregnancy numbers
- Ritalin or prescribed medications
- Free and reduced meals
- Student absences and tardies
- Teacher sick days
- Student pull outs/interruptions
- Nominal costs of school participation
  - Sports
  - Activities
  - Yearbooks, etc.

# *Early Intervention*

- ✦ Clay, (1987) proposed that labeling a child as reading disabled is premature without first eliminating the possibility that the child's progress is a result of poorly configured instruction.

# *Educational Aims*

- ✚ Three critically significant educational aims:
  - To increase the variety and depth of meaning people can secure in their lives;
  - To (ensure) the development of cognitive potential;
  - To provide educational equity in our schools.

# *Disproportionality*

- ❖ “LEA’s found to have significant disproportionality in referrals to special education based on race or ethnicity must provide early intervening services (p. 46623-24, 46782).
- ❖ Eisner states that “educational equity is provided to the young not simply by giving them access to our schools, but by providing programs that enable them to become what they have the potential to be once they pass through the schoolhouse door.” p. 18

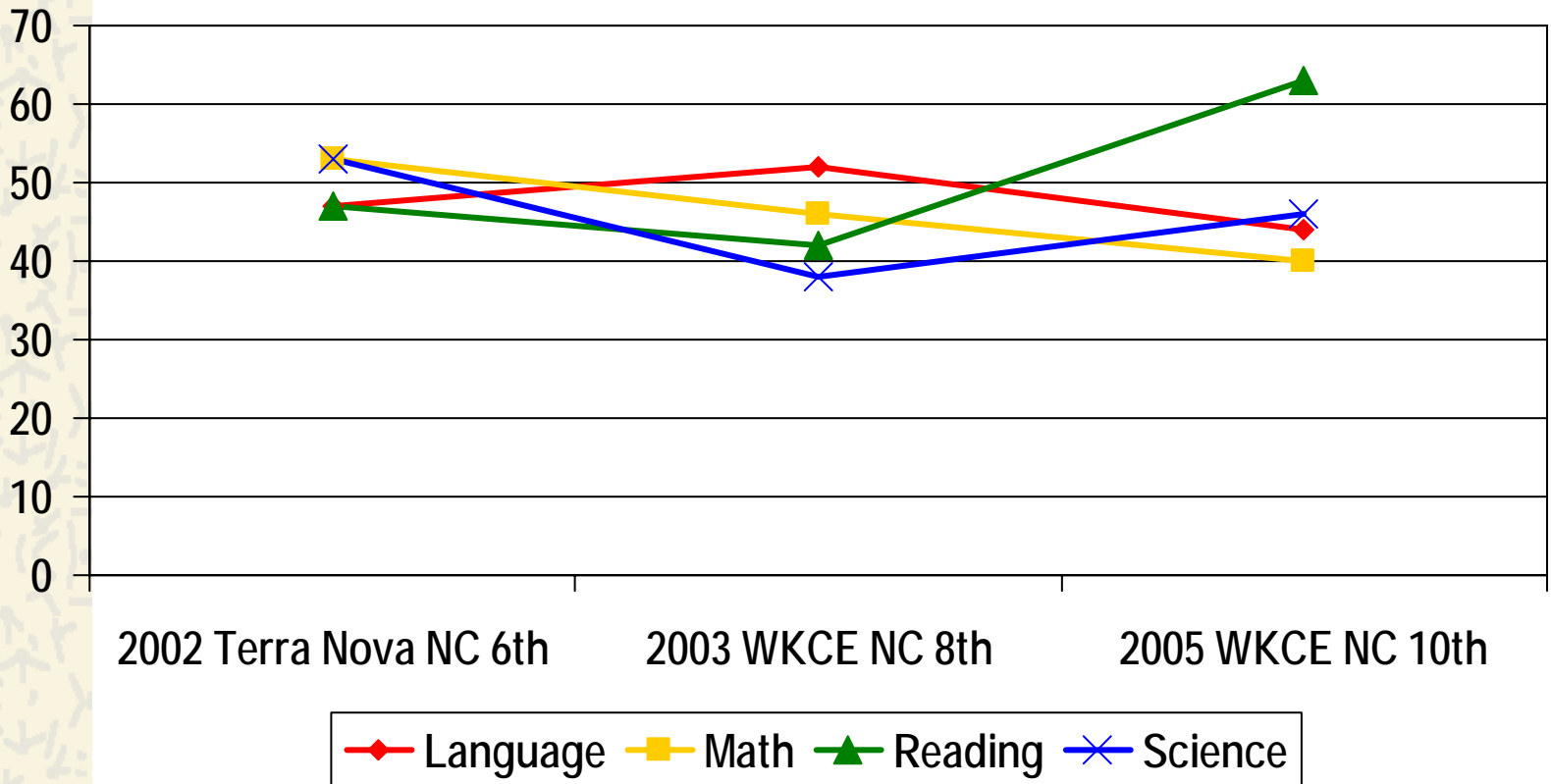
# *Deficit or Possibility?*

- ✦ Read argues "there are two principles that can guide education: one is to help children become what they are, the other is to help them become what they are not. The latter is pursued by fascist societies that try to mold children into an image defined by the state. The former is pursued in democratic cultures in which individuality is prized and fostered."

# *English Language Learners*

- ✦ EIS can be provided to English language learners (p. 46627).
- ✦ Eisner writes, “We cannot know through language what we cannot imagine. The image—visual, tactile and auditory—plays a crucial role in the construction of meaning through text.” p. 15

# *ESL Child*



# *What part of the elephant do we perceive?*

## 🚩 Here are some red flags

- Struggles to get his message across
- Difficulty with eye contact, even with familiar, comfortable people
- More parallel activities with peers
- Falls back mumbling/making sounds when he can't come up with words
- Gets stuck on things and has a hard time moving on
- Makes noises
- Some repetitive head movement
- Fixates on things of interest—poster in ELL room, animals, dinosaurs
- Answers sound like questions, (voice goes up at the end of what he's saying)—seems unsure of himself
- Much trouble retelling a story. Talked about what he saw in the pictures.
- Noticed lots opening his eyes wide for a second—possible tic?
- Kids talk to him but he doesn't always respond
- Remembering odd things and brings them up after a very long time

# *English Language Learners*

- ✦ Children may not be identified as having a specific learning disability if the determining factor is that they have not receive appropriate instruction in reading or they are English language learners (p. 46646, 46786, 46543, 46786-7).



# *Scientifically Based*

- ✦ The definition of scientifically based for the IDEA is the same as the Elementary and Secondary Education Act/NCLB (p. 46648, 46761).

# *References*

- ✦ Barr, R. and Parrett, W. (2003) Saving Our Students Saving Our Schools. Pearson Education, Inc.
- ✦ Beliner, D. (2001) Our Schools vs. Theirs in The Washington Post.
- ✦ Eisner, E. (1998). The Kinds of Schools We Need. Heinemann. Portsmouth, NH.
- ✦ Goodman, K. (2006) The Truth About DIBELS. Heinemann. Portsmouth, NH.
- ✦ Johnston, P. and Costello, P. (2005) Principles for Literacy Assessment, Reading Research Quarterly, Vol. 40, No. 2.
- ✦ Kohl, Herbert (1991). I Won't Learn From You. Minneapolis, MN: Milkweed Editions, Thistle Series.