A research-based instructional model for literacy teaching & learning.
The Literacy Collaborative framework for literacy lessons consists of a number of elements that provide many opportunities for reading and writing across the curriculum. Instruction moves from demonstration and explicit teaching, to guided practice, to independent problem solving.
**Intermediate Literacy Framework**

**Teaching/Learning Components**

**Reading Workshop**

- Instructional Goals
  Students read a variety of self-selected and teacher-selected texts for extended periods.
  Students learn effective comprehension strategies that they apply to fiction and non-fiction texts.

- Teaching/Learning Components
  - Minilessons
  - Independent Reading
  - Guided Reading
  - Literature Study
  - Reading Conferences

**Writing Workshop**

- Instructional Goals
  Students develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication.
  Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.

- Teaching/Learning Components
  - Minilessons
  - Independent Writing
  - Guided Writing
  - Investigations
  - Writing Conferences

**Language & Word Study**

- Instructional Goals
  Students explore language across multiple genres, including literature, informational texts, and poetry.
  They investigate the meaning and structure of words and the conventions and forms of written language.

- Teaching/Learning Components
  - Interactive Read Aloud
  - Word Study
  - Conventional Use of Written Language
  - Interactive Edit
  - Interactive Vocabulary
  - Test Reading & Writing
  - Poetry Sharing/Response

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Middle School Literacy Framework

Teaching Practices
- Minilessons & Application
- Book Talks
- Guided Reading
- Independent Reading
- Writing About Reading
- Reading Conferences

Language & Word Study

Teaching Practices
- Interactive Read Aloud
- Word/Vocabulary Study
- Poetry Workshop

Reading Workshop

Teaching Practices
- Minilessons & Application
- Independent Writing
- Guided Writing
- Writing Conferences
- Investigations/Research

Writing Workshop
Overview

Literacy Collaborative is a comprehensive school reform project designed to improve the reading, writing, and language skills of elementary children. The cornerstone of this project is dynamic, long-term professional development. School-based literacy coaches are trained in research-based methods; provided with on-going professional development as they continually implement research-based approaches in their own classrooms; and supported as they provide on-site training for the teachers in their schools. The goal of this comprehensive effort is to significantly raise the level of achievement for all students.

“Reading is a message-getting, problem-solving activity, which increases in power & flexibility the more it is practiced.”

Marie M. Clay

Literacy Collaborative incorporates all of the elements of effective schools to support improved literacy instruction and student achievement through:

- Providing a research-based instructional model that is language-based, student-centered, process-oriented, and outcome-based;
- Creating in-school and in-district leadership through the training and support of school-based literacy leadership teams, administrators, and literacy coaches;
- Establishing long-term site-based development for every member of the school’s literacy faculty;
- Aligning instruction with the Common Core State Standards for English Language Arts; and
- Helping schools monitor the progress of every student through systematized assessment, data collection, and analysis.

“Investing in the development of excellent teachers is the best preparation for our children’s future.”

Dr. Gay Su Pinnell, Ph.D.
Professor Emerita
The Ohio State University

“Because of Literacy Collaborative’s exciting and innovative blended learning design, coaches are away from their schools and families less during their initial training year and have greater contact with their trainers each month.”

Dr. Patricia L. Scharer, Ph.D.
Professor
The Ohio State University
Literacy Collaborative
Project Components

- Research & Theory Based Practices
- Continuous Assessment to Inform & Support Instruction
- Comprehensive Instructional Framework
- Flexible Heterogeneous and Homogeneous Student Groupings
- Safety Nets for Struggling Readers & Writers
- School-based Literacy Team Support
- Home-School Connections
- Professional Books, Children’s Literature, & Leveled Reading Library

Professional Development Components

- Staff Development
  Teachers participate in on-going professional development that integrates theory and practice and is conducted by a specially trained literacy coach who is based in the school.

- Staff Support
  Literacy coaches offer on-going support to the staff through study groups, in-class demonstration lessons, and coaching.

- Professional Development of Literacy Coaches
  Literacy coaches in-training participate in a year-long course provided through a “blended learning” model. This model is a combination of computer technology and internet components with traditional face-to-face teaching.

Assessment and Research

- 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. In the primary grades, these measures include tasks found in An Observation Survey of Early Literacy Achievement (Clay, 1993), running records of text reading, and standardized tests. Intermediate grade teachers base instruction on formal measures, such as Six Traits Writing Rubric, Benchmark Reading Assessment, and state/federal standardized tests and informal measures such as, individual reading & writing conferences and small group reading observations.

- Progress Monitoring
  Schools monitor their progress by collecting and analyzing their data. A summary of their findings are forwarded to The Ohio State University. Literacy Collaborative conducts multi-year studies to answer research questions regarding issues of implementation.

School-Based Literacy Team

A trained literacy coach works with a school-selected literacy team to implement a plan to support professional development within the school.

800.678.6486 lcosu.org
Literacy Collaborative®:
A High Quality Tier I Instructional Design

**TIER I**
- Literacy Collaborative®: A High Quality Tier I Instructional Design
- Special Education

**TIER II**
- Intensive Small Group Intervention
  - Literacy Collaborative highly recommends Reading Recovery®
  - and Leveled Literacy Intervention.

**TIER III**
- On-going Professional Development and Coaching
- Intensive Individual or Small Group Interventions

**TIER IV**
- Special Education

**Literacy Collaborative Framework:**
Differentiated Instruction for ALL Children
(Large Group, Small Group, and Individual Instruction
Aligned with the Common Core State Standards)

K 1st 2nd 3rd-6th

More layers of interventions as needed.
Implementation & Training

Participation in Literacy Collaborative represents on-going commitment to reshaping literacy education in a school district. Implementation takes place in four phases. For each phase, local planning and decision-making is required. The Literacy Collaborative staff development model builds school capacity by training primary, intermediate, and/or middle school literacy coaches to work with teachers at their respective grade level.

The following phases outline the implementation of Literacy Collaborative:

**Phase 1: Awareness & Planning**
- Participate in professional development designed to achieve broad ownership and understanding of the Literacy Collaborative project. Opportunities include Principals' Academy and Team Planning. (See lcosu.org for offerings.)
- Develop a school plan.
- Submit an application to train a literacy coach.

**Phase 2: Literacy Coach Training & Start-Up**
- Literacy coaches are trained at The Ohio State University while simultaneously implementing the Literacy Collaborative framework in their classrooms.
- Create a school-based literacy team made up of stakeholders including the literacy coach, classroom teachers, intervention teachers, and principal who will collaborate to provide leadership for the project.
- Stakeholders begin to build a school book collection.

**Phase 3: School-Level Implementation**
- Literacy coach provides a year-long prof. development course for primary, intermediate, or middle school teachers in one school.
- Literacy coach supports and collaborates with classroom teachers through coaching in classrooms.
- Literacy coach continues teaching students in a primary, intermediate, or middle school classroom for the literacy block.
- Literacy coach attends all on-going professional development provided by Literacy Collaborative.
- Stakeholders continue to build a school book collection.
- Stakeholders begin a home outreach program such as KEEP BOOKS (See keepbooks.org for details.)
- Stakeholders collect and analyze data.

**Phase 4: Refinement**
- Literacy coach provides continued professional development and classroom coaching for teachers.
- Literacy coach continues teaching students in a primary, intermediate, or middle school classroom for the literacy block.
- Literacy coach attends all on-going professional development provided by Literacy Collaborative at Ohio State.
- Stakeholders continue to build a school book collection.
- Stakeholders continue a home outreach program such as KEEP BOOKS. (See keepbooks.org for details.)
- Stakeholders collect and analyze data.

Blended Learning Training Design

Mortera-Gutierrez (2006) defines blended learning as “a combination of computer technology and internet components with traditional face-to-face teaching forms.” Businesses and educational institutions design learning experiences based on the needs of their students and the type of content to be delivered. The Literacy Collaborative trainers designed the blended training model to have nearly equal hours of face-to-face and online experiences. In addition, the literacy coaches in training use Teachscape® as a tool for self-paced learning, posting assignments, reflection, analyzing, and blogging.

The following are the components of Blended Learning:

**Face-to-Face Learning**
- Classroom Observations
- Behind-the-Glass Demonstrations
- Teaching & Coaching Experiences

**Online Interactive Learning**
- Interactive Presentations
- Video Sharing
- Large & Small Group Activities & Discussion

**Self-Paced Learning & Blogging**
- Reflection & Analysis of Teaching and Learning
- Application of Learning
- Evaluation & Creation of Lessons
Dr. Anthony Bryk, President of the Carnegie Foundation for the Advancement of Teaching, and his research team, including researchers from Stanford University, University of Chicago, Northwestern University, Lesley University, and The Ohio State University, conducted a four-year study of the value-added effects of Literacy Collaborative on student learning and achievement in grades K–2. The project was also designed to study growth in teacher expertise and changes in professional communication networks in Literacy Collaborative schools.

The primary findings were:

- Students’ average rates of learning increased by 16% in the first implementation year, 28% in the second implementation year, and 32% in the third implementation year.
- Teacher expertise increased substantially and the rate of improvement was predicted by the amount of coaching a teacher received.
- Professional communication amongst teachers in the schools increased over the three years of implementation, and the literacy coach became more central in the schools’ communication networks.

The complete study can be found at lcosu.org.