

Collaborative Strategic Reading with Adolescent Struggling Readers: “They were starving for these skills”

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July 8, 2010

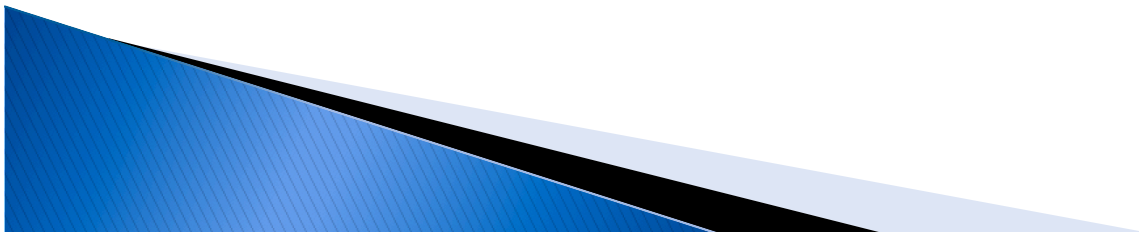
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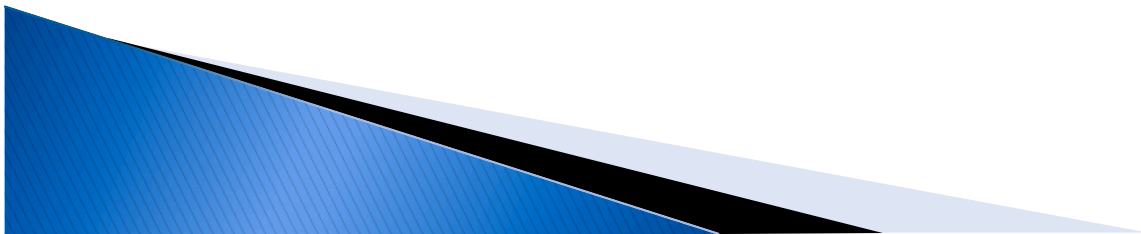
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This study was funded by the U.S. Department of
Education Institute of Education Sciences, Project
#R305A080608: *Collaborative Strategic Reading (CSR)*
Interventions for Struggling Adolescent and Adult Readers.



Background/Importance

- ▶ Many adolescents do not adequately understand complex texts (Biancarosa & Snow, 2004; Kamil, Borman, Dole, Kral, Salingner, & Torgesen, 2008).
- ▶ Although we know a great deal about the features of effective reading comprehension instruction, we know less about what it takes to help teachers learn to teach strategies to their students (RAND, 2002).



Review of the Literature

Numerous CSR studies conducted over a 12-year period, including:

- ▶ 26 8th grade ELLs with LD in resource classes (Klingner & Vaughn, 1996).
- ▶ Diverse, inclusive 4th grade classrooms using social studies texts (Klingner, Vaughn, & Schumm, 1998).
- ▶ 5th grade ELL students (Klingner & Vaughn, 2000).
- ▶ 5 CSR and 5 comparison 4th grade CLD inclusive classrooms using social studies texts (Klingner, Vaughn, Argüelles, Hughes, & Ahwee, 2004).



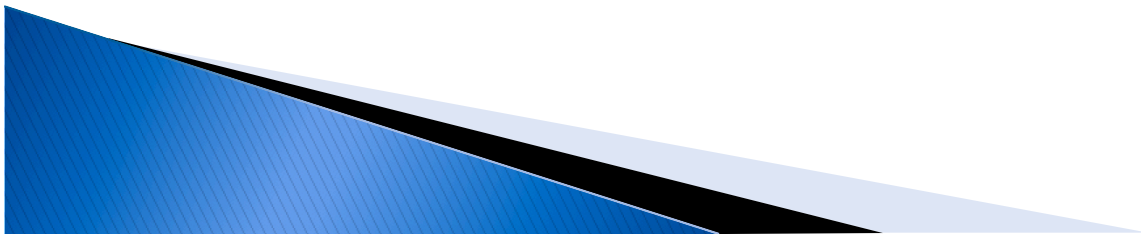
Purpose

- ▶ The primary purpose of this study was to determine the efficacy of CSR on the reading comprehension of diverse 7th and 8th grade students. We were particularly interested in the struggling readers in the sample
- ▶ To help us understand our quantitative findings and the conditions under which CSR may be most likely to be effective, an additional purpose was to explore teachers' perspectives about which students most benefitted from CSR and which aspects of CSR were most helpful for students.



Methods

- ▶ Multi-site cluster randomized control trials of CSR compared to typical instruction in middle school reading and language arts classrooms. We randomly assigned 7th and 8th grade students to classes and then classes to treatment or 'business as usual' conditions.
- ▶ Qualitative data collection and analysis used to support our understanding of quantitative results.



The Intervention: Collaborative Strategic Reading (CSR)

BEFORE READING

Preview



1. **BRAINSTORM:**
What do we already know about the topic?
2. **PREDICT:** What do we predict we will learn about the topic when we read the passage?

DURING READING

Click and Clunk



1. Were there any parts that were hard to understand (clunks)?
2. How can we fix the clunks?
3. Use fix-up strategies:
 - a. Reread the sentence and look for key ideas to help you understand.
 - b. Reread the sentences before and after looking for clues.
 - c. Look for a prefix, root word, or suffix in the word.
 - d. Break the word apart and look for smaller words.

AFTER READING

Wrap-up



1. **ASK QUESTIONS:**
What questions check whether we understand the most important information in the passage?
Can we answer the questions?
2. **REVIEW:**
What are the most important ideas?

Get the Gist



1. What is the most important person, place, or thing?
2. What is the most important idea about the person, place, or thing?

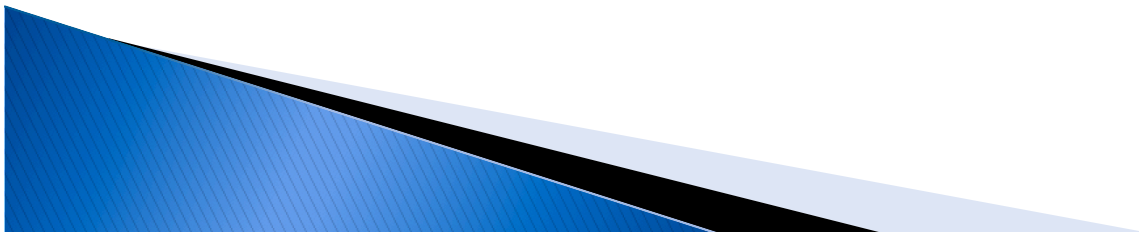
Participants

Teacher Participants

- ▶ N = 17
- ▶ Teaching experience
 - Range = 1–35 years
 - Mean = 9.5
 - Median = 8.5
- ▶ 11 teachers hold multiple certifications

Student Participants

- ▶ N = 782 7th and 8th graders
- ▶ 61 classes (34 CSR; 27 TYP)
- ▶ CSR average age: 13.9
- ▶ TP average age: 13.7



In CSR classes,
teachers asked to:

- ▶ Implement CSR 2–3 times each week
- ▶ Maintain high fidelity of implementation
- ▶ Use predominately non-fiction reading materials aligned with curriculum

In typical classes, the same teachers asked to:

- ▶ Use methods and materials that they typically use in their classes
- ▶ Avoid “bleeding” of CSR strategies into typical practice classrooms

Data Sources

- ▶ Student measures
 - Gates–MacGinitie Reading Comprehension Test
 - AIMS, TOSRE, MSI, TOWRE (struggling readers only)
- ▶ Teacher measures
 - Classroom observations (one per month, with field notes)
 - Two observations per teacher with Implementation Validity Checklists
 - Two audio recordings during school year, rated with Implementation Validity Checklists
 - Teachers' semi-structured reflections
 - Teacher interviews
 - Students' learning logs



Professional Development: Group support activities

2 1/2
Days

- Modeling and practicing CSR
- Using CSR to support curriculum

Booster 1

- Fall Semester
- Address early implementation needs

Booster 2

- Fall Semester
- Move CSR to full implementation

Booster 3

- Spring Semester
- Fine tune implementation for best outcomes

Professional Development: Individual Support (Coaching)

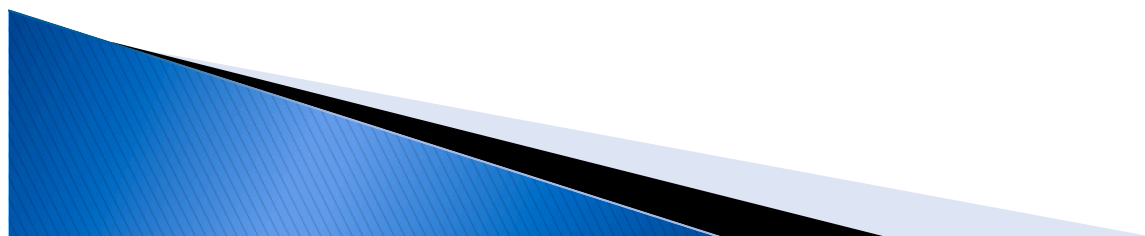
- In-class observation with feedback
- In-class model lessons
- Co-teach/float/work with students
 - Extended time with students allows coach to provide feedback to teacher about how students are using strategies in their groups.
- Meet with teacher outside of class time
- Answer questions via email posed by teacher
- Provide suggestions related to non-CSR instructional needs (e.g., class management)
- Provide materials/help identify readings

Quality of Overall CSR Implementation: Fidelity Observation Score Means

	Means*	Range of Teacher Mean Scores
Texas	4.29	2.75 to 6.25
Colorado	4.42	2.75 to 5.75

*Minimum Score = 1; Maximum Score = 7

Note: Inter-rater reliability established across sites.



CSR Implementation: Mean Number of CSR Sessions Reported

School	Sessions
CO 1	30
CO 2	43
CO 3	39*
CO 4	24, 28*
TX 1	39*
TX 2	36

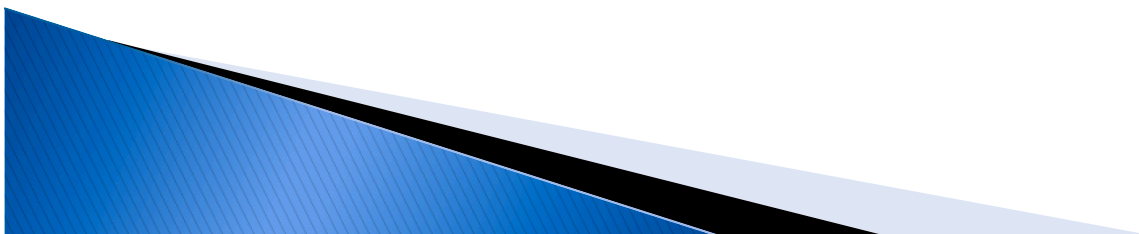
*Not a mean; these schools had one teacher in the study.

Note: 50 sessions was the goal.



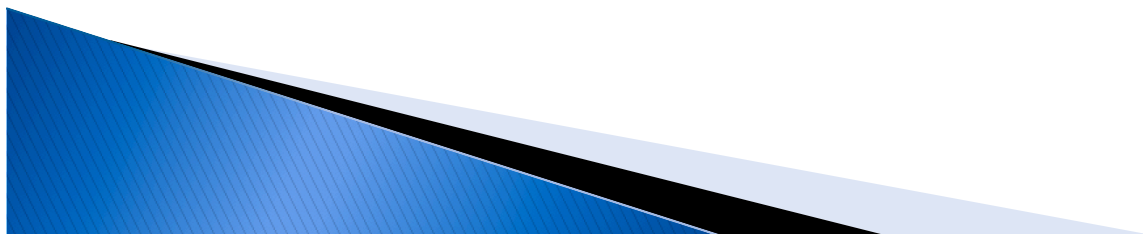
Full Sample Descriptive Statistics

	Pretest M (s)		Posttest M (s)	
	Gates-MacGinitie	AIMSweb	Gates-MacGinitie	AIMSweb
Typical	95.68(13.4)	92.64 (12.1)	95.48 (13.4)	93.46 (11.0)
CSR	96.35 (13.7)	91.91 (10.8)	97.13 (13.6)	92.92 (11.0)



Struggling Readers Descriptive Statistics

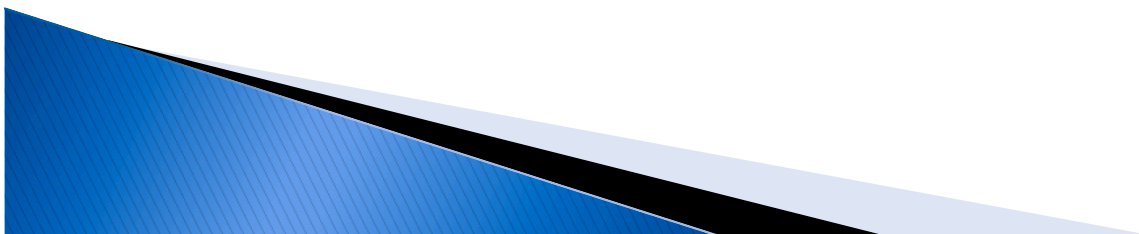
	Pretest M (s)		Posttest M (s)	
	Gates-MacGinitie	AIMSweb	Gates-MacGinitie	AIMSweb
Typical	84.37(10.0)	85.81 (8.75)	84.25 (9.08)	86.30 (7.97)
CSR	85.62 (11.2)	85.13 (8.01)	87.74 (9.95)	86.60 (7.37)



Level 1 Model–Adjusted Means for Full Sample

	TP (SE)	CSR (SE)	$\Delta\chi^2/\Delta df$ (p)
Gates–MacGinitie	95.87 (.534)	97.04 (.535)	9.91 / 1 (.002)
AIMSweb	93.42 (.447)	92.53 (.433)	1.13 / 1 (.287)

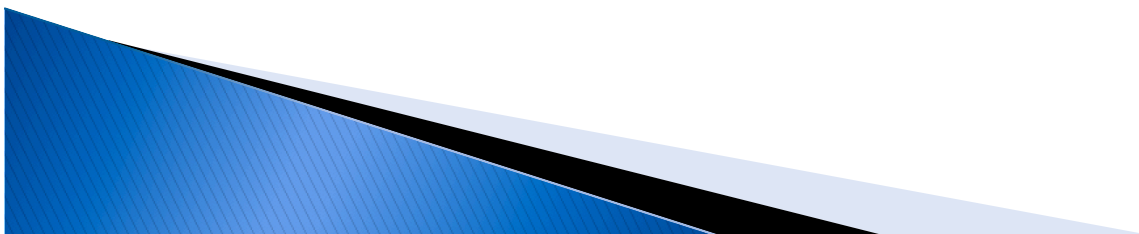
Effect size g for difference between CSR and TP groups = .12



Level 1 Model-Adjusted Means for Struggling Readers

	TP (<i>SE</i>)	CSR (<i>SE</i>)	$\Delta\chi^2/\Delta df$ (<i>p</i>)
Gates–MacGinitie	84.52 (1.33)	87.66 (.961)	3.38/1 (.066)
AIMSweb	86.44 (1.42)	86.32 (.84)	.01 / 1 (.920)

Effect size *g* for difference between CSR and TP groups = 0.36



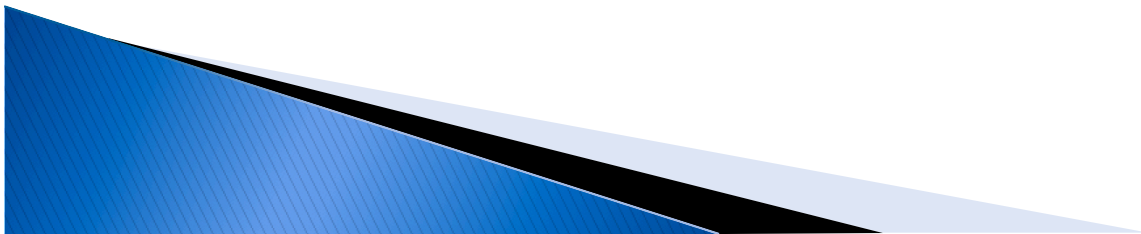
Teachers' Perceptions of CSR Benefits

- CSR benefits diverse learners:
 - Struggling readers (benefit the most)
 - English language learners
 - Average readers
 - All students
- CSR helps students:
 - Focus
 - Increase involvement
 - Monitor understanding
 - Read strategically
- Students enjoyed CSR, particularly because of the group work aspect. Students appreciated the independence and the chance to work with their peers.



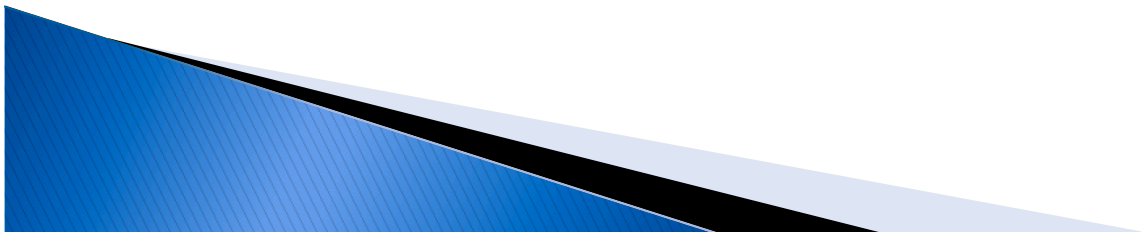
Next steps...

- ▶ This year we continued with the same teachers (but new students).
- ▶ We intensified our coaching efforts, visiting teachers' classrooms every week at the beginning of the year, and then every two weeks once CSR seemed to be working well.
- ▶ Teachers improved in their implementation of CSR and were able to focus more on the quality of students' strategy-guided, content-focused discussions.




Additional questions...

- ▶ *Why* are we seeing gains on the Gates–MacGinitie? What are we really improving?
- ▶ What is the relationship between cooperative learning and strategy instruction in CSR?
- ▶ Which CSR strategies are most “important”?
- ▶ How important is the text (in terms of topic, structure, difficulty level)?



What does it take to help teachers learn to teach comprehension strategies?

- ▶ It may take many teachers 2 years to learn to implement a complex instructional approach such as CSR, and require lots of support.
 - ▶ Helping teachers learn to teach reading comprehension is hard work.
 - ▶ Which teacher characteristics influence successful instruction of reading comprehension?
 - ▶ How can we tailor our professional development and coaching to match teachers' characteristics and needs?
 - ▶ How can we scale up the kinds of intensive PD support strategy instruction seems to take?
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Conclusion

- ▶ “It’s a really good tool um, but it takes work and you really have to put the work in for it to be successful. You do and so do the kids and they need to know that from the very beginning and if you’re willing, ya know, if you get your kids to get committed to it and you’re committed to it, then yeah, it can be a great thing. Cuz I mean they’re all wonderful reading strategies that you are trying to do anyway. This just kind of gives you extra support I think but it is a commitment. It is a commitment and you just have to kind of grin and bear it until you get there.”

