

Literacy Across Disciplines via Teachers Learning Together 2016-17 Year-End Report

- Problem** Almost 50 percent of Ingham County 6th, 7th and 8th grade students are deemed “not proficient” or “partially proficient” in reading on the M-STEP.
- Goals** Improve reading scores in grades 6, 7 and 8 by at least 5 percent on standardized assessments such as M-STEP, PSAT, etc.
- Positively impact the schools’ professional cultures by normalizing and routinizing the TLT collaborative process.

Overview of Project

Using the Teachers Learning Together framework, teachers on multi-disciplinary implementation teams learned high-yield content reading strategies, practiced the strategies in their classrooms, observed colleagues as they taught, provided actionable feedback to colleagues, and modified instruction to better suit the needs of their students. Also, each school implementation team created a plan for the second year of the project, during which they will expand to include more teachers and/or focus on adapting strategies to support students who are not meeting expectations (remediation, intervention block, etc.).

“My favorite part of this was all of the ideas I received from others. My students showed signs of being excited about vocabulary and summarizing because I was teaching it in new ways. They showed mastery much sooner, allowing me to teach more content and go deeper than I had in the past.”

The project was designed to:

- **Create a more highly effective school** by improving collaboration (Collective teacher efficacy has an effect size of 1.57)
- **Create more highly effective teachers** by building teachers’ understanding and application of high-yield content reading strategies

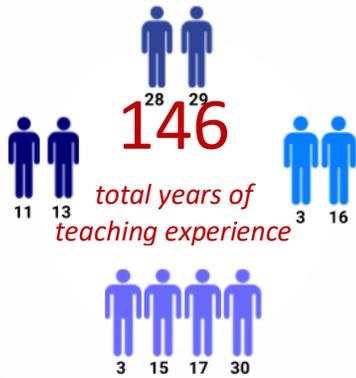
Foundational texts for our work included:

- *Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning (Grades K-12)* by Douglas Fisher, Nancy Frey, and John Hattie (2016)
- *Building Academic Vocabulary* by Robert J. Marzano and Debra J. Pickering (2005)
- *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms* by Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy (2012)

The main projects components were:

- “Teachers Learning Together” (TLT) framework
- Multi-disciplinary implementation teams
- High-yield content reading strategies (e.g. explicit vocabulary, summarization of informational text, citing text evidence, metacognitive reading strategies)
- Observations of colleagues, with actionable feedback
- Modification of instruction to suit the needs of students
- Expansion of the project in Year 2

“The professionals in this group have such incredible ideas. I don’t feel like I have to figure everything out by myself. We are a team working together, holding each other accountable and pushing each other to be better educators.”



Project Highlights

- ✓ Ten teachers from 4 districts (Dansville, Holt, Leslie, Mason)
- ✓ Two Ingham ISD consultants
- ✓ More than 350 students impacted by their teachers’ instructional practices
- ✓ School teams met regularly, observed in colleagues’ classrooms, collected student achievement data
- ✓ Cross-county connections were made through day-long professional learning sessions and visits to other schools

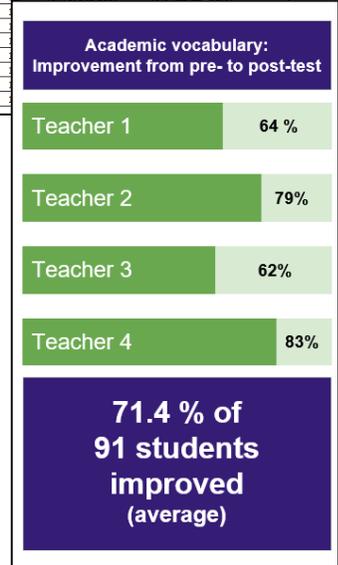
Data-Based Conversations & Decisions

In addition to observing in classrooms using the TLT process and providing actionable feedback, LAD teams collected and analyzed student achievement data. For example, teachers were asked to collect pre- and post-test data for common academic vocabulary words. Teachers were then able to share this data and discuss both celebrations and areas for growth among students. This also led to conversations about which instructional strategies resulted in student learning and which did not.

Key Takeaways

- This project has been a “win-win” – both teachers and students learned a great deal.
- Once a teacher participates in a TLT process, she realizes that it is non-judgmental, it creates a safe space for the sharing of feedback and ideas, and it is all about learning and supporting one another.
- Having the support of administration is crucial for success (e.g. release time from class, substitute teacher coverage, opportunities to share learning with colleagues).

Pre-Score (out of 12)	Post-Score (only the taught words) (out of 12)	Post-Score (including untaught words) (out of 15)		
4	10	13		
8	12	15		
12	12	15		
10	12	15		
abs	11	14	9/14 improved from pre to post 11/14 remained same or improved from pre to post	(9/12 of students who took both pre and post 64% improved = 75%) 75% (11/12 = 92%)
6	9	12		
6	9			
11	12			
10	12			
9	10			
7	10			
8	10			
12	12			



Moving Forward in 2017-18

Expand: More teachers, more grade levels, more schools/districts

Customize: Meet the unique needs of each school

High-yield reading strategies: Building academic vocabulary, summarization

Skill-building: OTRs, feedback, formative assessment, coaching

Contact Us

Lara Slee, EdD
 MTSS Coach & Academic Consultant, Ingham ISD
 517-819-0929 / lslee@inghamisd.org

Tammy Shorna
 Educational Coach, Ingham ISD
 517-256-8215 / tshorna@sbcglobal.net