



Evidence-based Practice through Coteaching Reading Comprehension Strategies

Presented by
Judi Moreillon, Ph.D.: info@storytrail.com

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Evidence-based Practice (adapted from Todd)

Evidence is used or produced at three stages of the teaching and learning process. Todd (2007, adapted by Moreillon) describes the application of EBP to classroom-library collaboration:

1. Evidence **FOR** practice – Educators synthesize and apply research from the profession (education and librarianship).
2. Evidence **IN** practice – Educators generate locally-produced student-achievement data during classroom-library collaboration, preferably through cotaught lessons.
3. Evidence **OF** practice – Educators collect outcomes from three sources:
 - Research-derived (pre- and post-tests);
 - Educator-observed (teacher-librarian and classroom teacher);
 - User-reported (students).

7 Reading Comprehension Strategies and Metaphors bookmark:

http://www.ala.org/ala/ourassociation/publishing/alaeditions/webextras/moreillon09294/Moreillon_supplement2D-color.pdf

Selected Research-based Instructional Strategies (from Marzano, Pickering and Pollock, 2001)

Category	Percentile Gain
Identifying similarities and differences	45
Summarizing and note taking	34
Nonlinguistic representations	27
Cooperative learning	27
Setting objectives and providing feedback	23
Questions, cues, and advance organizers	22

Coteaching Strategies (adapted from Friend and Cook, 1996)

One Teaching, One Supporting	One educator is responsible for teaching the lesson while the other observes the lesson, monitors particular students, and provides assistance as needed.
Center Teaching	After determining curriculum content for multiple learning centers, each educator takes responsibility for facilitating one or more learning centers. In some centers, students may work independently of adult support.
Parallel Teaching	After collaborative planning, each educator works with half the class to teach the same or similar content. Groups may switch or reconvene as a whole class to share, debrief, and reflect.
Alternative Teaching	One educator preteaches or reteaches concepts to a small group while the other educator teaches a different lesson to the larger group. (Preteaching vocabulary or other lesson components can be especially valuable for English language learners or special needs students.)
Team Teaching	Educators teach together by assuming different roles during instruction, such as reader or recorder or questioner and responder, modeling partner work, role playing or debating, and more.

Alignment Matrix - Reading Comprehension Strategies and Standards for the 21st-Century Learner – Compiled by Judi Moreillon

Reading Comprehension Strategies (Zimmermann/Hutchins)	Standards for the 21st-century Learner (AASL)
Background Knowledge	Use prior and background knowledge as context for new learning. (1.1.2) Connect ideas to own interests and previous knowledge and experience. (4.1.5) Recognize when, why, and how to focus efforts in personal learning. (4.4.3)
Sensory Images	Use visualization and imagination to strengthen understanding (comprehension) and enjoyment. (Judi's inference)
Questioning	Develop and refine a range of questions to frame search for new understanding. (1.1.3) Find, evaluate, and select appropriate sources to answer questions. (1.1.4) Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. (1.2.1)
Predictions and Inferences	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (1.1.6)
Main Ideas	Organize knowledge so it is useful. (2.1.2)
Fix-up Options	Monitor gathered information and assess for gaps and weaknesses. (1.4.3)
Synthesizing	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (1.1.7)
All Reading Comprehension Strategies	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (1.1.6) Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. (2.1.3) Read, view, and listen for pleasure and for personal growth. (4.1.1) Read widely and fluently to make connections with own self, the world, and previous reading. (4.1.2) Respond to literature and creative expressions of ideas in various formats and genres. (4.1.3)

American Association of School Librarians. (2007). *Standards for the 21st-century learner*. Available online at:

http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

Zimmermann, Susan, and Chryse Hutchins. (2003). *7 keys to comprehension: How to help your kids read it and get it!* New York: Three Rivers Press.