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READ 5523 Supervision
Beliefs, Theory, and Practice Paper

Vision Statement:

Effective educators create opportunities for every student to learn. Learning is a social event, and when students are engaged in their learning with their peers, they learn more. Educators hold students accountable to be engaged in their own learning. They model what is expected so that students can be successful as they work towards mastering critical thinking with text. Successful readers connect their background knowledge to new learning using their schema, building a firm foundation for all future learning.

The goal of every educator is to help each and every student be successful. There are many researched methods that can be used to ensure the success of students that are engaged in their own learning. The schema theory states that good readers use their schema for new learning. At the beginning of a lesson, successful readers connect their background knowledge to the new learning. When students are doing this, they are using their schema. The most success comes when students are thinking about their prior knowledge throughout a lesson, before, during, and after reading text. Once their schema is activated, a student will begin a lesson with a vast amount of knowledge available for them to assess, question, and make connections to (Jetton & Dole, 2004).

As students think about their prior knowledge and make connections to the new learning, they can make valuable predictions. These predictions are influenced by the extent of overlap between the old and new learning to the text (Palincsar & Brown, 1984). Students should monitor their old and new learning by monitoring for comprehension. If they come to a stumbling block, and are unsure or confused, they should begin generating questions that will

help them to clarify their misunderstandings regarding the text and their learning. At time with text, inferences will need to be made as students evaluate the text and find evidence to support their questions. Visualizing the text is another way for students to connect with the new learning as they place themselves inside the text.

Learning is a social event for successful learners. Students work together to construct new learning with their teacher and peers in many ways in the Sociolinguistic Theory. Every student comes to class with a different schema of knowledge to work with. Student's social and cultural backgrounds will have an effect on their learning in the classroom (Jetton & Dole, 2004). Before a lesson can begin, the teacher has to recognize these differences to create a safe environment where students feel safe to share and learn.

Once a sense of community is established, the teacher can begin providing learning opportunities where students share and learn from one another. Reciprocal teaching is a wonderful tool to use that requires for all students to be actively engaged in the lesson while promoting critical thinking skills. With reciprocal teaching, students are working in groups with text and working their way through the four phases: predicting, clarifying, questioning, and summarizing. With each phase, students are discussing and sharing ideas connected to text. This teaching tool has also proven to increase reading levels over a short period of time (Stricklin, 2011).

When students become active participants in their learning, and eventually master reading comprehension strategies, they begin to see themselves as readers (Vogy & Nagano, 2003). Partner readings are a great way for students to spend time reading and discussing various types of text. Reading buddies is a natural fit for this relaxing time reading at school with a peer, no matter how old the students are (Gutshall, 2009). The more time students spend reading, the

more their reading levels will increase. Other successful activities where students are actively reading socially are literature circles, reading/writing workshops, readers theater, and author's chair.

Finally, with the constructivism theory, it seems to link the other two theories together as students build their own knowledge. Students must be actively engaged in the new learning to make links to information that they already know (Jetton & Dole, 2004). Games are a perfect fit this bridge from old to new learning. Students enjoy games and activities like Hinky Pinky, puns and puzzles. Teachers need to ensure that students are working collaboratively, not competitively, with games and activities. That competitive nature will take away from the learning if the focus is on winning.

With the constructivist theory, the teacher's work is done before students enter his/her classroom as they design lessons that will scaffold new learning for all students within his/her classroom. The educator's goal is to set up an environment that will allow and inspire the reader to construct their own knowledge and learning while engaged in the activities designed by the educator. Modeling is a key component to set the standard of what will be expected by students as they work to master critical thinking connected to text (Morrow & Gambrell, 2011). Teachers also need to model any technologies that students will be expected to work with throughout the school year. The use of technology can "link and expand concepts" (Morrow & Gambrell, 2011). With this explicit instruction given by the educator, the goal is to allow students be see and experience learning and begin to construct their own learning through various types of learning experiences.

With these three theories at work in a classroom, all students should be successful. Through modeling, they will learn what is expected of them. They will learn how to activate

their prior knowledge as the teacher models critical thinking with think-alouds connected to various types of text. As a firm foundation for learning is taught, norms are set; students can become actively engaged in lesson and activities, sharing thoughts and ideas with peers. They will learn from their teacher, their peers, and from making connections to the things they already knew. In the end, the teacher’s goal is accomplished, they have all worked together and all have succeeded.

Belief

(1)Successful readers connect background knowledge to new learning

Theory/Research

Schema Theory

Theorist:

- Piaget
- Bartlett
- Anderson

“Comprehension is also influenced by the extent of overlap between the readers’ prior knowledge and the content of the text.”

(Palincsar & Brown, 1984)

“One very important consequence of readers having these rich, internalized networks of schemata is that, once a particular schema is evoked, a huge store of knowledge becomes immediately available.”

(Jetton & Dole, 2004)

“...the importance of students having the required background knowledge to read a particular text, and of teachers building or activating students’ background knowledge as they begin a particular text.”

Practice

- Admit Slips
- Analogies
- Brain Teasers/Riddles
- Cartoons
- Comparing
- Flashbacks
- Foldables
- Graphic Organizers (K-W-L)
- Quick writes/Journaling

Good readers:

- **Activate prior knowledge** before, during, and after reading text
- **Make predictions** using schema
- **Visualize** using schema
- **Ask questions to monitor comprehension** using schema
- **Make inferences** using schema
- **Make Connections**
 - T-to-T
 - T-to-W
 - T-to-S

Effective Educators:

- Create opportunities that give students similar background experiences that engage all in the

(Jetton & Dole, 2004)

lesson.

- Allow students to interact with one another to share experiences to gain schema from others.
- Provide visual that will connect old learning to new learning.

(2) Learning is a social event.

Sociolinguistics

Theorist:

- Vygotsky

“...has much in common with constructivism...views learning as an active and constructive task ...”

(Jetton & Dole, 2004)

“...student’s social and cultural backgrounds have a huge and undeniable effect on their learning.”

(3) Students are active participants in their learning

(Jetton & Dole, 2004)

“...much learning is social and takes place as groups of learners work together.”

- Literature Circles
- Reading/Writing Workshops
- Author’s Chair
- Partner Reading
- Readers Theater
- Research Discussion Groups
- Reciprocal Teaching
 - Predicting
 - Clarifying
 - Questioning
 - Summarizing
- Light Bulb Reading

Students:

- Active discussions
- Dialogue that share experiences about self and learning
- Small groups, face-to-face interactions
- Feel safe to share and listen

(Jetton & Dole, 2004)

“...in upper elementary classrooms, we might do well to remember that 9- and 10-year-olds still do want to snuggle up and read, and they aren’t too old to listen to a buddy read a story to them...”

(Gutshall, 2009)

“Classrooms need to be places that recognize and respect individuals, various social groups, and the society in which we live.”

(Jetton & Dole, 2004)

“...to deal with unfamiliar content often presented in less than hospitable forms (some textbooks, for example), the reader needs to employ strategies.”

(Palincsar & Brown, 1984)

“When a teacher actively uses reciprocal teaching in most readings required of students, reading levels increase one to two grade levels in three to six months.”

(Stricklin, 2011)

“...young readers who apply strategies and behaviors to improve their own reading, begin to see themselves as readers...”

(Vogy & Nagano, 2003)

(4) Students’ literacy grows with opportunities to use literacy

Constructivism

Theorist:

- Dewey

Educator:

- Provide scaffolding for learning
- Authentic activities connected to text
- Create a safe environment where all students feel safe to share and learn.
- Create experiences that create a sense of community within the classroom.
- Create an environment for learning that is multicultural.

- Graphic organizers
 - K-W-L
 - Story Maps
 - Venn Diagrams
- Inquiry Learning

for authentic purposes.

“...readers must actively engage with the text, consider what they are reading, and link the information they are gleaning from the text to ideas, topics, and events they already know.”

(Jetton & Dole, 2004)

“(Teachers)...understand literacy learning well enough to adapt the learning environment, materials, and methods to particular situations and students.”

(Morrow & Gambrell, 2011)

“Integrate technologies that link and expand concepts”

(Morrow & Gambrell, 2011)

“By modeling and thinking aloud about their own reading processes during such experiences, teachers can better identify the supports needed to help their students develop thoughtful reading in difficult materials.”

(Morrow & Gambrell, 2011)

“Instruction in technologies that incorporate in- and out-of-school literacies to facilitate content learning.”

(Vogt & Shearer, 2011)

- Thematic Units
- Focus Units
- Use of technology
- Hinky Pinky
- Puns
- Puzzles

Student:

- Engaged in activities and discussions

Teacher:

- Connects reading to writing
- Adjust lessons to fit students' needs to support their new learning while connecting to prior knowledge
- Creates active construction of knowledge activities and discussions
- Ensures activities are collaborative – not competitive
- Modeling learning concepts
- Provide instruction for various types of technology that connect to the classroom and students world

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