

How *Jamestown Reading Navigator*[™]
Supports Research-Based Instruction
for Struggling Adolescent Readers

Professional Development

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About This Paper

This paper presents research-supported best practices related to instruction of struggling adolescent readers—that is, students in grades 6–12 who are reading at least two levels below grade level—and describes how *Jamestown Reading Navigator*[™] supports those practices.

What Is *Jamestown Reading Navigator*?

Jamestown Reading Navigator is a reading intervention program designed specifically for students in grades 6–12 who are reading two or more reading levels below their grade in school. The program provides direct, explicit instruction and modeling of good reading practices, together with opportunities for students to practice and apply these reading strategies.

Jamestown Reading Navigator combines online activities featuring interactive multimedia for students to complete; engaging and appropriate online and print texts for students to read; an audio component for further guided or independent study; student writing in response to reading; student recording of fluency passages; an assessment program to monitor students' progress; an independent measure of progress monitoring; and teacher support materials, including professional development, lesson plans, instructional recommendations, and reteaching skills support. Major areas of focus for *Jamestown Reading Navigator* include

- Comprehension skills and strategies, designed for application to content-area reading
- Vocabulary
- Writing
- Fluency
- Decoding/phonics (for students with a particular need in this area)

The *Jamestown Reading Navigator* Learner Management System helps teachers manage individual student learning and provides ongoing, up-to-the-minute information on how students are performing. Online professional development modules and on-site professional development sessions offered by Jamestown Education help educators—teachers, administrators, literacy specialists, and others—learn how to implement *Jamestown Reading Navigator* more effectively. These sessions also provide information and suggestions to help educators develop effective strategies for working with struggling adolescent readers.

Jamestown Reading Navigator has been developed based on the most up-to-date research and expert thinking in adolescent literacy, drawing on more than 30 years of experience in reaching adolescent readers with the popular Jamestown Education print series. This paper describes the match between *Jamestown Reading Navigator* and the best available instructional thinking in a variety of specific areas that are important to the success of struggling adolescent readers, as described below.

Introduction

A Critical Need to Support Struggling Adolescent Readers

Problems with literacy have serious and long-lasting consequences. A lack of literacy skills is “one of the most commonly cited reasons” for students to drop out of school (Biancarosa & Snow, 2006, p. 7). A resource guide on adolescent literacy prepared for the Southwest Educational Development Laboratory described the problem as follows:

For secondary-level students . . . the social and economic consequences of not reading well can be cumulative and profound: the failure to attain a high school diploma, a barrier to higher education, underemployment or unemployment, and difficulty in managing personal and family life. Years of failing at what is deemed a hallmark of intelligence and worth can also leave struggling readers with emotional consequences, such as anxiety and low self-esteem, that affect personality and interpersonal relationships. These effects within and beyond the classroom walls show that by the secondary grades educators can no longer defer solutions to future development or instruction. (Peterson et al., 2000, p. 6)¹

¹ Peterson et al. (2000) is laid out in a paginated PDF format, but the format does not include page numbers. Page references for quotes from Peterson et al. (2000) that are given in this paper have therefore been calculated on the basis of page numbers shown in the document table of contents.

Numerous sources attest to the scope of the challenge. *Reading Next* cited both results from the National Assessment of Educational Progress (NAEP) and the opinions of experts in adolescent literacy that “as many as 70 percent of students struggle with reading in some manner” that requires instruction differentiated for their specific needs (Biancarosa & Snow, 2006, p. 8, citing Loomis & Bourque, 2001; NCES, 1999, 2006; Olson, 2006).

Adolescents struggle with literacy for a variety of reasons. For some, English may not be their first language. Others may have mild learning disabilities. In many cases, students may simply lack experience and skill with reading. Unfortunately, difficulties in reading don’t cure themselves, but instead tend to get worse as students get older—a phenomenon reading experts refer to as the “Matthew Effect” (Stanovich, 1986). These students need literacy instruction that addresses the specific challenges they face, using the best available research-based methods and principles, in order to improve their chances of succeeding both during school and afterward.

The State of Research on Struggling Adolescent Readers

Over the last two decades, attempts to improve student literacy on the national level have focused largely on elementary instruction, and particularly on early literacy—that is, literacy at the primary grades. For example, the focus of the Reading First initiative was on improving literacy at the primary levels. Recently, however, a number of efforts—including research summaries for a variety of sources, publication of the *Reading Next* report and other documents from the Alliance for Excellent Education, and position statements from organizations such as the National Reading Conference and the International Reading Association—have helped create a higher profile for instructional issues related to adolescent readers, and particularly the large proportion of adolescents who struggle with reading.

Initiatives such as the No Child Left Behind Act have raised expectations for instruction. Instruction is expected to be backed with solid research that concludes it is likely to result in the desired impact on student learning. Unfortunately, research on what constitutes effective literacy instruction for adolescents is still limited. According to the editors of a volume intended to “compile from the best researchers in the field a summary and synthesis of adolescent literacy research and practice,”

As of 2003, there is not a body of research to tell us appropriate interventions that will help struggling middle and secondary school readers who can barely read. As of 2003, we still do not have a body of research to provide us with appropriate interventions to help high school readers who can read fluently but remain 3 or 4 years below grade level in reading. (Jetton & Dole, 2004, p. 6)

Although research on what constitutes effective literacy instruction for adolescents is limited in significant ways, there is substantial support in research and expert opinion for a variety of specific instructional recommendations. The state of knowledge with regard to effective instruction for struggling adolescent readers fits the description of *best available evidence* as characterized by U.S. Department of Education Assistant Secretary Grover J. Whitehurst: that is, “the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction” (Whitehurst, 2002).

The Reading Next Report

A critical milestone in recent efforts to highlight the challenges related to adolescent literacy was the publication of *Reading Next*, a report to Carnegie Corporation of New York focusing on the needs of adolescent readers (defined in the report as those in grades 4–12), with a special emphasis on the needs of struggling readers. Preparation of this report included the following steps.

- A panel of five nationally known and respected educational researchers was convened in spring 2004, together with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education.
- These panelists drew up a set of recommendations for how to meet the needs of struggling readers, including 15 specific elements of effective adolescent literacy programs that had “a substantial base in research and/or professional opinion” (Biancarosa & Snow, 2006, p. 12). These included both elements with an instructional focus and recommended infrastructure elements to improve adolescent literacy.

- The resulting paper was reviewed and augmented at the 2004 meeting of the Adolescent Literacy Funders Forum (ALFF).
- An Appendix was compiled of literature supporting each of the report’s main recommendations.
- In 2006, a second edition of the report was published.

The *Reading Next* recommendations thus represented a synthesis of research-informed expert opinion that serves as an important touchstone for much of what is known about effective adolescent literacy instruction. Several caveats, however, are in order with regard to using the recommendations as a yardstick for measuring instructional programs in general, and *Jamestown Reading Navigator* in particular.

- While all 15 elements identified by *Reading Next* are characterized as having “a substantial base in research and/or professional opinion” (Biancarosa & Snow, 2006, p. 12), the report nonetheless cautions that “the optimal mix of these factors has yet to be determined. . . . Nor does the remediation of adolescent literacy difficulties involve indiscriminately layering on all fifteen key elements. Choices should be matched to school and student needs” (Biancarosa & Snow, 2006, p. 29). The expectation is not that each literacy program should necessarily include all 15 elements, but that developers and adopters of such programs should select those elements that seem best matched to their specific circumstances.
- The focus of *Reading Next* is explicitly on “the large population of struggling students who already decode accurately but still struggle with reading and writing after third grade” (Biancarosa & Snow, 2006, p. 11). The report thus does not include recommendations related to areas such as decoding and fluency that may be important for readers who are struggling at a more basic level.
- Several of the elements of *Reading Next* relate to how infrastructure impacts adolescent literacy learning. The most that any purchased instructional program can do in these areas is to provide support to schools and districts as they implement these elements.

Development of This Paper

Development of this research-based white paper included the following steps.

- A top-level review of *Reading Next* was conducted to identify claims and recommended practices, including both those that are associated with the 15 key elements of adolescent literacy identified in the report and those that appear elsewhere in the report. As part of this review, information was collected about the sources in the Appendix to *Reading Next*, which listed literature supporting each of the 15 key elements.
- Well-known experts in the field of adolescent literacy were consulted to identify key, current, and reputable sources related to instruction for struggling adolescent readers. These included both experts who had been consulted during the development of *Jamestown Reading Navigator* and an independent expert not previously associated with the program.²
- Key documents were identified for review, with priority given to two types of documents:
 - *Broad policy-oriented research reviews and surveys of expert opinion, developed by reputable institutions and authors, with a goal of identifying key elements in effective adolescent literacy programs*
 - *More focused research syntheses and meta-analyses from reputable sources, describing the state of research and/or theory related to a specific relevant topic in adolescent literacy (e.g., comprehension, writing, formative assessment)*

² Key contributors included Dr. Thomas W. Bean, professor in literacy/reading and coordinator of doctoral studies in the Department of Curriculum and Instruction, University of Nevada at Las Vegas; Dr. William G. Brozo, professor of literacy, Graduate School of Education, George Mason University; and Dr. Douglas Fisher, professor of language and literacy education, San Diego State University. Drs. Brozo and Fisher had previously consulted with the development team for *Jamestown Reading Navigator*. These experts provided input into interpretation of the research literature, as well as recommendations of sources to review, but are not responsible for writing the summaries of the literature or for developing the correlations of the instructional recommendations to *Jamestown Reading Navigator*.

In addition to these two types of documents, some specific research reports were also identified for review, in the case of studies that were particularly germane to topics under investigation.

- Sources were reviewed and summarized, with special reference to
 - *Specific instructional recommendations*
 - *The nature of the evidence supporting each recommendation*
- Instructional recommendations were consolidated from multiple sources.
- Cross-comparison of the research-based recommendations and *Jamestown Reading Navigator* verified that *Jamestown Reading Navigator* supports each research-based recommendation listed in this paper.

In the final paper as presented here, each section spells out specific instructional recommendations that are supported by a mix of research and expert opinion. A table then provides information on how *Jamestown Reading Navigator* aligns with each recommendation.

Key policy-oriented documents and research syntheses that were reviewed for this paper are listed in the References section of the complete White Paper.

PROFESSIONAL DEVELOPMENT

“Without appropriate and ongoing professional development, instructional innovations are unlikely to be sustained or even initially implemented effectively.”—*Reading Next* (Biancarosa & Snow, 2006, p. 29)

Why Is Professional Development Important for Improving Adolescent Literacy?

According to the *Reading Next* report, professional development is one of three critical elements (together with formative and summative assessment) for improving adolescent literacy, because

No literacy program targeted at older readers is likely to cause significant improvements without these elements, because of their importance to ensuring instructional effectiveness and measuring effects. (Biancarosa & Snow, 2006, p. 5)

Other sources commented on the critical importance of professional development as well. For example, a national report on language and academic literacy for adolescent English language learning (ELL) students stated:

It is generally agreed that teachers need sustained professional development and job-embedded practice if they are to implement new interventions or substantially change their instructional approach. (Short & Fitzsimmons, 2007, p. 24, citing Gonzalez & Darling-Hammond, 1997, and National Commission on Teaching and America’s Future, 1996)

Similarly, the National Association of State Boards of Education (NASBE, 2006) identified one of the steps states must take in implementing a plan to improve adolescent literacy as follows:

Ensure that teachers have the preparation and professional development to provide effective, content-based literacy instruction. Teachers must have considerable knowledge to use research-based literacy strategies in content-area instruction. (p. 6)

In short, without professional development, it is difficult—if not impossible—to change teacher practice in the classroom and successfully implement new programs and more effective approaches.

Characteristics of Effective Professional Development

Based on the description in *Reading Next*, effective professional development to support adolescent literacy possesses the following characteristics.

- **Ongoing and long-term.** “Professional development does not refer to the typical one-time workshop, or even a short-term series of workshops, but to ongoing, long-term professional development, which is more likely to promote lasting, positive changes in teacher knowledge and practice” (Biancarosa & Snow, 2006, p. 20). This *Reading Next* guideline met with general agreement from multiple sources. For example:
 - “Practitioners and staff developers alike have recognized the limitations of one-time workshops for learning. The National Staff Development Council (2000) has issued standards that advocate more comprehensive models, such as peer mentoring and coaching, which are a commitment to learning over an extended period of time” (Peterson et al., 2000, p. 19).
 - According to NASBE (2006), elements of effective professional development include that it is “ongoing” and “provides adequate time and follow-up support” (p. 50, citing NASBE, 2003).
 - The National Reading Panel stated, “The conclusion with respect to the preparation of teachers for comprehension instruction is that it requires extended training with ongoing support” (NICHD, 2000, p. 5-2).
- **Systemic.** According to *Reading Next*, this means that professional development “includ[es] not only classroom teachers but also literacy coaches, resource room personnel, librarians, and administrators” (Biancarosa & Snow, 2006, p. 20).
 - Along similar lines, the NASBE (2006) report argued that states and districts “must ensure that all educators have ongoing coaching, supports, and resources to integrate literacy instruction through the curriculum tailored to needs of adolescent learners. And what’s equally critical is to train principals along with teachers in the components of a schoolwide literacy program and how to recognize effective instruction” (p. 52).
- “[B]uilt into the regular school schedule” (Biancarosa & Snow, 2006, p. 20)
- **Geared toward new learning.** “Professional development opportunities should [incorporate] consistent opportunities to learn about new research and practices” and to “implement and reflect upon new ideas” (Biancarosa & Snow, 2006, p. 20). This is important because “the research demonstrates that as the expertise of the teacher/tutor increases, so does the likelihood that the intervention will accelerate reading development” (Allington, 2006, p. 152).
 - Similarly, a National Staff Development Council (NSDC) (2001) standard stated, “Staff development that improves the learning of all students prepares educators to apply research to decision making.” Describing the rationale for this standard, the NSDC cautioned, “[I]t is critical that teams of teachers and administrators take the time to study methodically the research that supports the claims made by advocates of a particular approach to instructional improvement or whole-school reform.” This suggests a value to incorporating information about the research base for specific instructional recommendations and practices as part of professional development.
- **Research-based.** “Effective professional development will use data from research studies of adult learning and the conditions needed to effect sustained change” (Biancarosa & Snow, 2006, p. 20). Based on a review of the National Staff Development Council’s (2001) *Standards for Staff Development*, including supporting text describing the rationales for each of the standards, examples of such research-based professional development practices include the following.
 - Use of student data. According to the NSDC, “Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.” They explained, “[A] benefit of data analysis, particularly the examination of student work, is that the study of such evidence is itself a potent means of staff development. Teachers who use one of several group processes available for the study of student work report that the ensuing discussions of the assignment, the link between the work and content standards, their expectations for student learning, and the use of scoring rubrics improve their teaching and student learning.”

- Modeling, demonstrations, and coaching/follow-up. *Describing appropriate learning strategies for specific professional development goals, the NSDC stated, “[T]raining sessions and coursework must include numerous live or video models of new instructional strategies, demonstrations in teachers’ classrooms, and coaching or other forms of follow-up if those strategies are to become a routine part of teachers’ instructional repertoire.”*
- Combination of professional development strategies. *The NSDC also endorsed using a combination of strategies to achieve desired professional development outcomes: “The most powerful forms of professional development often combine learning strategies. To promote the development of new instructional skills, training may be combined with coaching, study groups, and action research. To promote the skillful implementation of a standards-based curriculum, study of the subject with a content expert may be combined with curriculum replacement units and a course on the development of rubrics.”*
- Use of technology. *The NSDC specifically recognized the potential of technology as “a useful tool for accessing various means of professional learning. It provides for the individualization of teacher and administrator learning through the use of CD-ROMs, e-mail, the Internet, and other distance learning processes. Technology enables educators to follow their unique learning goals within the context of schoolwide staff development plans. . . . Technology also makes it possible for teachers to form virtual learning communities with educators in schools throughout the country and around the world.” They also stated, “Electronic forms of learning may prove particularly helpful in providing alternatives that respond to differences in learning styles and availability due to life stage issues. Staff development content may be accessed via the Internet or other forms of distance technology that will enable learning throughout the day in various settings using media that appeals to different learning preferences.”*
- Multiple media and options for learning. *Along similar lines, NSDC stated, “Because people have different learning styles and strengths, professional development must include opportunities to see, hear, and do various actions in relation to the content. It is also important that educators are able to learn alone and with others and, whenever possible, have choices among learning activities.”*
- Multiple interactions with new ideas. *The NSDC argued that professional development should focus on helping educators develop in-depth knowledge through multiple opportunities to interact with and apply new ideas: “It is essential that staff development assist educators in moving beyond comprehension of the surface features of a new idea or innovation to a fuller and more complete understanding of its purposes, critical attributes, meaning, and connection to other approaches. To improve student achievement, adult learning under most circumstances must promote deep understanding of a topic and provide many opportunities for teachers and administrators to practice new skills with feedback on their performance until those skills become automatic and habitual. Such deeper understanding typically requires a number of opportunities to interact with the idea or procedure through active learning processes that promote reflection such as discussion and dialogue, writing, demonstrations, practice with feedback, and group problem solving.”*
- Appreciation for differing student characteristics. *Another NSDC standard focused on the importance of professional development for helping educators better understand and appreciate the differing characteristics of students and create instruction that will help all students learn successfully. Discussing this standard, the NSDC stated, “Teachers’ knowledge of their students is an essential ingredient of successful teaching. Staff development helps teachers to understand the general cognitive and social/emotional characteristics of students in order to provide developmentally appropriate curriculum and instruction. . . . Teachers learn to recognize learning strengths and preferences and how to differentiate learning activities within their classrooms.”*
- Teacher experience of instructional practices in a student role. *According to the NSDC, “Whenever possible . . . it is important that teachers experience firsthand as learners the instructional approaches they in turn will be using with their own students. . . . Because it is natural that teachers will teach as they themselves are taught, it is imperative that the instructional methods used with educators be congruent to the greatest extent possible with those they are expected to use in their classroom.”*

- *Supportive of a team-oriented approach.* “Effective professional development will help school personnel create and maintain indefinitely a team-oriented approach to improving the instruction and institutional structures that promote better adolescent literacy” (Biancarosa & Snow, 2006, p. 20).
 - *This top-level recommendation aligns with the NSDC (2001) Standards for Staff Development: “Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.” Explaining further, the NSDC argued, “The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities or communities of practice, operate with a commitment to the norms of continuous improvement and experimentation, and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning.”*

How Jamestown Reading Navigator Aligns with the Characteristics of Effective Professional Development

The following table describes *Jamestown Reading Navigator’s* professional development services and explains how they align with the characteristics of effective professional development described above.

Summary of Effective Professional Development Recommendations	Application Through <i>Jamestown Reading Navigator</i>
<p>Professional development is a key element of effective adolescent literacy programs.</p>	<p>Jamestown Education offers a range of professional development services in connection with <i>Jamestown Reading Navigator</i>, including</p> <ul style="list-style-type: none"> • <i>On-site training</i>—Implementation training sessions, plus additional optional training focusing on follow-up and topics of specific interest • <i>Online sessions</i>—Modules focused on program implementation, assessment, comprehension, vocabulary, fluency, and writing • <i>Reading coach</i>—Free, live instructional support via telephone and e-mail from a reading specialist and master teacher. Your school’s assigned <i>Jamestown Reading Navigator</i> reading coach can answer questions about the program, help with lesson planning and data interpretation, and make suggestions for strategies that address specific classroom needs. <p>Jamestown Education is committed to tailoring a program of high-quality professional development, using these three components, that will help educators succeed in meeting the specific needs of struggling adolescent readers in their school or district.</p>
<p>Professional development should be ongoing and long term.</p>	<p><i>Jamestown Reading Navigator</i> provides resources for ongoing, long-term professional development throughout the instructional year.</p> <ul style="list-style-type: none"> • A full day of on-site implementation training typically takes place before instruction begins. • Another full day of on-site follow-up training is designed to take place after six weeks of implementation—building on teachers’ experience with the program and using “live” student data as a basis for analysis. This training is tailored to fit the level of expertise of the teachers, related both to the teaching of reading and to the use of <i>Jamestown Reading Navigator</i>. • Additional on-site half-day or full-day professional development sessions can be scheduled throughout the year, on specific topics related to the needs and the interests of the school.

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Summary of Effective Professional Development Recommendations	Application Through <i>Jamestown Reading Navigator</i>
<p>Professional development should be ongoing and long term. <i>(continued)</i></p>	<ul style="list-style-type: none"> • Online modules can be completed over the course of the school year. Each module presents information and ideas to teachers, challenges them to implement those ideas in their classrooms, and includes a follow-up component. Completion of an online module thus typically stretches over several days and is interwoven with instructional experiences. Each of the six offered modules typically requires four to six hours to complete, not counting time spent carrying out instructional plans in the classroom. • The on-call <i>Jamestown Reading Navigator</i> reading coach provides a resource to help answer questions, brainstorm ideas, and problem-solve with educators as they carry out instruction and apply concepts from the professional development. The reading coach also e-mails educators frequently to keep in touch, encourage questions, and provide tips and best practices, and may also suggest articles for further reading and discussion. • As desired by the local school or district, <i>Jamestown Reading Navigator</i> can implement a train-the-trainer model to promote ongoing professional development using local personnel. • As part of the on-site professional development session on Building a School Literacy Community, educators are encouraged to create focused study groups on topics that are relevant to local needs and circumstances. Such study groups can be an effective method for ongoing, sustained professional development.
<p>Professional development should be systemic, including teachers, literacy coaches, resource room personnel, librarians, and administrators.</p>	<ul style="list-style-type: none"> • <i>Jamestown Reading Navigator</i> implementation and follow-up training are typically attended by teachers, administrators, literacy coaches, teachers working with special populations (e.g., English language learners and special education students), and teacher aides who will be involved with the program. • Optional on-site professional development on creating a school literacy team is designed to embrace teachers, administrators, literacy coaches, librarians, teachers of special populations, and content-area teachers.
<p>Professional development should be built into the regular school schedule.</p>	<ul style="list-style-type: none"> • Online professional development modules are available for teachers to work on anytime, anywhere. • Typically, formal on-site professional development sessions are scheduled for staff training days or as a teacher release day. Districts can also schedule a training day at the school during which the <i>Jamestown Reading Navigator</i> consultant visits classrooms, models instruction, observes instruction, and provides feedback. • Interaction with the reading coach can take place during the regular school day, including telephone discussions, e-mail, conference calls, and Web-based meetings.

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Summary of Effective Professional Development Recommendations	Application Through <i>Jamestown Reading Navigator</i>
<p>Professional development should include consistent opportunities to learn about new research and practice.</p>	<p><i>Jamestown Reading Navigator</i> professional development covers effective research-based instructional practices on a wide range of topics. Some of the topics covered in the online and on-site professional development include</p> <ul style="list-style-type: none"> • Reading comprehension strategies • Monitoring comprehension and fix-up strategies • Scaffolded instruction with Think Alouds • Scaffolded instruction to build fluency • Oral reading fluency • Collaborative learning • Guided reading • Prereading strategies • Differentiated instruction • Shared and independent reading • Developing academic vocabulary • Motivational vocabulary strategies • Using manipulatives in reading • Reading as a process for content-area instruction • Writing • Text-based collaboration • Strategic tutoring • Flexible grouping • Motivating adolescent nonreaders and less proficient readers • Formative and summative assessment • Action research on adolescent literacy • Peer coaching • Building a school literacy community • Creating a school-oriented literacy plan and team <p>Additionally, links to current research and information on adolescent literacy are available at www.readingnavigator.com.</p>
<p>Professional development should include consistent opportunities to implement and reflect upon new ideas.</p>	<p><i>Jamestown Reading Navigator</i> professional development experiences are structured to support implementation of new ideas by participants and reflection on the success of those ideas. For example:</p> <ul style="list-style-type: none"> • Participants in follow-up training are guided to interpret reports and design lesson plans based on their analysis. Teachers share their conclusions and receive feedback from peers and the trainer. They are also encouraged to reflect on their students' progress and on the progress of instruction. • Participants in other on-site professional development sessions are frequently prompted to design activities and lessons, which they are encouraged to try out in their classrooms. • Each online module includes at least one task to implement in the classroom. Participants are prompted to carry out the task and then return to the module, analyze and reflect on their experience (including what worked well and what did not), upload shared materials, and discuss the results and outcomes with other teachers on the <i>Jamestown Reading Navigator</i> discussion board. • Interaction with the reading coach typically includes reflection by the teacher on the progress of instruction, implementation of <i>Jamestown Reading Navigator</i>, and use of specific instructional strategies, with feedback from the reading coach on implementation and practice.

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Summary of Effective Professional Development Recommendations	Application Through <i>Jamestown Reading Navigator</i>
<p>Professional development should describe supporting research for recommended instructional practices.</p>	<ul style="list-style-type: none"> On-site professional development typically includes references and information on supporting research related to specific instructional practices. Online modules include articles and article selections describing supporting research and best instructional practices. Each module includes several articles. Reading coaches can provide information on supporting research for specific instructional practices, on request from teachers.
<p>Professional development should incorporate findings from research on adult learning and sustained change, such as those listed below:</p> <ul style="list-style-type: none"> Professional development should incorporate hands-on analysis of student data. 	<ul style="list-style-type: none"> Analysis of student data is an integral part of the on-site follow-up training with <i>Jamestown Reading Navigator</i>. Teachers learn to interpret Learner Management System reports using student data and to use the data to create instructional lessons. The on-site professional development session titled Action Research on Adolescent Literacy begins with an evaluation of informal and formal data on student achievement to identify an area of research.
<ul style="list-style-type: none"> Professional development should include live or video modeling of instructional strategies, classroom demonstrations, and coaching/follow-up. 	<ul style="list-style-type: none"> Online professional development modules include extensive modeling of instructional strategies via video. As teachers work through the modules, they demonstrate use of these strategies in their classrooms and then reflect on their performance. On-site professional development includes the option of live modeling of strategies during classroom visitations. As described above, <i>Jamestown Reading Navigator</i> professional development includes both follow-up training and ongoing access to a reading coach.
<ul style="list-style-type: none"> Professional development should combine a variety of strategies to achieve desired outcomes. 	<p>Professional development associated with <i>Jamestown Reading Navigator</i> incorporates a variety of strategies, including presentation of information in on-site sessions; hands-on workshops incorporating planning and analysis of student data; individual online training modules including demonstrations, modeling, individual study, and articles on instructional practices; planning and application in the teacher's own classroom; and ongoing interaction with a <i>Jamestown Reading Navigator</i> reading coach/instructional expert, including the potential for telephone discussions, e-mail, conference calls, Web-based meetings, and in-person consultations.</p>
<ul style="list-style-type: none"> Technology should be used to individualize educators' professional development. 	<p><i>Jamestown Reading Navigator's</i> professional development uses technology in several ways to individualize educators' professional development, including</p> <ul style="list-style-type: none"> Online modules that teachers can complete individually, at their own pace and schedule Use of multiple media to address different teacher learning styles (i.e., use of text, audio, and video) Capability to upload lessons and share ideas with other teachers through the <i>Jamestown Reading Navigator</i> Web site E-mail communication with the reading coach
<ul style="list-style-type: none"> Professional development should include multiple media and multiple options for learning, including learning both alone and with others. 	<p>As described above, <i>Jamestown Reading Navigator</i> incorporates a variety of media and multiple options for professional development, including in-person group workshops, individual online modules with sharing of lesson plans and outcomes with other teachers via an electronic discussion board, and one-to-one distance communication with the reading coach. Through use of these options, educators are able to see and hear content, including live modeling and video instructional examples, and perform a variety of actions that relate to the content.</p>

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Summary of Effective Professional Development Recommendations	Application Through <i>Jamestown Reading Navigator</i>
<ul style="list-style-type: none"> Professional development should provide multiple opportunities for educators to interact with new ideas in order to develop in-depth knowledge. 	<ul style="list-style-type: none"> <i>Jamestown Reading Navigator</i> professional development helps educators develop in-depth knowledge through active learning processes that promote reflection, including discussion, writing, demonstrations, practice with feedback, group problem solving, and repeated interactions with the reading coach. Online professional development modules guide teachers to interact with new ideas in depth by learning about instructional practices, developing lesson plans, using the lesson plans to teach, reflecting on and analyzing their classroom experiences with the lesson plans, and then sharing their lesson plans and outcomes with other teachers via an electronic discussion board. On the bulletin board, teachers provide feedback and suggestions on each other's lesson plans and ideas.
<ul style="list-style-type: none"> Professional development should help educators understand and appreciate student differences and adjust instruction accordingly. 	<p>Implementation training and on-site follow-up training in <i>Jamestown Reading Navigator</i> include guidance in program features that allow teachers to differentiate instruction for students in a meaningful way, including adapting to the needs of English language learners and special education students. Online modules include information about individual differences that may impact struggling adolescent readers' learning. (For more information about how <i>Jamestown Reading Navigator</i> supports differentiated instruction, see the Differentiated Instruction section earlier in this paper.)</p>
<ul style="list-style-type: none"> Professional development should involve having teachers experience, as students, the techniques they will be using with their students. 	<p>Many of the on-site professional development sessions include activities in which teachers experience use of instructional techniques they will be using with their students.</p> <ul style="list-style-type: none"> In implementation training, teachers walk through a student lesson, experiencing it as a student would. In follow-up training, teachers are introduced to the gradual release of responsibility model and to a variety of grouping strategies, which they also experience as part of the training. Many of the on-site training sessions use a workshop approach, in which teachers first experience strategies that are modeled for them by the trainer—with teachers taking the role of students—and then practice using these strategies as teachers.
<p>Professional development should support a team-oriented approach.</p>	<p><i>Jamestown Reading Navigator's</i> on-site professional development sessions support a team-oriented approach in several ways. For example:</p> <ul style="list-style-type: none"> The optional professional development session on Building a School Literacy Community guides educators to work collectively in developing or revising a school literacy plan that incorporates <i>Jamestown Reading Navigator</i>. Also as part of Building a School Literacy Community, educators are encouraged to create focused study groups on topics that are relevant to local needs and circumstances. Follow-up training includes guidance in using peer coaching among local teachers as a strategy to improve implementation of <i>Jamestown Reading Navigator</i>.

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