

# Establishing a Higher Education Collaborative: Perils and Pearls

International Dyslexia Association

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## The Colorado Context

*Debora Scheffel, Ph.D.*

- Reading First connection
- Research forums
- Colorado Literacy Council

## The Colorado Context (cont.)

- Initial approval and 5-year reauthorization of educator preparation programs:
  - Role of the Colorado Department of Higher Education
  - Role of the Colorado Department of Education

## The Colorado Context (cont.)

- Senate Bill 08-212: Preschool to Postsecondary Education Alignment Act
- Senate Bill 10-191: Educator Evaluation Systems; Council for Educator Effectiveness

## Collaboration Partners

- Colorado Council of Deans
- Colorado Department of Education
- Colorado Department of Higher Education
- Professional development providers
- Superintendents
- Parents
- Advisory boards

## Obstacles to Collaboration

- Messaging
- Competition for resources
- Underlying assumptions
- History

## Chapter One: The Texas Higher Education Collaborative 2003–2010

Marty Hougen, Ph.D.  
The Meadows Center for Preventing Educational Risk  
The University of Texas at Austin

## Purpose of the Higher Education Collaborative (HEC)

To enhance the implementation of scientifically based research practices in reading (SBRR) by engaging faculty members in a series of focused and collaborative activities

## Reading First

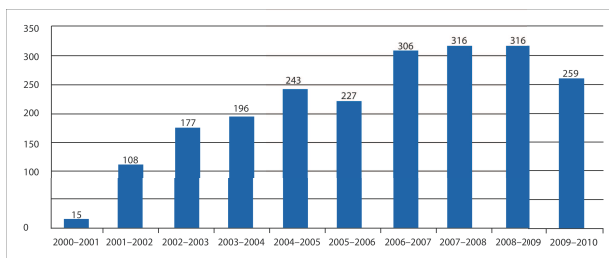
- B. to strengthen and enhance preservice courses for students preparing, at all public institutions of higher education in the State, to teach kindergarten through grade 3 by—
- i. reviewing such courses to determine whether the courses' content is consistent with the findings of the most current scientifically based reading research...

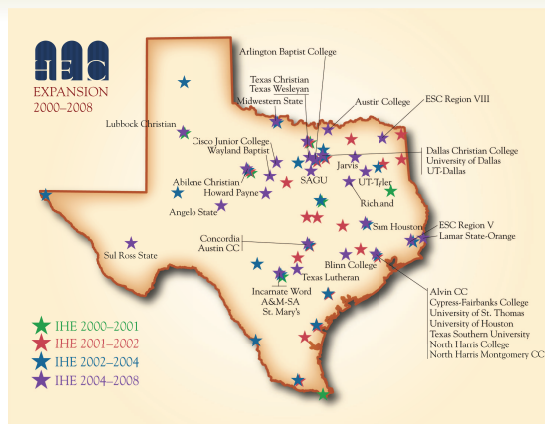
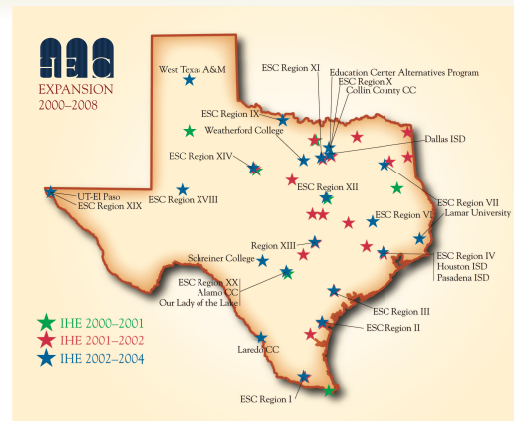
## HEC Growth

From 15 members in 2000 to more than 300 members from more than 100 institutions of higher education, including:

- Educational administration faculty
- Teacher educators (general and special)
- Those from traditional certification programs and from alternative certification programs

## HEC Growth (cont.)





## Project Objectives

- Ensure that teacher educators and educational administration educators are knowledgeable about the components of SBRR and incorporate these critical components into teacher and administrator preparation courses

## Project Objectives (cont.)

- Provide materials grounded in SBRR for teacher educators to use in preparing kindergarten through grade 3 general educators, kindergarten through grade 12 special educators, and school administrators

## Project Objectives (cont.)

- Establish a community of members who collaborate in the ongoing process of adjusting their instruction and materials to ensure the preparation of highly qualified teachers and school administrators

## Sample List of Presenters

- Joe Torgesen, Florida Center for Reading Research
- Diane August, Center for Applied Linguistics
- Reid Lyon, National Institute of Child Health and Human Development (at the time)
- Tim Shanahan, University of Illinois at Chicago
- Randi O'Connor, University of California, Riverside
- Michael Coyne, University of Connecticut
- Louisa Moats, consultant, Language Essentials for Teachers of Reading and Spelling
- Marilyn Adams, Brown University
- Susan Smartt, Vanderbilt University
- Malt Joshi, Texas A&M University



## Plus...

- Don Deshler
- Anita Archer
- Mark Shinn
- Isabel Beck
- John Guthrie
- Elfrieda Hiebert
- Daryl Mellard





## Components of HEC

1. Sharing knowledge and expertise through a series of seminars
2. Revising syllabi and course requirements to incorporate SBRR
3. Participating in site visits and observations to support implementation

## Components of HEC (cont.)

4. Participating in HEC Online discussions
5. Documenting implementation through surveys of faculty and students
6. Administering surveys of student knowledge
7. Supporting the Reading First Initiative

## HEC Leadership Council

- Provide input regarding speakers and services that members find beneficial
- Provide feedback
- Assist with seminars
- Serve as peer advisors
- Lead related activities



## Educational Administration

- Focus on including Instructional Leadership in Literacy in courses
- Conduct research about how principals learn about reading and SBRR
- Collaborate with teacher educators

## Evaluation Methodology

- Participants' evaluations of the seminars
- Syllabus implementation
- Student surveys
- Faculty evaluations
- Observations

## Core Materials Disseminated

- National Reading Panel report and video
- Pacific Resources for Education and Learning: A Focus on Fluency and Assessing Reading Fluency
- Put Reading First parent information brochures (Spanish and English) and booklet
- First Grade Teacher Reading Academy presentation and print files
- Kindergarten Online Teacher Reading Academy CD
- First Grade Online Teacher Reading Academy CD
- Second Grade Online Teacher Reading Academy CD
- Third Grade Online Teacher Reading Academy CD

## Core Materials Disseminated (cont.)

- National Research Council: Starting Out Right
- National Research Council: Preventing Reading Difficulties
- What Is Scientifically Based Reading Research? booklet
- Special Education Reading Project (SERP) Elementary Institute
- SERP Secondary Institute
- SERP Elementary Administrator's Guide CD-ROM
- SERP Secondary Administrator's Guide CD-ROM
- Instructional Decision-Making Procedures for Ensuring Appropriate Instruction for Struggling Readers
- 3-Tier Reading Model

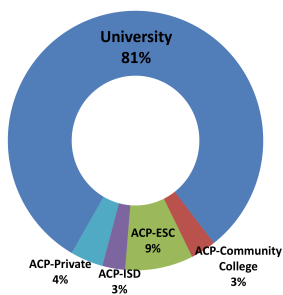
## Foundations of Reading Instruction

- A complete course in beginning reading instruction
- Slides, speaker notes, videos, and assignments
- In-class activities
- Tutoring requirement and materials
- Readings
- Quizzes
- Other materials

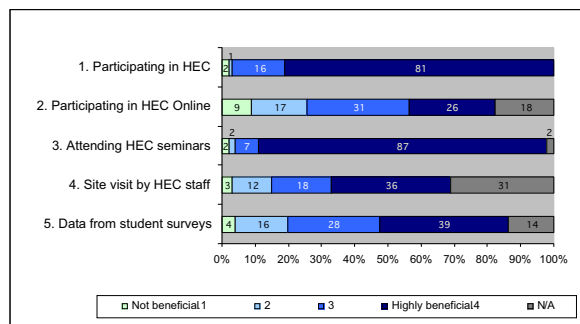
## Syllabi Evaluation Scores

	Number	Average score
Old syllabi	110	0.80
Revised syllabi	127	1.40

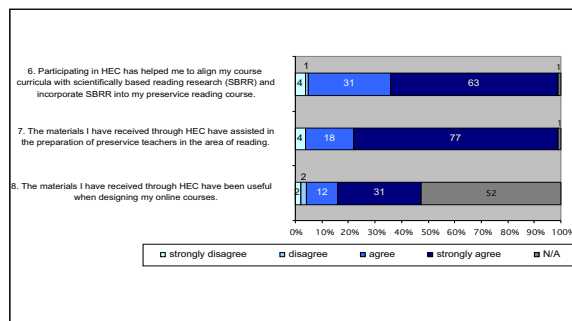
## Teacher Preparation Programs Represented



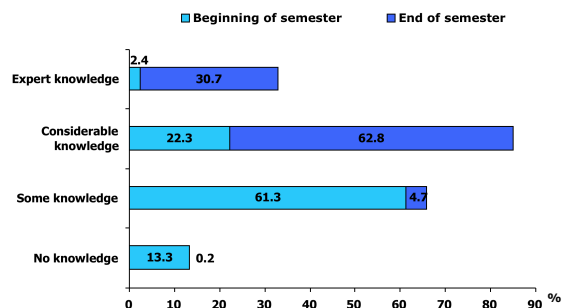
## Benefits of HEC



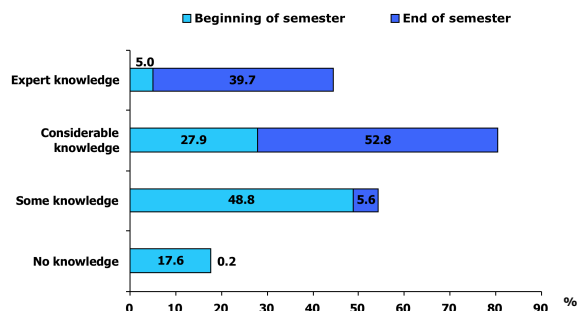
## Benefits of HEC (cont.)



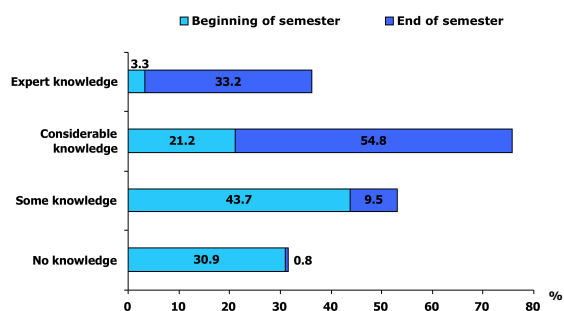
## Student Survey: To Meet the Instructional Needs of All Students



## Student Survey: To Monitor Students' Progress



## Student Survey: To Increase Students' Phonological Awareness



## Comments From HEC Members

- *The Higher Education Collaborative has given me a great opportunity to network with other professors in my field. It has opened up a world of opportunities for professional development and support. Being a peer observer has also helped me grow and learn different ideas from others. I look forward to many years of continued membership.*

## Comments From HEC Members (cont.)

- *I have learned so much and am using many of the materials. It has been a great opportunity to take part in the conferences and receive the Teacher Reading Academies. I have implemented at least part of the academies in each of the seven methods classes I teach. I require the first-grade academy in two of my online courses, and I'm currently integrating the new academies into the development of a course for the spring semester.*

## Comment From a Dean of a Large University

*In today's schools, the role of the principal as an instructional leader is essential—especially in the area of reading instruction. In elementary schools, helping all students become proficient readers is the most challenging and critical responsibility of school personnel. At this level, principals must have some sense of the reading instruction basics and be knowledgeable about reading research.*

## Principals

- The more conversant principals are in reading instructional practices, the better they can guide staff members in designing and creating appropriate instructional environments.
- Knowledgeable principals can more adequately assess instruction and help teachers become more proficient in their teaching.
- Knowledgeable principals mean that precious resources are not wasted on materials that will not improve student learning.

## Principals (cont.)

- By including professors of educational leadership in HEC, thus enhancing their understanding of reading instruction and of principals' role as instructional leaders, HEC helps to shape principal preparation programs in Texas.

## Chapter Two: The College and Career Readiness Initiative Faculty Collaboratives

Funded by the Texas Legislature  
Higher Education Coordinating Board

## College and Career Readiness Standards

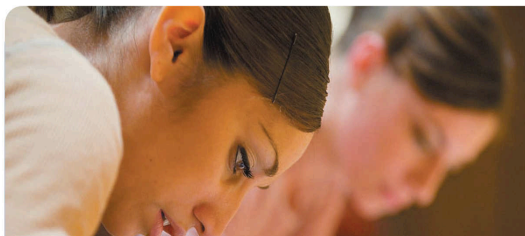
- Published by the Texas Higher Education Coordinating Board in January 2008
- To be addressed by all teachers
- Align with the Texas Essential Knowledge and Skills (TEKS)
- Tested on End-of-Course Assessments (Algebra 2 and English 3)

## Closing the Gaps

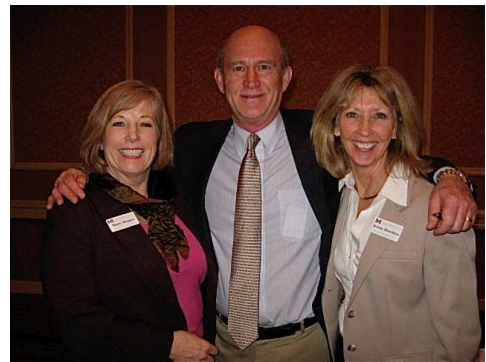
- Every Texan is educated to the level necessary to achieve his or her dreams.
- No one is left behind, and each student can pursue higher education.
- Students graduate from high school prepared to be successful in credit-bearing college courses.

Texas Higher Education Coordinating Board, 2000

## Texas College and Career Readiness Standards



## David Conley, Educational Policy Improvement Center



## Faculty Collaboratives

- Science: Texas A&M Corpus Christi
- Social Studies: The University of Texas at Arlington
- Mathematics: Texas State University
- English/  
Language Arts: The University of Texas at Austin

## Priorities of the English/ Language Arts Collaborative

- Enhancing teacher education
- Addressing adolescent literacy:
  - Writing
  - Disciplinary reading

## Gary Troia of Michigan State and Members



## Presenters

- David Conley, Educational Policy Improvement Center
- Paul Ruiz, Education Trust
- Gary Troia, Michigan State
- Tim Shanahan, University of Illinois at Chicago
- Carol Lee, Northwestern University
- Delores Perin, Teacher's College, Columbia
- Michael Sweet, The University of Texas at Austin

## Opportunities for Members to Contribute

- Advisory Council
- Disciplinary Literacy Leadership Team
- Mini-grants
- Book chapter
- Course modules
- Presenter at seminars
- Speakers Bureau
- Reviewer

## Secondary Faculty Members

440 faculty members from 103 institutions

- 4-year university faculty
- Post-baccalaureate programs
- Community colleges
- Alternative certification programs

## A Vision

- Higher education collaboratives are formed nationwide.
- Every state offers opportunities for faculty members to enhance their knowledge and skills.
- Teacher education is valued, respected, and highly efficacious.
- Teachers teach well; students learn!

## Useful Websites

- Texas Faculty Collaboratives:  
[www.txfacultycollaboratives.org](http://www.txfacultycollaboratives.org)
- Texas ReadSource (*coming soon*):  
[www.texasreadsource.org](http://www.texasreadsource.org)
- Vaughn Gross Center for Reading and Language Arts:  
[www.meadowscenter.org/vgc](http://www.meadowscenter.org/vgc)
- Florida Center for Reading Research:  
[www.fcrr.org](http://www.fcrr.org)
- Searchlight:  
<http://searchlight.utexas.org>
- Building Capacity for Response to Intervention:  
<http://buildingrti.utexas.org>

## Great Materials

Alliance for Excellent Education ([www.all4ed.org](http://www.all4ed.org)) and  
Carnegie Corp. of New York (<http://carnegie.org>):

- Reading Next
- Writing Next
- Writing to Read
- Time to Act:
  - Reading in the Disciplines
  - Measure for Measure: A Critical Consumers' Guide to Reading Comprehension Assessments for Adolescents

## Thank You!

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