



# BEST FOR ALL

We will set all students on a path to success.

## Environmental Readiness and High-Quality Texts



**BEST** FOR  
**ALL**  
We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL  
HAVE ACCESS TO A HIGH-QUALITY  
EDUCATION, NO MATTER WHERE  
THEY LIVE

## WHOLE CHILD

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TENNESSEE PUBLIC SCHOOLS  
WILL BE EQUIPPED TO SERVE THE  
ACADEMIC AND NON-ACADEMIC  
NEEDS OF ALL STUDENTS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH  
FOR THE EDUCATION PROFESSION  
AND BE THE TOP STATE TO  
BECOME AND REMAIN A TEACHER  
AND LEADER

TN

Department of  
Education




# Session Features



Pre-Work



Video Guide

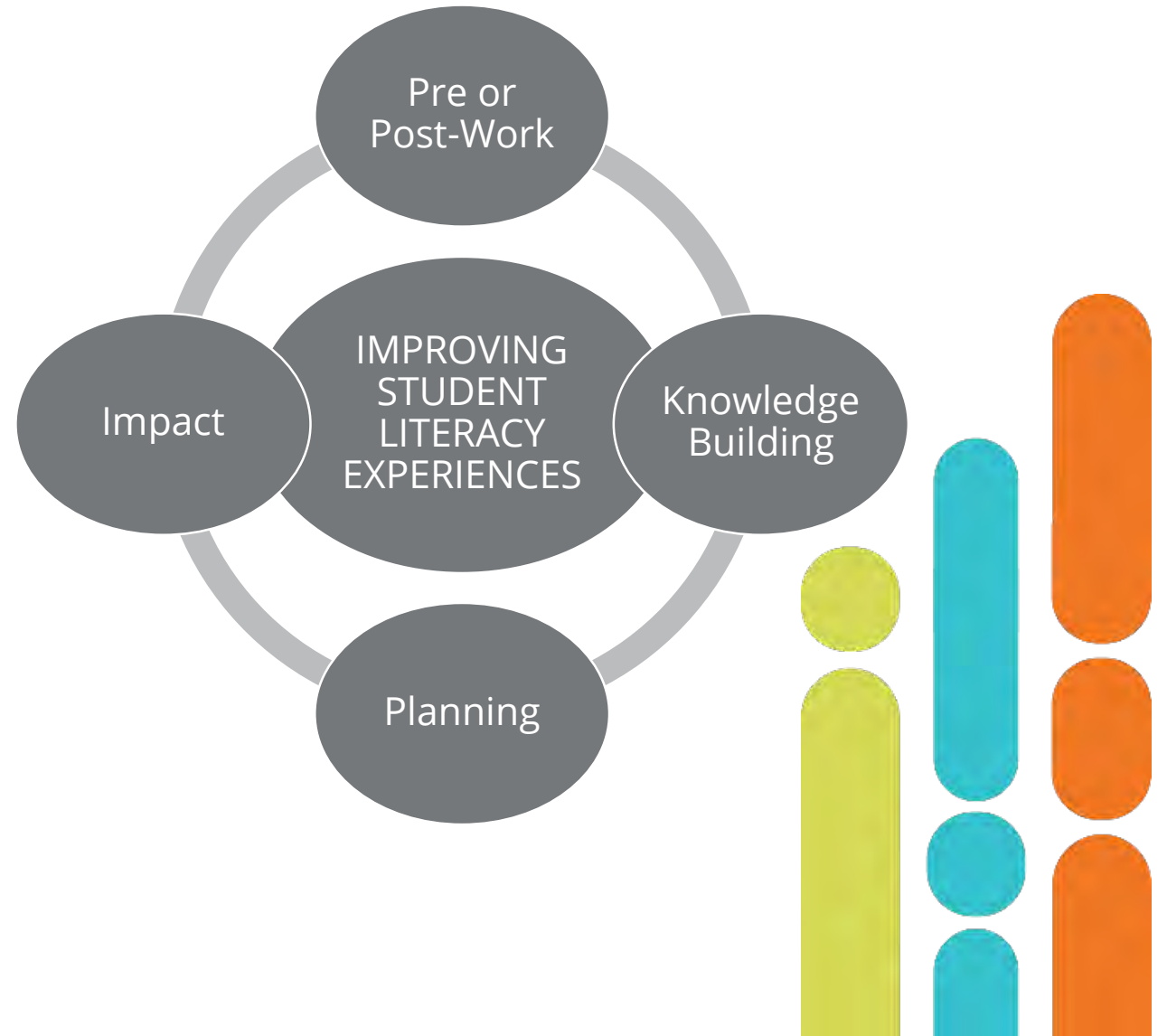


Guided Journal



# Engaging virtually will require your commitment to a cycle of pre-work and post-work as well as intentional participation during knowledge building and planning portions of our sessions.

- SESSION 1 Supporting Strong Literacy Instruction in This Moment: The Tennessee IPG
- SESSION 2 Environmental Readiness & High-Quality Texts
- SESSION 3 Effective Use of Questions and Tasks
- SESSION 4 Supporting Core Action 2 by Creating Conditions for Strong Intellectual Prep
- SESSION 5 Opportunities for Student Engagement & Setting Goals to Improve Literacy Experiences





# Objectives for Today



- Share your reflections about the quality of literacy experiences that you observed with your school leaders and explain the research behind the importance of environmental readiness and regular access to high-quality complex text, including how HQIM will support student access to these texts.
- Describe how the TN IPG can be used to assess student access to environmental readiness and high-quality-texts, and practice analyzing these domains through videos as well as considering the strategies and resources to support schools struggling with these practices
- Reflect on your learning from today's session and identify concrete next steps to support HQIM implementation in your schools.





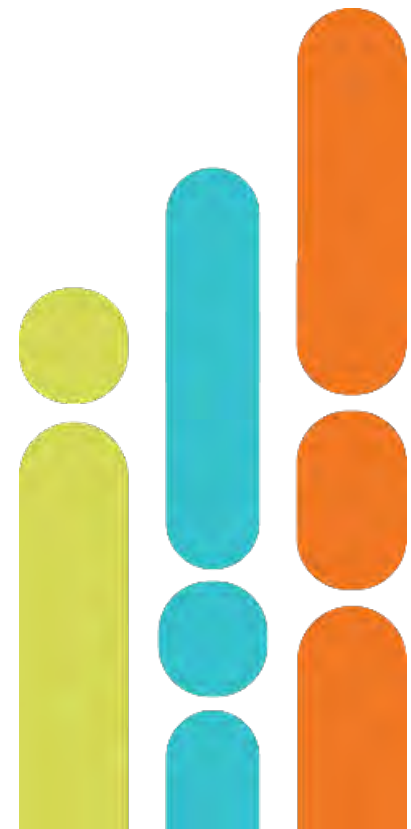
# The first two domains in the TN IPG asks teachers and leaders to attend to the Culture of Learning and student access to High-Quality Texts.



## Tennessee Instructional Practice Guide (IPG) K-12 Knowledge Building Lessons\*

\*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

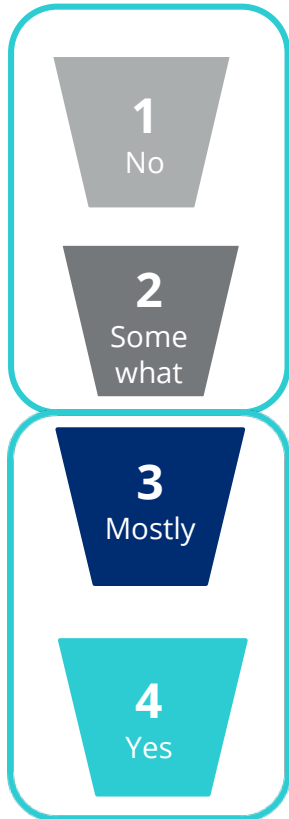
<b>Culture of Learning: Environmental Readiness</b>	
<ul style="list-style-type: none"> <li>• Students complete instructional tasks, volunteer responses and/or ask appropriate questions.</li> <li>• Students follow behavioral expectations and directions.</li> <li>• Students execute transitions, routines and procedures in an orderly and efficient manner.</li> <li>• Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.</li> <li>• Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.</li> </ul>	Yes No
<i>Evidence for Culture of Learning: Environmental Readiness</i>	
<b>Core Action One: High-Quality Texts at the Center of Instruction</b>	
A. A majority of the lesson is spent reading, writing, or speaking about the text(s).	Yes No
Type of text(s) (circle): Information / Literary / Other Media or Format	
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	Yes No
C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	Yes No
<b>Core Action One Summary:</b> The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.	Yes No





# The scale for Culture of Learning domain is designed to measure the quality of the practice and the proportion of students who had access to the practice.

## Understanding the Four-point Scale



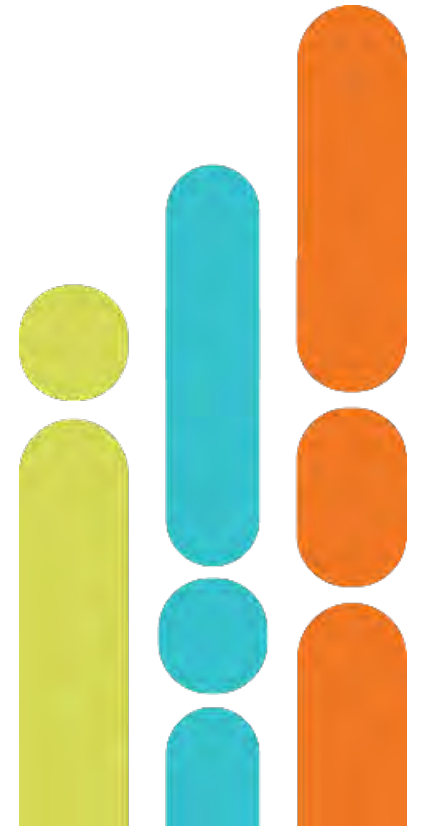
Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

Teacher provides some opportunities, and some students take them.

Teacher provides many opportunities, and some students take them; or teacher provides some opportunities, and most students take them.

Teacher provides many opportunities, and most students take them.

For Culture of Learning, while individual indicators should be considered against the four-point scale, the overall rating should reflect a final “Yes” or “No” assessment.





# The scale for each indicator in the High-Quality Texts domain as well as the overall rating requires just a “Yes” or “No” rating.

Understanding the Two-point Scale for High-Quality Texts



Less than half of the observation	Time on a Text	At least half of the observation
Not appropriately complex for the grade	Text Complexity	Appropriately complex for the grade
Does not build meaningful knowledge	Knowledge Building	Does building meaningful knowledge

Overall, all three indicators from High-Quality Texts must be rated as a “Yes” for the domain to be a “Yes” overall. If any indicator is a “No”, the whole domain should be rated as a “No”.



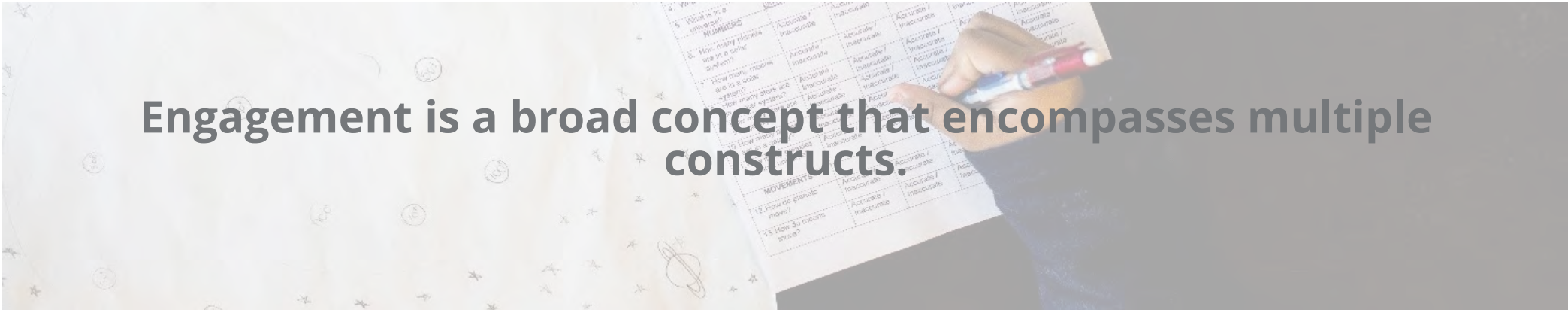


# Why does Culture of Learning: Environmental Readiness matter?





# To understand why Culture of Learning matters, we need to focus first on what it means for students to be truly engaged in what they are doing.



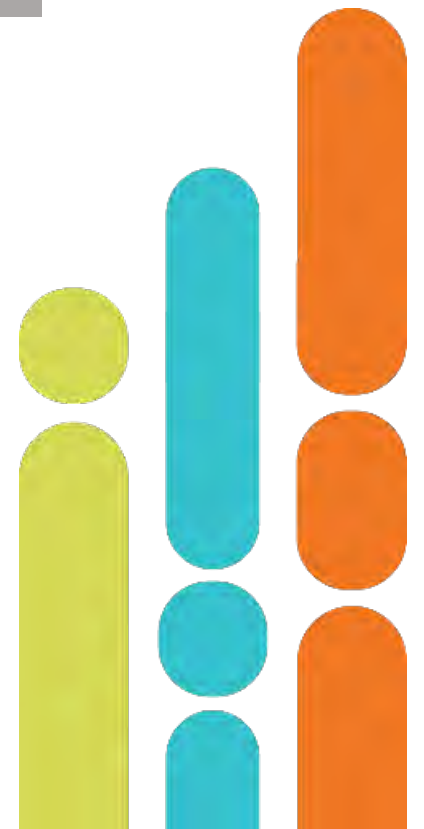
Engagement is a broad concept that encompasses multiple constructs.

Drawing on prior research, engagement can be defined along three dimensions: **enjoyment, interest, and concentration**. When we increase this kind of engagement, student outcomes can improve.

Student engagement in this way is not synonymous with “being on task” or “paying attention;” it encompasses students’ emotional and cognitive reactions to what they’re being asked to learn. Unfortunately, these types of reactions are not often visible to external observers – students who are on task could still very well be doing little thinking about their work.

We know that when we can increase this kind of engagement, student outcomes can improve. So, the question becomes, how can we, through observations, understand if the conditions are in place for this kind of student engagement?

This is what the Culture of Learning domain can help us do.



# Classroom management strategies and the quality of teacher-student relationships contribute to increased engagement and academic outcomes.



**CLASSROOM MANAGEMENT STRATEGIES**, including: clear expectations and routines, active supervision, specific feedback, high rates of opportunities to respond, and a physical environment conducive to learning have strong empirical evidence in the literature to support student learning.<sup>1</sup>

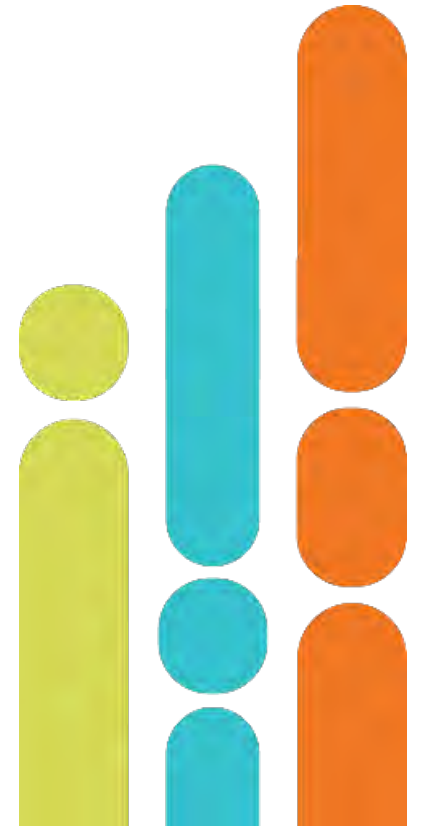


The **QUALITY OF TEACHER-STUDENT RELATIONSHIPS** is related to both academic outcomes and engagement, as well as non-academic outcomes like attendance, subject-specific interest, self-concept, motivation, school satisfaction and truancy rates.<sup>2</sup>



**STUDENT ENGAGEMENT**— *more than any other educational construct*— explains the relationship between classroom culture and student learning. While teachers cannot control engagement directly, they can create the conditions that encourage engagement, including:

- Student perceptions of how much the learning environment is responsive to their background, goals, interests and needs.
- Positive relationships characterized by students who feel respected and well-regarded and experience positive teacher-student and student-student rapport.<sup>3</sup>





# The outcomes of several key classroom management strategies are clearly articulated in the Tennessee IPG.



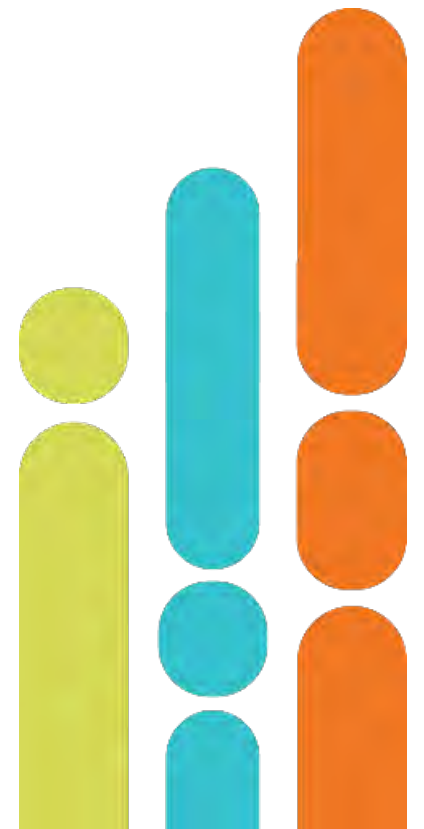
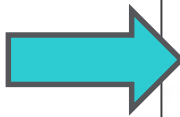
**CLASSROOM MANAGEMENT STRATEGIES**— clear expectations and routines, active supervision, specific feedback, high rates of opportunities to respond, and a physical environment conducive to learning – have strong empirical support to improve student outcomes when implemented with fidelity.<sup>1</sup>



## Tennessee Instructional Practice Guide (IPG) K-12 Knowledge Building Lessons\*

\*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none"> <li>Students complete instructional tasks, volunteer responses and/or ask appropriate questions.</li> <li>Students follow behavioral expectations and directions.</li> <li>Students execute transitions, routines and procedures in an orderly and efficient manner.</li> <li>Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.</li> </ul>	Yes No



# The quality of teacher-student relationships is also captured in this domain.



The **QUALITY OF TEACHER-STUDENT RELATIONSHIPS** is related to both academic outcomes and engagement, as well as non-academic outcomes.



**STUDENT ENGAGEMENT**— *more than any other educational construct* — **EXPLAINS THE RELATIONSHIP BETWEEN CLASSROOM CULTURE AND STUDENT LEARNING.** While teachers cannot control engagement directly, they can create the conditions that encourage engagement, including:

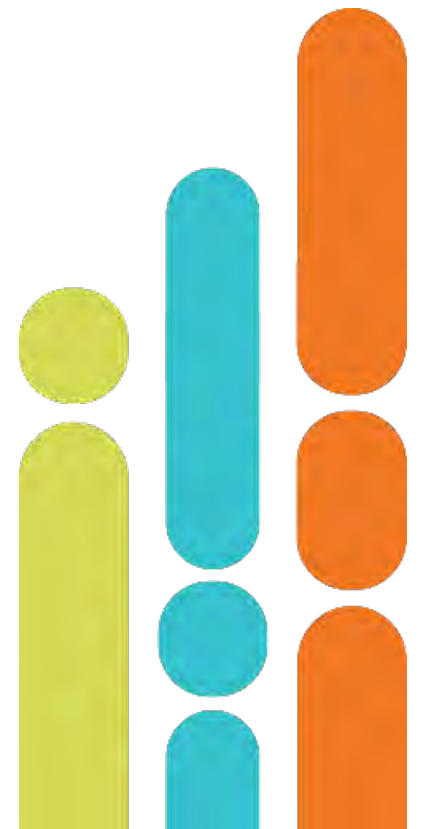
- Student perceptions of how much the learning environment is responsive to their background, goals, interests and needs.
- Positive relationships characterized by students who feel respected and well-regarded and experience positive teacher-student and student-student rapport.<sup>3</sup>

**TN** Department of Education

**Tennessee Instructional Practice Guide (IPG)**  
**K-12 Knowledge Building Lessons\***

\*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

<b>Culture of Learning: Environmental Readiness</b>	
<ul style="list-style-type: none"><li>• Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.</li></ul>	





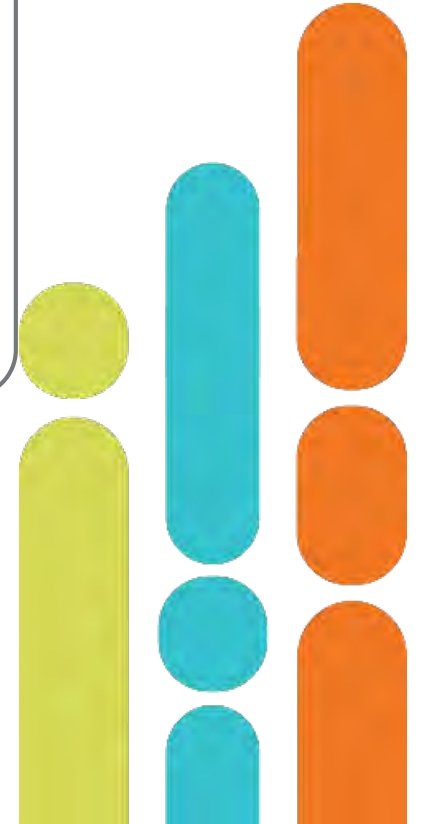
# Reflect on the instruction you observed as pre-work, and the extent to which there was a strong Culture of Learning in those classrooms.



Did the classrooms you observed as pre-work reflect a strong Culture of Learning according to the TN IPG?  
How do you know?

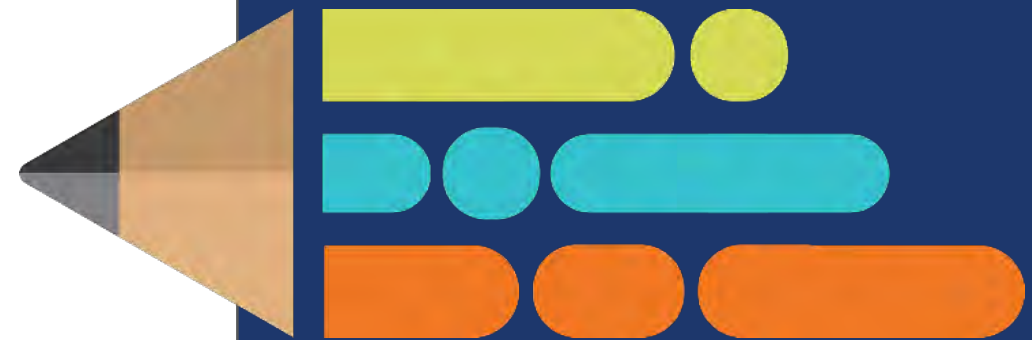
## Reflect

Consider what you saw teachers and students doing that you believe is evidence and non-evidence for a strong Culture of Learning.



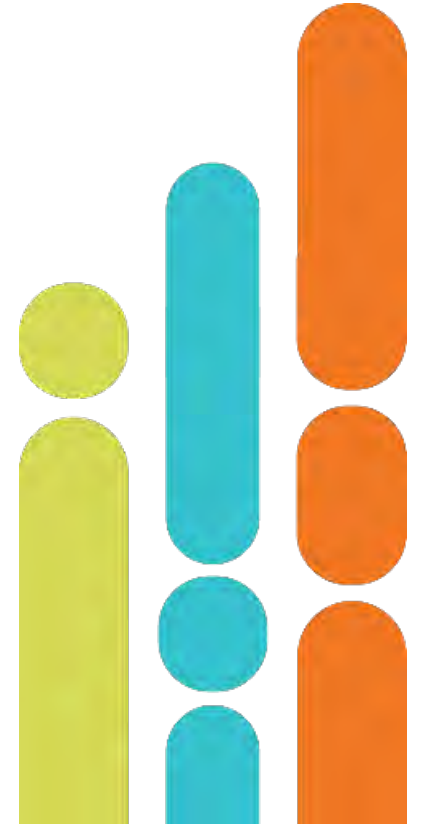
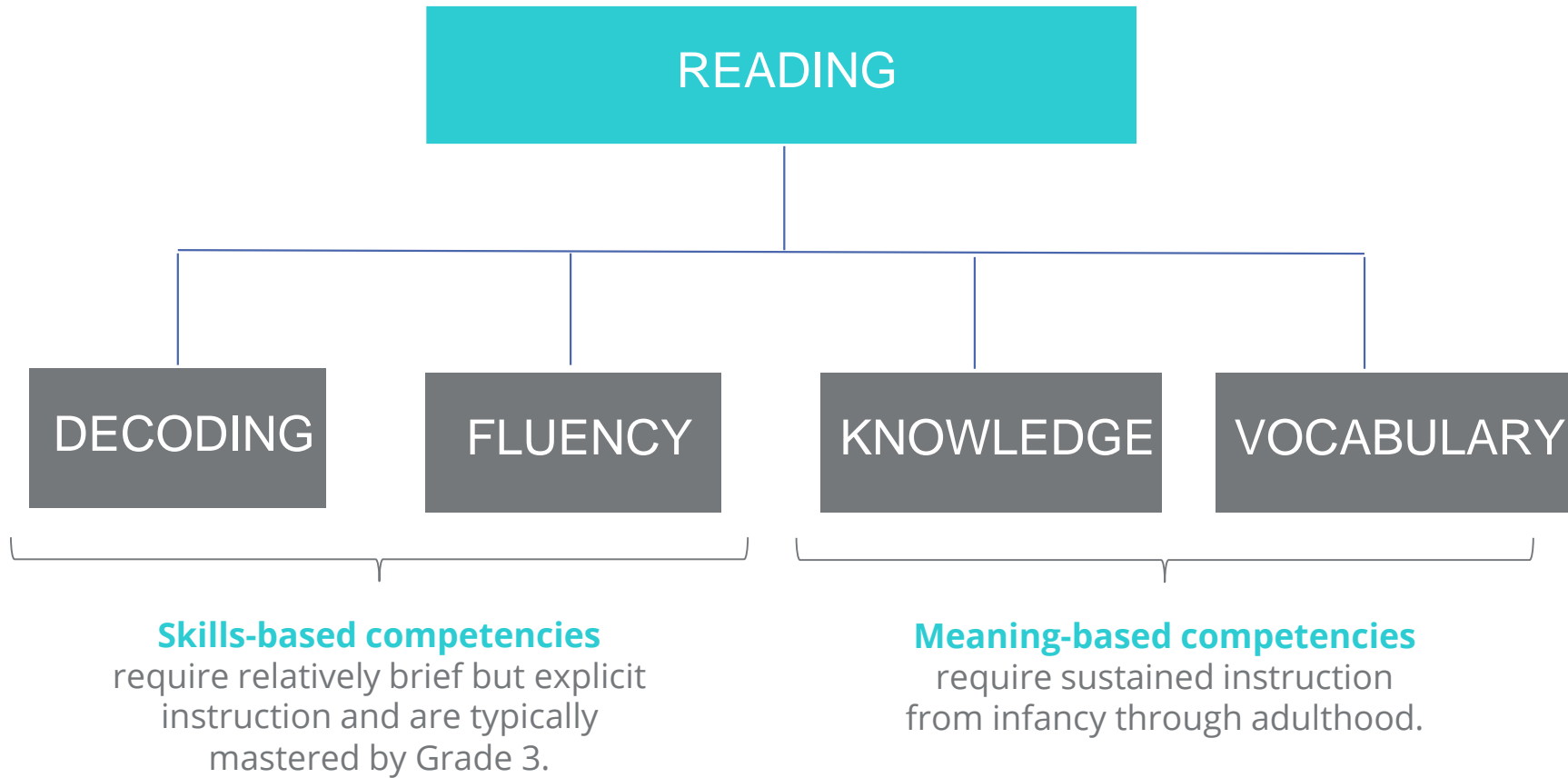


# Why do high-quality texts matter?





# Literacy instruction is designed to meet two fundamental goals – teach students to read the words on the page and teach them to understand them.





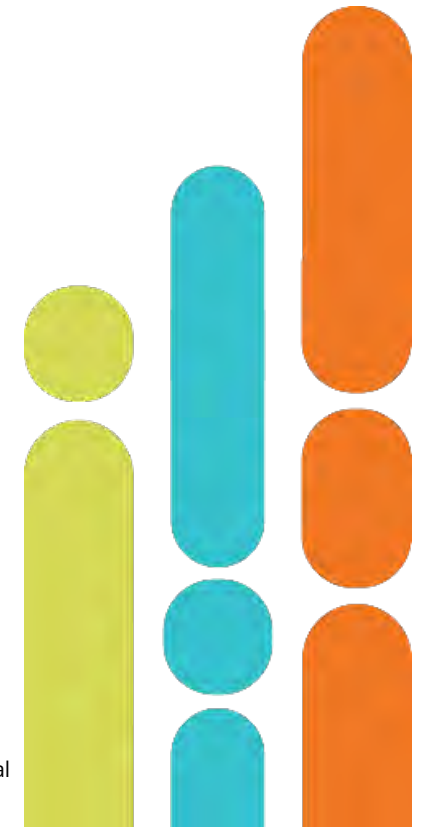


# Why knowledge building and vocabulary instead of “reading skills”?

Recht & Leslie (1988) sought to answer this question by comparing the relative impact of reading ability to the impact of knowledge of a topic. They had students read a passage about baseball and then tested students’ comprehension of the passage.

Students were divided into four groups:

<p><b>High</b> reading ability</p> <p><b>High</b> knowledge of baseball</p>	<p><b>High</b> reading ability</p> <p><b>Low</b> knowledge of baseball</p>
<p><b>Low</b> reading ability</p> <p><b>High</b> knowledge of baseball</p>	<p><b>Low</b> reading ability</p> <p><b>Low</b> knowledge of baseball</p>





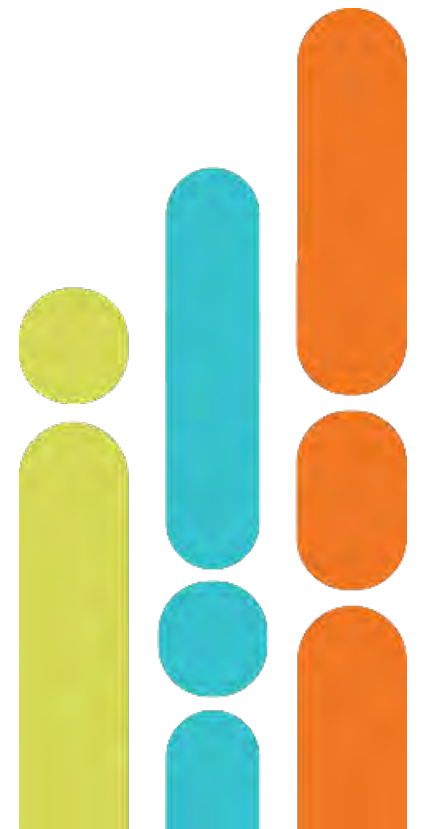
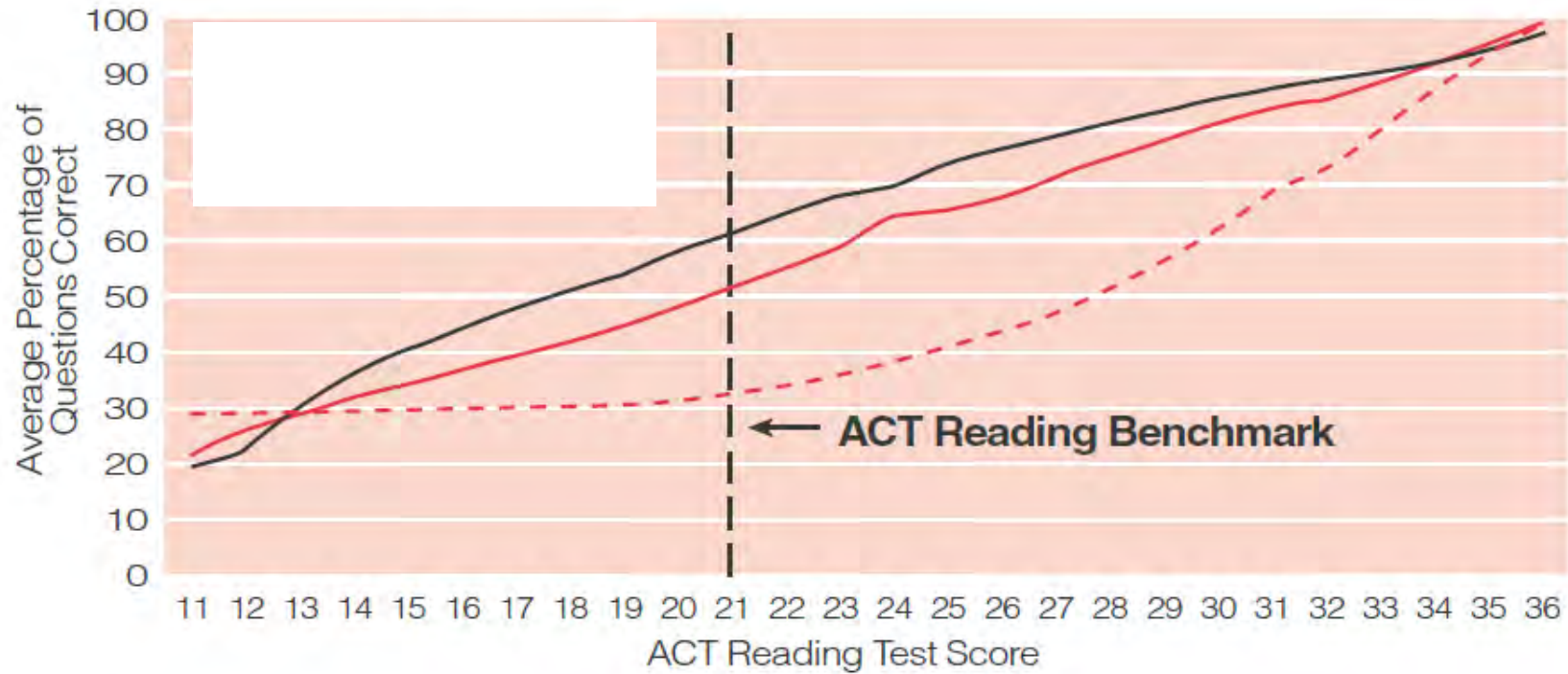
# Knowledge of the topic had a much bigger impact on comprehension than generalized reading ability did.

Measure of Comprehension



With sufficient prior knowledge “low ability” students performed similarly to higher ability students. Teaching content IS teaching reading.

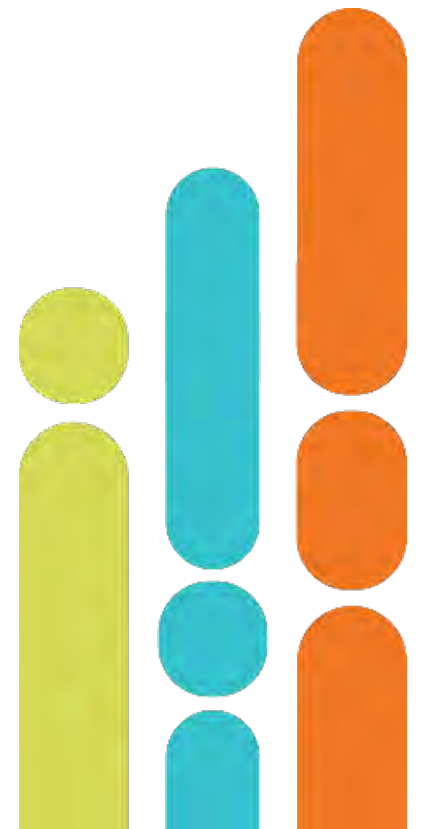
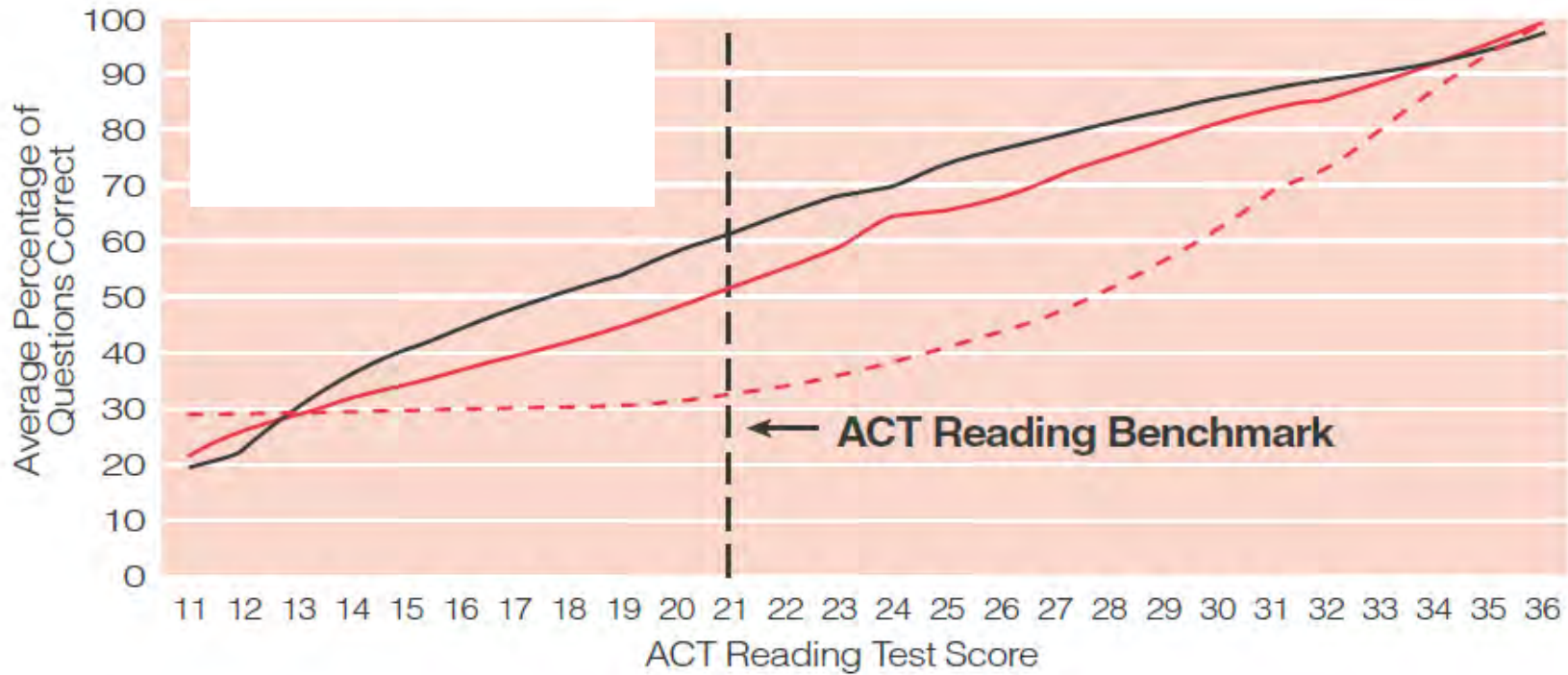
# What separates student performance in relation to ACT Reading scores?





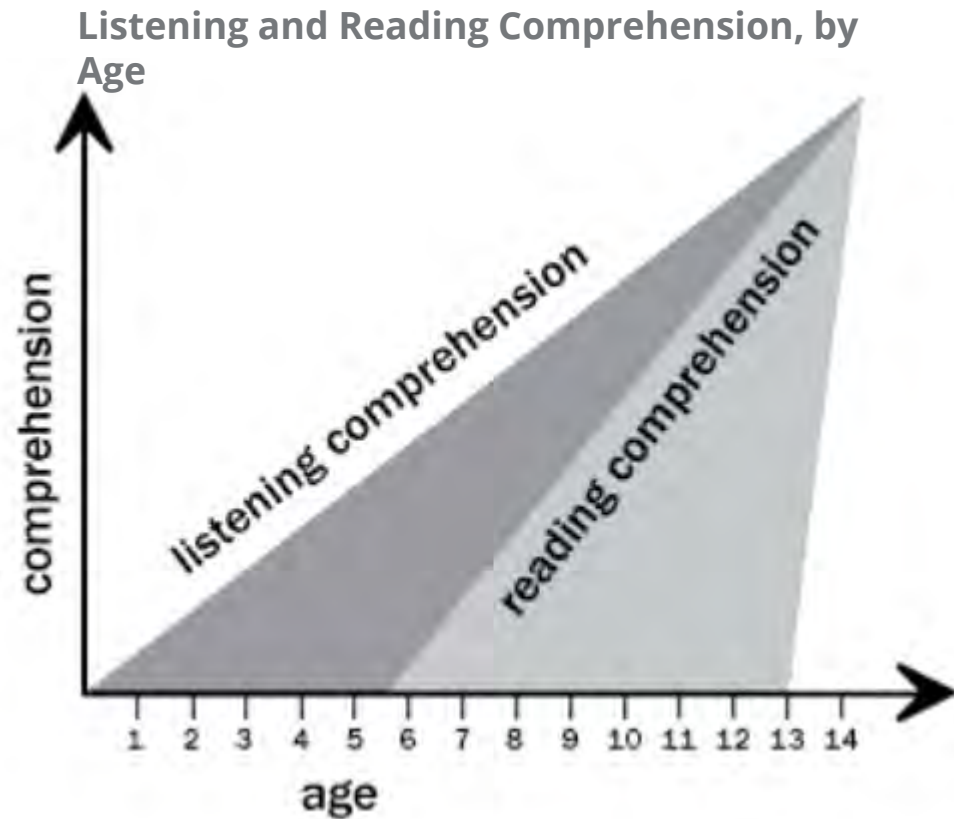
# What separated students was not their mastery of discrete skills. Rather, it was their ability to comprehend complex text.

Performance on the ACT Reading Test by Degree of Text Complexity



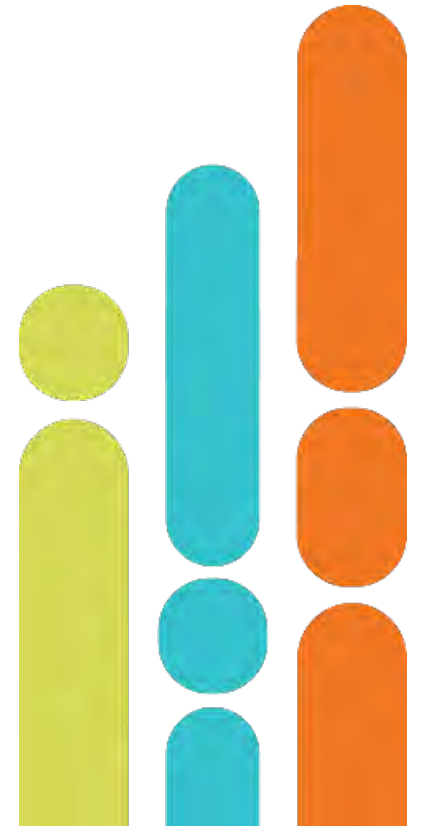


**In the early grades, read alouds of high-quality complex texts help students grow their knowledge of the world, vocabulary and oral language skills.**



“Teachers can read aloud to build students’ knowledge of the world beyond their scope and to help students make connections from the known to the new. There is likely no better way to draw children into the treasures stored in the written word than through reading aloud to them as much as possible.”

– David Liben



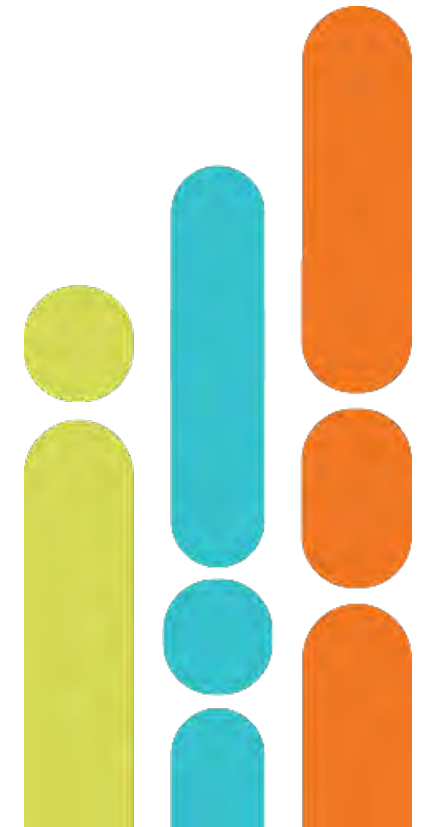


However, we perpetuate a gap with well-intentioned interventions and leveled reading, unintentionally excluding students from the vocabulary they need.

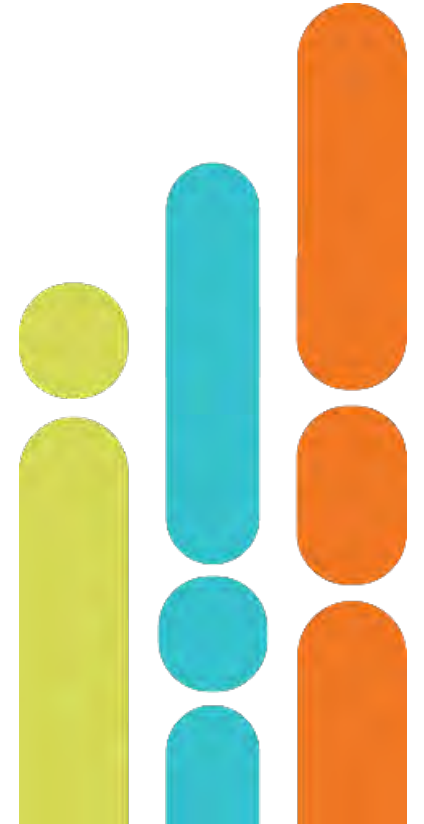
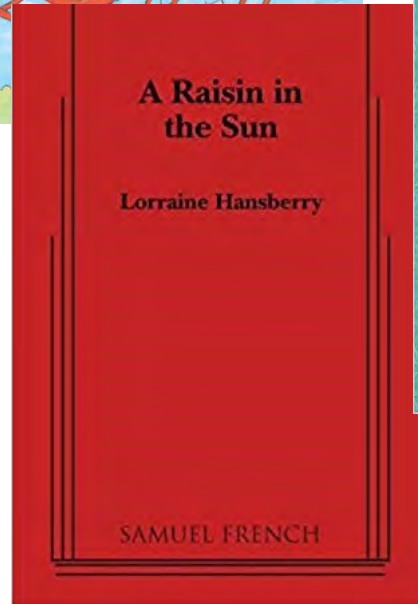
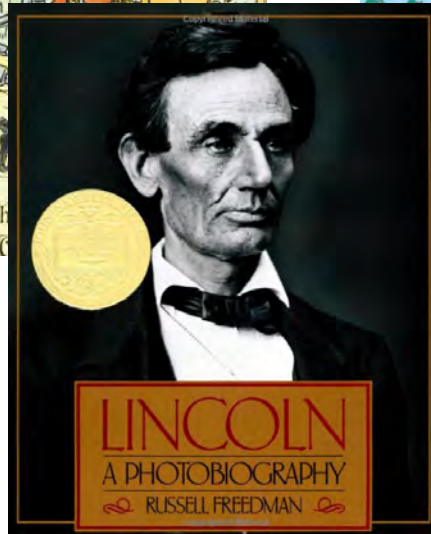
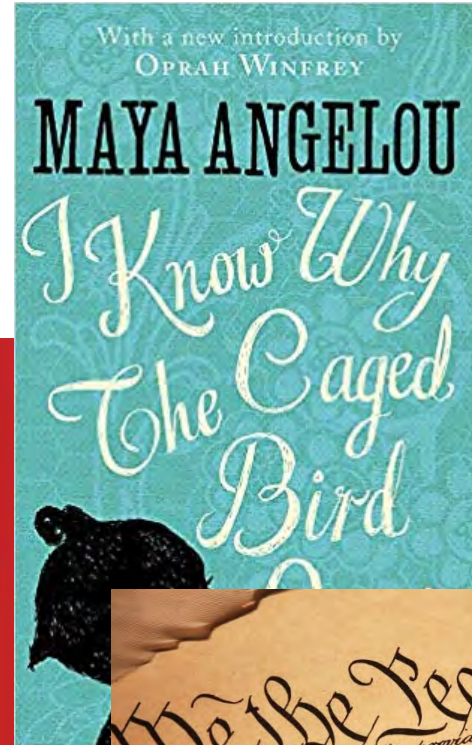
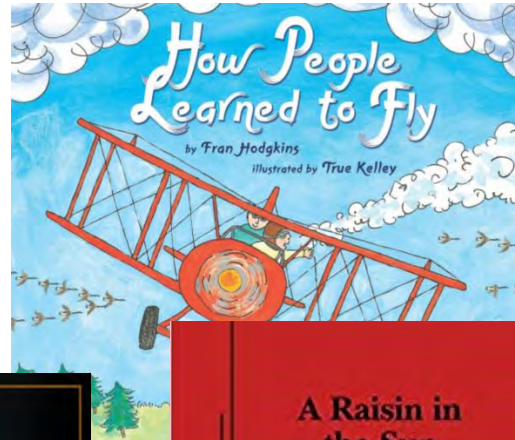
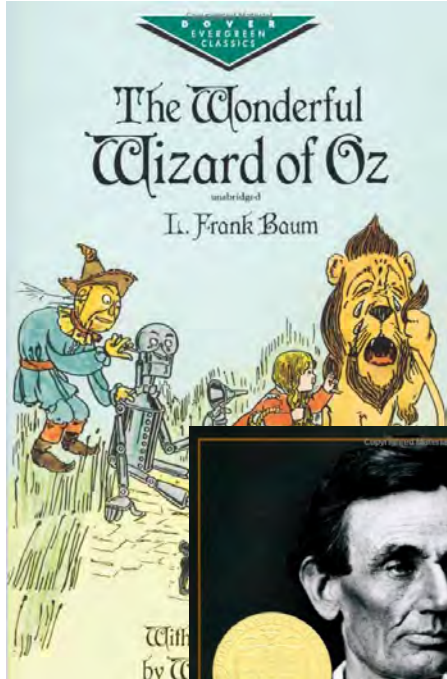
Let's take a look at the vocabulary grade 4 students are exposed to in a typical Basal reading program.

BELOW LEVEL	ON LEVEL	ABOVE LEVEL
Shelter, splattered, fixed, rescue	Journal, tremors, traction, interval, volunteered, retrieve	Generation, abandoned, languished, terrified, warble, galvanized, debris, hoisted, shuddered

Most vocabulary is learned *indirectly* through listening and reading – yet we often unintentionally exclude our students who are most behind from reading and listening to the texts that would build their knowledge and vocabulary.



So how do we build students knowledge and vocabulary? High-quality, complex text is where important ideas and knowledge can be found.





# Let's reflect on the research, and how these best practices may or may not be living out in the classrooms you observed.



## Reflect

What are the implications of this research for literacy instruction in your district?

### Guiding Questions

1. What are your initial reactions to this research?
2. What does this mean for students who are behind? What do they need most?
3. How does this research reflect what is happening in your buildings now around access to complex texts for all students?
4. How do your high-quality instructional materials support this work?

