Reading Now Network - Reflection Tool

This template is provided to help you reflect on the 5 findings from the Reading Now Network's study of schools in the West Michigan area that outperformed their peers when controlling for poverty. You are encouraged to consider the activities, resources, etc. in your school and begin to think how you might move your students to the next level.

READING NOW NETWORK

School District: Date: Prepared by:

Finding	Examples of Practice Observed - video link	What are our strengths?	What might be some next steps for us?
Uncompromising Focus on Reading	• Guaranteed 90-120 minutes daily morning reading block. • Reading block includes targeted, quick whole group instruction, then much of the block provides time for student reading. • Teachers use reading time intentionally working with readers in small groups and one-on-one. • Consistent, agreed-upon curriculum, and pacing per grade level. • Reading data discussions at all staff meetings. • Evidence of literacy posted in classrooms & buildings on desks, walls, hallways. Evidence includes: student work, word walls, and posters.		

Research Connections

• Students achieve more in classes in which they spend much of their time being directly taught by their teachers (Rosenshine & Stevens, 1986). • Extensive reading is critical to the development of reading proficiency (Krashen 2001; Stanovich, 2000).	• "Reading is complex, and teaching children to read is equally complex. The fact that children must do a lot of reading to become good readers, however, is simple and straightforward." (Cunningham & Allington, 2011). • Read alouds of age-appropriate books and other materials, print or digital. (Essential Instructional Practices in Early literacy #2)	• Small group and individualized instruction, using a variety of grouping strategies, most often flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development (Essential Instructional Practices in Early literacy #3). • Intentional and ambitious efforts to build vocabulary and content knowledge. (Essential Instructional Practices in Early literacy #7)

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Relevant Data Used Deeply	• Common, specific grade level goals, for example: "All students will leave Kindergarten reading at a level __." • Principal and teachers know the reading level of every student. • Designated time for staff to have purposeful data discussions at staff meetings. • Common and consistent district professional development plans aligned with student, classroom and school reading data. • Reading data posted in classrooms & school buildings for example: on desks, walls and hallways. • Wide varieties of leveled reading resources are readily available.		
Research Connections			
• Teachers must agree on how students will demonstrate their learning. (Stiggins, 2014). • Using Student Achievement Data to Support Instructional Decision Making. (What Works Clearinghouse. IES Practice Guide, 2009).	• Formative assessment is characterized by purpose, collaboration, its dynamic nature, descriptive feedback, and continuous improvement. (McLaughlin & Overturf, 2013).	• Ongoing observation and assessment of children's language and literacy development that informs their education. (Essential Instructional Practices in Early literacy)	

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Shared Leadership; Sustained Commitment	• A consistent, articulated curriculum is evident. • Teachers seen as experts who supplement their curriculum using "tools in the toolbox". • School improvement: consistent strategies and language led/modeled by teachers. • Teachers use multiple structures and strategies flexibly (whole group interactive mini lessons, small group instruction, book clubs, partnership work, independent reading). • Relational leadership: "The principal trusts us and walks with us." Leadership fits the context. • School-wide commitment to practices: commitment to time in text; 26-year commitment to one word study/ language program with all teachers trained; commitment to co-designed instruction including two years of meticulous planning. • Community resources are leveraged to maximize human capital: (Kent School Services Network, DHS, Kids Hope), student teachers, Title 1, 31A, Special Education, Reading Buddies (4th graders with 1st), Volunteer Grandparents, ELL, RTI, MTSS		
Research Connections			
• An increase in reading achievement occurred in schools where beliefs about teaching and learning competencies were shared collectively by stakeholders. (Goddard, Hoy, & Woolfolk-Hoy, 2000). • Research-and standards-aligned writing instruction. (Essential Instructional Practices in Early literacy #6)	• ... variety of methods: scaffolding, shaping, connecting to prior knowledge, constructing meaning, motivating students, and providing opportunities to learn have been considered among the key components of best literacy instructional practices. (Gambrell, Morrow, Neuman, & Pressley, 1999).	• Abundant reading materials and reading opportunities in the classroom (Essential Instructional Practices in Early literacy #8) • Activities that build phonological awareness. (Essential Instructional Practices in Early literacy #4) • Explicit instruction in letter-sound relationship. (Essential Instructional Practices in Early literacy #5)	

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Classroom Management Focused on Learning	• Agendas are always posted in student friendly language. • Students know what they need to do individually or in small groups. • Behavior expectations are school-wide, not classroom dependent: "Be safe, be nice, work hard". • Students are happy readers. • Students read quality books at appropriate levels. • "If they can manage the class and build relationships with kids, we can teach them curriculum." –principal		
Research Connections			
• Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons. (Essential Instructional Practices in Early literacy #1)	• Power, identity and agency influence learning. (Lewis, Enciso, & Moje, 2007). • If a teacher has a good relationship with students, then students more readily accept the rules and procedures . . . . (Marzano, Marzano, & Pickering, 2003).	• Every minute of time in the highest-achieving classrooms was used well. (Cunningham & Allington, 2011).	

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Collective Responsibility for Every Child's Success	• All students know their reading levels and goals. Parents know their child's reading level and goals and have an understanding of how they can support progress. • "Teaching staff is eager to keep the kids and not have them pulled out for interventions, special education, or any other reason." • Teachers are responsible to get kids to 80% proficient before interventions are provided. • High Expectations: "We expect our kindergartners to read at level 7. Our kids can do it. A high percentage of them are at 12 [May]." • "We all feel like they are all of our kids." • Leadership understands and is invested in the community. Leadership uses the community connection to bring additional reading support to the school. • Teachers get 100% parent/teacher conferences attendance, even if that means meeting on a Saturday morning to accommodate work schedules. • "We know we're the last line of defense between the students and the rest of their lives."		Provide feedback or submit reflection to RNN. https://goo.gl/forms/Pgtl8vrJGr17paV22
Research Connections			
• The development of reading competencies and predilection to read is also influenced at home and in the community. (Baker, Afflerbach, & Reinking, 1996). • Collective commitment (Lezotte, 1991; Kouzes & Posner, 1996).	• Teachers must work collaboratively rather than in isolation. (Hattie, 2012 ; Fullan, 1993; Newman & Wehlage, 1995).	• Collaboration with families in promoting literacy. (Essential Instructional Practices in Early literacy #10)	