

Dr. Jan Hasbrouck

Educational Consultant,
Researcher, Trainer, and Author



TEAL 7322, Rachel J. Jensen, November 20, 2017

Education & Work History

- Earned her B.A. and M.A. from the **University of Oregon**
- Completed her Ph.D. at **Texas A&M University**
- **Reading specialist** and **literacy coach** for 15 years
- **Instructor** at the University of Oregon
- **Professor** at Texas A&M University

http://www.jhasbrouck.com/about_jh.html



Fields of Study & Topics of Research

- Reading fluency
- Reading assessment
- Struggling Readers
- Second language learners
- Coaching
- Consultation

*Her research has been published
in several professional books and
journals.*



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Jan is the coauthor of:

- “The Reading Coach: A How-to Manual for Success”
- “The Reading Coach 2: More Tools and Strategies for Student-Focused Coaches”
- “Differentiated Instruction: Grouping for Success”,
- “RTI for Educational Leaders: Educators as Physicians”
- Several assessment tools



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Authorship, continued...

Dr. Hasbrouck also works with the **McGraw Hill Education** as an author of their "Wonders" and "Wonder Works" reading programs.



Earlier she worked on the "Treasures" and "Triumphs" reading programs.

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WHAT IS READING FLUENCY?

Accuracy + Rate + Prosody

"Reasonably accurate reading at an appropriate rate with suitable prosody (expression) that leads to accurate and deep comprehension and motivation to read" (Hasbrouck & Glaser, 2012.)

Mechanics (Skills) of Fluency

Based on Hudson et al., 2009

Word Decoding Fluency Skills
phoneme awareness
letter sounds
phonograms

Text Decoding Fluency Skills
orthographic knowledge
sight word reading
decoding connected text
multiple cue efficiency

Comprehension Fluency Skills
metacognition, knowledge,
vocabulary, passage context,
social context

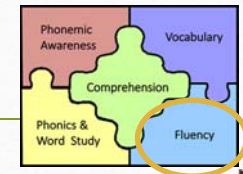
Components of Fluency

Accuracy
Rate
Prosody

(Hasbrouck, J., & Glaser, D. R., 2012, p. 13)

Figure 1.1 Components and Mechanics of Fluency

WHY IS READING FLUENCY IMPORTANT?



- It is one of the five critical components of reading.
- Fluency is closely linked to comprehension and motivation. Students who struggle with fluency will most likely have difficulty understanding what they have read, and will also be much less likely to read for pleasure and enjoyment.
- As Joe Torgeson has stated: "There is no comprehension strategy that compensates for difficulty reading words accurately & fluently."

Importance of Fluency as a Foundational Skill (Dr. Jan Hasbrouck)

What does fluency really mean? Why is it so important?



HOW CAN WE TELL IF A STUDENT IS HAVING PROBLEMS WITH FLUENCY?

1) **SCREEN:** Oral Reading Fluency (ORF) has been shown to predict overall reading ability with a moderate to high degree of accuracy, especially in the primary grades. ORF scores of WCPM can be compared to benchmark norms to determine if a student may need assistance in reading. The Hasbrouck & Tindal norms were developed for this purpose.

http://www.jhasbrouck.com/q_a.html

ORAL READING FLUENCY NORMS Grades 1-8 2005

Compiled by Jan Hasbrouck, Ph.D. & Gerald Tindal, Ph.D.

GRADE	PERCENTILE	FALL WCPM	WINTER WCPM	SPRING WCPM
1	90	81	81	111
	75	47	47	82
	50	23	23	53
	25	12	12	28
	10	6	6	15
	SD	32	32	39
	Count	16950	19434	19434
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
	SD	37	41	42
	Count	15896	18229	20128
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
	SD	40	43	44
	Count	16988	17383	18372

Table Summarized from: (Hasbrouck, J., & Tindal, G., 2005, p. 13)

ORAL READING FLUENCY NORMS Grades 1-8 2005

Compiled by Jan Hasbrouck, Ph.D. & Gerald Tindal, Ph.D.

		88	91	104	90	105	118	116
Words Correct	23	47	52	72	87	70	86	100
Accuracy	98%	97%	96%	99%	99%	98%	99%	99%
	Retell	15	16	21	27	20	26	30
	Quality of Response	0	8	13	18	10	18	20
		2	2	2	2	2	3	2
		1	1	1	1	1	2	1

GRADE	PERCENTILE	FALL WCPM	WINTER WCPM	SPRING WCPM
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DIBELS® Next Benchmark Goals and Composite Score
© Dynamic Measurement Group, Inc. / September 12, 2016

Table Summarized from: (Hasbrouck, J., & Tindal, G., 2005, p. 13)

AFTER THE SCREENER...

2) DIAGNOSE: Diagnostic assessments of fluency involve having students read passages aloud to determine their accuracy, rate and expression (prosody) at different levels of difficulty.

3) MONITOR PROGRESS: Using weekly or bimonthly one minute assessments of oral reading fluency using unpracticed passages at a student's instructional level or goal level can be used by a teacher to make decisions about the effectiveness of an instructional program.

http://www.jhasbrouck.com/q_a.html

HOW DO WE TEACH READING FLUENCY?



Researchers have identified three ways to improve students' reading fluency: **teacher modeling**, **repeated reading**, and **progress monitoring**. The *Read Naturally* strategy has combined these three components:

1. A student reads an unpracticed, challenging piece of text aloud and records the words correct per minute score on a graph. This helps the student later monitor his/her progress after practice.
2. The student then reads the same piece of text aloud along with a narrator (either recorded on a CD, computer, or read by a teacher or tutor). The purpose of this step is to build the student's accuracy in reading the text. It will typically take about 3 readings of the text to develop sufficient comfort and accuracy.

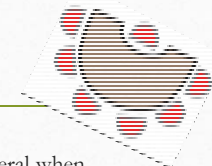
http://www.jhasbrouck.com/q_a.html

3. Students now time themselves for one minute while they read the text several times, generally 4-10 times, until a predetermined goal is met (usually about 30 to 40 words above the original reading in the preliminary placement assessments).
4. The teachers listens to the student read the text for one minute to determine if; (a) their fluency goal has been met, (b) they can read with more than 3 errors, (c) they read with appropriate expression, and (d) they can accurately answer questions about the passage.
5. The student gets to graph this new, successful score on the graph a second color.
6. Additional activities can be added to these steps, including conducting an oral or written retell.

For more information on this strategy, visit www.readnaturally.com

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DIFFERENTIATED INSTRUCTION



WHAT IS IT?

- It means different things to different people. In general when educators talk about differentiating instruction they mean planning lessons and providing instruction and practice activities that are appropriate for each student's individual background and skill levels. It suggests that at least some instruction would be provided to small groups of students.

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ARE WE RETURNING TO THE DAYS OF TRACKING STUDENTS WITH "HIGH" GROUPS AND "LOW" GROUPS OF STUDENTS?

- *No; that is an ineffective way to differentiate instruction.*
- Instead, the small groups should be **flexible** and changed from time to time to allow groupings of students **for different purposes** and sometimes even pair students at different skill levels.

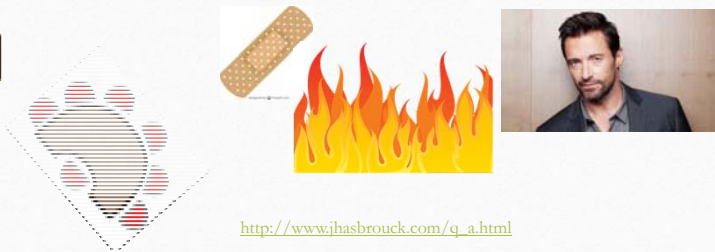
http://www.jhasbrouck.com/q_a.html

HOW CAN I MANAGE TO PROVIDE DIFFERENTIATED INSTRUCTION? WHAT DO THE OTHER STUDENTS DO WHEN THE TEACHER IS WORKING WITH ONE SMALL GROUP?

- Rethink how the classroom could be organized and managed that would allow a teacher to work with the whole class but also have the time to work with small groups.
- Develop an instructional schedule to map out the blocks of time to provide whole class instruction and a few blocks of 20-25 minute periods where the teacher can teach smaller groups of students.

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- Creating a list of jobs for students--and train them how to do the jobs-- so students can manage their time while the teacher is busy teaching.
- Develop a system for managing paperwork, supplies, and learning centers.



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HOW CAN I FIND OUT MORE ABOUT HOW TO DIFFERENTIATE INSTRUCTION?

- *Differentiated Instruction: Guideline for Implementation: Training Manual* by Vicki Gibson, Ph.D., and Jan Hasbrouck, Ph.D. published by McGraw Hill Higher Education



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Using Data in Instructional Improvement (Dr. Jan Hasbrouck)

What is the most effective way to use data in focusing instructional improvement?



READING COACHES

WHAT IS A READING COACH?

- An experienced teacher who has a strong knowledge base in reading,
 - Has experience providing effective reading instruction to students (especially struggling readers),
 - Has been trained to work effectively with peer colleagues to help them improve their students' reading outcomes, and
 - Receives support in the school for providing coaching.

(Hasbrouck & Denton, 2005)



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WHAT DO READING COACHES DO?

Many people think that the primary role of a reading coach doing is to watch a teacher teach a reading lesson, and then provide feedback to that teacher, including making suggestions for how to improve the lesson.

This is certainly something that reading coaches can do. It may even be the centerpiece of their coaching efforts, but...coaching is much more complex and involved than this.

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If all the coach ever does with you is observe in your classroom...



WHAT DO READING COACHES DO?

WE ARE NOT
A TEAM
BECAUSE WE
WORK TOGETHER.
WE ARE
a team because
WE RESPECT,
trust, and care
for each other.
...
@NancieAtkins

1. In order to observe and provide feedback to a teacher, the coach first has to establish a professional **relationship** with that teacher.
2. Given that the role of "reading coach" is so new to most schools, the **role itself needs to be introduced** to the teachers and administrator.

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WHAT DO READING COACHES DO?

3. Decisions will need to be made about several issues:
 - What **services** will the coach be providing?
 - **How will the coach be evaluated** by the principal/supervisor?
 - How will issues of **confidentiality** be handled?
 - How will the coach find the **time** to provide coaching services to colleagues?



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WHAT SKILLS WILL A READING COACH NEED?

<http://www.karenmintoconsultancy.com/coaching/>



Coaches who are skillful and experienced reading teachers will often need to learn several new skills to become an equally skillful coach. These skills include:

- establishing a professional, collaborative relationship with colleagues (trust building/"entry")
- managing professional time effectively with colleagues, parents, and administrators, especially when discussing emotionally challenging topics
- working effectively with a team to address student or school concerns

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WHAT SKILLS WILL A READING COACH NEED?

- collecting and analyzing data for problem-solving and coaching (conducting interviews, observations, and assessments)
- providing specific feedback to a teacher for improving instructional skills and strategies
- designing and conducting professional inservice trainings
- helping provide systems-level consultation to address school-wide or district-wide concerns.

http://www.jhasbrouck.com/q_a.html

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