Administrator Appreciation
Breakfast 2014

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Alice Neeley Special Education Research and Service (ANSERS) Institute

Research Focus
• improving academic and social outcomes for students with disabilities in public and private school settings.

Translating Research to Practice
• professional development opportunities for teachers
• informational sessions for parents
• learning experiences for students interested in becoming special education teachers

Service
• provide an environment for innovation and change in special education through exemplary teaching, creative research, and community outreach.
Administrator Appreciation Breakfast:
Content and Pedagogy of Instruction for All

M. Faggella-Luby, PhD
College of Education
Alice Neeley Special Education Research and Service
(ANSERS) Institute
Texas Christian University
April 24, 2014
### Academic Systems

<table>
<thead>
<tr>
<th>The 1st Tier/Interventions</th>
<th>1-2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual students</td>
<td></td>
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<tr>
<td>Assessment based</td>
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<tr>
<td>Small group</td>
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<table>
<thead>
<tr>
<th>The 2nd Tier/Interventions</th>
<th>5-10%</th>
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<tbody>
<tr>
<td>Small students (class)</td>
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<tr>
<td>Small group</td>
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<tr>
<td>Individual students</td>
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<tr>
<td>Related adaptations</td>
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<td>Small group</td>
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<table>
<thead>
<tr>
<th>The 3rd Tier/Interventions</th>
<th>30-50%</th>
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<tbody>
<tr>
<td>All students</td>
<td></td>
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<tr>
<td>Preventive, proactive</td>
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### Behavioral Systems

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<tr>
<th>The 2nd Tier/Interventions</th>
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<tbody>
<tr>
<td>Core curriculum</td>
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<tr>
<td>Teacher training</td>
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<tr>
<td>Small group</td>
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<tr>
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<td>All settings, all students</td>
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<td>Preventive, proactive</td>
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The Challenge We Face Together
Who is “at-risk”?

Students who are successful during their 9th grade year are 3.5 times more likely to graduate

- One F decreases likelihood of graduating from 83% to 60%
- 2 Fs decreases likelihood to 44%
- 3 Fs decreases likelihood to 31%

The Challenge for Our Nation

Source: EPE 2007; Greene 2002
Content and Pedagogy of Instruction for All
Tiered System of Instruction

Alterable Components of Instruction

• Content
  – Components of Reading and Writing
  – Content-specific instructional methods
  – Programs/Materials

• Pedagogy
  – Explicitness
  – Intensity and Pacing
  – Interactiveness
  – Grouping
  – Interventionist Expertise
1. Background Knowledge

Example: Social Studies Classroom

- Vocabulary
  - Democracy, communism, filibuster, gridlock
  - Academic or Signal Language
  - Passage-specific vocabulary

- Concepts
  - Representative govt. vs. communism
  - Free-market economy vs. socialism
  - Requires a Known Concept!

- World Knowledge
  - Sloop vs. Anchor
  - Travel to historical sites
  - Experience with an adult voting
  - Reading/listening/viewing political advertisements or debates
2. Knowledge of Text/Discourse Structures

✓ Narrative & Expository organizational patterns
✓ Student awareness
✓ Strategic use

Examples
• Narrative Text Structure
  – Sequential
  – In medias res
• Expository Text Structure (Essay)
  – Persuasive/Argument
  – Comparison-Contrast
  – Description
  – Cause-Effect
  – Sequential
  – Problem-Solution
  – Lab Report
  – Journal Article
  – Policy
3. Cognitive Strategies

- Goal-specific
- Packaging
- Monitoring and repair

Examples

- Goal-Specific Strategies
  - questioning
  - summarization
  - prediction
  - inferencing

- Packages of Strategies
  - peer assisted learning (e.g., CWPT)
  - Reciprocal Teaching

- Self-Monitoring/Repair
  - Collaborative Strategic Reading
4. Motivation

- **Engagement**
  - Provide rationale for learning/academic tasks
  - Co-Construct meaning
  - Use first-glance influence

- **Self-efficacy**
  - Students set goals, develop a plan, self-monitor, and reflect
  - Timely teacher feedback
  - Engineer success

- **Task Persistence**
  - Balance of challenging and independent material
  - Student choice of reading material

CCSS: R10
5. Word Study

- Multi-syllabic words
- Difficult often content specific syntax
- Unique semantic constructions
- Fluency

Examples

- Multi-Syllabic Words
  - Onomatopoeia
  - Stoichiometry
  - Pythagoras/Pythagorean
- Difficult Often Content Specific Syntax
  - Word problem in math
  - Elizabethan English
  - Legislative language
- Unique Semantic Constructions
  - ‘Republican’ in Federalist papers vs. present day
  - Use semantic map line labels
  - Pre-teach key terms and explanations
- Fluency
  - Reading Shakespeare for prosody
6. Writing

✓ Writing Fluency skills
  • Spelling
  • Sentence construction
  • Word choice

✓ Writing Process

✓ Strategies to compose genre-specific text

Examples

• Writing Fluency Skills
  – Teach spelling and word-study skills together
  – Use text models to illustrate sentence fluency and word choice

• Writing Process
  – Planning and Revision
  – Summarization

• Genre-specific Composition
  – Link strategies for identifying and utilizing text-structure with composition strategies
What is the most significant difference between effective instruction for struggling readers and effective instruction for typically achieving students?
What Teachers Teach
Struggling Readers

The most significant difference between struggling readers and their typically achieving peers is not what they are taught about literacy, but how they are taught.
Pedagogy That Builds Literacy Skills

- **Instructional Core**
  - Daily review
  - Introduce lesson objectives
  - Present new content
  - Guided practice
  - Independent Practice
  - Evaluation
    - Formative
    - Summative

- **Priority Instruction**
  - Small groups*
  - Strategy Cueing and Questioning
  - Advance Organizer
  - Distributed Practice
    - Corrective and elaborative feedback

**References**: Faggella-Luby & Deshler, 2008; Rosenshine, 1995; Swanson, 1999; Swanson & Hoskyn, 2001
6th Grade Teaching Function Instruction DRG Comparison

% Component Time in Instruction

Teaching Function Components

- Review
- AO
- Modeling
- Demonstration
- Formative Assessment
- Summative Assessment
- Teacher Questioning
- Feedback
- Guided Practice
- Independent
- Peer Practice

Comparison Groups:
- A-C Avg
- D-F Avg
- G-I Avg
Making the Most of Learning Opportunities
“We can have 30 years of research on instruction, but if it doesn’t get implemented by teachers, it’s not going to make a big difference.

What we want to know is what’s the most efficient way to translate those ideas into practice in the classroom.”

–Jim Knight, KUCRL
Questions we are working on...

• How can state standards and written curriculum be enhanced to result in meaningful outcomes for all without watering down the curriculum?
• How can teacher observation lead to improved planning and instruction for academic diversity?
• What literacy interventions are missing to support learning of critical content in secondary schools?
• How can systems of change support whole school reform efforts?
ANSERS Institute Areas of Research & Service
Exceptional Lives Through Exceptional Education
Questions?
Giving Thanks

• The Morris Foundation of FW
• Dean Patton and the College of Education at TCU
• ANSERS Institute affiliated faculty

• You!
Contact Information

m.faggella-luby@tcu.edu

817-257-4355

www.coe.tcu.edu

visit us at: http://www.ansersinstitute.tcu.edu/