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Evaluation of Core Instruction Materials

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Today's Objectives

1. Identify evidence-based features of core reading programs.

2. Describe a systematic approach for analyzing programs.

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Getting Students On-track for Academic Success

To increase student reading achievement, specific attention must be given to the "*architectural features*" of programs.

(Coyne et al., 2011)

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Implementation Matters…

When programs implemented with fidelity are compared to programs not implemented with fidelity, ***the difference in effectiveness is profound***.

Those implemented with fidelity yield ***average effect sizes*** that are ***two to three times higher.***

(Durlak & DuPre, 2008)

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Promoting Savvy Consumers of Reading Programs

- Consumers should:
  - Conduct rigorous inspections of programs using systematic and standardized procedures (Doabler et al., 2012; Stein et al., 2001)

  - Avoid the notorious "flip test" or superficial examinations of materials (Stein et al., 2001)

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EVALUATING THE DESIGN AND DELIVERY ATTRIBUTES OF CORE PROGRAMS

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Core Reading Program:

Explicit Instructional Design and Delivery Principles

Big Ideas	Is there thorough coverage of essential instructional content? ☐ Phonology? ☐ Sound-symbol association (sounds, blending, word reading)? ☐ Syllables? ☐ Morphology? ☐ Reading connected text with accuracy and fluency? ☐ Syntax? ☐ Semantics: 　☐ Vocabulary? 　☐ Academic language instruction? 　☐ Listening comprehension? 　☐ Reading comprehension?
Conspicuous Strategies	☐ Are verbal explanations, directions, and demonstrations present? ☐ Is clear and explicit language utilized to guide students through each lesson? ☐ Are there a series of sequential instructional steps progressing from simple to more complex purposefully employed to acquire and use new knowledge? ☐ Are guided and independent practice opportunities present? ☐ Is consistent, supportive, and corrective feedback provided?
Mediated Scaffolding	☐ Is the rate of introduction for key concepts and skills systematic and appropriate? ☐ Is there a logical sequence of instructional examples to promote success and reduce confusion? ☐ Are complex concepts and skills broken down into smaller, more manageable chunks? ☐ Are there opportunities for teachers to explicitly teach key concepts and skills and interact with students before independent work? ☐ Are prompts, hints, or clues provided to students as they engage in new and complex content. ☐ Is the complexity of students' independent work comparable to the complexity of the instructional examples used?
Strategic Integration	☐ Is a teaching sequence for each big idea introduced, scaffolded, practiced, and assessed before the introduction of the next new big idea? ☐ Are big ideas integrated (not left as discrete concepts or skills)? ☐ Is there a cohesive connection among strategies to achieve desired outcomes? ☐ Are prerequisite skills connected with higher order content? ☐ Are there opportunities for discrimination practice?
Prime Background Knowledge	☐ Are students engaged in their prior knowledge? ☐ Are essential pre-skills identified that are most proximal to the new learning objective?
Student Practice and Review	☐ Are procedures in place to engage students in the lesson during teacher-led instruction? ☐ Are multiple opportunities for students to practice tasks frequent and structured? ☐ Are student verbalization procedures present? ☐ Are clear correction procedures in place? ☐ Is there sufficient, distributed, cumulative and varied student practice?

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Principles of Instruction

– **What to teach**
  • Essential Instruction Content

– **How to teach** (principles that guide how content is taught)
  • Conspicuous (Explicit) Instruction
  • Scaffolded Instruction
  • Opportunities to Practice with Corrective Feedback

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Tier I System of Support

Tier 1 occurs in general education contexts as core instruction and is intended to:

a) enable the vast majority of students to meet end of year goals, and

b) provide students at risk for academic difficulty with the first of two essential tiers of support.

(Baker et al., 2010)

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Benefits of a Core Program

Audience	Benefit
Students	A core program provides instructional continuity from grade level to grade level (i.e., vertical alignment of scope and sequence).
Teachers	A core program makes planning and pacing of the instructional program easier and provides a basis for effective staff communication about instruction, student data, and goals.
Coaches/ Administrators	A coach and/ or an administrator benefits by needing to know deeply one core program rather than several.
School/ District	A core program makes professional development cost effective and efficient.
District	For districts with high mobility, a core program provides consistency in instruction and language from school to school.

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Explicit Instructional Design and Delivery Principles

✓	Big Ideas	Prioritize essential content.
✓	Conspicuous strategies	Learning is most efficient when teachers can make it more explicit.
✓	Mediated scaffolding	Instructional supports (scaffolds) that reduce cognitive load.
✓	Strategic integration	The teaching sequence for each big idea is introduced, scaffolded, practiced, and assessed before the introduction of the next new big idea.
✓	Prime background knowledge	Identify essential pre-skills most proximal to the new learning objective.
✓	Student practice & review	Students are engaged in multiple practice opportunities with judicious review.

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DESIGN ATTRIBUTE #1

BIG IDEAS: PRIORITIZE ESSENTIAL CONTENT

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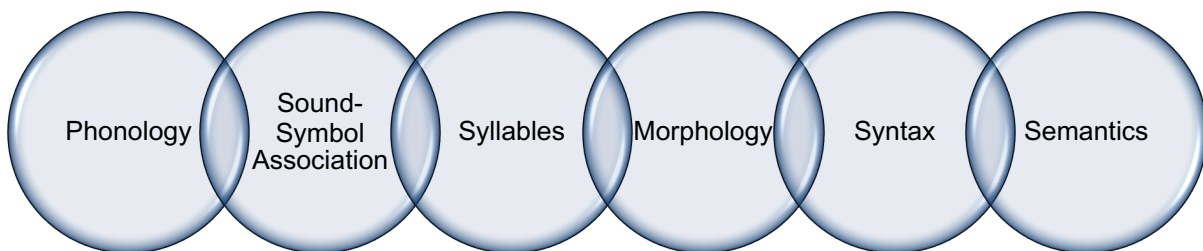
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Big Ideas — Look for these Elements:

Is there thorough coverage of essential instructional content?
- ❑ Phonology?
- ❑ Sound-symbol association (sounds, blending, word reading)?
- ❑ Syllables?
- ❑ Morphology?
- ❑ Reading connected text with accuracy and fluency?
- ❑ Syntax?
- ❑ Semantics:
  - ❑ Vocabulary?
  - ❑ Academic language instruction?
  - ❑ Listening comprehension?
  - ❑ Reading comprehension?

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Structured Literacy Elements

Phonology   Sound-Symbol Association   Syllables   Morphology   Syntax   Semantics

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Big Ideas in Beginning Reading

Phonemic Awareness

Fluency

Vocabulary

Comprehension

Alphabetic Principle

Reading in an Alphabetic Writing

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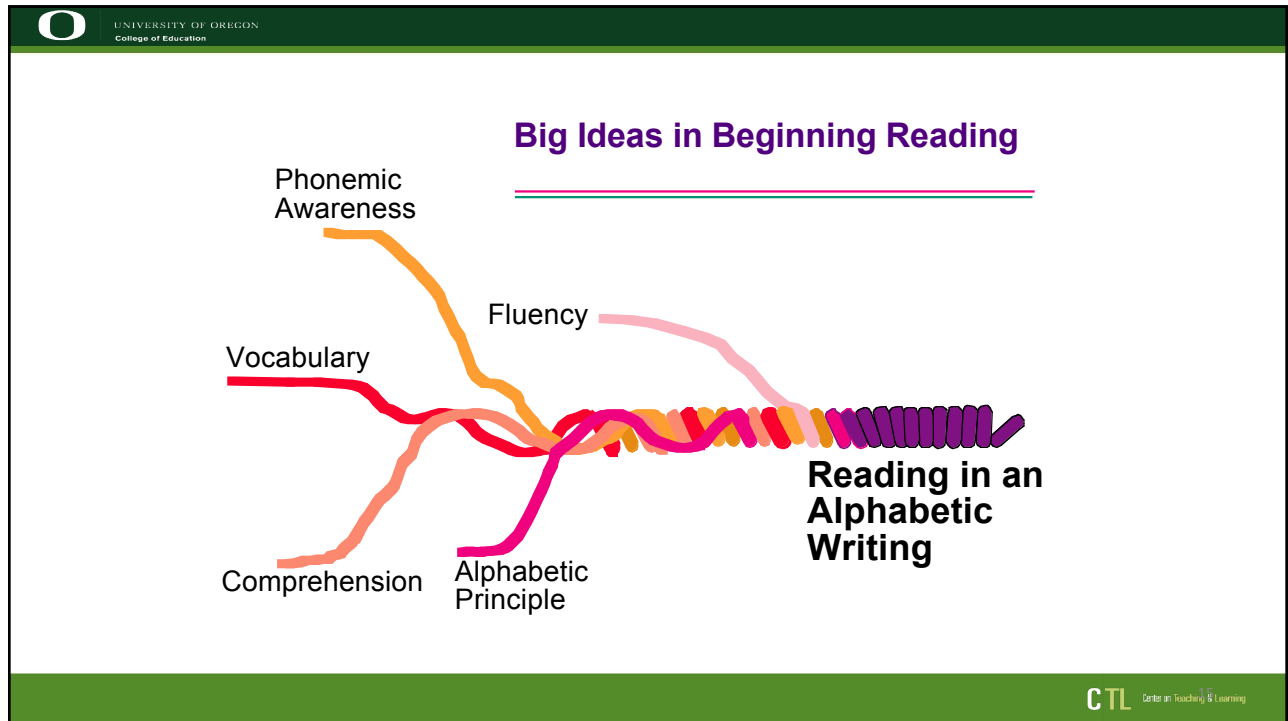
Changing Emphasis of Big Ideas

	K	1	2	3+
Phonological Awareness				
Alphabetic Principle	*Letter Sounds & Combinations*			*Multisyllables*
Automaticity and Fluency with the Code				
Vocabulary	*Listening*			*Reading*
Comprehension	*Listening*			*Reading*

Simmons, Kame'enui, Ham, & Coyne © 2003   CTL Center on Teaching & Learning

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Principles that Guide **HOW** the Elements are Taught

Systematic and Cumulative

Explicit

Diagnostic

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DESIGN ATTRIBUTE #2

CONSPICUOUS STRATEGIES

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Conspicuous Strategies－ Look for these Elements:

❑ Are verbal explanations, directions, and demonstrations present?
❑ Is clear and explicit language utilized to guide students through each lesson?
❑ Are there a series of sequential instructional steps progressing from simple to more complex purposefully employed to acquire and use new knowledge?
❑ Are guided and independent practice opportunities present?
❑ Is consistent, supportive, and corrective feedback provided?

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Explicit and Systematic Instruction

Components of Explicit Instruction	Components of Systematic Instruction

• Teacher explanation (Learning Target)
• Teacher model
• Practice opportunities for all
  • Use of signal
  • Judicious cumulative review
• Appropriate pacing
• Immediate corrective feedback
• Checks for understanding
	• Break activities into small steps
	• Steps are sequential
	• Steps progress from simple → more complex
	• Students have prior knowledge and prerequisite skills required for new skill

(The Meadows Center for Preventing Educational Risk, 2010)

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Conspicuous Instruction: *Example*

Phonemic Awareness: modeling

"**We are going to learn how to say the first sound in a word.**"

(Put down 2 pictures that begin with different sounds and say the names of the pictures.)

"**My turn to say the first sound in *man*, /mmm/. *Mmman* begins with /mmm/.**"

"**Everyone, say the first sound in *man*, /mmm/.**"

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Conspicuous Instruction: *Non-Example*

Phonemic Awareness: modeling

"**We are going to learn how to say the first sound in a word.**"

(Put down 2 pictures that begin with different sounds and say the names of the pictures.)

"**Who can tell me the first sounds in these pictures?**"

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DESIGN ATTRIBUTE #3

MEDIATED SCAFFOLDING

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Mediated Scaffolding－ Look for these Elements:

❑ Is the rate of introduction for key concepts and skills systematic and appropriate?

❑ Is there a logical sequence of instructional examples to promote success and reduce confusion?

❑ Are complex concepts and skills broken down into smaller, more manageable chunks?

❑ Are there opportunities for teachers to explicitly teach key concepts and skills and interact with students before independent work?

❑ Are prompts, hints, or clues provided to students as they engage in new and complex content.

❑ Is the complexity of students' independent work comparable to the complexity of the instructional examples used?

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Mediated Scaffolding

- Instructional support (scaffolds) that reduces cognitive load / demands during the initial phases of learning.

- Students with diverse learning needs require substantial support to acquire new and complex academic content.

- Such support should align with the needs of the learner and be systematically withdrawn to promote learner independence.

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Scaffolding Instruction for Success

I do

We do

You do

Teacher Support

Student Independence

Time
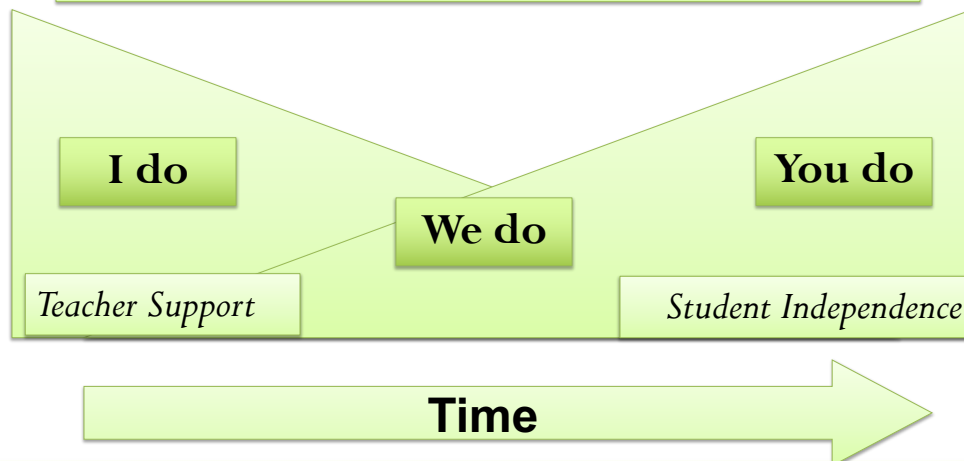
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Scaffolds: Things to Consider

- Examine both the teacher model demonstrations and tasks students will eventually do independently

- Ask:
  - Is there enough support built into tasks to accommodate diverse learners?
  - Do tasks gradually progress from teacher directed to student directed?

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Decoding *Example*

m u d

Watch me read this word. I'll touch each letter and say its sound. I won't stop between sounds.

/mmm/-/uuu/-/d/   Now I'll say it fast – *mud*   The word is mud.

Now it's your turn to read this word. I'll touch each letter and you say its sound. Don't stop between sounds.

/mmm/-/uuu/-/d/   Now say it fast – *mud*   You read the word mud!

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Decoding : *Example*

f i n

Now it's your turn to read this word on your own. Ill touch each letter and you say its sound. Don't stop between sounds.

/fff/-/iii/-/nnn/   Now say it fast – *fin*   You read the word *fin*!

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Decoding: *Non-Example*

Teach:

Use these examples to introduce students to the vowel combination "oo".

Word Study Skill: Phonics

Teaching Vowels
Use Charts 7 and 8 or write the following on the board.

Charts 7 and 8

bean	feather	book	soon
beak	ready	cook	boot

1. I wanted to watch my little brother, so I made him walk ahead of me.
2. Jeff didn't like to walk, so he ran instead.
3. He was so excited when he saw the bears that he squealed loudly.
4. The noise scared the bear, and he shook the bars on his cage.
5. I loved the zoo the first time I saw it, so I understood how Jeff felt.

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DESIGN ATTRIBUTE #4

STRATEGIC INTEGRATION

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Strategic Integration— Look for these Elements:

❑ Is a teaching sequence for each big idea introduced, scaffolded, practiced, and assessed before the introduction of the next new big idea?

❑ Are big ideas integrated (not left as discrete concepts or skills)?

❑ Is there a cohesive connection among strategies to achieve desired outcomes?

❑ Are prerequisite skills connected with higher order content?

❑ Are there opportunities for discrimination practice?

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Strategic Integration

- Knowledge integration should result in a new and more complex knowledge structure.

- Curriculum should identify and promote the naturally occurring relationships among the big ideas within a discipline.

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Strategic Integration: Things to Consider

- Examine the scope and sequence; chapters/units, and sets of lessons

- Determine whether the teaching sequence for each big idea is introduced, scaffolded, practiced, and assessed before the introduction of the next new big idea (Coyne et al., 2011).

- Eventually these big ideas should be integrated (not left as discrete concepts or skills)
  – Integrating phonological awareness and letter-sound correspondences

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DESIGN ATTRIBUTE #5

PRIMED BACKGROUND KNOWLEDGE

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Prime Background Knowledge－ Look for these Elements:

❑ Are students engaged in their prior knowledge?

❑ Are essential pre-skills identified that are most proximal to the new learning objective?

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Priming Background Knowledge

- Identify essential pre-skills most proximal to the new learning objective
  - Increases instructional efficiency
  - Make explicit the pre-skills that increase the likelihood that students will be successful on tasks

- Priming background knowledge vs. teaching it
  - Brief reminder or in-depth instruction

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Primed Background Knowledge

- Engages students' prior understandings (NRC, 2005)

- Acknowledges the skills the learner brings to the task

- Offers opportunities to identify knowledge gaps and preempt potential student misconceptions

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DESIGN ATTRIBUTE #6

STUDENT PRACTICE AND REVIEW

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Student Practice and Review— Look for these Elements:
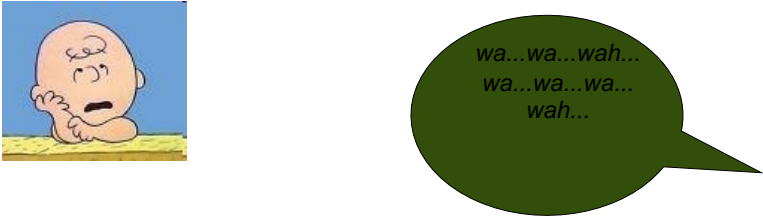
❑ Are procedures in place to engage students in the lesson during teacher-led instruction?

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❑ Are student verbalization procedures present?

❑ Are clear correction procedures in place?

❑ Is there sufficient, distributed, cumulative and varied student practice?

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Student Verbalization Practice

Before students have developed the independent reading skills necessary to read and analyze grade level texts, they depend heavily on teachers to structure and guide learning opportunities through classroom discourse.

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Student Practice Opportunities

- Frequent, structured practice allows students to demonstrate their understanding of key reading and math concepts and skills.

- Students are engaged in the lesson during teacher-led instruction.

- The instructor provides multiple opportunities for students to practice tasks.

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Act and Art: Engagement of ALL Students

Method: VERBAL	Method: WRITTEN	Method: ACTION
Examples: Choral responses Partner responses Discussions Individual (no hands)	Examples: Whiteboards Response cards Clicker system Writing frames	Examples: Act out Gestures Hand signals Facial expressions

Regardless of method:
- Equity- ALL students are participating in the learning
- Holds each student accountable for participating
- Requires intentional planning
- Provides feedback to help teacher adjust instruction

(Archer, 2016)

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Identifying the Main Idea: *Example*

Explain that learning how to identify the most important, or main, idea of a passage will make it easier for them to remember what they read. The main idea is telling about the details in just a few words.

Say: "We are going to figure out the main idea of a group of sentences. These are the steps we are going to use."

1. Identify the most important **who** or **what**.
2. Identify the most **important information** about the who or what.
3. Write or say this information in **one short sentence**.

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Identifying the Main Idea: *Example*

Albert Einstein enjoyed sailing. He liked to play the violin. He had fun putting together jigsaw puzzles. He liked riding his bicycle everywhere.

1. Identify the most important **who** or **what**.
2. Identify the most **important information** about the who or what.
3. Write or say this information in **one short sentence**.

Say: "I'll use these steps to come up with one sentence that tells the main idea.
First, I have to name the most important who or what. That's easy. The sentences are about Albert Einstein.
Second, I have to identify the most important information about the who or what. Hmmm, how are these things all related to each other? I think he enjoyed all these different things.
Third, I have to say this information in one short sentence. That's it, that's the main idea: Albert Einstein enjoyed doing many different things."

(The teacher then models applying the strategy and thinking aloud to two other different passages.)

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Identifying the Main Idea: *Example*

> **When Benjamin Banneker was twenty-one, he took apart a pocket watch to see how it worked. He built a clock entirely out of wood, carving all the gears by hand. He also built the first American-made striking clock.**

Teacher*: "Now you are going to practice telling the main idea.* (Reads the paragraph aloud as students follow along.) *What is the first step?"*
Students*:* Identify the most important who or what.
Teacher*: "Yes, that's right. Who is the person?"*
Students*:* The person is Benjamin Banneker.
Teacher*: "Great job naming the person. Now, what is the second step?"*
Students*:* Identify the most important information about the who or what.
Teacher*: "Tell your partner the most important information all of these sentences are about."*
Students*:* [discuss with partners while the teacher provides feedback]

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Identifying the Main Idea: *Example*

> **When Benjamin Banneker was twenty-one, he took apart a pocket watch to see how it worked. He built a clock entirely out of wood, carving all the gears by hand. He also built the first American-made striking clock.**

Teacher*: "I heard you all say that the sentences are about clocks or making clocks. Now, what is the third step?"*
Students*:* Say this information in one short sentence.
Teacher*: "Turn to your partner and say this information in one short sentence."*
Students*:* [discuss with partners while the teacher provides feedback]
Teacher*:* [Calls on one student to tell their sentence to the group.]
Teacher*: "Very good! The main idea sentence would be Benjamin Banneker built clocks. Excellent job telling the main idea!"*

(The teacher then gives students opportunities to practice in other different passages.)

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Provide Corrective Feedback

Programs should contain teacher wording for correcting errors and hints, or prompts, to identify potential student misconceptions.

- Immediate
- Specific and informative
- Focused on the correct versus incorrect response
- Delivered with appropriate tone
- Ended with students giving correct response

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Judicious Review

Four critical dimensions of judicious review:

- *Sufficient* – to enable to student success
- *Distributed* – over time
- *Cumulative* – integrated into more complex tasks
- *Varied* – to illustrate the wide application of a student's understanding

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Core Reading Program:

Explicit Instructional Design and Delivery Principles

Category	Questions

Big Ideas	Is there thorough coverage of essential instructional content?
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Thank you for being here today!

Webinar Series:

January 18: High-Quality Delivery of Reading Instruction

March 23: Using Implementation Data to Evaluate Instructional Effectiveness

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Questions and Answers

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