

WHITE PAPER

Frameworks for Literacy Education Reform

As the United States moves into a new era of federal education policy with the passage of the Every Student Succeeds Act of 2015, talk of education reform continues, with much of it uninformed even if well intentioned. The presidential election campaign, already well underway, is certain to keep education issues in the forefront given the stakes for the future of the economy. At the turning center of this unceasing maelstrom lies the ultimate educational challenge: how to effectively impart, nourish, deepen, and strengthen to full potential the literacy skills of the nation's students.

Literacy is the essential education, the learning through which all other learning takes place. Crimp, deny, reduce, or thwart robust literacy acquisition and the prospects for achieving all other educational attainments are correspondingly diminished, resulting in serious social consequences that are known all too well.

In some quarters, a growing impatience commonly fosters a predilection for “quick fixes.” In others, the assumption that “plain sense” and past approaches will do just fine drives comfortable nostrums but little progress, for the hard facts established by rigorous literacy research often lead to conclusions that are startling and counterintuitive. Policymakers need to keep this stark reality firmly in mind.

The challenges of contemporary literacy education are complicated, unprecedented, and pervasive, a far cry from the imagined simplicity of the little red school house of yore. The numbers of English learners are increasing, curriculum must align with new standards, interventions for struggling readers are on the rise, digital technologies are driving new modes of teaching and learning, and high-stakes assessments are exerting an enormous strain on classroom instructional time.

Teachers and teacher preparation programs are subject to almost constant polemical attack, and resources for the professional development of literacy instructors are often scarce. No wonder so many fingers get pointed, no wonder so many claims are bandied about, especially when contentious measures of student literacy achievement dominate the headlines.

Where is the path forward? What is the hallmark of literacy leadership in a context as difficult as the present one? What are the building blocks of a sound literacy education policy? To those of us at the International Literacy Association (ILA), the

Literacy is the essential education, the learning through which all other learning takes place.

Effective approaches to classroom literacy instruction are always grounded in rigorous, peer-reviewed research. Not politics, not ideology, not speculation.

answer is simple: Effective approaches to classroom literacy instruction are always grounded in rigorous, peer-reviewed research. Not politics, not ideology, not speculation.

Research is the differentiator between the reliable and the uncertain, the element that provides an unimpeachable credential of practical validation. When advocating for literacy education reforms, stakeholders should settle for nothing less, avoiding the temptations of political expediency that too often limit the prospects for sustained student achievement.

What's needed to move the needle on literacy learning is not so much a specific proposal but a reliable approach to reform generally, a way of grounding reform efforts within a research-validated perspective. To this end, ILA offers four frameworks for developing and evaluating literacy education reforms, each focused on a specific component of the education sector: literacy teaching and teachers, schools and schooling, student support, families and community.

Each framework sets out a list of research-validated approaches to literacy advancement that is designed to function as a blueprint or rubric to inform, refine, and assess proposals for reform. The more such proposals are aligned with these approaches, the stronger their potential will be to produce meaningful and sustained improvements in literacy education. Moreover, each framework includes a detailed list of supporting sources to facilitate exploration into the underlying research base.

There is much that can be done to raise students' literacy achievement, and many individuals and organizations must accomplish the work. We must pool resources both within and outside of schools, including those of teachers, school administrators and supervisors, universities, parents, the business community, policymakers, and foundations. Collectively, these stakeholders can have a positive impact on the literacy learning of children and adolescents and, in turn, create a pathway for success for the next generation.

These frameworks are meant to provoke conversation and inspire action to use multiple pathways to support the literacy achievement of all children. There is much to be done and there are many to draw from in order to ensure equitable, accessible, and excellent educational opportunities that will result in high literacy achievement for all. This is every child's right and everyone's responsibility. The time to take action is now.

FRAMEWORK 1: Literacy Teaching and Teachers

A highly qualified literacy educator is every student's right.

A highly qualified literacy educator is every student's right. Teachers must be well prepared, professionally developed throughout their careers, and evaluated in accordance with professional ethics. We also need to ensure that every teacher can address the diverse needs present in today's classrooms. Reform proposals pertaining to literacy teaching and teachers must pay careful attention to teacher preparation programs, the recruitment and retention of effective literacy educators, and teacher evaluation systems.

Teacher Preparation Programs

- Address literacy at every level of study during coursework and clinical practice
- Provide preservice teachers with the knowledge, skills, and dispositions to teach the 21st-century literacy strategies needed in order for all students to become effective readers and writers

Recruitment and Retention of Literacy Educators

- Represent effective literacy teachers of color equitably
- Cultivate caring environments that facilitate teacher collaboration and empowerment around literacy instruction
- Create ongoing, intensive, and job-embedded professional development networks directly connected to effective, evidence-based literacy practices

Teacher Evaluation Systems

- Implement ethical and effective teacher evaluation systems that identify professional development needs and assess teacher effectiveness in the area of literacy
- Devise teacher evaluation measures that are grounded in systematic, well-developed, research-based criteria drawn from multiple literacy data points
- Use structured performance assessments designed to support literacy professional growth and development

BIBLIOGRAPHY

- Ahmad, F.Z., & Boser, U. (2014). *America's leaky pipeline for teachers of color: Getting more teachers of color into the classroom*. Washington, DC: Center for American Progress.
- American Legislative Exchange Council. (2011). *10 questions state legislators should ask about higher education*. Retrieved from www.scribd.com/doc/126782546/10-Questions-Legislators-Should-Ask-About-Higher-Education#scribd
- Baker, E.L., Barton, P.E., Darling-Hammond, L., Haertel, E., Ladd, H.F., Linn, R.L., ... Shepard, L.A. (2010). *Problems with the use of student test scores to evaluate teachers*. Retrieved from <http://files.eric.ed.gov/fulltext/ED516803.pdf>
- Ball, A.F., & Tyson, C.A. (Eds.). (2011). *Studying diversity in teacher education*. Blue Ridge Summit, PA: Rowman & Littlefield.
- Boser, U. (2014). *Teacher diversity revisited: A new state-by-state analysis*. Washington, DC: Center for American Progress.
- Business/Education Partnership Forum. Retrieved from <http://biz4ed.org/>
- Californians Together. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Retrieved from www.californiantogether.org/
- Coleman, A.L., Negrón, F.M. Jr., & Lipper, K.E. (2011). *Achieving educational excellence for all: A guide to diversity-related policy strategies for school districts*. Alexandria, VA: National School Boards Association, The College Board, and EducationCounsel, LLC. Retrieved from www.nsba.org/educationexcellenceforall
- Conley, M.W. (2012). Foregrounding the disciplines for teacher preparation in secondary literacy. *Journal of Adolescent & Adult Literacy*, 56(2), 141–150.
- Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012). *Evaluating teacher evaluation*. *Phi Delta Kappan*, 93(6), 8–15.
- Darling-Hammond, L., Rustique-Forrester, E., & Pecheone, R.L. (2005). *Multiple measures approaches to high school graduation*. The School Redesign Network at Stanford University. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/publications/multiple-measures-approaches-high-school-graduation.pdf>
- Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Stanford Center for Opportunity Policy in Education (SCOPE) and National Staff Development Council. Retrieved from <http://learningforward.org/docs/pdf/nsdcstudy2009.pdf>
- DeJaeghere, J.G., & Zhang, Y. (2008). Development of intercultural competence among US American teachers: Professional development factors that enhance competence. *Intercultural Education*, 19(3), 255–268.
- Duncan, A. (2014). *Achieving the extraordinary through strong business-education partnerships*. Retrieved from www.ed.gov/news/speeches/achieving-extraordinary-through-strong-business-education-partnerships
- Faggella-Luby, M.N., Graner, P.S., Deshler, D.D., & Drew, S.V. (2012). Building a house on sand: Why disciplinary literacy is not sufficient to replace general strategies for adolescent learners who struggle. *Topics in Language Disorders*, 32(1), 69–84.
- Gabriel, R., & Allington, R. (2012). The MET project: The wrong 45 million dollar question. *Educational Leadership*, 70(3), 44–49.
- Grisham, D.L., & Smetana, L. (2014). Multimodal composition for teacher candidates: Models for K–12 classroom writing instruction. In R.E. Ferdig & K.E. Pytash (Eds.), *Exploring multimodal composition and digital writing* (pp. 228–247). Hershey, PA: IGI-Global.
- Grisham, D.L., & Wolsey, T.D. (2011). Writing instruction for teacher candidates: Strengthening a weak curricular area. *Literacy Research and Instruction*, 50(4), 348–364.
- Grisham, D.L., Yoder, K.K., Smetana, L., Dobler, E., Wolsey, T.D., Lenski, S.J., ... Scales, W.D. (2014). Are teacher candidates learning what they are taught? Declarative literacy learning in 10 teacher preparation programs. *Teacher Education and Practice*, 27(1), 168–189.
- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233.
- Ingersoll, R., & Strong, M. (2012). What the research tells us about the impact of induction and mentoring programs for beginning teachers. *Yearbook of the National Society for the Study of Education*, 111(2), 466–490.
- Ingersoll, R.M., May, H., & Consortium for Policy Research in Education. (2011). *Recruitment, retention, and the minority teacher shortage* (CPRE Research

- Report # RR-69). Retrieved from www.cpre.org/sites/default/files/researchreport/1221_minorityteacher_shortagereportrr69septfinal.pdf
- International Reading Association. (2010). *Standards for reading professionals—Revised 2010*. Retrieved from www.literacyworldwide.org/get-resources/books/713
- Lacina, J., & Block, C.C. (2011). What matters most in distinguished literacy teacher education programs? *Journal of Literacy Research*, 43(4), 319–351. doi:10.1177/1086296X11422033
- Lazar, A.M. (2004). *Learning to be literacy teachers in urban schools: Stories of growth and change*. Newark, DE: International Reading Association.
- Lenski, S., Ganske, K., Chambers, S., Wold, L., Dobler, E., Grisham, D.L., ... Young, J. (2013). Literacy course priorities and signature aspects of nine elementary initial licensure programs. *Literacy Research and Instruction*, 52(1), 1–27.
- Lenski, S.D., Grisham, D.L., & Wold, L.S. (Eds.). (2006). *Literacy teacher preparation: Ten truths teacher educators need to know*. Newark, DE: International Reading Association.
- Lewis-Spector, J. (2015). Precautions with educational technology. *Reading Today*, 32(4), 12–13.
- Lewis-Spector, J., & Jay, A.B. (2011). *Leadership for literacy in the 21st century*. A white paper for the Association of Literacy Educators and Researchers.
- Maged, S. (2014). Breaking the silence of exclusion: Examining the complexities of teacher education for cultural diversity. *Educational Research for Policy and Practice*, 13(3), 181–197.
- Marzano, R.J. (2012). The two purposes of teacher evaluation. *Educational Leadership*, 70(3), 14–19.
- McLaughlin, M.W., & Talbert, J.E. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement*. The series on school reform. New York, NY: Teachers College Press.
- Michigan State University, Education Policy Center. (2012). *TEDS-M and the study of teacher preparation in early reading instruction: Implications for teacher education policy and practice* (Working Paper #25). Retrieved from http://education.msu.edu/epc/documents/EPCatMSU_2012_Representative_Studies_of_Teacher_Preparation_New_National_Evidence.pdf
- Mindich, D., & Lieberman, A. (2012). *Building a learning community: A tale of two schools*. Stanford, CA: Stanford Center for Opportunity Policy in Education.
- Mishra, P., & Koehler, M.J. (2006). Technological pedagogical content knowledge: A new framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- National Center for Education Statistics. (2012). *The Nation's Report Card: Writing 2011: National Assessment of Educational Progress (NAEP)*. Washington, DC: Author.
- National Center for Fair and Open Testing (Fairtest). (2010). *Multiple measures: A definition and examples from the U.S. and other nations*. Retrieved from <http://www.fairtest.org/sites/default/files/MultipleMeasures.pdf>
- Pimentel, S. (2007). *Teaching reading well: A synthesis of the International Reading Association's research on teacher preparation for reading instruction*. Newark, DE: International Reading Association.
- Robinson, S.P. (2014). *Statement on NCTQ teacher preparation review*. Retrieved from <https://aacte.org/news-room/press-releases-statements/462-statement-on-nctq-teacher-prep-review-from-sharon-p-robinson-ed-d-aacte-president-and-ceo>
- Salinger, T., Mueller, L., Song, M., Jin, Y., Zmach, C., Toplitz, M., ... Bickford, A. (2010). *Study of teacher preparation in early reading instruction* (NCEE 2010–4036). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Scales, R.Q., Ganske, K., Grisham, D.L., Yoder, K.K., Lenski, S.J., Wolsey, T.D., ... Smetana, L. (2014). Exploring the impact of literacy teacher education programs on student teachers' instructional practices. *Journal of Reading Education*, 39(3), 3–13.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40–59.
- Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders*, 32(1), 7–18.
- Task Force on Educator Excellence. (2012). *Greatness by design: Supporting outstanding teaching to sustain a Golden State*. Sacramento, CA: Author.
- Wolsey, T.D., Young, J., Scales, R.Q., Scales, W.D., Lenski, S.D., Yoder, K.K., ... Chambers, S. (2013). An examination of teacher education in literacy instruction and candidate perceptions of their learned literacy practices. *Action in Teacher Education*, 35(3), 204–222. doi:10.1080/01626620.2013.806230

FRAMEWORK 2: Schools and Schooling

Schools provide the physical and conceptual structure for K–12 literacy learning and are woven into the communities in which they are found. To adequately support literacy learning in schools, we must resist a one-size-fits-all approach. To meet this goal, attention must be paid to access to high-quality literacy curriculum and instructional materials, accountability measures, technology integration, and building literacy leadership capacity.

To adequately support literacy learning in schools, we must resist a one-size-fits-all approach.

Access to High-Quality Literacy Curriculums and Instructional Materials

- Align literacy curriculum and instructional materials with evidence of student learning
- Require local literacy curriculum decisions to be driven by the identified needs of students
- Provide high-quality professional development for teachers on how to select literacy instructional materials that will help students achieve grade-level proficiencies in literacy outcomes
- Develop literacy curriculums specific to the needs of the individual schools that are aligned with research on best practices

Accountability Measures

- Describe literacy accountability systems transparently for all stakeholders (parents, children, educators, policymakers) using jargon-free language
- Enable standard-based reform efforts to align literacy curriculum and assessments and provide vertical articulation across grades
- Include measures of adult and student motivation; documentation of effective literacy curriculum, instruction, and classroom-based assessment choices; description of professional development in the area of literacy instruction for teachers; and student literacy achievement as evaluation variables
- Take proactive measures to avoid unethical literacy test preparation of students and the unethical use of literacy test scores by administrators and policymakers

Technology Incorporation

- Teach children how to comprehend and compose using available digital technologies
- Teach children how to evaluate information on the Internet to build knowledge in all disciplines
- Require the strategic and judicious use of technology use to support literacy instruction
- Use technology to organize and analyze assessment data to support data-based decisions about literacy instruction

Building Literacy Leadership Capacity

- Support school administrators as interpreters of federal, state, and local literacy accountability efforts
- Enable principals, teacher leaders, literacy coaches, literacy specialists, and teachers to design coherent, focused, and additive efforts that contribute to high literacy achievement
- Prepare principals to provide consistent, high-level professional development in literacy instruction for teachers, know the district's literacy goals and see that they are implemented, and adequately report to district superiors and community stakeholders what is happening with literacy instruction in the building
- Encourage principals and teachers to share decision-making authority on literacy instruction, using teachers' literacy instruction expertise
- Promote literacy teacher leadership
- Support school-level decision-making systems to “craft coherence” between stakeholder aspirations and school-level literacy standards, goals, and strategies

BIBLIOGRAPHY

- Anderson, J., & Rainie, L. (2014, March 11). *Digital life in 2025*. Pew Internet and American Life Project. Retrieved from www.pewinternet.org/2014/03/11/digital-life-in-2025/
- Borman, G.D., & Dowling, N.M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367–409.
- Carlson, D. (2014). School choice and educational stratification. *Policy Studies Journal*, 42(2), 269–304.
- Darling-Hammond, L., Zieleszinski, M.B., & Goldman, S. (2014). *Using technology to support at-risk students'*

- learning. Washington, DC; Stanford, CA: Alliance for Excellent Education, Stanford Center for Opportunity Policy in Education.
- Davis, T.M. (2014). School choice and segregation: “Tracking” racial equity in magnet schools. *Education and Urban Society*, 46(4), 399–433. doi:10.1177/0013124512448672
- Dee, T.S., Jacob, B., & Schwartz, N.L. (2013). The effects of NCLB on school resources and practices. *Educational Evaluation and Policy Analysis*, 35(2), 252–279.
- Desimoe, L. (2013). Teacher and administrator responses to standards-based reform. *Teachers College Record*, 115(8), 1–53.
- Fisher, D., Frey, N., & Nelson, J. (2012). Literacy achievement through sustained professional development. *The Reading Teacher*, 65(8), 551–563.
- Goldman, S.R., Braasch, J.L.G., Wiley, J., Graesser, A.C., & Brodowinska, K. (2012). Comprehending and learning from Internet sources: Processing patterns of better and poorer learners. *Reading Research Quarterly*, 47(4), 356–381. doi:10.1002/rrq.027
- Hassett, D.D., & Curwood, J.S. (2009). Theories and practices of multimodal education: The instructional dynamics of picture books and primary classrooms. *The Reading Teacher*, 63(4), 270–282. doi:10.1598/RT.63.4.2
- Herold, B. (2016). Technology in education: An overview. *Education Week*. Retrieved from www.edweek.org/ew/issues/technology-in-education/
- Honig, M.I., & Hatch, T.C. (2004). Crafting coherence: How schools strategically manage multiple, external demands. *Educational Researcher*, 33(8), 16–30.
- Hutchison, A., & Reinking, D. (2011). Teachers’ perceptions of integrating information and communication technologies into literacy instruction: A national survey in the United States. *Reading Research Quarterly*, 46(4), 312–333. doi:10.1002/RRQ.002
- Jackson, K.M., & Marriott, C. (2012). The interaction of principal and teacher instructional influence as a measure of leadership as an organizational quality. *Educational Administration Quarterly*, 48(2), 230–258.
- Judson, E. (2014). Effects of transferring to STEM-focused charter and magnet schools on student achievement. *Journal of Educational Research*, 107(4), 255–266. doi:10.1080/00220671.2013.823367
- Koyama, J. (2014). Principals as bricoleurs: Making sense and making do in an era of accountability. *Educational Administration Quarterly*, 50(2), 279–304.
- Lane, S., & Stone, C.A. (2002). Strategies for examining the consequences of assessment and accountability programs. *Educational Measurement: Issues & Practice*, 21(1), 23–30.
- Leithwood, K., Steinbach, R., & Jantzi, D. (2002). School leadership and teachers’ motivation to implement accountability policies. *Educational Administration Quarterly*, 38(1), 94–119.
- Martone, A., & Sireci, S.G. (2009). Evaluating alignment between curriculum, assessment, and instruction. *Review of Educational Research*, 79(4), 1332–1361.
- Matsumura, L., & Wang, E. (2014). Principals’ sensemaking of coaching for ambitious reading instruction in a high-stakes accountability policy environment. *Education Policy Analysis Archives*, 22, 1–37.
- Neumerski, C. (2013). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Educational Administration Quarterly*, 49(2), 310–347.
- Peck, S.M. (2010). Not on the same page but working together: Lessons from an award-winning urban elementary school. *The Reading Teacher*, 63(5), 394–403. doi:10.1598/RT.63.5.5
- Rinke, C., & Valli, L. (2010). Making adequate yearly progress: Teacher learning in school-based accountability contexts. *Teachers College Record*, 112(3), 645–684.
- Slavin, R.E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290–322. doi:10.1598/RRQ.43.3.4
- Tabak, I. (2006). Prospects for change at the nexus of policy and design. *Educational Researcher*, 35(2), 24–30.
- Wixson, K.K., & Yochum, N. (2004). Research on literacy policy and professional development: National, state, district, and teacher contexts. *Elementary School Journal*, 105(2), 219–242.

FRAMEWORK 3: Student Support

Poverty is a global issue with far-reaching implications for children, families, schools, communities, businesses, and nations. In the most affluent nation in the world, approximately 20% of children in the United States live in poverty, attend schools without adequate resources, and are taught by teachers ill-prepared to address the educational inequalities they face—including the early emergence of and persistent gaps in literacy achievement. Reform proposals designed to alter the predictable trajectory of underachievement in literacy facing children are among the most important of all educational policy initiatives.

Approximately 20% of children in the United States live in poverty, attend schools without adequate resources, and are taught by teachers ill-prepared to address the educational inequalities they face.

Student Engagement

Provide access to the following:

- Culturally relevant instruction that builds upon students' funds of knowledge and enacts culturally competent teaching
- Instruction that uses a broad range of literacy materials geared towards student interests and needs
- A global learning network that connects students to diverse people and cultures and prepares them to collaborate with Web 2.0 technologies in a global society

Access to Information Capital in Homes, Neighborhoods, and Schools

Provide access to the following:

- Digital and multimodal texts
- Computers, tablets, and other digital literacy learning technologies
- Up-to-date and affordable technological infrastructure in homes, neighborhoods, and schools
- Technologies and adequate bandwidth for all students, especially disadvantaged students

Access to Effective Schools

Provide access to the following:

- The most effective literacy teachers, those teachers who produce annual growth in children who are performing at or above grade-level literacy standards and who produce

accelerated growth in children who are performing below grade-level literacy standards

- A literacy curriculum that fosters citizenship skills for participation in a democratic society

Closing the Achievement Gap

Provide access to the following:

- Discipline-specific literacy instruction
- Effective literacy intervention programs
- Effective extended day, week, and year programs for students who are struggling
- Standards-based literacy instruction
- High-quality literacy education, highly effective literacy teachers, and culturally relevant curriculum and literacy instruction
- Data drawn from administrations of multiple measures that describe children's social and emotional growth in addition to their literacy academic performance

BIBLIOGRAPHY

Alexander, K., Entwisle, D., & Olson, L. (2014). *The long shadow: Family background, disadvantaged urban youth, and the transition to adulthood*. New York, NY: Russell Sage Foundation.

Allington, R.L., & McGill-Franzen, A. (2013). *Summer reading: Closing the rich/poor reading achievement gap*. New York, NY: Teachers' College Press.

Ascend Family Economic Security Program. (2013). *Two generations, one future: Moving parents and children beyond poverty together*. Washington, DC: The Aspen Institute. Retrieved from www.aspeninstitute.org/publications/two-generations-one-future-moving-parents-children-beyond-poverty-together

Au, K.H., & Valencia, S.W. (2010). Fulfilling the potential of standards-based education: Promising policy principles. *Language Arts*, 87(5), 373–380.

Bailey, L.B. (2014). A review of the research: Common Core State Standards for improving rural children's school readiness. *Early Childhood Education Journal*, 42(6), 389–396.

Bassett, M.D. (2014). *Considering two generation strategies in the states*. The Working Poor Families Project.

Retrieved from www.workingpoorfamilies.org/wp-content/uploads/2014/09/WFPF-Summer-2014-Brief.pdf

Blevins, B., LeCompte, K., Wells, S., & Shanks, N. (2014). Chapter 5: ICIVICS Curriculum and the C3 Framework: Seeking best practices in civics education. *Curriculum & Teaching Dialogue*, 16(1/2), 59–76.

Boykin, A.W., & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.

Chaffee, J. (1992). Teaching critical thinking across the curriculum. *Critical thinking: Educational Imperative*, 77, 25–35.

Darling-Hammond, L., Bransford, J., & LePage, P. (2005). Introduction. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 1–39). San Francisco, CA: Jossey-Bass.

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the education process*. New York, NY: D.C. Heath.

- Facione, P.A., Sánchez, C.A., Facione, N.C., & Gainen, J. (1995). The disposition toward critical thinking. *The Journal of General Education*, 44(1), 1–25.
- Ginsberg, A., Jordan, P., & Chang, H. (2014). *Absences add up: How school attendance influences student success*. Retrieved from www.attendanceworks.org/research/absences-add/
- Guthrie, J.T., & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 329–354). Baltimore, MD: P.H. Brookes.
- Herbers, J.E., Cutuli, J.J., Supkoff, L.M., Heistad, D., Chan, C.-K., Hinz, E., & Masten, A.S. (2012). Early reading skills and academic achievement trajectories of students facing poverty, homelessness, and high residential mobility. *Educational Researcher*, 41(9), 366–374.
- Huitt, W.G. (2013). Curriculum for global citizenship. *International Schools Journal*, 33(1), 76–81.
- Jackson, Y. (2011). *The pedagogy of confidence: Inspiring high intellectual performance in urban schools*. New York, NY: Teachers College Press.
- Kim, J.S. & White, T.G. (2008). Scaffolding voluntary summer reading for children in grades 3 to 5: An experimental study. *Scientific Studies of Reading*, 12(1), 1–23.
- Klingner, J.K., & Edwards, P.A. (2006). Cultural considerations with response to intervention models. *Reading Research Quarterly*, 41(1), 108–117.
- McConachie, S.M. (2010). Disciplinary literacy: A principle-based framework. In S.M. McConachie & A.R. Petrosky (Eds.), *Content matters: A disciplinary literacy approach to improving student learning* (pp. 15–31). San Francisco, CA: Jossey-Bass.
- Moje, E.B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy teaching. *Review of Research in Education*, 31(1), 1–44.
- Morrow, L.M., & Gambrell, L.B. (2011). *Best practices in literacy instruction* (4th ed). New York, NY: Guilford.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.
- Neuman, S.B., & Celano, D. (2006). The knowledge gap: Implications of leveling the playing field for low-income and middle-income children. *Reading Research Quarterly*, 41(2), 176–201.
- Neuman, S.B., & Celano, D.C. (2012). *Giving our children a fighting chance: Poverty, literacy, and the development of informational capital*. New York, NY: Teachers College Press.
- Pearson, P.D. (1996). Six ideas in search of a champion: What policymakers should know about the teaching and learning of literacy in our schools. *Journal of Literacy Research*, 28(2), 302–309.
- Peske, H.G., & Haycock, K. (2006). *Teaching inequality: How poor and minority students are shortchanged on teacher quality*. Washington, DC: The Education Trust. Retrieved from <https://edtrust.org/resource/teaching-inequality-how-poor-and-minority-students-are-shortchanged-on-teacher-quality/>
- Sanford, A.K., Park, Y., & Baker, S.K. (2013). Reading growth of students with disabilities in the context of a large-scale statewide reading reform effort. *Journal of Special Education*, 47(2), 83–95.
- Shanahan, T. (2014). Educational policy and literacy instruction: Worlds apart? *The Reading Teacher*, 68(1), 7–12.
- Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders*, 32(1), 7–18.
- Smith, S., Ekono, M., & Robbins, T. (2014). *State policies through a two-generation lens: Strengthening the collective impact of policies that affect the life course of young children and their parents*. New York, NY: National Center for Children in Poverty.
- Spring, J. (2010). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. Boston, MA: McGraw-Hill.
- Tannebaum, R.P. (2013). Dialogue, discussion, and democracy in the social studies classroom. *Social Studies Research & Practice*, 8(3), 99–109.
- Taylor, B.M., Pearson, P.D., Peterson, D.S., & Rodriguez, M.C. (2003). Reading growth in high-poverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. *The Elementary School Journal*, 104(1), 3–28.

FRAMEWORK 4: Families and Community

It is well established that families are a major force in literacy development. Over 50 years of research has shown that language skills, a product of the home environment, are a leading indicator of future literacy performance. Notably, low language development has a negative impact on literacy and school achievement. Children from families of lower socioeconomic status show a six-month gap in language development by the age of 2 as compared with children of higher socioeconomic families. Factors such as family instability, trauma, and violence as well as community unrest compound the challenges faced by children of lower socioeconomic status in regard to literacy achievement.

It is well established that families are a major force in literacy development.

Collaboration

The literacy needs of children are best addressed by an approach that ensures that each child is healthy, safe, engaged, supported, and challenged in and out of school. To accomplish this, we must coordinate resources, form partnerships, and systematize services. In particular, literacy educators need to do the following:

- Ensure that high-quality early childhood education programs are available and accessible to communities with patterns of low literacy achievement
- Centralize educational, medical, and mental health services and economic resources for families
- Endorse partnerships with universities and colleges as well as with national and international education organizations that promote high levels of literacy achievement
- Challenge community organizations to provide intellectual, monetary, or human resources to further the mission of literacy for all citizens

Family Involvement

Communication difficulties relate to parents' receiving and understanding school information or having structures for reciprocal sharing of information pertinent to the literacy development of the child. It is vital to develop sustained family

involvement and communication programs with the following activities in mind:

- Vary methods for communicating literacy information to families that include workshops, video files, home visits, and computerized phone and text messages
- Provide literacy education and training for parents to encourage a supportive literacy learning environment in the home
- Interact with individual families on literacy needs as students make the transition from one educational setting to the next: preschool; elementary, middle, and high school; graduation

Diversity

Educational inequities undermine literacy development. Equity and excellence in the classroom can be encouraged when policymakers and legislators work with literacy experts to do the following:

- Endorse policies that allow for children of diverse languages, ethnicities, and cultures to use their existing experiences and learning strategies to develop literacy, acquire content, and thrive in school and beyond
- Broaden policies related to diversity beyond traditional classifications such as race, ethnicity, and gender to include socioeconomic status, neighborhood, language, and special education needs
- Fund school liaisons to work with a citizens' advisory committee that includes members of families who live in high-stress neighborhoods

Business/Corporate Involvement: Collaboration With Schools and Communities

Business and corporate involvement is critical to successful literacy initiatives and programs. Partnerships and alliances aimed at high levels of literacy development bring essential resources to schools and communities through the allocation of funds and resources that do the following:

- Enable schools to be centers for the literacy development in their neighborhoods
- Provide affordable or free early-childhood education programs for employees in low-paying jobs

Educational inequities undermine literacy development.

- Increase opportunities for charitable and nonprofit organizations to join with publicly funded agencies to invest in the literacy success of children and their families

Governmental Relations

A literate populace is an essential asset of a democratic society. Families and communities need their governments to do the following:

- Invest in high-quality, affordable early childhood education programs that are safe and nurturing, provide literacy rich environments, and are accessible to all families
- Allocate funding for evidenced-based literacy education programs
- Provide tax incentives to businesses and foundations to invest in the improvement of student literacy achievement in urban areas

RESOURCES FOR FAMILIES AND COMMUNITY PARTNERSHIPS

Professional Development

- Annenberg Learner (Teacher Professional Development and Classroom Resources): www.learner.org
- Association for Supervision and Curriculum Development: www.ascd.org
- International Literacy Association: www.literacyworldwide.org
- National Council of Teachers of English: www.ncte.org

Teacher Education Programs

- National Academy of Education: www.naeducation.org

Teacher Evaluation

- National Association of Elementary School Principals: www.naesp.org
- National Association of Secondary School Principals: www.nassp.org

Early Education

- Association for Childhood Education International: <http://acei.org>
- California Department of Education (CDE on iTunes University): www.cde.ca.gov
- California Subject Matter Project: <http://csmp.ucop.edu>
- California Writing Project: www.californiawritingproject.org
- Edutopia (George Lucas Educational Foundation): www.edutopia.org
- LearningForward (formerly the National Staff Development Council): <http://learningforward.org>
- National Association for the Education of Young Children: www.naeyc.org
- National Writing Project: www.nwp.org
- WestEd: www.wested.org

BIBLIOGRAPHY

- Alexander, K., & Entwisle, D., & Olson, L. (2014). *The long shadow: Family background, disadvantaged urban youth, and the transition to adulthood*. New York, NY: Russell Sage Foundation.
- Baker, E.L., Barton, P.E., Darling-Hammond, L., Haertel, E., Ladd, H.F., Linn, R.L., ... Shepard, L.A. (2010, August). *Problems with the use of student test scores to evaluate teachers* (Briefing Paper No. 278). Washington, DC: Economic Policy Institute.
- Baxter, E., & Hamm, K. (2014). Real family values: Child care and early childhood education. *Center for American Progress*. Retrieved from www.americanprogress.org/issues/religion/report/2014/04/17/88099/child-care-and-early-childhood-education/
- Byram, M., Nichols, A., & Stevens, D. (2001). *Developing intercultural competence in practice*. Exeter, England: Cromwell Press.
- Carey, B. (2013, September 25). Language gap between rich and poor children begin in infancy. *Stanford Report*. Retrieved from <http://news.stanford.edu/news/2013/september/toddler-language-gap-091213.html>
- Commission on Effective Teachers and Teaching. (2012). *Transforming teaching: Connecting professional responsibility on student learning*. Retrieved from www.nea.org/assets/docs/Transformingteaching2012.pdf
- Darling-Hammond, L. (2014, June 30). To close the achievement gap, we need to close the teaching gap. *HuffPost Education*. Retrieved from www.huffingtonpost.com/linda-darlinghammond/to-close-the-achievement-gap-5542614.html
- Davidovich, R., Nikolay, P., Laugerman, B., & Commodore, C. (2010). *Beyond school improvement: The journey to innovative leadership*. Thousand Oaks, CA: Corwin.
- Dufour, R., & Mattos, M. (2013). How do principals really improve schools? *Educational Leadership*, 70(7), 34–40.
- Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G., & Simon, B.S. (2001). Epstein's framework of six types of involvement. *Partnership Center for the Social Organization of Schools*. Retrieved from [www.unicef.org/lac/Joyce L. Epstein s Framework of Six Types of Involvement\(2\).pdf](http://www.unicef.org/lac/Joyce%20L.%20Epstein%20s%20Framework%20of%20Six%20Types%20of%20Involvement(2).pdf)
- ESEA Reference Guide. (2015, September 3). *ESEA funding opportunities by eligible applicant*. Retrieved from www2.ed.gov/admins/grants/find/eseafunding.pdf
- Flippo, R.F. (2014). *Assessing readers: Qualitative diagnosis and instruction* (2nd ed.). New York, NY: Routledge.
- Foster, A., Rude, D., & Grannan, C. (2013). Preparing parents to advocate for a child with autism. *Phi Delta Kappa*, 94(1), 16–20.
- Freppon, P.A. (2001). *What it takes to be a teacher: The role of personal and professional development*. Portsmouth, NH: Heinemann.
- Gorski, P.C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press.
- Green, E.L. (2015, October 9). Community schools serve families, neighborhoods. *The Baltimore Sun*. Retrieved from www.baltimoresun.com/news/maryland/education/bs-md-ci-community-schools-20150824-story.html
- Heckman, J.J. (2011). The economics of inequality: The value of early childhood education. *American Educator*, 35(1), 31–35.
- Juchniewicz, M. (2012). Visible voices: Literacy identity and the invisible homeless. *Journal of Adolescent & Adult Literacy*, 55(6), 505–515.
- Kassam-Adms, N. (2014). Design, delivery, and evaluation of early interventions for children exposed to acute trauma. *European Journal of Psychotraumatology*. Retrieved from www.ncbi.nlm.nih.gov/pmc/articles/PMC4082196/
- Larrotta, C., & Ramirez, Y. (2009). Literacy benefits for Latina/o parents engaged in a Spanish literacy project. *Journal of Adolescent & Adult Literacy*, 52(7), 621–630.
- Marcus, J. (2015, October 9). Communities come together to increase college-going from the ground up. *The Hechinger Report: Covering Innovation & Inequality in Education*. Retrieved from <http://hechingerreport.org/communities-come-together-to-increase-college-going-from-the-ground-up/>
- Murnane, R., & Willet, J. (2010). *Intended and unintended consequences of state high-stakes testing: Evidence from standards-based reform in Massachusetts*. Retrieved from www.ies.ed.gov/funding/grantsearch/details.asp?ID=956
- Padak, N., & Rasinski, T. (2006). Home-school partnerships in literacy education: From rhetoric to reality. *The Reading Teacher*, 60(3), 292–296.

- Reardon, S.F. (2011). The widening academic achievement gap between the rich and poor: New evidence and possible explanations. In G.J. Duncan & R.J. Murnane (Eds.), *Whither opportunity? Rising inequality, schools, and children's life chances* (pp. 91–116). New York, NY: Russell Sage Foundation.
- Slavin, R.E. (2003). A reader's guide to scientific based research. *Education Leadership*, 60(5), 12–16.
- United Nations Educational, Scientific and Cultural Organization. (2007). *A human rights-based approach to education for all: A framework for the realization of children's right to education and rights within education*. Retrieved from www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf
- U.S. Department of Education and Justice. (2015, January 7). *U.S. Departments of Education and Justice release joint guidance to ensure English learner students have equal access to high-quality education*. Retrieved from www.ed.gov/news/press-releases/us-departments-education-and-justice-release-joint-guidance-ensure-english-learn
- Weigel, D.J., Martin, S.S., & Bennett, K.K. (2005). Ecological influences of the home and the child-care center on preschool-age children's literacy development. *Reading Research Quarterly*, 40(2), 204–233.
- Will, M. (2014, September 3). N.C. district votes to end relationship with Teach for America. *Teacher Beat*. Retrieved from http://blogs.edweek.org/edweek/teacherbeat/2014/09/durham_nc_school_board_votes_t.html
- Yates, J.R. (2008). Demographic imperatives for educational reform for culturally and linguistically diverse students. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 11(1), 4–12.

International Literacy Association Task Force: Literacy Education Reform

Project Chairs

D. Ray Reutzler, University of Wyoming

Heather Casey, Rider University

Subcommittee Chairs and Contributors*

Charlene Cobb, East Maine School District, Des Plaines, IL

Danielle Dennis, University of South Florida

Paula Di Domenico, Leyden High School District 212 & Northern Illinois University

*Dana Grisham, National University

Lois Haid, Barry University

Jill Lewis-Spector, Past President, International Literacy Association

Barbara Marinak, Mount St. Mary University

Pamela Mason, Harvard University

Donna Michel, Howard Community College

Donna Ogle, National Louis University

*Sue Ann Sharma, Oakland University

Janae Shepherd, McGraw-Hill Education

*Doris Walker-Dalhouse, Marquette University

*Sharon Walpole, University of Delaware

Board Liaison

Jill Lewis-Spector, Past President, International Literacy Association, 2014–2015



© 2016 International Literacy Association | No. 9417

This white paper is available in PDF form for free download through the International Literacy Association's website: literacyworldwide.org.

Suggested APA Reference

International Literacy Association. (2016). *Frameworks for literacy education reform* [White paper]. Newark, DE: Author.

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 75 countries. With 60 years of experience in the field, ILA believes in the transformative power of literacy to create more successful societies, healthy communities, and prosperous economies. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. For more information, visit literacyworldwide.org.

Media Contact: For all media inquiries, please contact press@reading.org.

International Literacy Association | 2016