

Reading Reform in Low Income Schools:

***THE CASE OF HIGH POVERTY, LOW ACHIEVING
SCHOOLS IN OGDEN UTAH'S READING FIRST
PROJECT***



AFFECTING CHANGES IN CLASSROOMS THAT WORK: THE CONTEXT OF AT-RISK SCHOOLS

Characteristics of the Schools in the Ogden, Utah School District Reading First Project

- **95-100% Poverty using Federal Definitions of Free/Reduced Lunch**
- **75% plus English Language Learners**
- **Inner-City Federal Enterprise Zone**



AFFECTING CHANGES IN CLASSROOMS THAT WORK: THE CONTEXT OF AT-RISK SCHOOLS

Staging the Change Process: Raising the Bar of Expectations

- Teachers were required to complete the Level I Reading Endorsement in 2 calendar years (21 semester hours of graduate coursework in reading taught by Ph.D.'s in reading.)
- Know What Research Says About Effective, Scientifically-Based Reading Instruction
- Be Observed and Studying One's Own Teaching: Becoming Coach-able
- Classroom Environment Analysis and Change
- Differentiate Instruction: Constructing Learning Centers – Not Busy Work Centers
- Train Students in Classroom Procedures



AFFECTING CHANGES IN CLASSROOMS THAT WORK: THE CONTEXT OF AT-RISK SCHOOLS

Staging the Change Process: Raising the Bar of Expectations

- **Explicit Instruction: Learning How to Teach All Over Again**
- **Fluency: Instruction, Practice, and Assessment**
- **Phonemic Awareness: Instruction, Practice, and Assessment**
- **Phonics:**
- **Vocabulary Instruction: Instruction, Practice, and Assessment**
- **Comprehension Instruction: Instruction, Practice, and Assessment**

AFFECTING CHANGES IN CLASSROOMS THAT WORK: THE CONTEXT OF AT-RISK SCHOOLS

- Teacher's worked with a peer to evaluate each other's classroom literacy environments using the Classroom Literacy Environmental Profile (CLEP) used in their Reading Endorsement Class on Early Literacy.
- Digital pictures of classrooms were taken to discuss problem areas in professional development sessions with teachers.
- Teachers began by cleaning out the “clutter” in their classrooms.
- Next, teachers focused on floor plans and “provisioning” the classroom environment with literacy tools and props using principles of environmental design from Neuman & Roskos (1992) and Wolfersberger & Reutzel (1995).



