AIM for Literacy

**Solutions to Advance Adolescent Literacy
in West Virginia
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- What AIM is
- How AIM is embedded in 21st Century Reading and English Language Arts CSOs
- What the components of a successful adolescent literacy program are
- How schools can implement the AIM model

KNOW

- Revise and discuss statement on literacy
- Define the vocabulary in the AIM framework/tiered instruction
- Choose and evaluate elements for a successful adolescent literacy program
- Complete the Literacy Capacity Survey
- Locate online and evaluate an intervention program
- Examine a Literacy Walk Through Checklist
- Plan the implementation of an adolescent literacy program

DO

- How does a multi-tiered model of literacy support the needs of all students?
- How will the literacy leadership team model the commitment to literacy to all stakeholders?

ESSENTIAL QUESTIONS

Tiered Instruction

- Provides an instructional framework for delivering assessment drive, differentiated instruction to all students, including students at risk

- Focuses on instruction that uses scientific research-based core, supplemental and intervention programs

- Identifies struggling students and provides the support (i.e., additional instruction/intervention) they need
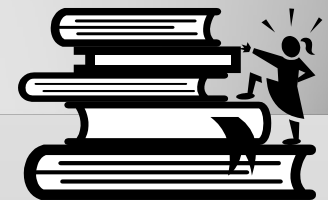
- Using assessment data to plan instruction and group students accordingly

- Teaching targeted small groups

- Using flexible grouping

- Matching instructional materials to student ability (use *Lexiles*)

- Scaffolding instruction to meet student needs
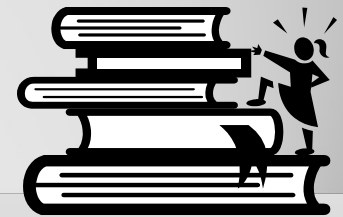
AIM for Literacy

Adolescent Instruction Model for Literacy

Adapted from CORE www.corelearn.com

West Virginia Department of Education

| Levels of Support	Individual Students	Classroom Unit	Interventions	Professional Development
Advanced Tier	Students consistently exceed the targets and can handle advance materials **Assessment**: Assessment every 6-8 weeks •Classroom text **Materials**: Standard plus reading 25 books per year; SREB recommends 100 pages of technical text to receive credit for one book	Students in the classroom are exceeding the benchmarks as demonstrated through assessment Advanced Placement and Pre-AP trained teachers **Time**: Policy 2510 RLA requirement	N/A Good classroom instruction	Advanced Placement training and material; Pre-AP instructional strategies and materials; TEACH 21 Differentiated Instruction training; Training on adopted instructional materials; Instructional guides and/or standards-based unit plans; Assessments for and of learning

Levels of Support	Individual Students	Classroom Unit	Interventions	Professional Development
Tier 1 **Benchmark**	Students generally can meet the standards; average learner **Assessment:** Assessment every 6-8 weeks **Materials:** Adopted grade level instructional materials plus reading 25 books per year; SREB recommends 100 pages of technical text to receive credit for one book	•75-80% of students are making good progress; • all general classroom teachers **Time:** Policy 2510 RLA requirement	N/A Good classroom instruction by all teachers	TEACH 21 Strategy Bank Scientifically based reading research and instruction : Pre reading •Vocabulary •Background knowledge During reading •Graphic organizers for connecting students with text •Note taking •Questioning the text After reading •Graphic organizers for connecting students with text •Summarization TEACH 21 Reading in the Content Area Professional Development Module; *Lexile* training; Differentiated Instruction training; Training on adopted grade level instructional materials; Instructional guides and/or standards-based unit plans; Assessments *for* and *of* learning

Levels of Support	Individual Students	Classroom Unit	Interventions	Professional Development
Tier 2: Strategic	Students are typically between the 30th-49th percentile on normative measures; 1-2 years behind; gaps in skills and knowledge **Assessment**: Assessment every 3-4 weeks to pinpoint problems and target interventions •Classroom assessments for learning •Scholastic Reading Inventory **Materials**: Standard reading program with added support class and materials plus reading 25 books per year; SREB recommends 100 pages of technical text to receive credit	Classrooms where about one-third of the students are not making benchmarks (25-30%); reading specialists/special education teachers/coaches/content area teachers labeled literacy intensive classes (collaborative and co-teaching) **Time**: Policy 2510 RELA requirements; content area classes provide interventions also	Extended time for delivery of interventions: •Strategic Tutoring-students are taught "how to learn" curriculum information through learning strategies in content areas; after or during school •Flexible grouping •Double blocking	TEACH 21 Strategy Bank Scientifically based reading research and instruction : Pre reading •Vocabulary •Background knowledge During reading •Graphic organizers for connecting students with text •Note taking •Questioning the text After reading •Graphic organizers for connecting students with text •Summarization TEACH 21 Reading in the Content Area Professional Development Module; *Lexile* training; Differentiated Instruction training; Training on adopted grade level instructional materials; Instructional guides and/or standards-based unit plans;

Levels of Support	Individual Students	Classroom Unit	Interventions	Professional Development
Tier 3: Intensive	Students test below the 30th percentile on normative measures; reading skills are limited **Assessment:** Assessment every 2 weeks to pinpoint problems and target interventions **Materials**: Intensive intervention for non-readers may replace traditional **reading class**; special supplementary materials and/or specialized program	Classrooms where about half of the students are not meeting benchmark indicators; teachers held accountable to teach the program as designed; **reading specialist** with assistance from special education/coach (collaborative or co-teaching) **Time:** Intervention time may be beyond the reading class time for students who are farthest behind	Extended time for delivery: Examples of special programs: *Language* (Sopris West) READ 180 (Scholastic) – 90 minutes required Wilson Reading Fast Track Reading (Wright Group)	Program specific training; TEACH 21 Strategy Bank Scientifically based reading research and instruction : Pre reading •Vocabulary •Background knowledge During reading •Graphic organizers for connecting students with text •Note taking •Questioning the text After reading •Graphic organizers for connecting students with text •Summarization TEACH 21 Reading in the Content Area Professional Development Module; *Lexile* training; Differentiated Instruction training; Training on adopted grade level instructional materials; Instructional guides and/or standards-based unit plans; Assessments *for* and *of* learning

Three-Minute Pause…

1. Which tier would your school be able to implement without much trouble? Why?

2. How does your school implement interventions now?
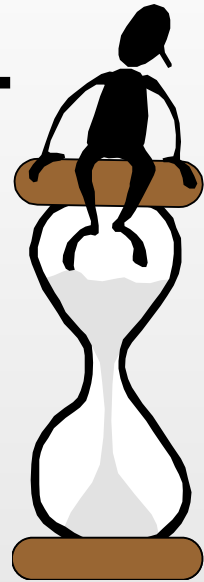
Instructional Improvements

- Direct, explicit instruction
- Effective instructional principles embedded in content
- Motivation and self-directed learning
- Text-based collaborative learning
- Strategic tutoring
- Diverse texts
- Intensive writing
- A technology component
- Ongoing formative assessment of students

Infrastructure Improvements

- Extended time for literacy
- Professional development
- Ongoing summative assessment of teachers and programs
- Teacher teams
- Leadership
- A comprehensive and coordinated literacy program

Reading Next **(Biancarosa and Snow, 2004, p.12)**

- Professional development

- Ongoing formative assessment of students

- Ongoing summative assessment of students and programs

What is the optimal mix?

- Choose 3 elements that your school could implement next year.
- What needs to be in place in order for implementation of these elements?
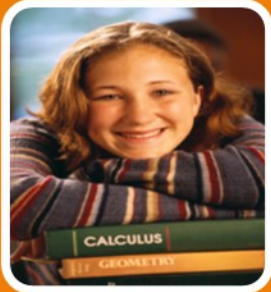

What does your school need?

Identify and discuss the school's strengths and challenges in literacy.

- AIM Literacy Survey
- Literacy Capacity Survey

Identify and prioritize literacy needs of the students and professional development needs of the teachers.

- Information serves as the professional conversation about literacy
- Supports school improvement

Provide resources and strategies to support change.

- Assessments for and of learning
- http://wvde.state.wv..us./teach21

Literacy Leadership Team (LLT)

- Complete the Literacy Capacity Survey.
- Discuss and rank order your items.
- Discuss how you will use the data.

Literacy Capacity Survey

"It is the action around assessment-the discussion, meetings, revisions, arguments and opportunities to continually create new directions for teaching, learning, curriculum and assessment-that ultimately have consequences."

Assessments

- Assess Student Needs
  1. Which assessment(s) will we use?
     - Large group tests as a "first cut"
     - Assess all struggling students beyond the WESTEST to determine specific needs (Tier 2 and 3)
  2. Place students in appropriate tier.
 3. Determine movement in tiers.

A Culture of Literacy: Assessment

- The teacher should play a critical role in assessment and instruction.
- The intervention should be a comprehensive approach to reading and writing.
- Reading and writing in the intervention should be engaging.
- Interventions should be driven by useful and relevant assessments.
- The intervention should include significant opportunities for authentic reading and writing.

Fisher and Ivey

Considerations for choosing programs

1. Consider the five criteria for choosing an intervention program.
2. Choose a program online.
3. Evaluate the program.
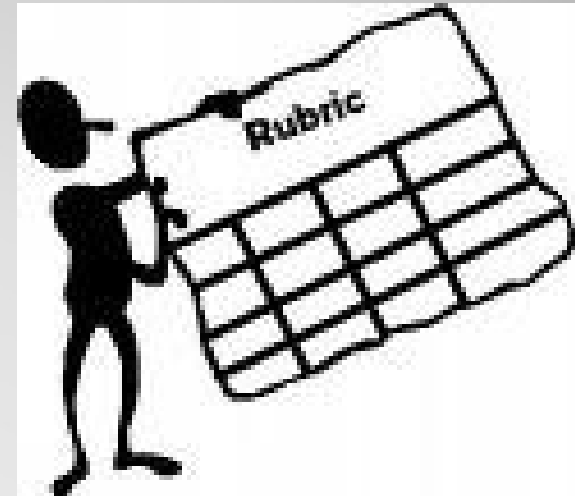
Online Activity!

- Moving down:
- PH assessments indicate that student is consistently below benchmark level

- AND

- G rades/progress reports in subject indicate student is below grade level in reading as measured by in-class assignments

Criteria for moving students in Benchmark/Advanced reading classes

- Using data to be clear about the problem

- Using data to be clear about decisions

- Using data to improve teacher practice (Literacy Walk)

- Using data to improve student achievement

- Using data to improve the quality of what we offer students

How do we keep our work focused?

- Core Reading Program

- Intensive Reading Program

- Content Area Reading

- Independent Reading Program

A Common Vision