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Literacy Collaborative™

The Ohio State University



Literacy Collaborative™

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Literacy Collaborative™

The Ohio State University

Date

4/10/00

Number of pages including coversheet

13

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Literacy Collaborative

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REMARKS:

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Thank you for your interest in the Literacy Collaborative™

Your complete Brochure is
being sent DHL today for
Kendra Brooks.

Ginny Addleman

RESPONSIBILITIES OF A LITERACY COORDINATOR

Year 1: Literacy Coordinator Training

1. Attend one week intensive training programs in August, September, November, January, March, May, and June.
2. Attend and complete assignments associated with 19 guided meetings throughout the training year.
3. Videotape at least one literacy lesson every five weeks. Reflect on each tape, share tape and discuss.
4. Complete all course work assignments.
5. Implement The Ohio State University Framework for Early Literacy Lessons in either a classroom or with small groups for at least one half-day, five days per week.
6. Collect and maintain data on children in accordance with Literacy Collaborative™ guidelines for evaluation.

Year 2: Field Year

1. Develop and implement a four-year staff development program for primary grade teachers within one building.
 - 1a. Teach an initial course on early literacy for teachers in the building.
 - 1b. Coach classroom teachers, one half day, five days per week.
2. Work with children one-half day, five days per week, implementing The Ohio State University Framework for Early Literacy Lessons.
3. Coordinate the evaluation of the Literacy Collaborative™.
4. Make presentations on the program to interested groups, including parents and the board of education.
5. Attend the Summer Institute for Literacy Coordinators.
6. Perform arranged internship functions designed to help the Literacy Coordinator explore his/her full role.

Years 3 – 5

1. Continue staff development.
 - 1a. Coach teachers one half day, five days per week.
 - 1b. Teach another course for teachers that focuses on in-depth study of selected topics.
2. Work with children on a daily basis, implementing The Ohio State University Framework for Early Literacy Lessons.
3. Videotape six – eight literacy lessons during the year. Analyze your teaching. Share your analysis with trainers and other literacy coordinators in training.
4. Attend the Summer Institute for Literacy Coordinators.

WHAT IS A LITERACY COLLABORATIVE™ SCHOOL?

Becoming a Literacy Collaborative™ school is a long-term process that involves comprehensive school change.

Seminars, institutes, and conferences are provided by the Literacy Collaborative™ to support early literacy education. Many individual teachers and school staff elect to participate in these educational experiences. Although such experiences are a valuable beginning, real school change requires long-term commitment, professional development, and in-school leadership. Those are the purposes for which the Literacy Collaborative™ is organized.

A Literacy Collaborative™ school is defined as one with characteristics as described below:

1. Teachers and administrators in the school and district have entered into a collaborative long-term relationship with a regional university that is implementing a research-based Literacy Collaborative™ program.
2. The school forms a leadership team to support and monitor the program.
3. The school has a trained Literacy Coordinator (LC) who teaches children daily (30% to 50% time) and has received special training to provide staff development (50% to 70% time), including (a) providing an initial course for primary teachers; (b) providing in-class assistance to teachers by demonstration, coaching, and reflection on teaching; (c) planning and working collaboratively with all teachers in the school.
4. From the second year of participation, the majority of primary teachers at a school are engaged in the Literacy Collaborative™ training and follow-up support. The Literacy Coordinator and primary teachers are continually engaged in updating their knowledge and refining skills through ongoing training and support.
5. There are adequate materials to support rich literacy programs in Grades K-3 and to implement the literacy framework using four kinds of reading and four kinds of writing.
6. Reading Recovery is provided as a safety net for children who, even while experiencing an effective literacy program, are having difficulty in the initial stages of learning to read and write.
7. There is a home reading program with parent outreach.
8. Teachers in the school collect and analyze data to assess the effectiveness of the program. Data are collected yearly and provided to The Ohio State University.
9. The school is registered with The Ohio State University as an active Literacy Collaborative™ school. With the registration, schools are granted permission to use Literacy Collaborative™ training materials within the school and to use the trademarked name on a royalty-free basis.

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ROLE OF THE SCHOOL-BASED PLANNING TEAM

The school-based planning team is a leadership group which will communicate, support, and monitor the implementation of the Literacy Collaborative™ over the next several years.

The team is comprised of approximately six representatives, including the school principal and other faculty who represent the range of grade levels and programs offered in the school. The primary members of the team who will be concerned with the Literacy Collaborative™ project may include the kindergarten, first, second, and third grade teachers along with the school administrator, the Reading Recovery teacher, special education teacher, Title I teacher, ESL teacher and bilingual teacher. In some cases, the school-based planning team for the Literacy Collaborative™ may be the same as the school building team for Reading Recovery.

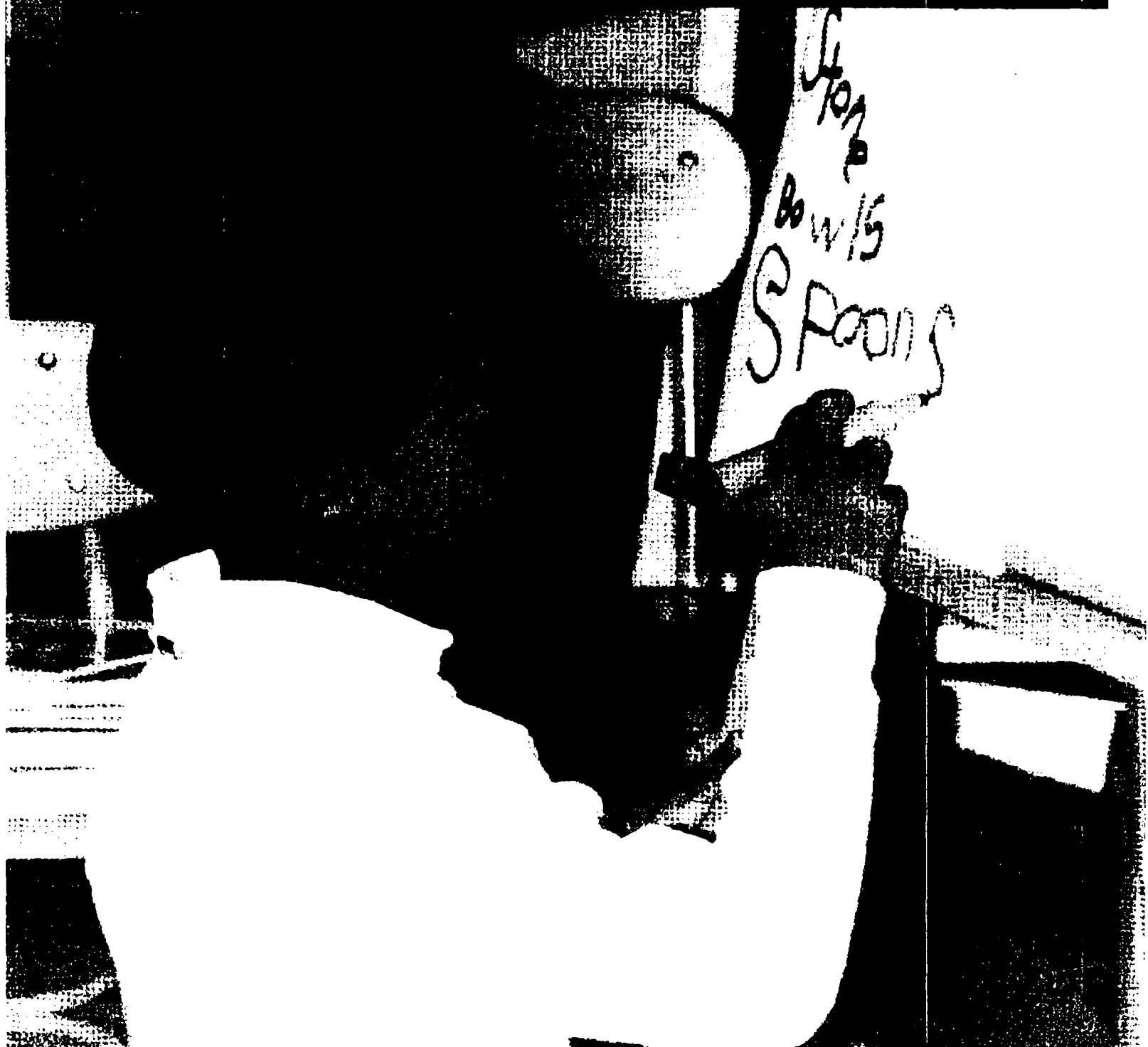
The responsibilities of the team include the following:

1. Attend 5 full-day seminars during which team members are introduced to the literacy framework and focus on building a school plan for implementing the Literacy Collaborative™ and raising the literacy achievement in their school over the next several years.
2. Between seminars, complete assigned tasks to experience the elements of the literacy framework and share a brief summary of experiences with colleagues in the school.
3. Conduct regular sharing sessions (e.g., a breakfast meeting or a portion of the staff meeting) to give an update on the Literacy Collaborative™ work or to share children's products.
4. Work with your school literacy coordinator to develop an efficient schedule and plan for fall testing (Grades K, 1, and 2) and spring testing (Grade 2). Meet together to discuss what was successful in your testing plan and what recommendations you have for improvement.
5. Make a schedule for regular in-school planning team meetings (e.g., once per month) to communicate with the literacy coordinator and each other. Some issues you will want to discuss include budgeting for and ordering materials, organizing the guided reading collection, making schedules that support a large literacy block, reviewing assessment data, and identifying target students.
6. Work with your school principal to plan ahead for staffing possibilities so that your literacy coordinator will have 50% to 70% time to work in classrooms demonstrating, coaching, and supporting colleagues who are participating in the Literacy Collaborative™ training (release time is needed during the year following literacy coordinator training).
7. Discuss together the plan for the initial training course and continued professional development in your school. Issues of class days and times, faculty who will participate, and topics most needed year-by-year will require the input of your broad-based team.

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8. As opportunities arise for special funding, work together to submit grants that will support the building of the materials collection.
9. Periodically review your lists of target students and assessment data to stay focused on the results of your teamwork to improve literacy achievement.
10. Support your literacy coordinator through ongoing participation in planning, decision-making, problem solving and communication.
11. Look for opportunities to showcase your school's Literacy Collaborative™ work with others in the profession. Be cautious in presentations when other educators visit the school. Inform all that you are only beginning Literacy Collaborative™ implementation and that your professional development is a long-term process.
12. Continually provide input to the Literacy Collaborative™ staff about what is working well in your implementation and what areas you feel require further support. The Literacy Collaborative™ is continually under development. At every level of the Literacy Collaborative™ project, constructive criticism is valued.

Literacy Collaborative™



Overview

The Literacy Collaborative is a long-term professional development program designed to provide a comprehensive, school-wide approach to literacy instruction in the primary grades. The goal of this program is to raise the base of instruction for all students. Participation in this program helps schools achieve this goal in three ways. First, the Literacy Collaborative developers provide a dynamic framework for literacy lessons that build connections between reading and writing. Second, the Literacy Collaborative participation develops local capacity by training a building-level literacy coordinator. The literacy coordinator then assists the primary staff in learning how to teach for skills and strategies within the Literacy Collaborative framework. Third, the Literacy Collaborative developers require that the safety net of Reading Recovery be available for children in the first grade who are at-risk of reading failure.

Historical Perspective

The Literacy Collaborative began in 1986 when a group of Reading Recovery teachers from the Columbus Public Schools and staff from The Ohio State University formed a study group to look at more effective ways to teach children. In the ensuing years they developed and refined the Literacy Collaborative framework for literacy lessons. During that time OSU personnel also developed a delivery system for training local leaders who would be called literacy coordinators. The first class of literacy coordinators was trained in 1993 - 1994.

Program Participation

Schools that participate in the Literacy Collaborative make a five-year commitment. This commitment includes supporting the literacy coordinator as she/he works with teachers in the building, training of a literacy coordinator, releasing the literacy coordinator half-time to coach teachers, and collecting data to monitor the progress of children during the implementation of the Literacy Collaborative in the building.

Framework

Teachers implementing the Literacy Collaborative use an integrated approach to teaching the language arts. The Literacy Collaborative framework for literacy lessons consists of a number of elements that provide massive amounts of reading and writing. These authentic opportunities for reading and writing are arranged on a continuum based on more or less teacher support. Some reading and writing tasks are demonstrated by the teacher. Others are accomplished with the support of the teacher. A few are done independently by the child.

There are four contexts for **READING**

- Reading Aloud to Children
- Shared Reading
- Guided Reading and Reading Workshop
- Independent Reading

And four contexts for **WRITING**

- Language Experience and Shared Writing
- Interactive Writing
- Guided Writing and Writing Workshop
- Independent Writing

These elements are

- connected through attention to Letters, Words, and How They Work;
- integrated through Themes and Extensions;
- assessed through Documentation of Progress; and
- linked to families through Home and Community Involvement.

Components

The principles on which the Literacy Collaborative operates are based on effective district, school, and teacher change and include components related to literacy learning and teaching, school-based leadership, professional development, and assessment and research.

Literacy Learning and Teaching Component

- **Theoretical Base** The theory regarding how children learn is linked to classroom practice in that teachers systematically observe students and use the knowledge they obtain to inform instruction.
- **Instructional Framework** Students learn literacy skills during authentic reading and writing experiences that include reading aloud to children, shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshop, and independent writing.
- **Flexible Grouping** Teachers work with both heterogeneous and homogeneous groups of students depending on the teacher's instructional purpose. When it is appropriate, for example during reading aloud or writing workshop, teachers work with the entire class. At other times they meet with small groups or individual students.
- **Safety Net** Students needing more help receive one-to-one Reading Recovery tutoring.
- **Home Outreach Program** A parent outreach program includes inexpensive little books that children first read in school and then take home called KEEP BOOKS™.
- **Materials** The schools must invest in two kinds of book collections. Teachers must have access to carefully selected children's books that can serve as springboards for literacy activities. There must also be an adequate supply of leveled books housed in a central location for teachers to use in guided reading lessons.

School-Based Leadership Component

- **Commitment** School leaders pledge a five-year commitment to the training and participation of the staff.
- **Local Leadership** A trained literacy coordinator works with a literacy team composed of primary classroom teachers, Reading Recovery teachers, Title I teachers, reading specialists, special education teachers, and school principals to develop and implement a local plan to support professional development.

Professional Development Component

- **Staff Development** Teachers participate in a long-term professional development program that integrates theory and practice and is conducted by a specially trained literacy coordinator.
- **Staff Support** Literacy coordinators offer long-term support to the staff through study groups, in-class demonstration lessons, and coaching.
- **Professional Development of Literacy Coordinators** Literacy coordinators in-training participate in a year-long course that includes six weeks of training at OSU. After their initial year of training, literacy coordinators attend yearly professional development institutes.

Assessment and Research Component

- **Reflective Practice** Teachers continually reflect on the effectiveness of their teaching through discussions, videotaped analysis, and systematic observation of students' progress.
- **Systematic Assessment** Both formal and informal measures are used to monitor student progress. These measures include tasks found in *An Observation Survey of Early Literacy Achievement* (Clay 1993), running records of text reading, and standardized tests. Teachers use the information gathered to inform their instruction.
- **Research and Development** A five year data collection program analyzes changes in students' literacy learning and evaluates school change over time.

Implementation

Participation in the Literacy Collaborative represents a long-term commitment to reshaping primary education in a school or district. Implementation takes place in five phases. For each phase, local planning and decision-making is required. The following list is accomplished with literacy coordinator support, school-based literacy team input, and staff participation.

Phase 1 Awareness and Planning

- investigate models for teaching and professional development
- achieve broad ownership
- develop a local plan
- submit an application

Phase 2 Literacy Coordinator Training and Start-Up

- train an in-school leader called a literacy coordinator
- create a school-based literacy team made up of classroom teachers, Reading Recovery teachers, Title I teachers, reading specialists, special education teachers, and principals who collaborate to provide leadership for the program
- provide awareness sessions to capture teachers' interest
- begin to build a school book collection
- introduce personnel to the framework
- collect baseline data

Phase 3 School-Level Implementation

- provide a year-long professional development course
- provide demonstrations, coaching, and analysis of teaching
- purchase more books for reading aloud and guided reading
- begin a home outreach program with the use of KEEP BOOKS
- collect and analyze data

Phase 4 Refinement

- continue professional development
- provide ongoing support to staff members
- develop program for the intermediate grades
- add to the book collections
- continue the home outreach program with the use of KEEP BOOKS
- collect and analyze data

Phase 5: Independent Implementation

- continue professional teamwork
- continue development of intermediate grade program
- provide ongoing support to staff members
- continue the home outreach program with the use of KEEP BOOKS
- collect and analyze data

Training

The Literacy Collaborative staff development model builds local capacity by training a literacy coordinator who in turn supports teachers in the building as they take on new instructional practices.

Literacy Coordinator

During phase 2 of implementation literacy coordinators are trained at Ohio State while simultaneously implementing the Literacy Collaborative framework in their classrooms.

In the training year (phase 2) the literacy coordinator

- attends 6 weeks of training at OSU (spaced across the calendar year);
- teaches primary-aged children for at least a half day each day using the Literacy Collaborative framework;
- participates in locally-held guided meetings;
- videotapes and analyzes his/her teaching during literacy lessons;
- gathers baseline data; and
- provides awareness sessions.

In the implementation year (phase 3) the literacy coordinator

- provides a year-long professional development course for primary grade staff in one school;
- demonstrates and coaches in classrooms in the Literacy Collaborative school;
- teaches primary-aged children in the Literacy Collaborative school for at least a half day each day using the literacy framework;
- attends the Literacy Collaborative Institute; and
- gathers and analyzes data.

In subsequent years (phase 4 & 5) the literacy coordinator

- provides continued professional development and classroom support for participating teachers in the Literacy Collaborative school;
- teaches primary-aged children for at least a half day each day using the Literacy Collaborative framework; and
- trains teachers new to the school.

Classroom Teacher

Classroom teachers and other members of the primary literacy team are trained by their building literacy coordinator. Program participants

- join a year-long study group led by the literacy coordinator;
- videotape and reflect on their teaching of reading and writing;
- work with the literacy coordinator to refine teaching practices in their classrooms; and
- collect, analyze, and use data to inform instruction.

District-Level Trainer of Literacy Coordinators

A program to train district-level literacy coordinators at Ohio State is currently under study. More information is available upon request.

Literacy Collaborative University Training Centers

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