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K-5 Elementary Balanced Literacy Reading Program Implementation Evaluation

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Suzanne M. Anderson

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Walden University
2015

Abstract

K-5 Elementary Balanced Literacy Reading Program Implementation Evaluation

by

Suzanne M. Anderson

MA, Bethel University, 2005

BS, Augsburg College 1993

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

July 2015

Abstract

Students who struggle with reading in their elementary years are likely to make poor academic progress, leave school before graduation, and struggle in the workplace. The district leaders at 24 K-5 elementary schools in a large Midwestern district were interested in a formative reading program evaluation to determine reading program effectiveness. This mixed methods study, approached from a cognitive and social theoretical framework, was a formative evaluation of the Balanced Literacy Reading Program implementation at these elementary schools. The purpose of this study was to capture the K-5 classroom teachers' ($n = 113$), instructional coaches' ($n = 18$), and principals' ($n = 32$) perceptions of the program in regard to the resources, staff development, leadership support, and impact on students and teachers. A parallel survey with both Likert and short-answer items was designed for each participant group based on these 4 categories. Quantitative data were analyzed using descriptive statistics and qualitative data were analyzed with open coding and thematic analysis. The primary finding was that participants in all 3 groups cited a need for professional development in the area of increasing student reading proficiency to grade level and beyond. As a result of the findings, a professional learning community was designed with a focus on in-depth collaboration to increase teacher knowledge and student achievement. District leaders were presented with the results of this study and recommendations for program improvement. These recommended improvements can impact social change by increasing student achievement, graduation rates, and workplace success.

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Dedication

This work, an artifact that represents 7 years of perseverance towards an educational dream that seemed far out of reach, is dedicated to my family. Bob, without your patience, encouragement and emotional support to pursue the long hours needed for this doctoral journey, I would not have successfully achieved this dream. Sara, Corey and Jesse, you believed I could do this and individually supported me with understanding and encouragement. Sara the hours you spent on editing and processing my doctoral study provided relentless opportunity for reflection. Corey, the discussion on goal setting and planning forward to the next challenge helped me persevere to meet my goals. Jesse, the dedication in checking in to see how it was going and offering needed support to celebrate the importance of just making forward progress no matter how small it seems. To their families who provided the enjoyment of visits and to the grandchildren who shared time, hugs and laughter to balance out the long hours needed for a successful doctoral journey. Your understanding and love provided the needed support during the difficult times.

To my family, I love you dearly and celebrate your part in making my educational dream come true.

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I want to express my deepest gratitude to all members of my committee. A special thank you to Dr. Deborah Focarile, committee chair, for ongoing patience and continued encouragement throughout this journey. Your expertise in scholarly work and timely feedback motivated me to work diligently to the next step. To the second committee member, Dr. Mary Ramirez, thank you for being there with your expertise when the document was ready for your turn. Your explicit feedback on the methodology section made the revisions seem extremely manageable. Dr. Valeri Schmitz, university research review, was another valuable team member who provided timely detailed guidance and extraordinary encouragement to celebrate the progress. My heartfelt gratitude to Dr. Focarile, Dr. Ramirez, and Dr. Schmitz for sharing their expertise as they guided me to the successful completion of my doctoral study.

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Section 1: The Problem

Introduction

All national, state, and local stakeholders must embrace literacy proficiency for all students. Teachers must engage in data-driven instruction and the continuous evolution of reading programs based on research. The purpose of this study was to conduct a formative evaluation of the Balanced Literacy Reading Program implementation at the K-5 elementary schools located in a large central Minnesota district. The process of learning to read has been explored from a historical perspective as it relates to the child's physical, cognitive, and social aspects of learning to read (Havighurst, 1952; Kozulin, 2004; Rumelhart, 1977; Vygotsky, 1986). A synopsis of the reading program and the recommendations from the District Blueprint for Literacy and Reading Review Committee was provided. The body of literature was used to evaluate the effectiveness of the reading program implementation because of its significance to reading instruction, professional development, leadership, and student achievement as measured by the Minnesota Academic Standards II (MCAII).

Definition of the Problem

The reading program implemented in this district went through changes in resources and professional development over the past 5 years with no comprehensive evaluation to determine which components were effective and what needs to be adjusted. Each year the district establishes district specific, measurable, achievable, relevant, and time-bound (SMART) goals and action plans. Using the district goals as a guide, the building and each grade level develops their SMART goals and action plans. This process

includes reviewing the building student data from the previous years to develop a plan to impact student learning. However, this review has been accomplished with minimal emphasis on what teachers' perceptions of instruction at the classroom level.

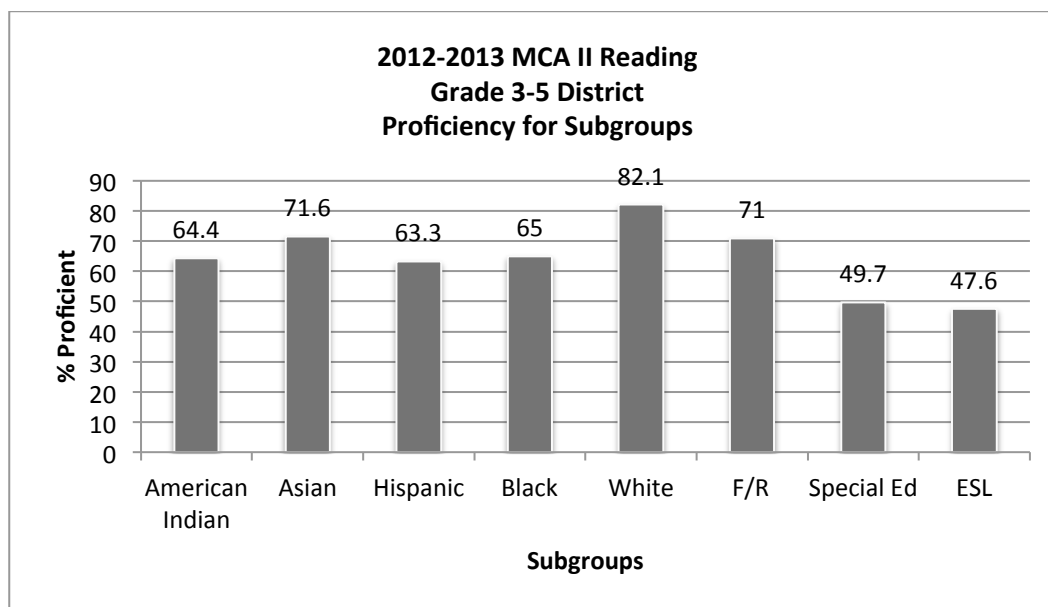
The district achievement scores at the study site remained relatively stable from 2006-2008 with approximately 77% of third, fourth, and fifth grades meeting or exceeding grade level proficiency on the Minnesota Comprehensive Assessment II for reading. According to the 2011 MCA-II results, 81% of the third, fourth, and fifth grade students met or exceeded grade level proficiency in reading. Although this was a significant gain, approximately 20% of the third, fourth, and fifth students did not meet grade level proficiency. Determined to increase proficiency, the district goal for the spring of 2012 was set at 85% of the third, fourth, and fifth grade students meeting or exceeding proficiency in reading. However, according to the 2012 MCA-II results, the district did not make their goal of 85%; in fact, there was no significant gain from the year before. The proficiency rate for all third, fourth, and fifth graders taking the reading MCA-II remained at 81%.

Rationale

Evidence of the Problem at the Local Level

In the 2012- 2013 school year, 81% of all elementary students in Grades 3-5 at the study site met or exceeded proficiency on the reading MCA-II at the local district. The proficiency for White students was 82.1% compared to the subgroup, English as a second language (ESL), who scored at 47.6% (Minnesota Department of Education, 2012). These results are cause for concern as the district strives to meet a new state law requiring

all students to achieve grade level proficiency or above by the end of Grade 3 on the new 2010 Minnesota English language arts (ELA) standards (Appendix A) adapted from the National Common Core Standards. The achievement gap in the subgroups as indicated in Figure 1 below needs to be addressed to meet state academic standards.



Note. F/R refers to the free and reduced lunch category, an indication of family economic level.

Figure 1. Comparison of 2012-2013 MCA II reading Grade 3-5 district proficiency for subgroups

The district adopted the balanced literacy framework in 2000 for elementary grades K-5. Resources from Rigby (Houghton Mifflin Harcourt, 2011) were purchased to support modeled, shared, guided, and independent reading. Staff development was provided on the components of balanced literacy. In 2009, the District Blueprint for Literacy Committee convened and reviewed the student data and the reading program. The committee found that the proficiency level in reading on MCA-II for 2007, 2008, and

2009 was similar, but with a slight decline in the third year. The committee concluded that the balanced literacy framework adopted in 2000 was research-based, currently relevant, and should remain in the reading framework for K-5. However, the committee determined that there was a need to review the current resources that made up the components of the Balanced Literacy Reading Program. They recommended a committee be formed to review the current literacy resources and the K- 5 scope and sequence to determine the need for additional resources and curriculum document revisions. The Reading Review Committee was formed, made up of district administrators, curriculum specialist, principals, and K-5 teachers.

The district's Reading Review Committee; under the direction of the curriculum, instruction, and assessment department; convened to examine the student data and reading resources provided since the 2000 adoption. Upon completion of the reading program analysis in 2010, the committee, in collaboration with the curriculum department, made the following recommendations:

- Purchase a whole group instruction resource to provide a K-5 scope and sequence for the explicit teaching of comprehension strategies
- Purchase resources for phonics, spelling, and vocabulary
- Continue using the guided reading resource, *The Next Steps in Guided Reading*, to provide structure for lesson planning and instruction at each level of learning from pre A, emergent, transitional, and fluent reader
- Require that all teachers engage in guided reading and use the components of the lesson plans

- Focus on the National Reading Panel's identified five critical areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Provide professional development on whole group instruction, guided reading, and the components of the National Reading Panel for classroom, supplemental, ESL, special education teachers, instructional coaches, and principals
- Develop reading curriculum documents using the Understanding by Design (UbD) format
- Provide professional learning communities (PLCs) and grade-level collaboration time with instructional coaches to further teachers' understanding of student data and determining the next steps for instruction
- Embed professional development at the building level with instructional coaches providing modeling, team teaching, lesson planning, and instructional decision making to meet the needs of all students

The district addressed each of the nine recommendations for the district reading program during the last 4 years, but the teachers had an interest in further learning in these specific areas.

The district initiative to review the student data, current reading program, and professional development opportunities to meet the needs of administrators and teachers in providing students grade level proficiency in reading was timely. The state of

Minnesota applied and was given a waiver from the No Child Left Behind (2001) legislation to be effective in February 2012. However, to ensure that students maintained consistent progress to grade level, the state legislature signed into law on July 2011 the Chapter 11 Omnibus E-12 Education Act, Article 2, Subd.1 titled Educational Excellence law. This law states “that all students are reading at or above grade level no later than the end of third grade” (Minnesota Legislative Summary, 2011, p. 2). The law also mandates the use of scientifically based reading instruction and intervention methods. The Minnesota law requires grade-level proficiency in reading by the end of Grade 3 for all students by following a given plan of action that (a) identifies students who are not reading at grade level before the end of Grade 2; (b) notifies parents annually of each student not at grade level, as well as notifying them of the reading related services provided and strategies for parents to use in helping their children; (c) provides interventions for students; and (d) identifies and meets professional development needs. The law requires districts to have assessment tools that identify and evaluate students’ needs and provides designated interventions to accelerate students’ progress in all components of reading. In addition, the district was required to develop a literacy plan and post it on the district web site. This new law provides the district with literacy incentive aid that is based on third grade proficiency and growth aid tied to the percentage of fourth grade students who make medium to high growth on the reading MCA-III.

The state law, along with the national policy of No Child Left Behind (2001) legislation, will continue to shape the reading program in the district and districts across

the United States. Although these policies are controversial due to the 100% student proficiency expectation, teachers use data to inform instruction focused on proficiency for all students and to understand the importance of closing the achievement gap. The difference between the state law and the No Child Left Behind legislation is that national legislation has sanctions; whereas, the state law provides for literacy incentive money. No Child Left Behind legislation sanctions increase in severity over time. When entering into sanctions for the first year, schools that have not met adequate yearly progress (AYP) are placed on a watch list (No Child Left Behind, 2001). Each consecutive year the school does not make AYP, additional sanctions are added. In the first year that a school does not make AYP, they are required to offer students the option of attending another school that has made AYP with transportation provided (No Child Left Behind, 2001). The second year supplemental services are offered for any student who qualifies for free and reduced lunches. The third year the school undergoes fundamental restructuring. Schools that have not met AYP for the fifth and last year will be converted to a charter school, turned over to a management company, or be taken over by the state (No Child Left Behind, 2001).

In contrast, the state law provides literacy incentives to schools that are eligible for aid based on the number of students who are proficient at the end of Grade 3 called Proficiency Aid and Growth Aid; this aid is based on the growth between third and fourth grade in reading skills. Proficiency aid is equal to the proficiency allowance times the number of students who meet or exceed the Third Grade Minnesota Comprehensive Assessment averaged across the previous three assessment administrations multiplied by

\$530 (Laws of Minnesota for 2012). Similarly, growth aid is equal to the number of students making medium or high growth on the Fourth Grade Minnesota Comprehensive Assessment averaged across the previous 3 years multiplied by \$530 (Laws of Minnesota for 2012). These scores are both based on the student count as of October 1 of the previous fiscal year (Laws of Minnesota for 2012, 2013). The district has the potential of receiving over 2 million dollars of literacy incentive aid in the first year (Minnesota Department of Education, 2012).

The Minnesota law that provides for student proficiency by third grade is an accountability measure that requires district level administrators, building administrators, and teachers to be knowledgeable about their reading program at the district and building level in order to make decisions that will affect student performance. The district's goal is to comply with the state law; therefore, they are committed to providing materials, leadership, and staff development to ensure teacher success in increasing student proficiency to grade level and beyond. The purpose of reviewing the current reading program was to determine what was in place that provides teachers and administrators the support needed to meet the expectation of the new law. This formative program evaluation study provided the necessary data on teachers', coaches', and principals' perceptions of the K-5 reading program implementation. It is important to have feedback from these key stakeholders on the essential components of the reading program implementation, which includes reading resources, curriculum documents, staff development, leadership support, and the impact on student achievement. The feedback and data analysis will be used to influence decisions on curriculum revisions, focus for

future staff development, and leadership training in literacy to ensure the district reading program meets the needs of the teachers to assist students in meeting reading proficiency. Successful implementation of the reading program may help in closing the achievement gap for subgroups.

Evidence of the Problem from the Professional Literature

Children who fall behind in first grade have a 1 in 8 chance of catching up to grade level without extraordinary interventions (Juel, C., 1994). Also, 88 % of children who were deficient in word recognition in the first grade were poor readers in fourth grade. According to the National Assessment of Educational Progress (NAEP; 2009) scores, U.S. fourth graders were below proficiency in the following student groups: (a) all students 67%, (b) low-income students 83%, and (c) moderate to high-income students 55 %. There is a difference in the number of students who score below proficiency by subgroup: (a) White 58%, (b) Black 84%, (c) Hispanic 83%, (d) Asian Pacific 51%, and (e) American Indian 80%. At the state level, 68% of White students were proficient in reading as opposed to 28% of Black students. Minnesota has the second largest achievement gap in the nation.

Millions of U.S. children are advancing to fourth grade without learning to read proficiently when reading is a significant predictor of student success in school, and a lack of reading proficiency is a predictor of the dropout rate. The Alliance for Excellent Education (2006) stated that 7,000 students drop out of high school per day because they lack basic skills in reading. Further, Foley (2001) stated that the reading level of incarcerated youth is 2 years below those of nondelinquent youth, indicating that these

children were struggling in reading during their educational journey. In the American College Testing (ACT), only 52% of all students taking the test scored at a minimum or above proficiency in reading (Condition of College and Career Readiness Reports, 2011). In Minnesota, 64% of all students tested scored at or above proficiency in reading. The scores for the ACT in Minnesota are reflective of the national concern for literacy proficiency of some subgroups. Also, only 51% of students are coming ready to meet the demands of kindergarten academic achievement. These are students are at risk in the school system, and the system needs to respond. The lack of proficiency in reading affects students' life choices and the economy of the nation.

In 2010, the state adopted the Common Core Standards in ELA (Appendix A) in its entirety and added provisions to meet statutory requirements and stakeholders' recommendations. The Minnesota 2010 Academic Standards in ELA provide the grade-level benchmarks that students advancing through the grades need to meet or exceed proficiency. A key standard in the 2010 MN ELA standards being discussed is Standard 10, Text Complexity. The inclusion of this standard was due to the recommendation of the ACT (2007) review that indicated that students were not proficient due to the challenge of text complexity. Therefore, Standard 10 Text Complexity mandates that each grade level must correspond with a lexile level. The teachers should scaffold student learning in grade level or near grade level text to provide students the opportunity of reading at their highest level. Implementation of these literacy standards is critical in closing the achievement gap. The district has written curriculum documents aligned with the Common Core Standards to provide a viable curriculum for Grades K-5. The

curriculum is coupled with professional development for teachers to gain an understanding of the ELA standards, curriculum documents, the five pillars of reading, and the use of student reading data to inform instruction. As Lochlear (Laureate Education, Inc., 2006) stated, there is a dilemma of balancing equity, excellence, and accountability but morally and ethically “failure should not be an option.” All students have the right to learn, and the school system needs to determine best practices for students to meet reading proficiency standards.

Definitions

The following terms and definitions were used throughout this study.

Action plan: Plans indicating the steps a teacher will take to accomplish his or her SMART goals.

Balanced literacy framework: Reading instruction using whole group (modeled and shared), flexible small group instruction, and independent reading to facilitate instruction in reading, writing, listening, and speaking (Fountas & Pinnell, 1996).

Blueprint for literacy: A K-12 District Literacy Committee with the purpose of directing the curriculum, instruction, and assessment to support student achievement in literacy district-wide.

Comprehension: Thoughtful interaction between the reader and the text that creates understanding (National Institute of Child Health and Human Development [NICHD], 2000).

Five pillars of effective reading instruction: Phonemic awareness, phonics, fluency, vocabulary, and comprehension identified by the National Reading Panel (NICHD, 2000).

Fluency: Reading orally with speed, accuracy, and expression (NICHD, 2000).

Guided reading: Reading groups of six or fewer students engaged with the teacher in reading levels; readers are focused on reading skills that match their needs (Fountas & Pinnell, 1996; Richardson, 2009).

Instructional coach: A teacher on special assignment trained in coaching and facilitating PLCs to provide instructional support to teachers in the building.

Minnesota Comprehensive Assessment II (MCAII): Minnesota State Reading MCA II is aligned to the 2003 Minnesota K-12 Academic Standards in language arts.

Minnesota Comprehensive Assessment III (MCAIII): Minnesota State Reading MCA III is aligned to the 2010 Minnesota K-12 Academic Standards in language arts.

Phonemic awareness: Skill at hearing and producing separate sounds of words (NICHD, 2000).

Phonics: Manipulation of letter sound relationships (NICHD, 2000).

Specific, measurable, achievable, relevant, and time-bound (SMART) goals: Used for establishing statements about a desired outcome.

Struggling reader: A student who cannot complete grade-level literacy tasks. In this study, struggling readers included students who were performing below grade level on the State Comprehensive Assessment.

Understanding by design: A 3-stage framework for curriculum design using the backward design to center learning on big ideas, essential questions, assessment, and a learning plan (Wiggins & McTighe, 1998).

Vocabulary: Knowledge of the meaning of words (NICHD, 2000).

Significance

The significance of the study will be determined according to the following: local applications, professional applications, and impact on social justice. Evaluating the reading program included reviewing district reading data, reviewing core curriculum resources, professional development provided to increase knowledge in teaching reading, and effective and efficient implementation of the curriculum. Marzano (2003) concluded that the synthesis of research data can be used to reveal a viable curriculum that has the most impact on student achievement. A curriculum that is viable means that the learning and skills are considered essential for all students; school personnel must be capable of ensuring that essential learning occurs for all. Evaluating teacher perceptions of the curriculum resources, leadership, and staff development will provide feedback on the reading program used to ensure proficiency for all students.

Local Applications

This research study could provide feedback to solve a local problem in the district. Student success in reading in elementary schools impacts student achievement in future education. Providing a solid foundation in reading will lead to increased academic success in subject areas. The Minnesota Education Bill requires that every district have a plan to have every child reading at or above grade level no later than the end of Grade 3.

The district must determine the next steps to provide administrators and teachers a research-based reading program designed to have differentiated learning in the core classroom to minimize the number of students who will need interventions. In addition, the district must close the achievement gap for students of color and students in the free and reduced lunch subgroups. The results from this program evaluation provided data that will help identify program strengths and areas of concern. This evaluation will provide direction for future decision making.

Professional Applications

The results of this formative study provided information about the professional application of best practices for teaching reading in Grades K-5. The impact of the reading program and professional development was determined by the analysis of the achievement data and survey results from teachers and administrators and their knowledge and perceptions of the reading program (Marzano, 2003). The program evaluation may be used to inform the school district of the success of the reading program and the challenges that need to be addressed. Such information can be of value to the local board of education as they seek successful programs based on their recommendation to use the National Reading Panel's five pillars as a framework for program development. Other districts that are exploring how to increase student achievement by using balanced literacy or professional development in the five pillars may find this study relevant to their schools.

The teacher education programs may find the historical journey from phonics versus whole language to balanced literacy valuable. However, more pertinent to the

education program would be the teachers' perceptions of what is important to them in their reading instruction. The value for higher education may be in determining the depth of reading and assessment understanding that is needed to be an effective teacher of reading.

Social Change

This study has implications for social change. A student's proficiency in reading is a predictor of social standing in the community. Students who struggle with reading make up a significant number of students who drop out of school, and there is a disproportionate number of incarcerated youth who had reading difficulty (Christie & Yell, 2008; Foley, 2002). Reading is a significant predictor of student success in school, and a lack of reading skills impedes student success in life.

Guiding/Research Question

The overarching goal of this formative evaluation was to identify ways in which the reading program implementation may be improved to increase student achievement in the future. I collected data from teachers, administrators, and instructional coaches on their perceptions of the reading materials, teacher professional development, leadership support, and the impact on student achievement.

The research study was focused on the following four questions:

Question 1: What professional development did teachers, instructional coaches, and principals perceive most valuable?

Question 2: To what extent did teachers perceive the reading materials to be useful?

Question 3: To what extent did teachers, instructional coaches, and principals feel supported during the implementation?

Question 4: In what ways did the teachers perceive the implementation impacted the teacher and the student?

This formative evaluation of the reading program implementation aligns with the district curriculum policy in following up on program adoptions and implementations with an evaluation. This program evaluation will inform future decisions on the reading program implementation to meet the state law, which mandates proficiency in reading for all students by the end of Grade 3 and continued growth at Grade 4.

Review of the Literature

The purpose of this formative study was to evaluate the K-5 reading program implementation as it pertained to resources, materials, professional development, and leadership support. Theories that support developing literacy skills include cognitive, metacognitive, and developmental theories. The process of reading includes a social phenomenon, which is supported by Vygotsky's (1986) zone of proximal development (ZPD) and Brunner's (1982) theory of scaffolding. Instruction that is slightly beyond the knowledge base of the learner and is supported by the peers or the teacher provides just-in-time intervention for consistent learning without frustration. Reading programs that meet the needs of all students were investigated in this study. The district process of reviewing the reading program and the initiatives that were taken to strengthen the program will be discussed.

Theoretical Framework

Reading theories have gone through many changes over time. The traditional theory of reading was built on acquiring an ordered set of subskills and using these strategies to make sense of the text (Chall, 1983; Dole, Duffy, Roehler, & Pearson, 1991; Indrisano & Chall, 1995; Snow, Burns, & Griffin, 1998). This theory has been viewed as being ineffective because it was based on words and structures. Cognitive theory is defined as being in direct opposition to the traditional theory. Cognitive theorists suggest that the reader interacts with the texts and constructs knowledge using his or her schema with the text to engage in meaning making (Rumelhart, 1977). The metacognition theory involves the reader engaging in thinking about his or her thinking as he or she reads (Block, 1992). However, according to Flavell (1979), metacognition requires the learner to use cognitive strategies to understand the text and then metacognitive strategies to make sure the goal is attained. Flavell viewed reading with a single aspect, whereas Havighurst (1952) addressed the physical, cognitive, and social aspects in the developmental theory. According to Havighurst's theory, the development of reading is sequential in that the development of an earlier task leads to success with future tasks.

A lack of achievement can interfere with social acceptance, and missing the teachable moment can disrupt learning (Havghurst, 1952). However, Vygotsky (1986) suggested, "in order to subject a function to intellectual and volitional control, we must first possess it" (p. 168). The process of self-reflection in metacognition develops first as a skill and then develops into consciously chosen strategies. Reading has an important social aspect (Brunner, 1982; Larson & Marsh, 2005). Bodrova and Leong (2007)

concurrent with earlier studies by Vygotsky (1978) and Brunner (1982) regarding learning language as a social interaction; social experience enhances a student's growth (Karpov & Bransford, 1995). Vygotsky's perspective on learning based on the ZPD and Brunner's concept of scaffolding are both social interactions structured between an adult and a child with the intention of the child attaining specific goals. As Bodrova and Leong indicated, Vygotsky's ZPD is a continuum of behaviors and not just a point defined on a scale. The ZPD is the difference between the mental age or the age that the child can master material alone and what the child can achieve with assistance (Vygotsky, 1986). Therefore, maximal growth occurs when the student is working with peers or a teacher who has more knowledge than he or she has and can scaffold the learning (Brunner, 1982; Vygotsky, 1986).

The balanced literacy framework is based on the premise that students learn to read at different rates. Vygotsky's (1978) view of learning at the ZPD and Brunner's (1982) scaffolding of learning fits well with the balanced literacy framework. The study district adopted the balanced literacy framework that includes whole group instruction, guided reading, and independent practice. A skill or strategy is first taught in whole group instruction. Then the strategy is supported in guided reading with scaffolding of instruction followed by independent learning as the students are able to practice strategies on their own. During the gradual release of responsibility, the teacher provides support for students to internalize and master concepts about reading that are too difficult for them to master on their own (Justice & Ezell, 2004). As students progress, they can function without assistance in independent practice. In this way, the developmental age of

a student does not impede progress, but it can be used to individualize and accelerate the student's learning as the teacher meets each student's needs (McGill-Franzen, 1992).

In guided reading, teachers group students with like needs, and with the support of the teacher, the students achieve success in developing reading skills. Vygotsky (1978) and Brunner (1982) described students working at the highest point at which they can be successful on their own as being the point at which the greatest learning occurs. Kozulin (2004) concurred that this learning process helps students develop a cognitive and learning strategy to move them to the next step at an accelerated rate, which is what is needed to attain all students' success by third grade and closing the achievement gap. This balanced literacy progression of learning promotes consistent learning and is developmentally appropriate due to the focus on individual student needs.

Historical Perspective of Reading

The educational system is responsible for the development of literacy across the United States. Designing an effective reading program is one of the most vital challenges in the school systems. Educators in the United States have learned about quality literacy over the past 20 years. Teachers have made changes that have proven effective for some students, and educators continue to search for answers to meet the needs of all students. All state systems and school districts are challenged with ensuring that students meet grade-level proficiency in reading; however, there is a lack of sufficient structures to ensure success for all students. This is an ongoing challenge as indicated in the National Commission on Teaching and America's Future (1996):

There has been no previous time in history when the success, indeed the survival,

of nations and people has been so tightly tied to their ability to learn. Today's society has little room for those who cannot read, write, and compute proficiently; find and use resources; frame and solve problems; and continually learn new technologies, skills, and occupations. The economy of high wage jobs for low-skilled workers is fast disappearing. In contrast to only 20 years ago, individuals who do not succeed in school have little chance of finding a job or contributing to society - and societies that do not succeed at education have little chance of success in a global economy. (p. 3)

Allington (2001) concurred that 21st century literacy is challenged with the technological advances that create for students an “unfettering flow of information to search and sort through, information to synthesize and analyze information, and to summarize and evaluate the information they encounter” (p. 7). The Internet provides access to a plethora of information to be obtained at a rapid speed requiring students to comprehend at a higher level than ever before. This in itself is a challenge for all students, but at-risk students face increased challenges due to the complexity of the task.

Over the past 20 years, the consequences of students not becoming proficient in reading have become more evident. Literacy is a building block to success in school and in life. School systems must ensure that all students meet grade-level reading proficiency (Anderson, Heibert, Scott, & Wilkinson, 1985). The 21st century society continues to require an emphasis on understanding past educational research in literacy in the United States and how these studies impact teaching and learning today.

During the 1960s to 2000, there was a lack of agreement about how children

learned to read among teachers, reading experts, reading specialists, literacy researchers, and professors. The historical focus of the debates was on reading acquisition: should children learn to read by a phonics approach (skills-based) versus whole language approach (meaning-based; Snow et al., 1998). Pedagogical confusion perpetuated, and these debates became known as the “reading wars.”

Phonics- or skills-based instruction is a bottom-up approach to teaching reading that starts with letter identification and word parts and then moves to reading as a whole. The first lessons in reading instruction center around students learning the letter names and sounds, then progressing to the beginning letter sounds in words, followed by the combinations of letters in words. Sight words are taught, and students are provided instruction in reading small passages working on the skills in word work and sight word knowledge. The reading proponents of phonics instruction maintain that children who learn letters, sounds, and word groupings are better able to decode on their own (Snow et al., 1998; Snow & Juel, 2005).

Whole language or meaning making is a top-down approach to teaching reading that emphasizes comprehension and determining the meaning of words based on the context (Glynn, Wearmouth, & Berryman, 2005). Proponents of this method maintain that students use the same process in reading as they did in learning to speak. Just as students were motivated to speak, they will be motivated to learn to read and write. Whole language includes using authentic literature to read orally and silently while developing reading skills without a phonics focus (Glynn et al., 2005).

The reading wars were based on the debate about whether the whole language or

phonics approach worked best. Phonics proponent, Flesh (1955), attacked the whole language approach because whole language used controlled language and students were limited in their reading selection. The use of phonics was promoted to give students strategies to sound out words and read words based on their spelling. The English language is a challenge because over half of the words cannot be sounded out using phonics rules; however, students who come to school with large vocabularies can read books as soon as they understand the basics. Whole language proponents advocated that a rich literacy environment and the use of personal meaning for a text should be based on prior knowledge to interpret the meaning of the reading. The phonics method had a scope and sequence and grade-level literature text, whereas the whole language method relied on teachers to develop their own curriculum. The reading wars played out in states, districts, schools, and classrooms causing confusion in U.S. educational institutions.

In the United States, the reading wars led to many research studies to provide evidence to end the debate. The following six major studies of reading research were about beginning reading. These studies were done on a national scale and were supported by federal agencies, associations, and institutions. The results of the research studies provided an opportunity to discuss integrating phonics and whole language to clarify the essential principles from both to be included in a balanced reading program (Adams, 1990; Anderson, Hiebert, Scott, & Wilkinson, 1985; Bond & Dykstra, 1967; Chall, 1967; National Institute of Child Health and Human Development, 2000; Snow et al., 1998).

One of the first national research studies, was conducted by Bond and Dykstra (1967) to gain insight into how children learn to read. At this time, the United States

feared that the educational system was falling behind Russia, as indicated by the launching of Sputnik. The United States feared that their national security would be compromised. There was a need to protect national defense, which led Congress to pass the National Defense Education Act, funding education programs including reading. For this reason, the U.S. Department of Health and Welfare sponsored Bond and Dykstra's research using a comparison design to compare 27 different reading projects from 1964 to 1967. The focus of the study was on comparing different reading programs and examining the effect of reading acquisition in each. This study also came as a result of public and political concern following Flesch's (1955) book, which reviewed the "look say" method of learning to read. Flesch concluded that the method was flawed because it required the student to memorize the words; when the student came to an unknown word they were confused and had no strategies to help them. Bond and Dykstra sought a revival of the phonics method to encourage students to use the sounds of letters. Bond and Dykstra concluded that increasing the quality of teacher training in reading would enhance reading instruction. The two major predictors of reading success are the student's identification of the alphabet and his or her ability to discriminate between word sounds (Bond & Dykstra, 1967; Cowen, 2003; Snow et al., 1998).

Chall's (1967) critical review process included using empirical research, basal reading programs, and instructional practice. Chall reviewed existing research, classroom observations, and interviews with reading experts, along with reviewing two reading programs. The results of Chall's extensive review of research provided some generalizations in phonological processing: children who knew phonics before learning to

read had an advantage in the beginning stages of reading, as well as knowing sounds before reading and the ability to discriminate the sounds with the letter. In Grades 1, 2, and 3, the continuation of sound/symbol knowledge had a greater effect on success rate than mental aptitude. Chall supported reading programs that include a systematic phonics beginning reading experience. In Grades 1 through 3, experience with code results in a better performance in the areas of word recognition, spelling, vocabulary, and reading comprehension.

Chall (1967) concurred with Bond and Dykstra (1967) on the following conclusions to produce higher achievement levels in reading: (a) a strong and systematic phonics program; (b) learning the alphabet code; (c) reading programs that include significant components of phonics because they were superior to the basal program only; (d) phonics discriminating between letter sound, vocabulary, and word analysis is essential but not always used by all children; (e) good instructional practice and materials that support the different levels of students; and (f) strong phonics program supporting low socioeconomic students learning. Bond and Dykstra and Chall concluded that there needs to be a balance in the reading program between phonics instruction and reading for meaning. This balance is not 50/50, but is derived from reading assessments to determine students' needs with a focus on determining instruction to promote continuous improvement in reading to the highest level.

Chall (1983) stressed using measured balance as it relates to each stage of reading. Each stage of reading requires a different balance of skills versus meaning making. Early reading requires more direct teaching of skills; however, meaning making

is created through shared reading and listening to stories. Chall (1983) stated that there is a need for professional development in reading to support teachers' understanding of this instructional change. Chall (1967) stated, "No program can do all things for all children, and no program can be all things for all teachers" (p. 310), which speaks to the complexity of teaching reading.

The National Commission on Education released the report *A Nation at Risk*, which criticized the nation's schools and declared that the United States did not have the commitment to remain the most prominent nation in the world. The economic concerns about inflation, rise of interest rates, and the Japanese economic growth led to another educational reform. The National Academy of Education, National Institute of Education, and the Center for the Study of Reading sponsored a study on the status of research and instructional practice in reading education. The study, *Becoming a Nation of Readers: The Report of the Commission on Reading* (BNR), supported Bond and Dykstra's (1967) and Chall's (1967) research on early literacy teaching of alphabet and sounds. BNR found that students who are taught phonics learned to read faster, and this was the first study to recognize the importance of word automaticity. *Becoming a Nation of Readers* concluded that students should read words from meaningful text and that comprehension will develop as students read text for pleasure at their independent level. A constructivist approach integrating phonics and reading for meaning into a balanced literacy approach can increase student reading achievement.

Adam's (1990) conducted a study to provide principles for teachers and publishers to develop instruction that would include a balance between code emphasis

and meaning emphasis to defuse the reading wars. Adams concurred with Chall's (1967) and Bond and Dykstra's (1967) findings that the best predictor of early reading success is phonemic awareness, alphabet letter knowledge, and early knowledge of letters of their name. Adams further indicated that the ability to name letters is important, but equally important is the speed and automaticity of naming the letters.

In the late 1990s, educators realized that young people would not only need to have basic skill proficiency, but also need to comprehend at high levels in a rapidly challenging and changing technological society. These demands led to the U. S. national literacy policy, *Preventing Reading Difficulties in Young Children*. Snow et al. (1998) focused on literacy acquisition in preschool to third grade. The purpose of the report was to identify ways to prevent reading difficulties and to identify instructional practice that would work best with high-risk students. Snow et al. indicated that there were no specific instructional practices that worked better with high-risk students than low-risk students. Exemplary instruction from knowledgeable teachers has the most impact on all students and is also the best intervention. Although Snow et al. stated that they did not advocate for balanced literacy, their recommendations mirror a balanced literacy framework for early literacy: (a) beginning readers need explicit instruction in letters, phonics, sight words, and practice with fluency in text; (b) Grade 2 and Grade 3 readers should be assessed and interventions should be implemented to ensure continuous progress; (c) guided reading should be implemented at the student's instructional level for all grades to promote the use of comprehension strategies that span the independent reading setting; and (d) educators must foster a desire in students to read text at their independent level

for enjoyment and learning. Snow et al. provided guidelines for literacy instruction as early as preschool.

Beginning in 1997, the U.S. Congress mandated a national panel to investigate the research-based knowledge and effectiveness of approaches to teaching reading. The National Reading Panel's (NRP) charge was to synthesize the research and find evidence of effective instructional practice. The National Reading Panel (2000) identified the five critical literacy topics of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension (National Institute of Child Health and Human Development, 2000).

Legislation worked to develop the Reading Excellent Act (1998), which was an effort to reshape instructional practices that received federal funding. This act set guidelines that only provided funding for instructional practices that support scientifically based reading research (Allington, 2001). The RAND Reading Study Group (2002) provided information on reading comprehension and the need for more effective testing instruments to measure comprehension. These policies, along with No Child Left Behind (2001) legislation at the national level and state legislation, will continue to shape the process of teaching and learning of reading in schools. If all children are successful readers, they have a greater chance of succeeding in school and life (Allington, 2012, p. 9).

There continues to be research conducted on determining quality literacy instruction and interventions. Research has been done on expert teachers (Pressley, Allington, Wharton-McDonald, Block, & Morrow, 2001); instructional practices that

work to increase student achievement (Dean, Hubbell, Pitler, & Stone, 2012; Fountas & Pinnell, 1996; Marzano, Pickering, & Pollock, 2001; Snow, Burns, & Griffin, 2005); using differentiated instruction (Gregory, 2003; Tomlinson, 2001; Tomlinson & Imbeau, 2010), and providing a guaranteed and viable curriculum using backward design (Marzano, 2003; Wiggins & McTighe, 2011). The challenge for the educational system, as Fisher and Frey (2007) noted, is incorporating all of this information into a whole school format that provides for precision teaching performed consistently across teachers and grades. This task requires designing a reading program that provides a balanced approach using resources and effective instructional practice that address the developmental levels of the reader, instructional leadership to support teachers, and professional development to guide teacher practice.

The journey of ensuring that all students attain reading proficiency to grade level is complex and requires all stakeholders to be knowledgeable about the current literacy research. Classroom instruction and fragmented interventions continue to be questioned. Duffy-Hester (1999) suggested, paramount to early reading interventions, is an exemplary core classroom reading program to reduce the number of students needing remedial services. Allington (2006) concurred that effective core instruction is essential followed by interventions that are based on identified student needs. Critical to alleviating reading problems, according to Snow et al. (1998) and Menzies (2008), is assessment to identify reading focus and early childhood literacy interventions. There is a correlation between early intervention and reading success by third grade. There is a need for leadership that engages teachers in data-driven discussion about student learning

throughout the school year. District and building leadership that has knowledge about literacy pedagogy and the skills to create a shared vision that is centered on student achievement is critical to increase reading success for all students.

Allington and Walmsley (2007) found that remedial and special education support programs have not proven to be effective in showing consistent, continuous progress to grade level. Also, support programs that have demonstrated success, such as small group interventions or Reading Recovery, are only provided to a limited group of students, and many times achievement gains are shown during the program and decline after. The struggling student is sent from the classroom to the intervention group, and back to the classroom with no cohesive learning plan. Borman, Stringfield, and Slavin (2001) examined the impact of coordinating the Title 1 funded remedial program with the classroom reading instruction and found that there is a need for coordination between the classroom teacher and intervention teacher. This collaboration needs to be focused on identifying the student's needs and providing instructional support in both settings. When remedial teachers and classroom teachers use a reading curriculum that is the same or similar, they increase the achievement of students and reduce the achievement gap between struggling readers and their peers. However, less than one-third of the Title I students were in this type of instructional program (Borman et al., 2001).

According to Allington (2006), the three-tier intervention model adopted in many states is not providing for a collaboration between the classroom teachers and the reading intervention teachers. The three-tier model provides for instructional fragmentation just as the traditional Compensatory and Special Education Programs. When this model is

adopted, there is a different commercial product purchased for each tier, thus providing three different reading programs and three different teachers each day. Fragmented instruction provides no hope for retention of learning even with the best product. Allington (2001, 2009) concurred that many remedial intervention programs are available, but advised leaders to examine the research. In light of the national guidelines on using researched-based instruction, there is concern that reviews of programs and their claim to effectiveness are being done mostly by the publishers of the intervention product. In addition, an intervention product does not stand alone; there is also a need for teacher professional development and to adapt the program to the student's needs. The district reading program needs to function as an integrated service from the core classroom to the intervention service. A balanced literacy framework provides the guidance for developing the skills to enable students to read grade-level text and comprehend at a high level of proficiency. Data-driven reading instruction that is focused on student needs and provides consistency from the core classroom to the intervention setting provides the greatest results in achievement to grade-level proficiency.

Clipson-Boyles (2001) stated that the improvement of literacy instruction and school management have priorities in research and policy development, but have not been linked together. The attempt to improve literacy has centered around pedagogical issues without regard to the impact of management at the various levels. Educators must draw from what they know from management and apply this information to literacy interventions to meet the needs of struggling readers. Clipson-Boyles developed the multilevel management model, which was designed with focused teaching, resources, and

management of the program; however, many patterns of use emerged in different buildings. Through Clipson-Boyles' observations, it was determined that the sustainability of a literacy change requires the essentials of both educational management and the pedagogy of literacy.

Mackey, Pitcher, and Decman (2006) identified the impact that four principals had on their school's reading program and student reading scores. Mackey et al. provided insight into the link between the characteristics of principals and their students' standardized test scores. Mackey et al. concluded that a principal should have three characteristics that are necessary to influence the school reading program. The characteristics include the principal's vision for the reading program, the educational background of the principal, and how the principal applies his/her role as an instructional leader. Administration leadership and pedagogies need to be the focus in order to provide a model to meet the needs of struggling readers.

According to Reeve (2008), all educators acknowledge the importance of literacy, but many lack the common understanding of the essential elements of effective literacy instruction. Reeve surveyed 130 schools in three school districts and found inconsistent understanding on the part of the administrators and teachers. Both claimed to have non-negotiable standards for the literacy time and the use of effective reading instruction. The teachers and administration proclaimed that they had a consistent, high quality literacy program; however, in the survey, administrators and teachers indicated that there was a gap in what was perceived as happening by the administrators and what was actually happening as reported by the teachers. All three school systems reported having a 90

minute daily block for reading; however, in actuality, this varied from 45 minutes a day to more than 3 hours per day. In spite of the school's claim to provide immediate intervention for struggling readers, the time actually spent on reading instruction was from 0 to more than 2 hours a day. When administrators and teachers were asked about the elements of effective reading instruction, their responses reflected a varying degree of understanding and emphasis on the core components of reading. Actual practice was not close to the district-mandated reading requirements. Reeve concluded that in order to improve literacy, instruction leaders must (a) promote consistency in reading instruction, (b) be knowledgeable and able to recognize effective literacy instruction, (c) balance the consistency of essential reading instruction, and (d) promote the need to differentiate through interventions to meet individual student needs.

Researchers recommend a balance of phonics and whole language in reading instruction. Teachers must provide a balance of instructional choice that includes systematic phonics, access to grade appropriate text, and scaffolding to support the learner. Teachers require knowledge about the components of reading and assessment to determine student's needs to identify the teaching points that meet the needs of the student. The goal is that all students will become readers, and students will attain proficiency at grade level.

Balanced Literacy Philosophy

Researchers have indicated that a balance of both phonics and whole language instruction provides for increased student achievement in reading. The implementation of a systematic phonics experience in early literacy provides students with strategies and

skills to read increasingly difficult text. The analysis and recommendations of the earlier reading research studies guided experts to define what balanced reading means.

Cowen (2003) synthesized research studies surrounding the reading wars in an effort to provide a clearer knowledge of the phonics versus whole language movement for teachers and preservice teachers. Based on 20 years of classroom teaching and 30 years of researching balanced literacy, Cowen defined balanced literacy as follows:

A balanced reading approach is research-based, assessment-based, comprehensive, integrated, and dynamic, in that it empowers teachers and specialists to respond to the individual assessed literacy needs of children as they relate to their appropriate instructional and developmental levels of decoding vocabulary, reading comprehension, motivation and sociocultural acquisition, with the purpose of learning to read for meaning, understanding and joy. (p. 10)

Within the same time period, Pressley (2003) defined balanced literacy as follows:

It involves specific, systematic, and completely thorough teaching of the skills required to read and write in a classroom environment where there is much reading of authentic literature--including information books, and much composing by students. Balanced literacy instruction is demanding in every way that literacy instruction can be demanding. Students are expected to learn the skills and learn them well enough to be able to transfer the reading and writing of texts. Yes, this is done in a strongly supportive environment, with the teacher providing a great amount of direct teaching, explanations and re-explanation, and hinting to students about the appropriateness of applying skills they have learned previously

to new texts and tasks. As children learn the skills and use them, the demands in balanced classrooms increase, with the goal of the balanced literacy teacher being to move students ahead, so that every day there is new learning; every day students are working at the edge of their competencies and growing as readers and writers. (p. 645)

Both scholars defined specific aspects of a balanced program. Cowen believed that assessment should be used to determine the needs of students, appropriate level of instruction within the components of the five pillars, and learning of skills to enhance comprehension in meaning making and enjoyment of reading. Pressley concurred that students need to learn skills well enough, with the support of their teachers, to transfer these skills to other text reading. Pressley indicated that as students acquire new skills, the goal is to move students forward by asking students to read at the level that requires scaffolding of instruction. Pressley stated that the role of the teacher is to engage students to learn at a high level of reading where student progression towards proficiency is a daily event. Balanced literacy is a philosophy of reading instruction that combines the best of phonics instruction and the whole language components. As Pressley indicated, there is successful practice of “combining the strength of skill instruction and whole language to create a reading environment that is more than the sum of the parts” (p. 1).

Across the United States, balanced literacy was being defined and programs were created that provide a balance between the reading instructions as indicated by research. There are many different models of reading instruction that include a balanced program. The feature that distinguishes one model from the other is the extent of structure and

amount of classroom management required. The balanced literacy model is more structured and requires a higher level of maintenance than the reading workshop model. The Balanced Literacy Program designed for K-2 and the language and literacy framework developed for Grades 3-6 by Fountas and Pinnell (2001) contains eight components, consisting of four reading components and four writing components. Each component requires different levels of teacher's knowledge and leadership. Fountas and Pinnell combined phonics (skill-based) and whole language (meaning making) to provide students with the environment needed to learn the skills and critical thinking needed to be proficient readers as defined by Cowen (2003) and Pressley (2003).

The balanced literacy framework for reading provides for a seamless structure of reading instruction from the core classroom to the intervention service. The delivery of instruction across modeled, shared, guided, and independent reading provides a gradual release of responsibility from the teacher assuming all responsibility for a task to the student assuming all responsibility for the task. This framework aligns with Vygotsky's (1986) ZPD, which takes the learning from the level that requires teacher support to be successful and meets the students' need for social engagement within their learning environment. The balanced literacy approach was neither based on whole language or the phonics model. Balanced literacy provided for the learning of reading across the five pillars of the National Reading Panel. The key is to be clear that all five components; phonemic awareness, phonics, fluency, vocabulary, and comprehension; are balanced within the instructional framework (Bukowiecki, 2007).

District Balanced Literacy Framework

The district of study first adopted the balanced literacy program in 2000. The resource, Rigby Reading Program, was selected to provide a balanced literacy program with leveled classroom sets of books. The framework for reading consisted of modeled reading, shared reading, guided reading, and independent reading. Integrated within these structures are speaking, listening, viewing, media literacy, and spelling. The focus of this evaluation was on reading in the balanced literacy framework that includes modeled reading, shared reading, guided reading, and independent reading.

The district's balanced literacy framework for reading includes all of the five key literacy pillars published in the National Reading Panel Report. This study presented the dimensions of phonemic awareness, phonics, fluency, vocabulary, and comprehension that are required within the daily instruction in a balanced program (Bukowiecki, 2007). Reading to promote consistent improvement to grade level needs to focus on these five components. In order to implement balanced literacy, teachers need to be knowledgeable about different methods of teaching reading, reading pedagogy, formative assessment, and analysis of the data that ensures consistent progress to grade-level proficiency.

The district's Reading Review Committee, under the direction of the curriculum, instruction, and assessment department, convened to examine the student data and reading resources provided since the 2000 adoption. Upon completion of the analysis in 2010 the curriculum department purchased a new whole group instruction reading resource, *Making Meaning*, which provides a K-5 scope and sequence for the teaching of comprehension strategies. The guided reading resource, *The Next Steps in Guided*

Reading, was recommended to be the teacher's guide to provide structure for lesson planning and instruction at each level of learning. The lesson plans in this resource were provided to support focused instruction at each level of learner from the nonreader to the fluent reader. The *National Reading Panel Report: Practical Advice for Teachers* was provided to focus understanding on the five critical areas of reading. The district writing team developed the Reading Curriculum Binder using UbD to provide units of instruction and assessment aligned with the ELA Common Core Standards. Professional development was designed and implemented for the whole group instruction resource, guided reading, and the components of the National Reading Panel for classroom, supplemental, ESL, special education teachers, instructional coaches, and principals. PLCs and grade-level collaboration meetings were conducted within the school day, and the building instructional coach engaged teachers in discussion to further their knowledge of the reading curriculum documents and instructional best practice in teaching the five pillars of effective reading instruction and using the resources.

Modeled reading. Modeled reading is teacher-led reading instruction. During modeled reading, the teacher models thinking while reading and facilitates learning of comprehension strategies as a whole classroom group. Opportunities are provided for student questioning and discussion (Fountas & Pinnell, 1996; Richardson, 2009). In the first year of the Reading Review Committee, there was an adoption of a whole group resource for modeled reading to support the scope and sequence of the comprehension strategies. The resource selected was *Making Meaning* (Developmental Studies Center, n.d.), which provided a consistent K-5 scope and sequence for comprehension strategies

and supported the teaching of social structures that promote listening, thinking, and positive group discussion dynamics. The implementation of *Making Meaning* was preceded by professional development demonstrating lesson planning for a whole group teaching strategy using mentor texts and questioning methods to enhance student thinking and reading engagement. The social aspect of reading, thinking, and responding was demonstrated in the classroom video presentations in *Making Meaning* (Developmental Studies Center, n.d.).

Shared reading. This whole group instruction provides students with access to the text to give students the opportunity to read along with the teacher (Fountas & Pinnell, 1996; Richardson, 2009). The primary classrooms have big books, and the intermediate classes have sets of Rigby books to engaging students in shared reading.

Guided reading. Teachers organize small, flexible groups for reading instruction, usually with six or fewer students reading the same text. The teacher determines the student's reading level and plans for guided reading and independent reading opportunities determined by the assessment. The Developmental Reading Assessment (DRA) is administered to all students in K-2 and struggling readers in Grades 3-5 to determine the students' level of reading and to identify areas of concern in word accuracy, fluency, and comprehension. The assessment includes a reading record to gain knowledge of the student's reading behaviors and areas of strength and weakness. In the DRA, there are three levels of reading proficiency defined. The frustration level is the level that a student has below 90% or less word accuracy or inadequate fluency or comprehension. The instructional level is the level at which the student performs with 90

% or less word accuracy and has inadequate fluency and/or comprehension. The independent level is the level the student performs with 94% or above word accuracy and with adequate fluency and comprehension. Text would be chosen at the instructional level for guided reading. The instructional level provides an opportunity for the teacher to scaffold student's new learning (Fountas & Pinnell, 1996; Richardson, 2009). The DRA is used to determine a student's word accuracy, fluency, and comprehension. A student needs to perform at proficiency for the level in all categories in order to be moved to the next level. Guided reading, to be effective, requires a teacher to know the student well, choose the text that will meet the needs of the learner, and provide instruction at the highest reading level at which a student can be successful with teacher scaffolding. The goal is to have the student at a level that requires learning of reading strategies to move students consistently to grade-level proficiency and beyond. As Vygotsky (1978) indicated, students can be successful with help from a peer or an adult; Brunner (1982) referred to scaffolding as instruction where the teacher adjusts the learning to meet the needs of the student. The selection of text complexity that matches the student's instructional level at the ZPD, which requires teachers to identify the maximum instructional level a student can read. This instructional level will provide for student success through scaffolding as they practice new learning in word strategies, vocabulary, fluency, and comprehension. The guided reading experience should lead to new learning each day (Pressley, 2003).

Stages of reading. The process of learning to read is developmental and consists of five reading stages labeled as pre A, emergent, early, transitional, and fluent

(Richardson, 2009). The lesson plans in the curriculum document are designed to provide a progression of learning for the five reading stages. Each lesson plan structure includes the components of phonemic awareness, phonics, fluency, vocabulary, and comprehension that are critical for each stage of reading (Richardson, 2009). The pre A learner knows less than 40 lower and upper case letters, hears few sounds if any and lacks concepts of print. The pre A lesson plan provides instruction on the components of working with letters and names, working with sounds, working with books, and interactive writing. Once the learner knows most of the letters, some of the sounds, directionality of print, and how to write their name, they are ready for the emergent guided reading lesson (Richardson, 2009).

The emergent learner continues to increase his or her bank of sight words and decodes and blends small words. These learners read emergent level text by pointing and actively engaging in cross checking the picture with the first letter. The learner can retell the fiction or nonfiction reading. The emergent lesson plan provides a structure with components of word work, text engagement, comprehension strategies, and guided writing (Richardson, 2009).

The early learner increases his or her sight word bank, decodes words including multisyllabic words, and reads text using cueing systems and strategies in comprehension. The early reader has a higher level of sight word and decoding automaticity, which increases his or her reading fluency and improves his or her comprehension. The early lesson plan supports the components of sight words, word work, comprehension, and guided writing (Richardson, 2009).

The transitional learner has a large bank of sight words, but still needs work on some aspects of decoding large words, increasing fluency, and improving comprehension. A child can be a transitional learner at any grade level. The average second grader falls in this group because they are still learning phonics skills, decoding strategies, and comprehension strategies. High kindergarten and first grade learners may be considered transitional readers because of their lack of vocabulary and background knowledge to read above a third grade level. Intermediate learners who lag behind their peers are usually transitional learners because they lack strategies in phonics, fluency, and comprehension. The transitional lesson plan is structured with a menu of choice for teachers to provide instruction in the particular area the student is lacking. This plan provides for instruction in sight words, decoding, fluency, and comprehension (Richardson 2009).

The fluent learner has few decoding problems, reads fluently, and can explore the many processes of comprehension at a text level that has adequate challenge. The fluent lesson plan provides for teaching decoding, vocabulary, and comprehension strategies in reading and responding to text (Richardson, 2009).

A levels of learner document was designed according to reading stages to show alignment between the pillars and the reading standards. The heading of each column is the pillar and underneath each column heading is the corresponding reading standard. The document also indicates what the learner should know entering the reading level and what the learner should know to move to the next reading level. The goal is to provide guided reading resources that provide teachers with support in planning reading

instruction to move students consistently to higher levels of reading text with successful comprehension (Richardson, 2009).

Successful implementation of guided reading instruction requires the support of resources that guide teachers, but ultimately teachers need to have an understanding of reading pedagogy. There is a need to understand how students learn to read and for an increased knowledge of analyzing student reading. Although teachers were provided with professional development in the years following the original adoption of balanced literacy in 2000, it was decided that, to rekindle the enthusiasm for balanced literacy, a national presenter would be engaged to provide a common language to rejuvenate guided reading, an area that many staff found challenging. The first year of professional development on guided reading was provided for all classroom teachers, support programs teachers, special education teachers, ESL teachers, instructional coaches, and principals. The sessions were focused on assessment, organizing groups, and teaching the components of the guided reading lesson using the lesson plans for pre A, emergent, early transitional, and fluent readers. The objective was to provide essential professional development in guided reading that would impact student learning. Because teachers have a varying degree of professional development in guided reading, administrators decided to build basic knowledge of the structure and instructional best practice using a resource, *The Next Steps in Guiding Reading* (Richardson, 2009). Practical training in how to select students, teach guided reading components, and assess student reading proficiency is critical to attain the district and building goals.

Independent reading. In independent reading, students engage in independent

practice taking full responsibility for their reading. As the continuum of reading flows from teacher-led to student-led, students learn and practice good reading strategies. Students are required to self-select books at their “just right” level and practice the strategies learned about reading fluency and comprehension. Students choose books for reading enjoyment and become confident and enthusiastic about reading. Management of student reading includes using a book log and responding to reading (Fountas & Pinnell, 1996; Richardson (2009).

Curriculum Documents

Marzano (2003) conducted a meta-analysis of in-school factors that influence student achievement and indicated that the primary factor that leads to increased student academic achievement is a guaranteed and viable curriculum. Schmoker (2006) concurred that the “impact of the actual, taught curriculum on school quality, on student learning, is indescribably important” (p. 36). Teachers need to be held accountable to teach the curriculum. With the understanding of the importance of the development of curriculum and instruction, significant planning was done with teachers during professional development.

Reading program curriculum document and support resources were included in the reading program binder for all K-5 classroom teachers, support programs teachers, special education teachers, ESL teachers, instructional coaches, and principals. The reading program binder consists of four sections. Section 1 includes program understandings derived from the Common Core Standards and the National Reading

Association. This section also includes Minnesota ELA standards, a K-5 perspective of cross grade benchmarks of the Minnesota ELA standards, and report card indicators.

Section 2 contains the curriculum units that are written using UbD frameworks. The reading UbD documents have three supporting components and are designed to provide consistent instruction from the classroom to the support programs. Stage 1 includes what students should know and be able to do that is aligned with the benchmarks for each grade level. Stage 2 offers formative and summative assessments to determine student learning demonstrating transfer of knowledge. Stage 3 is the unit component that includes the instruction for whole group and the guided reading lesson plans (Wiggins & McTighe, 1998, 2005). Stage 3 consists of the components of the framework of balanced literacy. The whole group instruction component consists of the *Making Meaning* resource and content text for each grade level. The guided reading portion provides a framework for teachers to plan lessons that are appropriate for their students as directed using the results of their ongoing student assessments. The independent structure unit is provided within the first unit for each grade level to begin the year building student independent literacy routines. Teachers can use these structures as needed, but all classrooms must have routines in place to support students working independently while the teacher engages guided reading. In order to support teachers in building independent structures with their class, the primary teachers have been provided the book, *Daily Five* by Boushey and Moser (2006), and intermediate teachers have been provided with the book, *Guided Reading: Good First Teaching for All Children* by Fountas and Pinnell

(1996). Guided reading will not happen in a classroom unless independence is built around literacy activities that are engaging and offer student choice.

Section 3 of the reading program three-ring binder includes resources to use for whole group instruction including *Making Meaning* scope and sequence across grade levels and comprehension strategy posters. Also included are resources for guided reading, which include blank lesson plan templates for pre A, emergent, early transitional, and fluent readers and lesson plan templates with the Minnesota standards benchmarks inserted to help teachers feel confident that if they use the lesson plans as designed they will meet the standards. The teachers need to assess their students and provide students with reading instruction at their instructional level to ensure optimal opportunity for progression to grade-level proficiency. Included in this section is a document titled levels of learners, organized by stages of learning and aligned to the National Reading Panel's five topics of reading. Under each of these headings are ELA benchmarks for grade levels. This document defines the characteristics for the entry point and exit point for the use of each lesson plan. Also included in the document are references to the resource, *The Next Steps in Guided Reading*, that provides instructional support for teachers to be successful in meeting the needs of their students. Teachers are encouraged to use this document to determine a focus for planning reading lessons.

A reading protocol was developed with input from teachers and principals to provide teachers with the expectation for classroom interactions in reading. The protocol gives guidelines for whole group instruction, guided reading, and independent reading.

Principals use the protocol to assist in classroom observation. The document provides a common language and understanding about the district reading program.

Section 4 in the reading program binder is on diagnostic assessments and monitoring tools. There are assessments for phonemic awareness, phonics, and monitoring charts to follow student progress and problem solving charts to develop an individual intervention plan for small group core instruction or individual interventions.

Professional Development

The reading curriculum revision was followed by professional development at the district level with both large and small groups, and at the building level with PLCs and onsite instructional coaching opportunities. Over the past 3 years, staff development has been designed for whole group instruction, guided reading, assessment, and the essential five pillars. To impact teacher knowledge and instructional practice each teacher received the book, *Next Steps in Guided Reading*, and the author joined the school in 2009 and 2010 to provide practical application to the implementation of guided reading.

Professional development, as indicated in Table 1, addressed whole group instruction, guided reading, assessment, and data analysis to determine student's need.

Table 1

Professional Development

Implementation	
Year	Reading Sessions Offered
Year 1 2008-2009	<p>Guided Reading: Professional development focused on using the Pre A Lesson Plans, Emergent Lesson Plans, Transitional Lesson Plans and Fluent Lesson Plans and the assessments</p> <p>Day 1 - National Reading Consultant</p> <p>Day 2 - Analyzed district data to form guided reading groups, determine Instruction and select books (facilitated by Instructional coaches)</p>
Year 2 2009 – 2010	<p>Grade K-5 Guided Reading (full day) focused on assessment and planning guided reading lessons with a national presenter.</p> <p>Grade K-5 Balanced Literacy Designed to Meet the Needs of All Students (full day) with instructional coaches focused on a follow-up to earlier guided reading training with Jan Richardson</p>
Year 3 2010 - 2011	<p>Grade K-5 Professional Development on implementation of <i>Making Meaning</i></p> <p>K-2 Professional Development focused on determining student’s fluency needs and strategies to support student growth in fluency with a national presenter (½ Day)</p> <p>Grade K-3 Guided Reading in Action Focused on Word Study and Guided Writing (1/2 day)</p> <p>Grade K-5 Interactive Read a Loud with national presenter (1/2 day)</p> <p>Grade K-5 Professional Development provided on using Formative Assessment to Guide Instruction using <i>The Next Steps in Guided Reading</i> to collaboratively plan instruction using the Problem Solving Chart (full day with national presenter)</p>
Year 4	<p>Grade K-5 Professional Development was provided to develop an in-depth understanding of the 2011 – 2012 Curriculum Document, 2010 Minnesota ELA Standards and Reading Protocol.</p> <p>Grade K Phonemic Awareness Session</p> <p>Grade K-3 Professional development focused on early fluency with decoding, sight words and phrasing with a national reading consultant</p> <p>Grade 1-5 Session focused on Word Work to fluency to comprehension with a national presenter focused on acceleration to grade level</p>
Year 5 2012- 2013	Vocabulary focused on Word Consciousness with a national consultant

Presenters who engaged with the staff have been experts in guided reading instruction and the specific essential components of the five pillars. The professional development listed in Table 1 was provided for all classroom, supplemental programs, and special education teachers. Also, each year professional development is offered as choice sessions for modeled reading, guided reading, word work, phonemic awareness, fluency acquisition, comprehension strategies, running records, DRA, and analysis of student data. This reading evaluation will include feedback from teachers regarding the professional development that they currently need to increase their success in consistently moving students to proficiency in reading.

Leadership for Change

There are three conceptual models that contain components necessary in a framework to support teaching and learning. The components include the instructional leadership model that surfaced during the 1980s, distributive leadership, and transformational leadership. These leadership models all have at the core a leader who has (a) clear vision of the school culture, (b) high expectations with a focus on improving teaching and learning, (c) high visibility in the school, and (d) the expected school values (Hallinger, 2003; Reeves, 2010). However, each leadership model has specific strengths that, when selected to match the needs of the school, renders the leadership model more effective over another model. Using the elements of the models is needed to meet the needs of staff during the change process. The leader needs to assess the targeted change required and the immediacy needed to make the change. The leader should reflect on past practice and identify and communicate to staff what does not change, be proactive

responding to the fear and anxiety of the process of change for some staff, and provide support for the others who are anxious to lead (Reeves, 2010).

The role of principal as an instructional leader was noted by Mendez-Morse (1991) as being significant to the achievement of at-risk students. Lambert, Walker, Zimmerman, and Cooper (2002) indicated that instructional leaders need to focus on the direct observation of the classroom, create discussion that affects teaching and learning and is focused on student achievement. In school reform, instructional leadership is a first order change because it is in the realm of what teachers are expected to engage in (Hallinger, 2003). According to Marzano and Waters (2009), leaders in first order change motivate teachers through providing communication, resources, and positive feedback. As principals work with teachers, they identify strengths and challenges to revise their plan to make change that will impact student achievement. In this leadership style, the principal is the leader of the school, and by attending to the instructional practices in the classroom, can affect student achievement.

Distributive leadership, as described by Spillane (2006), incorporates the essence of teacher leadership and the importance of the role of the principal in developing school-wide shared leadership to address critical school issues. Shared leadership provides support for the principal who was traditionally seen as the sole instructional leader in the school. Capturing teacher leadership in critical areas and providing opportunities for interactions between teacher leaders and classroom teachers will impact student achievement. This first order change is based on the principal sharing the leadership role

with teacher leaders as teachers indicate willingness to accept this responsibility (Marzano & Waters, 2009).

Transformational leaders motivate their followers by being inspirational leaders and by promoting a team spirit. They attend to the needs of the individuals helping them strive for self-actualization and influence their knowledge base and instill a desire to identify with the vision of the organization. Transformational leadership can be reciprocal in that usually both the principal and the teachers encourage each other to strive to greater heights (Lunenburg & Ornstein, 2008). This transforming of school structure, according to Marzano and Waters (2009), is a second order change in that the principal is providing opportunity for followers to become committed to the cause and work without ongoing direction from the central office. One of the primary principal tasks is to set non-negotiable goals for student achievement through a collaborative process which includes monitoring progress and counteracting any resistance to change. This building of a shared vision and shared decision making contributes to developing a moral purpose (Leithwood, 1994).

Spillane (2006) and Coburn (2005) stated that principals must communicate the reading policy the district has mandated. The principal's role in communicating the district reading policy to the staff is dependent upon an understanding of literacy. The principal's knowledge of reading instruction is important because they (a) deliver the instructional policy to teachers, (b) are the decision maker in shaping the messages that originated at the district level, and (c) create structures of communication at the building level to further the understanding of the reading policy. A strong knowledge base is

beneficial as principals determine which messages to emphasize and which to filter out as their role also acts as a buffer for shielding teachers from district pressures (Rallis & Goldring, 2000).

District Reading Implementation Design: (2009 - 2013)

The reading implementation theory of change in Figure 2 depicts the elements of the district's overall curriculum implementation design. Readers can discern the scope of this effort, as well as the intentional design features for ongoing implementation.

District level support. The reading review process was supported by the school board, several district personnel (e.g., elementary associate superintendent, elementary curriculum director, and literacy teaching and learning specialist), as well as three external consultants (one for guided reading, one for vocabulary, and one for fluency as shown in Figure 2). Collectively, these individuals provide input into a research-based implementation design with strategic emphasis at both the district and school site levels. At the district level this involves designating formal professional development sessions required for all teachers, making reading materials available to all teachers involved with implementation, and providing opportunities for teachers to become familiar with the reading implementation theory of change.

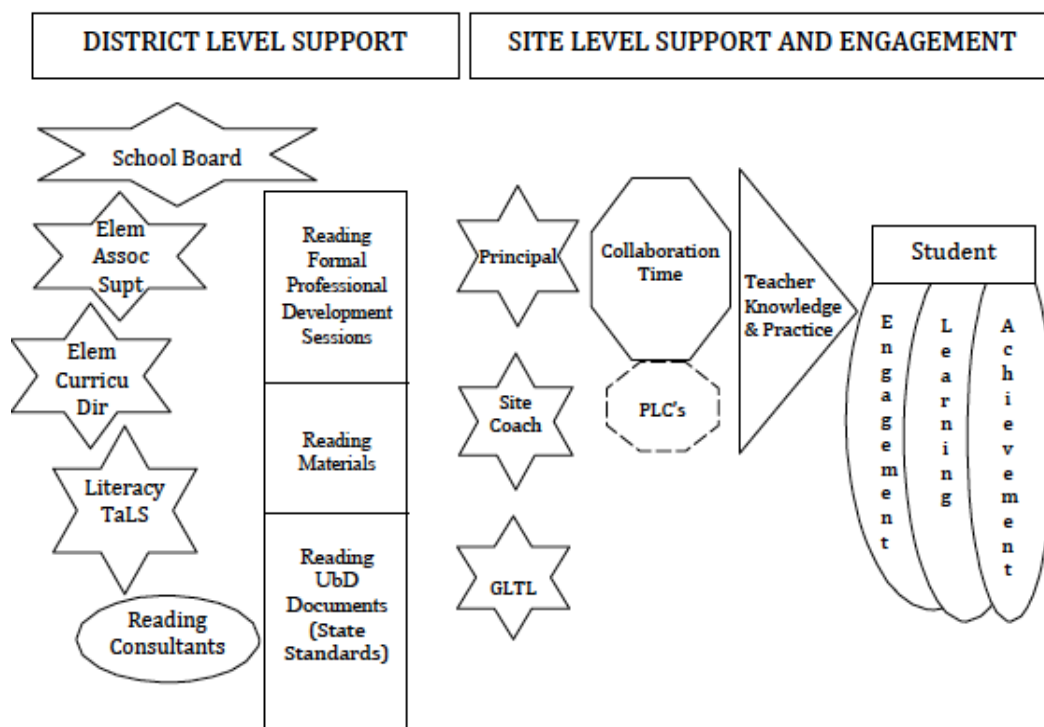


Figure 2. Reading implementation theory of change

Site level support. The site principal, instructional coach, and grade-level teacher leader (GLTL) supports teachers' implementation of reading at each of the district's 24 elementary school. Additionally, it was highly recommended (although, not required) that teachers focus some of their daily collaboration time on the implementation of reading. At some schools, PLCs designated time to the implementation of reading through the analysis of student work. Ongoing, job-embedded learning opportunities, such as teacher collaboration and coaching, are recognized as resources for implementing changes in practice. The intentional design of district level and site level support for the reading implementation was intended to advance teacher knowledge and practice such that students engage successfully in reading instruction with the ultimate result of higher

levels of reading achievement (Reeves, 2008, 2010).

In this research study evaluation of the reading program implementation, I sought information that will guide future program development. Curriculum and instructional practice need to be based on the findings of performance data. As Killion (2002) indicated, "Evaluation provides the analysis that informs future decisions and policies. Without periodic, objective evaluation, practices may cease to have the intended impact. Evaluation keeps systems honest by offering more than conjecture, opinion, or individual preferences" (p. 12).

Implications

The findings from this formative study on the reading program implementation have a potential to make a difference in this district. I will report to the stakeholders the results of the survey on the perceptions of the classroom teachers, instructional coaches, and principals regarding their professional development, materials, leadership support, and impact on teachers and students along with recommendations. In a formative evaluation, the findings may impact future decisions on the reading program implementation. There are several considerations for projects that could provide the stakeholders with findings and recommendations for future change. One considered was a white paper to be presented to the stakeholders of the district. In the white paper, I would focus on the survey findings of the perceptions of the classroom teachers, instructional coaches, and principals regarding their professional development, materials, leadership support, and impact on teachers and students. The white paper would provide results of data collected and the recommendations for future improvement of the reading program

implementation. Another option considered was to design a principal/teacher handbook that included the essential tools and their instructional purpose in planning focused lessons, along with professional development to guide teachers in their use. However, those ideas included giving principals and teachers more documents with no action required from them. For this reason, I determined to share a PowerPoint with the appropriate stakeholders, which included the GLTLs, principals, and instructional coaches. The PowerPoint provided the findings from the study and the recommendations that are relevant to improving the reading implementation for next year. The participants will develop a plan to share the information with their building staff with the focus on how these results reflect the ongoing practice at their building. The framework for the presentation will be to provide information and work time for the building's leadership team to review the classroom teachers', instructional coaches', and principals' perceptions of the reading implementation in regard to professional development, materials, leadership support, and impact on teachers and students. In order to impact each building, the building leadership team will be asked to reflect on the following items.

1. Determine their staff's status for each of these components.
2. Define how the building site team can support teachers with the use of instructional coaches, PLC time, and collaboration time in the areas of concern.
3. Determine how the district team can support teachers during elementary district staff development.

The building leadership team is key to program implementation and guiding teachers through the change process. The analysis of the data and the recommendations will be provided to offer support for the leadership team to bring this information to their staff. The goal of the PowerPoint presentation is to empower site leadership to work with their staff to determine their needs in the journey of increasing teacher knowledge and expertise in reading instruction. The building leaders will impact the reading program implementation at the teacher level, which also includes the leadership that supports the teacher. The process requires leadership to ask difficult questions and develop a plan for teachers' consistent growth over time.

Summary

The importance of providing a reading program that has structures in place to provide a guaranteed and viable curriculum that meet the needs of individual students is critical for attaining grade-level proficiency. Allington and Waimlsey (2007) suggested that a student's ability to read and comprehend is critical to academic success. The evaluation of the reading program implementation in this study district will provide direction for ongoing revisions. Reading programs that provide teachers with well-developed core reading instruction grounded in best practice and articulated in curriculum documents as well as professional development in reading pedagogy support teachers in accelerating students to grade-level proficiency and beyond. Strong instructional leadership is critical to guide teachers in curriculum and instruction implementation and coordinating instructional settings that span the core instruction to

interventions. This combination of approaches is essential to improving literacy for all students.

The changes over the last 5 years in the design of the reading program including new resources, professional development on the components of balanced literacy, and the five pillars of instruction identified by the National Reading Panel is cause for a comprehensive evaluation. The analysis of teachers', administrators', and instructional coaches' feedback on their perspectives of the reading program will provide meaningful data for program revision. This study is significant to district, community, and state educators as it aligns with many of the components of the Minnesota Blueprint for Literacy, which guides district practice. Social change will be impacted by the use of data to close the achievement gap and increase reading proficiency to include all students by the end of third grade. The methodology for this study will be discussed in detail in Section 2.

Section 2: The Methodology

Introduction

The need to evaluate the reading program implementation was highlighted in Section 1 as well as the need for data collection and analysis to determine whether the reading program implementation meets the needs of the district teachers and students. The purpose of this formative evaluation was to inform all stakeholders in the study district of the strengths and challenges of the reading program implementation. In this study, I captured the teachers', principals', and instructional coaches' perceptions of the reading implementation in regards to the professional development, materials, leadership support, and impact on teachers and students.

Section 2 provides a basis for a formative evaluation using a mixed methods, case study research design. The project site and participants are defined. The use of a survey with forced choice questions and open-ended questions will be discussed. Student reading data using the Minnesota Comprehensive Assessment (MCAII) for Grades 3-5 will be analyzed to determine students' reading achievement across the reading implementation timeframe.

Research Design

In order to gain a deeper understanding of the reading program implementation, a concurrent nested, mixed methods case study was used. As Yin (2009) stated, the choice of case study is the preferred strategy when “why” or “how” questions are being posed, when research has little control over events, and when the topic is focused on a contemporary phenomenon in a real-life context. The essence of a program evaluation is

to determine if the program is successful and if not why, followed by what was learned to determine how to revise it to meet greater success. According to Creswell, Plano Clark, Gutmann, and Hanson (2003), a concurrent nested strategy consists of one method being dominant, while the other method is nested or secondary. In this study, I presented a dominant quantitative portion and a secondary qualitative portion. The data collected from both methods were mixed during the analysis phase of the study. This research study approach was primarily chosen due to time constraints for participants and the lack of resources to support a more thorough qualitative study.

I conducted a survey with forced answer questions to obtain statistical, quantitative results from a district convenience sampling and examine those results in more depth through qualitative methodology in the form of open-ended questions. Quantitative data from the survey, student scores from MCA data, and the qualitative data was used to interpret statistical patterns across time. This nonexperimental study was the preferred choice because all schools in the district were implementing the reading program; therefore, the experimental study was ruled out.

Quantitative Methods

Quantitative methods provide for descriptions of attitudes, opinions, or trends of a population. The data were collected in the form of a survey, with closed- and open-ended questions. The data were generally numeric. A quantitative researcher believes that there is an objective reality (Creswell, 2008). The survey enabled me to predict, explain, and gain an understanding of the participants' perceptions of the reading program implementation. In this mixed methods project study, a survey tool was administered to

collect data to examine the comparison of teachers', instructional coaches', and principals' perceptions of the reading program implementation. This survey included 26-29 forced answer questions using a 5-point Likert scale with the lowest rating as 1 and the highest rating as 5 and three open-ended questions.

The Likert scale is an ordinal psychometric measurement of attitudes, opinions, and beliefs (Trochim, 2006). The Likert scale is a universal method of collecting data, is easy to understand, the responses are easily quantified, and it can be mathematically analyzed (Trochim, 2006). A Likert scale requires a participant to choose one response that indicates his or her degree of agreement or disagreement. Likert scales are easy, efficient, and inexpensive for data collection. They are used in item analysis procedures. As with any data collection tool, the researcher needs to be cognizant of the disadvantages of using the Likert scale (Trochim, 2006). These disadvantages include the attitudes of the participants being presented on a large range, the measurement being offered in five to seven options, and the space between cannot be equidistant. In addition, answers may be affected by previous responses, and participants usually do not want to indicate an extreme even if it is the true answer (Trochim, 2006). The extreme makes participants uncomfortable and may lead the participant to choose the safety of any point within. However, for this study, it was determined that the survey using the 5-point Likert scales would provide adequate feedback on the balanced literacy reading implementation.

Qualitative Methods

The qualitative methods portion of the survey included three open-ended questions. In the three open ended-questions, I asked the survey participant classroom

teachers, principals, and instructional coaches to (a) write two words that describe their views about implementing reading, (b) indicate overall strengths, and (c) indicate overall challenges related to the implementation of the reading program. The purpose of the two words question was to gauge the overall sentiment toward the reading implementation by looking at the types of keywords respondents chose to describe their respective views. To analyze the responses, each word was reviewed and then coded as positive, negative, or neutral.

The “single greatest strength” and “single greatest challenge” questions were asked to expand on the feedback gathered from the forced answer questions. The answers were coded according to the component of the evaluation that referred most directly: teacher development, materials, leadership support, or impact.

Student Test Scores

No comparison groups were formed in this study because all elementary schools in the district were involved with implementing the reading program. The Spring 2008-09 through Spring 2012-2013 MCA scores were used to compare the performance before and during the reading implementation to examine student proficiency over time.

However, without comparison groups, claims related to causation are tenuous at best. The use of control groups helps to isolate possible causes, thereby improving the validity of the claim. Given the comprehensive nature of the implementation, however, no comparison groups were available. While it is appropriate to look at achievement data, I cannot claim that a change in curriculum alone will have *caused* that change to occur. What is most important was to show continuous growth in reading for all students.

The evaluation was framed around four components related to implementation: teacher development, materials, leadership support, and impact on teachers and students. The evaluation was developed for three primary uses: (a) to report to the district school board about the reading implementation, (b) to inform the reading implementation design for the 2013-2014 academic year, and (c) to inform future curricular implementations. In light of these goals and purposes, evaluation questions were articulated, data collection methods planned, and instruments created. Table 2 presents the evaluation components, questions, and data sources.

Table 2

Evaluation Components with Corresponding Questions and Data Sources

Component	Evaluation Questions	Data Source
Teacher Development	1. What types of professional development opportunities did teachers perceive as most beneficial?	Teacher, Principal, Coach Surveys
	2. To what extent did teacher collaboration related to reading occur?	Teacher, Principal, Coach Surveys
Material	3. To what extent did teachers perceive the reading materials to be useful?	Teacher, Principal, Coach Surveys
	4. To what extent did teachers perceive the Understanding by Design (UbD) documents to be useful?	Teacher, Principal, Coach Surveys
Leadership Support	5. To what extent did teachers feel supported by coaches, principals and GLTL during the reading implementation?	Teacher, Principal, Coach Surveys
	6. In what ways did leadership support the implementation from their own perspective (principals, coaches, and GLTLs)?	Teacher, Principal, Coach Surveys
Impact	7. In what ways did the implementation impact teacher knowledge and practice?	Teacher, Principal, Coach Surveys
	8. In what ways were students impacted by the implementation of reading?	Teacher, Principal, Coach Surveys

Setting and Sample

This mixed methods case study was conducted in a large Midwest school district comprised of 24 K-5 elementary schools. Each elementary school had one principal, five large schools had an assistant principal, and each school had an instructional coach. The student population ranged from 400 to over 1,200 students per school. There were 485 classroom teachers in kindergarten through Grade 5 who were responsible for the teaching of reading, 31 administrators who oversaw reading instruction, and 18 instructional coaches who provided teachers with support in the implementation of reading. A convenience sampling method was used based on the availability and willingness of participants who implement the reading program in the classroom. The principals, assistant principals, and instructional coaches were asked to participate in the survey. Due to the relatively small sampling of the instructional coaches and administrators, all were invited to take part in the survey.

A sample size calculator was used to determine a representative sample of participants from the population. A sample size of 90 was required for a confidence level of 95% ($<.05$), with an error estimate at plus or minus 2.24. The population of approximately 120 teachers (K-5) from 24 elementary schools was invited to participate in the study. These teachers participated in existing district meetings throughout the year. There was an equal percentage of teachers per grade level. These participants represented their colleagues in district initiatives and provided the vehicle for district messages to be shared across the buildings. Other sampling techniques such as homogenous and purposive sampling were considered and not found to be appropriate for this study

because of the need to gather data from a diverse group of participants (Creswell, 2008). A random sampling was considered, but due to district climate, it was determined that a random sampling reading survey may cause undue stressors and the convenience sampling as described above included a diverse group of participants that were representative of the school's population. The convenience sampling was deemed appropriate because it is commonly used in education research (Creswell, 2008) and the purpose of this formative evaluation was not to generalize the findings to other districts. The purpose of this formative evaluation was to gather information to improve the reading program in this study district. The participation in the study was relatively high because the survey was completed as part of an existing meeting. Also, the teachers and administrators had a vested interest in improving the implementation of reading. The data collected will be shared with the stakeholders and used to improve the reading program.

Data Collection Instrument

A cross-sectional survey design was determined to be well suited to measure the perceptions of the participants. Creswell (2008) described a cross-sectional survey as being a method in which all data are collected at one point in time. This evaluation incorporated two methods of data collection: (a) a survey administered to a convenience sample of elementary classroom teachers, coaches, and principals; and (b) student data in the form of results from standardized achievement tests (MCA-II). The survey was administered using Survey Monkey, a web-based survey tool.

The decision was made to use the same evaluation tool (Appendix F) that was used for the evaluation of the math program in 2009. Two consultants, one from Cannon

River Consultants and the other from the University of Minnesota, developed the evaluation survey. The format of the tool provided the district with information about the math implementation that included teacher development, materials, leadership support, and impact. The results were presented to the many stakeholders. Due to the success of this format it continues to be the format for other district program evaluations. The survey tool mirrors key questions addressing program implementation. The district has recommended that this tool be used for the evaluation of the reading program. The survey tool includes 100% of the components: professional development, materials, leadership support, and impact on teachers and students; however, adjustments were made to change the content from math to reading. In order to customize the tool to collect data from the teachers who implemented the reading program, the following teachers were excluded from the survey: ESL teachers, special education teachers, and supplemental programs teachers.

The content of the evaluation tool (Appendix J, K, L) was revised to reflect the reading content and was reviewed by a team of district reading specialists. This expert reading panel reviewed the survey to provide feedback on the face value, content, and whether the survey will provide the type of information the district is looking for to improve reading for students.

The purpose of the cross-sectional survey study was to collect the perceptions of the classroom teachers who were involved with implementation of the reading program and leadership that supported the implementation (Creswell, 2008). The survey was administered through Survey Monkey, an online website, which provides a uniform

resource locator (URL) of the survey. The survey was taken during the month of March 2014. The decision to use a survey instrument to collect the data was due to the minimal time required for administration and the limited resources available for the study. It was determined that the survey will provide the needed data for a formative evaluation of the reading program implementation. Parallel forms of the survey were developed for each of the respondent groups (i.e., classroom teachers, instructional coaches, and principals). There were between 26-29 forced-choice questions on the survey and three open-ended questions that addressed the four major areas of inquiry: teacher development, materials, leadership support, and impact. The survey contained three demographic questions, which ask the following: the grade level at which individuals teach, ways individuals have participated in the reading review or implementation work, and number of years individuals have been in their position.

Data Analysis and Validation

Researcher Role

As the researcher in this study, I had been a member of the faculty at the study district for 20 years as a teacher, principal intern, instructional coach, and teaching and learning specialist for K-5 literacy. These roles provided me with connection to classroom teachers, administrators, and instructional coaches at all 24 elementary schools where a relationship of respect had fostered over time. This relationship of trust enhanced the participants' engagement and thoughtful answers to the survey questions. Researcher bias in quantitative methods is minimized. Because my district role has been working with the implementation, staff development, and curriculum writing, I did some

reflections about researcher bias, assumptions, and relationships with the participants (Merriam, 2009). I respected all of the teachers, but I did believe that all students have the right to reading instruction that consistently moves them to grade-level proficiency. Despite my personal position, I was committed to performing an ethical and accurate analysis of data to inform the district of the perceptions of the teachers and leaders. The purpose of this formative evaluation was to gather classroom teachers' and leadership's perception of the implementation of reading to impact future decisions to improve the reading program for teachers and students.

Participant Protection

Protecting the participants' rights is of paramount importance in any research design. Several actions were taken to support the rights of participants in this study. Permission to collect data from participants was acquired from the study district (Appendix E) and the Walden University Internal Review Board. The participants were informed that they were voluntary participants with the right to withdraw at any time in the process, and names and school affiliations of specific participants were not publicly declared (Creswell, 2008). The specific individuals who participated were of less importance than having a district-wide representation resulting in perceptions about the reading implementation from all elementary schools. The participants received a cover letter (Appendix B) that indicated the topic, purpose of the study, benefits, and risks involved in the study. The survey included the topic, purpose of the study, and the survey. The participants did not sign a release; the submission of their survey was an

acknowledgement of their signature for release. Data will be stored on my password-protected computer, and the survey was number-coded for the purpose of confidentiality.

Data Collection and Analysis

Data Collection

I received permission from the school district to collect data (Appendix E) from classroom teachers, principals, assistant principals, and instructional coaches. The classroom teacher, instructional coaches, principals, and assistant principals had an opportunity to participate in the study during March 2014. I provided the participants with an introduction to the program implementation evaluation as described in the consent document (Appendix C, D), a computer, and directions to access the survey. The survey took approximately 30 minutes to complete. The survey data were downloaded from Survey Monkey after the final due date. All data will be kept at my home in a locked file cabinet.

Data Analysis

The data analysis included only descriptive statistics. The quantitative and qualitative data were mixed during the interpretation of the data. The quantitative data were collected and analyzed first, followed by the qualitative data from the survey. The quantitative data were examined to determine the frequency response rates, standards deviation, mean, mode, and median of the 26-29 individual survey statements for each of the surveys: classroom teacher, instructional coach, and principal. The survey data were kept separate, and the analysis included percentage comparisons for all categories:

professional development, materials, leadership support, and impact on teachers and students.

The qualitative portion of the survey's open-ended questions was used to indicate the overall strengths and challenges of the program; each word was coded as positive, negative, or neutral. The words were assigned to the categories of professional development, materials, leadership support, and impact on teachers and students. The purpose of this two words question was to gauge the overall sentiment of the participants by looking at the keywords the participants used to describe the reading implementation.

Data were triangulated from different participants of diverse backgrounds and roles and also student achievement data. The participants' teaching experience, educational philosophies, and grade-level assignments varied. The quantitative data and qualitative data were analyzed to determine the participants' perception of the reading implementation program. Each survey data point was analyzed quantitatively, and then the qualitative data were coded and analyzed. The qualitative data were analyzed to determine what degree they support or do not support the quantitative data results. The survey data results and the student achievement data from 2009-2013 were analyzed to explore longitudinal results. The triangulation of the data collection and process of analysis helped to ensure validity in this backyard research study.

Limitation

I acknowledge several limitations and delimitations that could affect the internal and external validity. A limitation of the study is any factor that is not under control of the researcher that may affect the study. Researcher bias was a limitation of this study

because I was the district teaching and learning specialist for elementary literacy. I was a key leader in the development of resources and professional development for the reading program implement; therefore, to ensure the survey is valid and reliable, an expert reading panel reviewed the survey and provided feedback as recommended by Dillman, Smyth, and Christian (2009).

The limitations of this mixed method study included the use of a survey for both the quantitative and qualitative methods data collection due to the limitation of resources and time. As a result, the exclusion of focus group interviews or observations limited a broader view of the participants' perceptions of the reading implementation (Creswell, 2008). However, quantitative methods are valid for obtaining participants' perceptions (Creswell, 2008). Another limitation in a self-reported survey was the willingness of the participants to report accurately.

The use of a convenience sample instead of a random sampling was also a limitation to the study. However, in analyzing the convenience sample, it was determined that the participants would adequately reflect the population. This case study was limited to one district being researched and was not intended to be generalized to other settings. The program evaluation was formative and provided information about the reading program up to the time the survey was conducted.

Consequently, another limitation of this mixed method study was the inability to use the data at a later date to make decisions about the reading program. However, with a formative evaluation, the need for further data gathering will be evident to ensure ongoing proficiency for all students. A recommendation for a future formative or

summative evaluation would be to include more qualitative measures to deepen the researcher's understanding about participants' perception of the reading program implementation. A possible follow-up study could include the explanatory, sequential mixed method (Creswell, 2008). This design allows for the quantitative data to impact the qualitative data portion of the research giving more specificity and more depth to the research. The study district was not able to support an explanatory, sequential mixed method at this time due to constraints on resources and the length of time for data collection.

Delimitations

A delimitation of the study was the focus on K-5 teachers who implemented the reading program in the study district in 2013 and who attended existing district meetings. Another delimitation was that only questions approved by the expert panel were included in the survey instrument, and the results of this study were not generalized to other districts.

The Findings Section of this report was framed around the following components: teacher development, materials, leadership support, and impact. Also included was the summary of the overall sentiment of respondents regarding the reading implementation followed by recommendations.

Data Findings

As presented in Table 2, the evaluation components, questions, and data sources were determined. The parallel surveys for principals and instructional coaches were designed based on the classroom teacher survey. The district administered the teacher

coaches and principals. The data from a survey were collected from a scheduled district meeting, and I conducted the administration of surveys. Coaches and principals were sent an invitation to participate with two e-mail reminders. The survey was administered in April, which is a busy time for administrators. As indicated in Table 3, the rate of respondents was higher in the teacher and coaches group and significantly lower in the principal group.

Table 3

Table Survey Response Rates by Position

	Classroom Teachers	Principals	Coaches
Survey Population	120	32	18
Number of Responses	113	8	17
Response Rate	94%	25%	94%

Teacher Development

Classroom Teacher's Perceptions on the Reading Professional Development

In the survey, I asked the teachers to indicate on a scale of 1/low to 5/high the formal professional development that they would find beneficial in the future (Table 4). Teachers were given the option to opt out of rating an item if they already had attended that particular session. The respondents who had not attended the sessions indicated a high interest in the first five professional development opportunities ranging from 50% to 75% interested as indicated in Table 4. The professional development sessions that participants suggested included (a) getting students to grade level, (b) meeting the needs of advanced reading students, (c) effective intervention strategies, (d) five pillars of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension), and (e) using assessments to inform instruction. These topics reflect the district goal of moving students to grade-level proficiency and demonstrating consistent growth for all, which involves assessment to identify students' areas of reading need and focused instruction at all levels. The teacher's positive perceptions of administering the DRA and analyzing running records was clear, but the use of assessments to inform instruction was indicated as a need for 45 out of 90 respondents who had not taken the session. Although tests were administered, the results were not used to plan focused interventions or first best instruction. This would be the "what to do next" aspect of data analysis.

Table 4

Future Professional Development Topics Desired by Classroom Teacher

Type of Session	Total Respondents	Already Attended the Session (% and Number)		Number of Respondents Who Did Not Attend the Session	"Much" or "Very Much" Beneficial (% and Number)	
Accelerating students to grade level	113	4.4%	(5/113)	108	76%	(82/108)
Meeting the needs of advanced reading students	112	5.4%	(6/112)	106	72.6%	(77/106)
Effective intervention strategies	109	7.3%	(8/109)	101	71.3%	(72/101)
Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension	113	10.62%	(12/113)	101	59.4%	(60/101)
Using assessments to inform instruction	112	19.6%	(22/112)	90	50.0%	(45/90)
Building routines for independence	112	17.0%	(19/112)	93	45.2%	(42/93)
Guided Reading instruction	112	41.1%	(46/112)	66	39.4%	(26/66)
Progress Monitoring and the Problem Solving Chart	111	26.1%	(29/111)	82	36.6%	(30/82)
Whole Group Instruction (Making Meaning)	112	43.8%	(49/112)	63	30.2%	(19/63)
Developmental Reading Assessment training	112	48.2%	(54/112)	58	29.3%	(17/58)
Analyzing running records	112	42.0%	(47/112)	65	26.2%	(17/65)

Instructional Coaches' Perceptions of Reading Professional Development

Instructional coaches were instrumental in leading, planning, and attending the reading professional development. Each group responded to their needs on further staff development that would be beneficial for teachers (Appendix M) and coaches (Appendix N). Types of sessions that instructional coaches indicated would be valuable to their teachers were similar to the sessions the teachers identified. Table 5 below gives a comparison across both groups feedback for future staff development. Something to note is that 85.7% of the coaches indicated a need for professional development on phonemic awareness, phonics, fluency, vocabulary, and comprehension, whereas, 66.7% indicated this session was a need for teachers. The professional development ranking could be reflective of the number of years of coaching experience: 12 coaches 1-2 years; three coaches 3-5 years; and three coaches 8 or more years. However, all of the coaches had over 6 years of teaching experience at the elementary level.

Table 5

Comparison of Participant Group Perception on Reading Professional Development

Type of sessions Teachers identified for future PD	%	Type of sessions Coaches identified for future PD for their teachers	%	Type of session Coaches identified to meet their needs	%
Accelerating students to grade level	76%	Using assessments to inform instruction	87.5%	Meeting the needs of advanced reading students	86.7%
Meeting the needs of advanced reading students	72.6%	Meeting the needs of advanced reading student	82.4%	Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension	85.7%
Effective intervention strategies	71.3%	Accelerating students to grade level	76.5%	Effective intervention strategies	84.6%
Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension	59.4%	Effective intervention strategies	76.5%	Accelerating students to grade level	81.8%
Using assessments to inform instruction	50.0%	Progress Monitoring and the Problem Solving Chart	75.0%	Progress Monitoring and the Problem Solving Chart	80.0%
		Guided Reading instruction	71.4%	Using assessments to inform instruction	58.3%
		Building routines for independence	68.8%	Guided Reading instruction	50%
		Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension	66.7%		
		Analyzing running records	52.9%		

In regard to the question about PLC activities' impact on the reading implementation, respondents indicated that this format was beneficial for teacher engagement in reading activities as shown in Table 6. PLCs are structured based on on-site decision making, and the time was focused mainly on math and/or reading. In the survey, I asked the extent to which teachers were engaged in specific reading group activities during their PLC time. Table 6 includes the data for all reading topics/activities and the percentage of reported engagement on a weekly or monthly basis. On a weekly basis, 60.7% of the respondents discussed the teaching of reading. Overall, 90% of the respondents reported that they engaged in the following on a weekly or monthly basis: the teaching of reading, reflected in ways that deepened understanding of reading, examining student work samples, and examining other types of student data. One teacher's response to the single greatest strength question corroborated the results on PLCs: "Our grade level uses PLC time to discuss students' reading progress, and we share students to ensure that children are receiving instruction at their instructional level."

Table 6

Professional Learning Community Reading Activities

Topics/Activities	Weekly	Monthly	Total weekly/monthly
Discussed the teaching of reading	60.7%	36.6%	97.3 %
Examined other types of student data	56.8%	36.9%	91.7%
Planned for differentiation within reading lessons	40.2%	44.6%	84.4%
Reflected in ways that deepened my understanding of reading	37.5%	54.5%	92%
Generated ideas for expanding the way I teach reading	33.3%	53.2%	86.5
Planned for acceleration of students to grade level	31.3%	54.5%	85.8
Examined student work samples	27.9%	63.1%	91.0
Generated ideas for refining the way I teach reading	14.3%	73.2%	87.5

Summary of Perceptions on the Reading Professional Development

According to data across respondent groups, there were similar views on future professional development needs. All groups expressed an interest in continuing professional development related to accelerating students to grade level, meeting the needs of advanced reading students, effective intervention strategies, five pillars of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension), and using assessments to inform instruction.

Teacher professional development was mentioned as the single greatest strength by 41% of the instructional coach respondents and 39% of the principals. One coach offered this corroborating comment about professional development in her response to

the single greatest strength question: “Not only on the quantity of staff development over the years, but the quality has been superb.” One teacher’s response to the single greatest strength question was the following: “*Making Meaning* and the Jan Richardson training helped to transform reading instruction and make it more meaningful.”

Materials

Classroom Teacher Perceptions on Materials

Results from the classroom teachers indicated that the following reading materials were viewed as much or very much useful for supporting the reading implementation: *Making Meaning* teacher's guide (85%), book room leveled books (85%), reading UbD documents (78%), and summative assessments (75%) as shown in Figure 3.

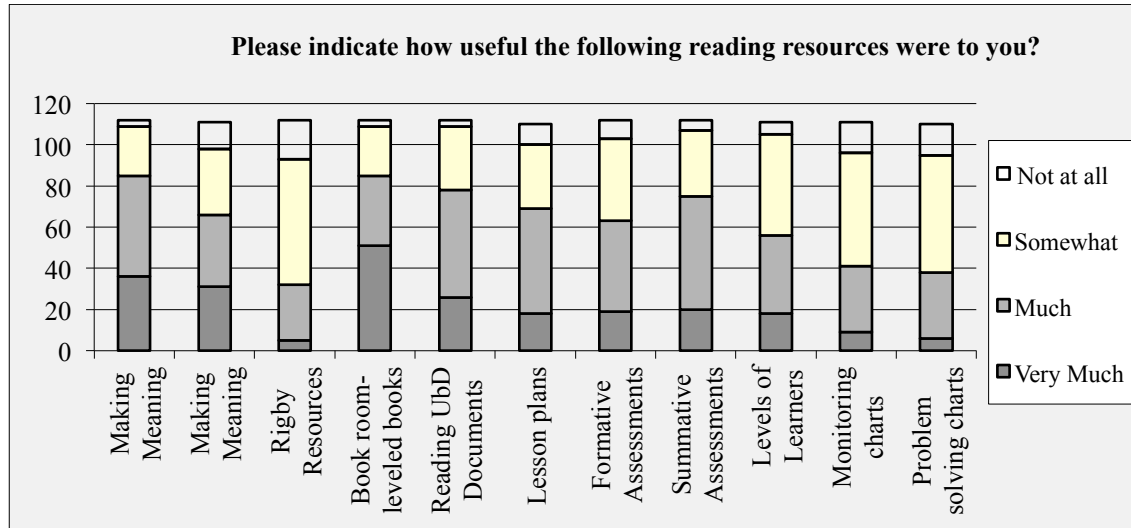


Figure 3. Classroom teacher’s ratings for reading materials

Instructional Coaches Teacher Perceptions on Materials

The results from the instructional coaches' ratings for the most useful resource for coaches included the following: reading UbD documents, problem solving chart, and monitoring charts. All of these resources were supported by 94% of the coaches followed by book room-leveled books and levels of learners document at 88% and lesson plans at (81%). The instructional coaches' role was to support teachers in planning focused instructional lessons to meet the needs of all students. The coaches' ratings may reflect the value of these tools in supporting the teachers' reading understanding and focused instruction.

Summary of Perceptions on Materials

There were few forced-choice survey items related to the use of materials, as evidenced by the short description of the results above. The different pattern of usefulness of the materials for teachers and instructional coaches reflected their different roles. Despite the fact that there were few forced-choice questions, the open-ended questions on strengths and challenges of implementation amplified these results.

The classroom teachers and instructional coaches indicated materials, as related to the reading implementation, as both a strength and challenge. As indicated in Table 7 below, classroom teachers and the instructional coaches identified materials related to the reading implementation as the highest component in both strengths and challenges.

The material component was indicated as the most common challenge by teachers and instructional coaches, whereas professional development and student impact were the

highest for principals. In general the cluster of challenges listed by classroom teachers related to the amount of reading materials needed to teach students at their individual level, need for more books for guided reading, and activities for literacy independent time.

Table 7

Single Greatest Strengths and Challenges Associated with the Implementation of Reading

	Strengths			Challenges		
	Classroom Teacher	Instructional Coach	Principal	Classroom Teacher	Instructional Coach	Principal
Professional Development	14.3%	25%	60%	0	38%	40%
Materials	51%	56%	0	56%	44%	20%
Leadership	1%	.125%	0	.9%	19%	0
Student Impact	40%	13%	40%	22%	0	40%
Teacher Impact	19%	25%	40%	42%	31%	0

**Note.* The items descriptions in the first column are worded as in the teacher survey. Content focus remained the same in the coach and principal survey but these respondents reflected on how principals were viewed as engaging with teachers regarding reading implementation.

Another prominent theme in the materials challenge was the issue of time. The issue of time could be considered a teacher impact also, but it was decided that, because it was mentioned in regard to organizing the various materials and preparing curriculum and instruction, it belonged with materials. For example, one instructional coach responded with the single greatest challenge, “The complexity of learning and utilizing

all the components of balanced literacy well.” Another offered, “It is always a challenge to find the time to dig deeper into our materials.” One teacher explained,

TIME To really teach well there are so many components to teaching literacy. Especially with differentiated groups. TIME to plan lesson to teach shared reading, whole class reading, guided reading lessons for six reading groups, phonics skills, decoding skills, fluency skills, spelling, writing, grade assessments, analyze assessments.

A few of the participants affirmed the decision to include the challenge of time with the category of materials. It also corroborates the decision to categorize time as neutral instead of either a strength or challenge.

Leadership Support

The successful implementation of the reading program depends on leadership at the district level and the building level. The district level leaders who supported the reading implementation consisted of the school board, associated superintendent for elementary, curriculum director, and the ELA teaching and learning specialist. At the school level, the leadership team consisted of the principal and instructional coach and teacher leaders. The focus in this section of the evaluation was on learning the perceptions of the classroom teachers, instructional coaches, and principals regarding the principal’s support of the implementation of the reading program.

Classroom Teacher Perceptions of Principal Support

As presented in Table 8 below, for three of the four items, the most frequent response for classroom teachers (mode) was 3, and the overall principal support of the

reading program was 2. Principals supported the use of district-wide assessment tools, communicated expectations for implementation of reading, and encouraged the use of reading resources. Overall, classroom teachers perceived principals to be somewhat supportive of the reading implementation.

Table 8

Principal's Support of Reading Implementation

	Classroom Teachers n=113 Rank (Av;mo)	Coaches n=17 Rank (Av;mo)	Principals n=5 Rank (Av;mo)
Supported the use of district wide assessment tools	1 (2.71; 3)	2 (2.81; 3)	1 (3.50; 3)
Overall principal support the reading implementation	2 (2.7; 2)	1 (2.9; 3)	3 (3.13; 3)
Communicated expectations for implementation of reading	3 (2.66; 3)	3 (2.77; 3)	2 (3.38; 3)
Encouraged the use of reading resources	4 (2.61; 3)	4 (2.71; 2)	2 (3.38; 3)
Stressed the importance of oral language vocabulary as it relates to reading proficiency	5 (2.11; 2)	5 (1.94; 2)	4 (2.63; 3)

**Note.* The items descriptions in the first column are worded as in the teacher survey. Content focus remained the same in the coach and principal survey but these respondents reflected on how principals were viewed as engaging with teachers regarding reading implementation.

Instructional Coaches Perception of Principal Support

In their support for principals, instructional coaches indicated that for three of the four items, the most frequent individual rating (mode) was a 3 on a 1/low to 5/high scale as presented above in Table 8. The overall score for principal support was 3. Instructional coaches' and teachers' perceptions of principal support ratings was comparable.

Principals overall supported the reading implementation.

Principal's Perceptions of Principal Support

Principals ranked their overall support for the reading implementation higher than coaches' and classroom teachers' ranking from an average of 3.13%, 2.9%, and 2.7%, respectively as indicated in Table 8. The highest item with an average of 3.50% was that the principal supported the use of district-wide assessment data. Recall, there was a low percentage of district principals who participated in the survey.

Summary of Perceptions on Principal Support

Overall, in response to how principals were viewed as engaging with teachers regarding the reading implementation, Table 8 above presents the results; the percentages received were higher in the principal's group as compared to the coach's and teacher's group. The lowest rank of the groups was for the following item: stressed the importance of oral language vocabulary as it relates to reading proficiency. Oral language has not been an initiative, but will be a focus in the coming years. This survey feedback provides information of the current status of oral language and the connection to reading. On the whole, there was concurrence across the groups that principals supported the reading implementation. The ranges within the classroom teachers, and instructional coaches suggested considerable variability across schools in terms of principal support for the implementation of reading.

Classroom Teacher Perception of Instructional Coach Support

Table 9 below presents the results of the instructional coaches' support of the reading implementation. Classroom teachers indicated the highest average for instructional coaches supporting their work of collaborative learning related to reading.

The lowest average was for instructional coaches' help with planning and preparing of lessons and modeling or demonstrating lessons.

Table 9

Instructional Coach Support of the Reading Implementation

	Classroom Teachers <i>n</i> =110	Coaches <i>n</i> =17	Principals <i>n</i> =8
	Rank (<i>Av</i> ; <i>mo</i>)	Rank (<i>Av</i> ; <i>mo</i>)	Rank (<i>Av</i> ; <i>mo</i>)
Supported their work of collaborative learning related to reading	1 (2.76; 3)	2 (3.19; 3)	1 (3.38; 4)
Discussed the use of student data to inform instruction	2 (2.70; 2)	1 (3.31; 3)	2 (3.25; 3)
Was a knowledgeable resource about reading	3 (2.69; 2)	3 (3.13; 3)	1 (3.38; 4)
Prompted teacher reflection on student learning	4 (2.42; 3)	4 (3.06; 3)	4 (2.88; 3)
Helped with planning and preparing of lessons	5 (1.76; 1)	5 (2.44; 2)	4 (2.88; 3)
Modeled or demonstrated lessons	6 (1.74; 1)	6 (2.31; 2)	4 (2.88; 3)

**Note.* The items descriptions in the first column are worded as in the teacher survey. Content focus remained the same in the coach and principal survey but these respondents reflected on how principals were viewed as engaging with teachers regarding the reading implementation.

Instructional coaches' perception on instructional coach support. The instructional coaches ranked themselves similar to the teachers' rank order; however, the averages given by teachers were lower than the average self-ranking of the instructional coaches.

Principals' perception of instructional coach support. Principals indicated positive support across the indicators. The principal claimed that instructional coaches were knowledgeable about reading and supported teachers' work of collaborative

learning related to reading with an average of 3.38. The principal responses to the survey was low; however, this high rating from the 33% who responded reflects positive support for instructional coaches engagement in supporting the implementation of reading.

Summary of perceptions related to instructional coach support. The two categories that were identified by classroom teachers the least with an average of 1.74 on a scale of 1/lowest and 5/highest were planning and preparing lessons followed by modeling and demonstrating lessons. The highest principals' rating was that instructional coaches "were a knowledgeable resource about reading" and "supported their work of collaborative learning related to reading" with an average of 3.38. However, the coaches indicated their highest component was "they discussed the use of student data to inform instruction" with an average of 3.31. These ratings mirrored the roles and responsibilities of the instructional coach.

The top three categories of instructional coach support of reading ranked the same for all respondent groups, teachers, coaches, and principals. The average was a range of 2.19 to 2.76 for teachers 3.13-3.19 for coaches and principals 3.25-3.28. The principal's group indicated consistent support for instructional coaches with a mode of 3 and 4 on a scale of 1/lowest and 5/highest.

Impact on Teachers and Students

Table 10 below presents a comparison of each respondent group's perception of the teacher and student impact questions that were included in the survey. All surveys had a few questions related to the impact of the reading implementation on students. Most (mode) participants across the groups rated a 4 on a scale of 1/lowest to 5/highest

that students were working on literacy related work during independent reading time. However, the most respondents rated a 2 for the question referring to the extent students engaged with reading and discussion with peers during independent reading time. Most of the respondents ranked the student outcomes a 3 except coaches, who ranked the overall extent they expected positive gains in scores on standardized achievement tests this year as a 2. The range for the extent students learned the expected outcomes were 2.71-3.05 with principals being the lowest and teachers being the highest.

Table 10

Impact on Teachers and Students

Survey Question	Classroom Teachers		Coaches		Principals	
	<i>n</i>	<i>Avg;mo</i>	<i>n</i>	<i>Avg;mo</i>	<i>n</i>	<i>Avg;mo</i>
Student Engagement						
In general to what extent did students connect to the focus of the lesson during whole group instruction (Making Meaning)?	112	3.21; 3	16	3.19; 3	7	3.00; 3
In general to what extent did students engage in guided reading?	112	3.46; 4	16	3.38; 3	7	3.71; 4
In general to what extent did students work on literacy related work during independent reading?	111	3.19; 4	16	3.06; 3	7	3.14; 3
In general to what extent are students engaged with reading and discussion with peers during independent reading time?	112	2.55; 2	16	3.31; 2	7	3.00; 3
Expected Outcomes						
To what extent did students in your school learn the expected outcomes in reading?	112	3.05; 3	16	2.81; 3	7	2.71; 3
At the end of this year, to what extent do you expect positive gains in scores on	112	2.81; 3	16	2.31; 2	7	2.57; 3

standardized achievement tests this year?

In the question regarding the reading component that teachers found the least challenging to implement, the respondent groups agreed on the whole group instruction resource, *Making Meaning*, with an average of over 90%. In response to the question regarding which component teachers found most challenging to implement, classroom teachers indicated an acceleration of students to grade level and instructional coaches and principals indicated identifying teaching focus for consistent reading improvement. These two components are both related to student achievement to grade-level proficiency; however, from the teachers' perceptions, it is the acceleration of students to grade level, and the instructional coaches and principals indicate a need to identify a teaching focus.

In response to the question, When considering your most challenging aspect of reading implementation, which form of support would be most helpful as you refine your teaching practice in this area? 33% of the classroom teachers indicated collegially conversations, and 21.4% indicated an opportunity to observe a colleague in action as strength with 40% responding positively. In response to the parallel question for coaches, 43.8% indicated an opportunity to observe a colleague in action and 25% indicated coaching support.

Most of the respondents ranked the student outcomes a 3 except coaches ranked the overall extent they expected positive gains in scores on standardized achievement tests this year as a 2. The range for the extent students learned the expected outcomes were 2.71-3.05 with principals being the lowest and teachers being the highest.

Summary of Participant Overall Perception of the Reading Implementation

In the survey, respondents for each group were asked to reflect on the reading implementation from a comprehensive perspective. With that goal, the survey asked, “What two words best describe your overall experience with the implementation of reading?” When respondents were asked to report the two words that came to mind when reflecting on the reading implementation, most of the words were positive. Please see Table 11 below for details. Across all groups, at least 81% (81% -100%) used at least one positive word to describe the implementation. Only seven teachers, one instructional coach, and none of the principals used a negative word as one of their word choices. As described earlier, the word challenging was coded as neutral because it was unclear whether the word challenging was a positive or negative. Overall, the two words survey question suggested that despite, or perhaps because of, the challenging nature of the reading implementation, the prevailing attitude is positive.

Table 11

Two Words that Best Describes the Experience with the Implementation of Reading

Types of Word	Classroom Teaches (N=105)		Principals (n=8)		Instructional Coaches (N=17)	
	#	%	#	%	#	%
Two Positive Words	43	41 %	2	67%	4	50%
One Positive	1	1%	1	33%	0	0%
One Positive, One Neutral	27	26%	0	0%	2	25%
One Positive, One Negative	7	7%	0	0%	1	1.25%
<i>At Least One Positive Word</i>	78	81%	3	100%	7	88%
One Positive, One Negative	7	7%	0	0%	1	1.25%
One Negative, One Neutral	8	8%	0	0%	1	1.25%
One Negative	1	1%	0	0%	1	1.25%
Two Negative Words	11	10%	0	0%	4	50%
<i>At Least One Negative Word</i>	33	31%	0	0%	7	88%
Two Neutral	6	6%				

Measured Student Achievement

MCA II data for the years of implementation 2009-2012 were examined and the analysis for proficiency will be discussed. The new MCA III reflects the current 2010 Common Cores Standard requirements and was administered beginning with the 2013 testing; therefore, the data comparison ends with 2012 student data.

Figure 4 below presents Grade 3 proficiency from the beginning of the reading implementation in 2009 to 2012.

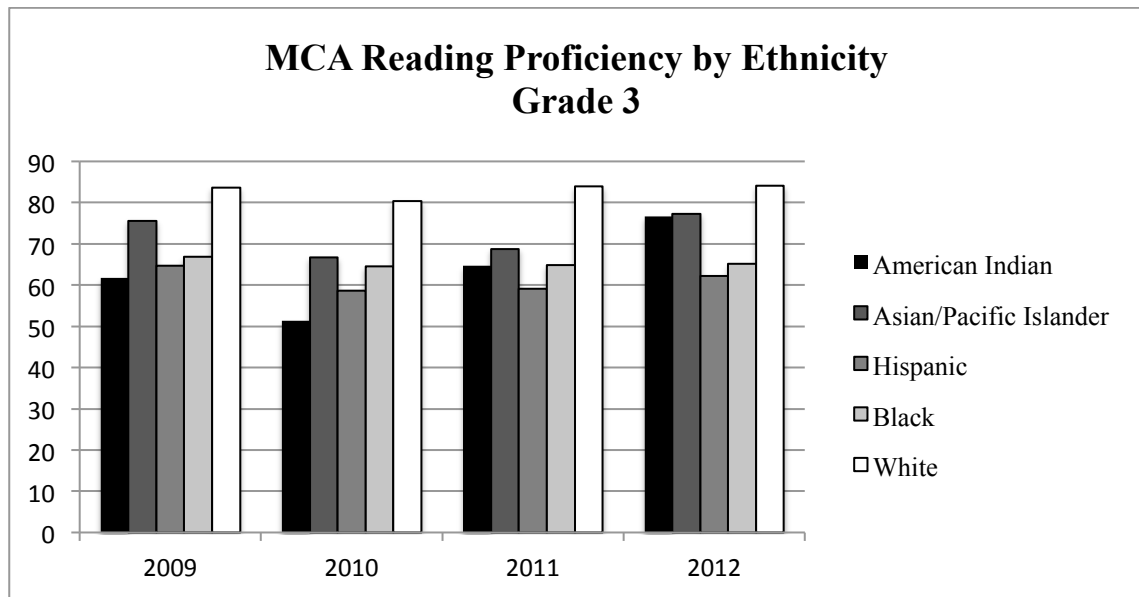


Figure 4. Grade 3 MCA reading proficiency by ethnicity subgroups

The Grade 3 proficiency scores showed a dip in 2010 for all subgroups. The following years 2011 and 2012 showed gains for all subgroups. In the 2011 data, there were significant gains in the subgroups of American Indian and Asian/Pacific Islander of 12% and 8.5%, respectively. The White subgroup showed a 2% gain during the same time period. The following year 2012 continued to show gains in all subgroups with American Indians 12%, Asian Pacific Islanders 8.5%, Hispanics 3.1, Blacks 2%, and Whites 2%. The Black subgroup showed the least gain at 1.7% over the 4 years. In the third grade results, there was a significant gain over 2 years for the subgroups of American Indians and Asian/Pacific Islanders.

Grade 4 proficiency in reading from the beginning of the reading implementation in 2009 to 2012 is presented in Figure 5 below. The Grade 4 proficiency score showed a dip in 2010 for all subgroups. The following years 2011 and 2012 showed gains for all subgroups similar to Grade 3. There was a significant gain in the subgroups of American Indians, Asian/Pacific Islanders, and Blacks of 10.6% and 5.3%, and 4.1%, respectively from 2010 – 2011. The data for 2012 showed an increase in American Indians of 14.3%, Asian/Pacific Islanders 2.8%, and Blacks 4.1. The Hispanic subgroup showed a gain of 8.8 in 2011 and a decline in 2012 of 7.3%, which negated their gain over the 2 years. The White subgroup showed a gain of 3.9% in 2011 and a decline of 4.4% in 2012.

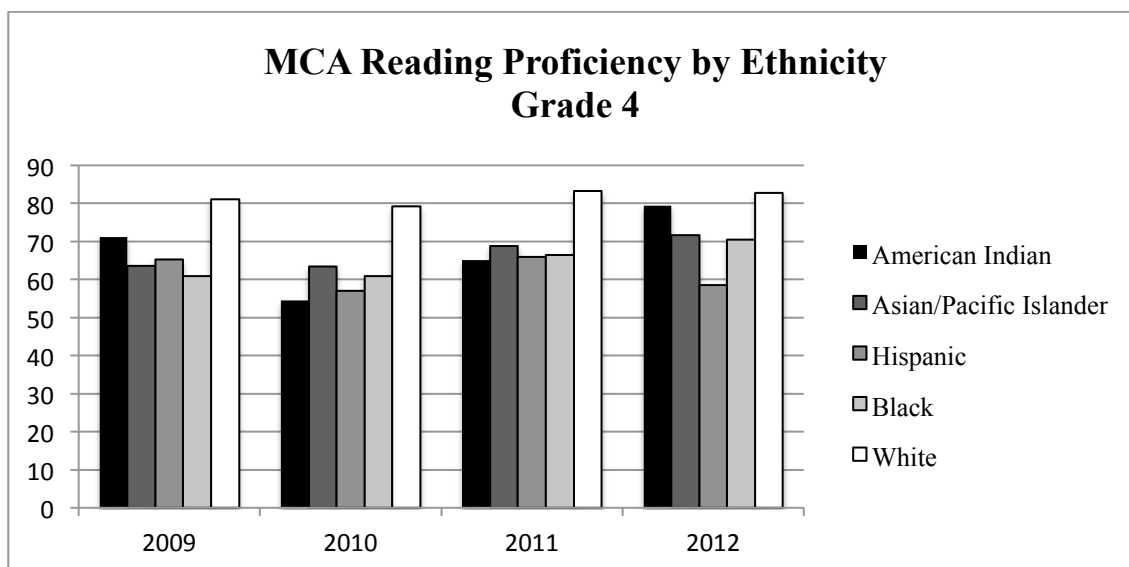


Figure 5. Grade 4 MCA-II reading proficiency by ethnicity

Figure 6 below presents the Grade 5 subgroups across the reading implementation period. There was growth in all subgroups across the years. The Black subgroup increased 26% from 2009-2012. The Hispanic subgroup increased 18%, Asian/Pacific Islander to 11%, American Indian to 9%, and White to 1.7%

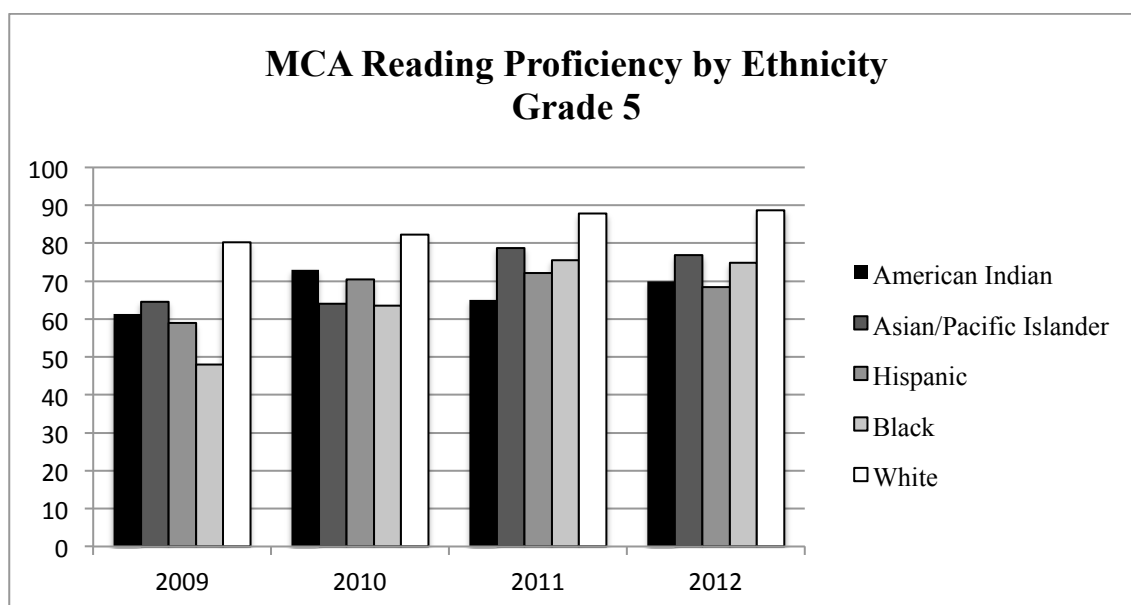


Figure 6. Grade 5 MCA-II reading proficiency by ethnicity

The proficiency for the subgroups of special education, ELLs, free and reduced, and all students is presented by grade level in Figures 7, 8, and 9 below. The special education subgroup for Grade 3 indicated a lower number of students being proficient than Grade 4 and Grade 5. Grade 5 performed above the state average across the years and made the largest gains. The 2009 cohort of special education students in Grade 3 made consistent improvement in proficiency from Grade 3 at 41.4% to Grade 4 at 42.4% and Grade 5 at 60.1% proficient. The following year the 2010 cohort of special education

students in Grade 3 made consistent improvement in proficiency from Grade 3 at 41.6% to Grade 4 at 44.3% in Grade 4 and Grade 5 at 60.7% proficient. Both of these cohorts of Grade 3 students made similar gains over a 3-year period with the largest increase in Grade 5.

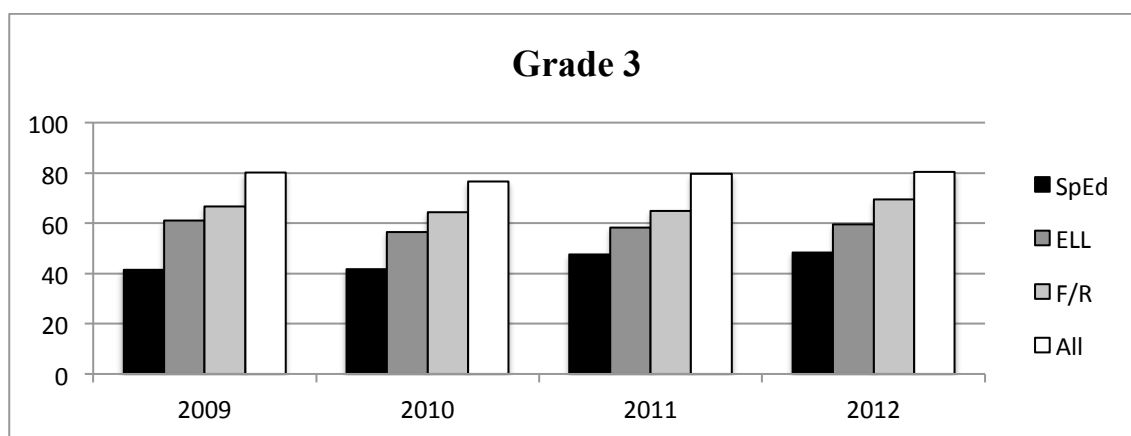


Figure 7. Grade 3: MCA II reading proficiency by subgroups: special education, ELLs free and reduced, and all subgroup

The ELL cohort in 2010 showed a proficiency of 56.5% Grade 3, 58% in Grade 4, and 57.5% in Grade 5 respectively. The free and reduced cohort in 2010 demonstrated a proficiency of 64.4% in Grade 3, 64.9% in Grade 4, and 69.5% in Grade 5. The proficiency rate for all students did not show consistent improvement. The rate dipped in 2010 and then returned to the level of the 2009 proficiency of 80%.

The Grade 4 subgroups presented in Figure 8 below indicates a 2% drop in special education in 2010, then rebounding back in 2011 to 44% proficient and 46% in 2012. This 2010 dip was also indicated in the ELL with a -4.3%, F/R -2.7% and all students -

2.5% declined. Proficiency for all subgroups increased from 2010 –2012 with EL10.5%, F/R 7.2%, and special education 1.9%. These subgroup gains increased the proficiency for all Grade 4 students by 4.7%.

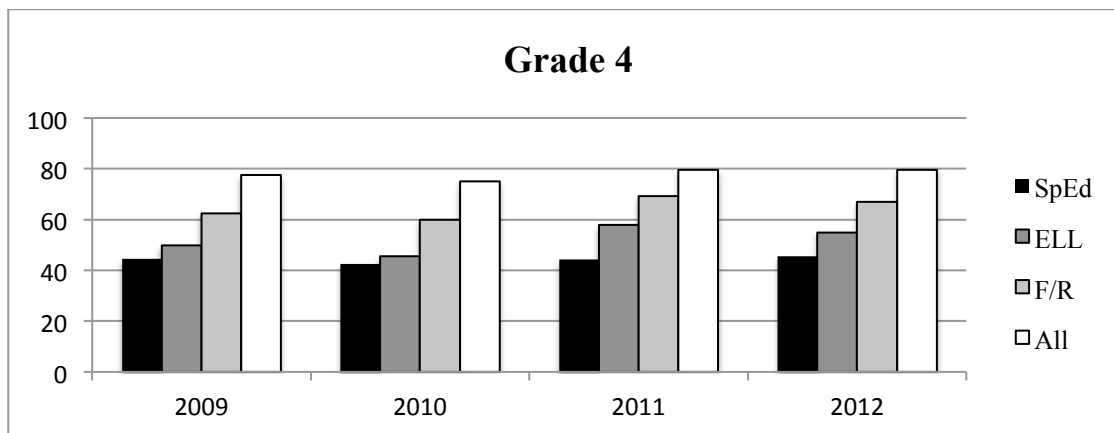


Figure 8. Grade 4: MCA II reading proficiency by subgroups: Special education, ELLs, free and reduced, and all subgroups

Figure 9 indicates that Grade 5 classes did not experience the same dip between 2009 and 2010. The Grade 5 subgroups increased for special education 3.4%, ELL 4.7%, F/R 7.8%, and all students 3.8%. There continued to be gains between 2010 and 2012 for all subgroups: special education 4.8%, ELL 10.8%, F/R 8.8%, and all students 6.6%.

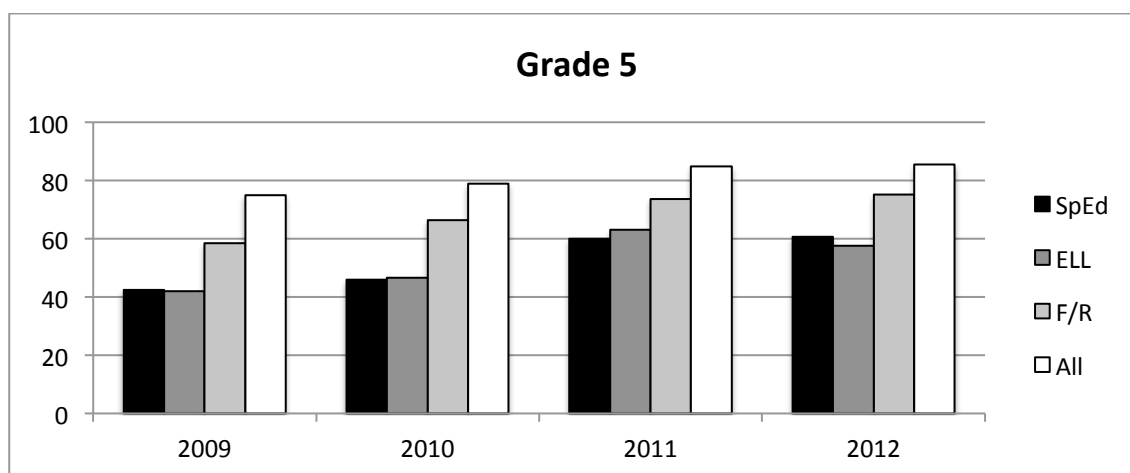


Figure 9. Grade 5: MCA II reading proficiency by subgroups: special education, ELLs, free and reduced, and all subgroups

Recommendations

1. Provide teacher professional development focused on (a) phonemic awareness, phonics, fluency, vocabulary and comprehension; (b) accelerating students to grade level; (c) effective intervention strategies; and (d) meeting the needs of the advance learner
2. Provide instructional coach professional development focused on (a) phonemic awareness, phonics, fluency, vocabulary and comprehension; (b) meeting the needs of advanced reading students; (c) accelerating students to grade level; (d) effective intervention strategies, (e) progress monitoring charts; and the (f) problem solving chart
3. Provide professional development for determining what the data analysis is indicating, which would be the next step for the individual student to

make continuous progress or acceleration to grade level. “I know what the data indicates but “now what?”

4. Provide opportunities for teachers to visit colleagues in their classroom
5. Offer specific support focused on understanding the components of reading and writing including documents created to guide instruction
6. Provide just in time profession development on previewing upcoming units with a focus on what the student will know and be able to do
7. Focus on independent reading by providing resources and opportunities for discussion about reading
8. Future curriculum writing to focus on making connections that provides a pathway for teaching all the components of literacy
9. Focus collaborative learning opportunities for the teacher and literacy leadership level to support further implementation of reading and instructional best practice

An ongoing structure that this study district has in place that could address several of the above recommendations is their ongoing practice of PLCs at each elementary site throughout the district. This district provided staff development on PLCs for principals, building leadership teams, and teachers at district staff development sessions and onsite consultants over the past 5 years. The beginning years were mandatory training and the last year was building determined. The opportunity for further professional development to address teachers’ needs could be a district-wide revisit of their building PLC structures to determine if the real work of teacher learning and student achievement is the focus of

the PLC work. Effective PLCs are comprised of a team of teachers working interdependently with a goal that requires mutual accountability. As indicated (DuFour et al., 2008), PLCs are at a crossroads, in that; just a group of teachers discussing educational issues is currently being termed a PLC in many educational settings.

Conclusion

The intentional implementation designed, with an emphasis on support and specific staff development, resulted in the reading implementation being viewed as mostly positive by all respondents and demonstrated positive student gain. There was no control group due to the comprehensive implementation across the district. Therefore, to claim that the reading implementation regarding the components of professional development, materials, and leadership support alone caused the gains in student proficiency is not statistically valid. It is appropriate to look at achievement data to affirm increased student proficiency over time. What is most important is to show continuous growth in reading learning. These results are cause for celebration and encouragement to continue to improved teaching and learning. The challenges the teachers and leadership group encountered are related to the scope and complexity of reading instruction and not the resistance of teachers. There is a need to continue the focus on teacher professional development as well as strategic leadership support to ensure students become literate participants in society. Participants' needs in the area of materials and professional development are reflected in the recommendations for future action.

In Section 3, I will outline a workshop to revisit the PLC structures that will include embedded professional development on several of the mentioned teacher identified needs.

Section 3: The Project

Introduction

The project; in response to participant data in this formative evaluation using a mixed methods, case study research design; is used to revisit the district's current design of embedded staff development to improve the connection between the leadership team, collaboration time, and PLCs. This project is a reading workshop for the 24 elementary school's leadership team comprised of the principal, assistant principal, instructional coach, literacy resource teacher, and the grade-level teacher leader. The purpose of the workshop is to disseminate the results of the Balanced Literacy Reading Program implementation evaluation and the recommendations, along with a focus on the building student data in reading.

The workshop goal is to revitalize the purpose and power of effective grade-level PLCs and collaboration with a focus on increased teacher learning and student achievement. Currently, the buildings have grade-level PLCs and collaboration time each week. This workshop will illustrate how the district principal meeting, site curriculum team, grade-level PLCs, and collaboration time can have a single focus on increasing learning and achievement across these four meeting structures. Researchers have supported engaging educators in collaboration focused on student learning through the use of the structure of PLCs (DuFour, Eaker, & DuFour, 2005; DuFour, DuFour, Eaker, & Many, 2010; Eaker & Keating, 2012; Gusky & Yoon, 2009).

Section 3 will include a description of the problem and how the project will address the research problem stated in Section 1. The rationale for the project and the

goal will be discussed. A review of scholarly literature concentrated on best practices for teacher professional development is followed by the description of the project, proposed timeline for implementation, roles and responsibilities of participants, and a project evaluation. The concluding segment of this section is the impact on social change at the local level.

The following databases were used to ensure saturation of the topic: Academic Research Complete, ERIC, EBSCO, Education Research Complete, ProQuest, Central Education from SAGE, and Columbia Teachers College Record. The following terms and phrases were used to search the above mentioned databases: *professional development, literacy professional development, professional learning, professional learning community, literacy professional learning communities, school improvement and literacy, standards of professional learning, literacy achievement and teacher practice, literacy coaching, job-embedded professional development, collaboration, and best practice in professional development.*

Description and Goals

In the local district, approximately 20% of third, fourth, and fifth grade students did not meet grade-level proficiency for reading on the MCA-II (Minnesota Department of Education 2010). The Minnesota legislature requires all districts to have a plan for all students to be grade-level proficient by the end of third grade, and the federal legislation attached to the waiver requires reducing the achievement gap by 50% in 6 years (Minnesota Department of Education 2010). The project goals are to revisit the importance of continuous improvement to move all students to grade-level proficiency as

designated by federal and state mandates by requiring effective and efficient PLCs and collaboration time to create positive change for teachers and students. The project will focus the leadership team on providing direction and a framework for all teachers to engage in PLCs.

Rationale for Project

Minnesota received approval of their application for a waiver from the Elementary and Secondary Education Act (ESEA), which became known, as No Child Left Behind (NCLB) in February 2012. This 2012 ESEA waiver is federal legislation that requires Minnesota to reduce the achievement gap by 50% in 6 years, but relieves them from the previous NCLB sanctions for meeting performance. However, the waiver allowed Minnesota to develop a new system of accountability under the ESEA (1965) that allows the Minnesota Department of Education to partner with the school districts, teachers, and parents on the identified research-based local solutions for the schools most in need of improvement. The new accountability system for Minnesota is based on a multiple measures rating (MMR), which allows a deeper look into the schools' practice and allows local decision making to turn the schools around. The new MMR looks at student proficiency, student growth, achievement gap reduction, and graduation rates. Schools earn points in each category that result in the final MMR rating for each school in the state. A second rating, the focus rating (FR), measures schools success in reducing achievement gaps between student subgroups (Minnesota Department of Education, 2012)

The convergence of the Common Core Standards, state waiver of No Child Left

Behind, 2011- 2012 Reading Proficiently by the End of Third Grade legislation (MN Statute 120b.12) Multiple Measures System, and the Minnesota Statutes 2012 -123D.98 Literacy Incentive Aid led the study district to examine the Balanced Literacy Reading Program. In this study, I focused on the reading program materials, staff development, leadership support, and teachers and students engagement.

In the following subsections, I will address the implementation, evaluation, and social change implications associated with this project. In the project presentation, I will explain survey data related to the classroom teachers', principals', and instructional coaches' perceptions of the reading implementation program and provide recommendations to aid further decisions at the district level and the building level.

Rationale for Addressing the Problem

According to the survey evaluation, the teacher participants identified the need for professional development on getting students to meet grade-level proficiency in reading, effective intervention strategies, and meeting the needs of advanced reading students. The participants indicated a need for professional development for determining what the data analysis was indicating and what the next step was to provide continuous progress or acceleration to grade level. The participants indicated low participation in planning for the acceleration of students to grade level. The participants indicated that discourse in planning for the engagement of accelerating students to grade level was 18.9% never, 33.3% weekly, and 47.8% monthly. This indicates that 20% of teachers who participated in the survey were not engaged in planning for accelerating students to grade level. Approximately 80% of the teachers were addressing this question on a weekly or

monthly basis. However, the study district engages in PLCs on a weekly basis using DuFour et al.'s (2005) suggested four critical questions; yet, only 33.3% of the participants indicated that the weekly discourse included planning for accelerating students to grade level.

The stakeholders that could affect student problems within the research study include the leadership at the district and building level. For this reason, the decision was made to focus the project on a workshop to include the building leadership team that consists of the principal, instructional coach, literacy resource teachers, and grade-level teacher leaders. In making this decision, I first reflected on the desired outcome of this project. I determined that the outcome of the project is to impact the building leadership team's analysis of their site student data as they relate to the Balanced Literacy Evaluation data provided on the classroom teachers', principals', and instructional coaches' perceptions of the reading implementation in regard to material, staff development, leadership, student and teacher impact, and student achievement. Second, I reflected on what has worked best in the district for delivering information and setting the stage for follow through to change practice. In discussion with colleagues, I determined that what worked best in the past is engaging the building leadership team with an opportunity to receive the results of the evaluation, and within the same setting, apply the information to their building student data to develop a literacy plan of action for their building. This plan of action will incorporate the existing model of embedded staff development with an emphasis on a framework to follow for grade-level PLCs.

A 2-day workshop is planned for principals, instructional coaches, reading resource teachers, and grade-level teacher leaders to include a PowerPoint presentation of the results and recommendation of the reading implementation evaluation and a format that threads the focus of learning and achievement through the existing structures of the district leadership meeting, PLCs, and literacy collaboration time. The project for an evaluation many times is the evaluation itself, and the product is the white paper. Although a white paper provides the important components of the research study, I determined that the workshop provides the same information along with the opportunity to build a deeper understanding of student data for their building, shared leadership in developing an action plan, and revisiting the PLC format. This joint ownership is significant in motivating staff to participate.

Review of the Literature

During the late 1980s and early 1990s, there was an emphasis at the national level on improving reading instruction. At the same time as the reading wars, researchers investigated the connection between teacher development and teacher practice (Little, 1981). Schools that showed greater success had higher student attendance and graduation rates (DeBoer, 1999). Supovitz (2002) attributed the success of these schools to the following: focus on teacher development, shared vision, and participation between student and teacher.

Little (1981) conducted the first study to determine the connection between teacher staff development and teacher practice. Little indicated that successful schools engaged in the practice of (a) staff collaboration, (b) collective participation, (c) shared

focus, and (d) frequency and duration of staff development. Successful schools provide professional development opportunities for teachers to work collaboratively with other teachers; share ideas of instructional practice by using the teacher's new learning to impact students; and providing the time to learn, time to practice, and time to share out student findings. This process created an accountability of the school as a workplace focused on increased results (Little, 1990).

For the past 2 decades, researchers have shown that effective school improvement is based on three components: (a) teacher professional learning and school cultures; (b) teachers who experience rich learning opportunities teach in more ambitious and effective ways, and (c) a focus on teacher connected collaboration can have sustaining impact on teacher learning and student achievement (Darling-Hammond & Richardson, 2009; DuFour et al., 2005; DuFour et al., 2006; Eaker & Keating, 2012; Gusky & Yoon, 2009; Timperley & Alton-Lee, 2008). Little (1990) indicated that "the organizational structure of teaching work is central to the analysis" (p. 511). In addition, Little questioned the significance of the top down or school level requirement and rewarding of interdependence in refining teaching tasks. The forced setting for collegiality without the teacher's desire to build interdependence has not guaranteed professional discourse. The following components were found in Little's analysis as being prominent in the move from independent to interdependence: (a) "change in the frequency and intensity of teacher interaction, (b) "potential for conflict, and (c) probability of mutual influence" (p. 512).

Little (1990) concluded that there are four conceptions of collegiality based on the prospect of altering teacher privacy: autonomous, collegial aid and assistance, collegial sharing, and interdependent. Each style of engagement impacts the effectiveness of the schools in different ways. According to Little, researchers cannot study the boundaries of teachers' profession relationships without taking into consideration the "ordinary reality of informal exchange" (p. 513). Little stated that, "A school's staff may be described as 'close,' offering large doses of camaraderie, sympathy, and moral support, but the texture of collegial relations is woven principally of social and interpersonal interests" (p. 513). The first conception of collegiality, autonomous, was found to be the weakest and having the least influence. This work style is predominately characteristic of teachers working alone with sporadic and informal exchanges about curriculum content and instructional practice. There is little knowledge about how teachers' work is impacted by the brief glimpse in classrooms or the stories told in passing (Little, 1990).

The second conception of collegiality, sharing, is based on mutual help and assistance as requested (Little, 1990). The single universal expectation among teachers is that, when teachers need help from each other, there is a fine line between providing the answer and interfering with the teacher's work. These sharing exchanges are usually begun with questions, are more topic specific, and do not offer opportunities for engagement with curriculum and instruction. This type of collegiality is engaged in with a protective shield to retain teacher self-esteem and professional standing (Little, 1990). As a result, teacher collegiality of aid and assistance, like autonomy, does not impact school effectiveness.

The third conception of collegiality highlights the ongoing sharing of materials and methods or the “open exchange of ideas and opinions” (Little, 1990, p. 518). In this concept, teaching and learning is no longer private, but becomes public. Teachers reveal their ideas about teaching, and sharing can vary in frequency, depth, and consequence. Collegiality may be felt as a normal practice or obligatory, may include few or many teachers, and may be reciprocal or not. Little (1990) described collegiality as teachers’ relationships based on social and sharing instead of professional discourse. Sharing can be suppressed by a practice of noninterference and a fear of resource depletion. This concept of collegiality reinforces individualism and does little to alter teacher or student improvement. Consequently, collegiality of sharing, aid and assistance, or autonomy has a limited impact on school effectiveness.

The fourth collegial concept practiced in learning communities and studied by Little (1990) refers to joint sharing or interdependence as “thoughtful, explicit examination of practices and their consequences” and showed success (p. 520). The concrete tasks could consist of meaningful collaboration to plan curriculum and assessments, determine student learning, improve instructional practice, analyze data, and provide just-in-time interventions. These connected community interactions lead to improved instructional practice. Change happens as teachers make their practice public. Little (2004) and Senge et al. (2012) concurred that teachers working autonomously in classrooms and learning teams required by administrators with little professional discourse were unsuccessful in supporting school improvement.

Early research on professional communities was initially engaged in at the teacher workplace and was based on teacher development in relation to school improvement. Little (1981) found that schools with “norms of collegiality and experimentation” (p. 15) were able to adapt to change more easily and recorded higher levels of student achievement. Other scholars indicated similar results when schools adopted norms of collegiality and provided for high levels of collaboration. In a study of 78 elementary schools, Rosenholt (1989) concluded that the school samples could be divided into “learning enriched” and “learning impoverished” based on the level of collaboration, professional sharing, and advice giving. Schools “where it is assumed improvement of teaching is a collective rather than individual enterprise and that analysis, evaluation and experimentation in concert with colleagues are conditions under which teachers improve,” there is an increase in teacher learning and student improvement (Rosenholt, 1989, p. 73). In addition, schools in the learning enriched-with learning opportunities for teachers-also had higher student achievement gains.

Newman and Wehlage (1995) reported on 1,200 schools using quantitative measures (surveys and test scores) and in-depth case studies. Newman and Wehlage found that academically successful schools engaged in effective use of PLCs. Newman and Wehlage concluded that these schools had the following characteristics:

- Collective effort with clear vision for student learning
- Collaborative culture
- Collective responsibility for student learning

Kruse, Louis, and Bryk (1994) indicated schools that were most effective in student achievement engaged in the following characteristics of PLCs:

- Reflective conversation
- De-privatization of their teacher practice
- Shared focus on student learning
- Collaboration
- Shared norms and values

Kruse and Marks (1998) conducted a study of 24 schools consisting of eight elementary, eight middle, and eight high schools. Kruse and Marks concurred with earlier findings that schools practicing PLCs with the above elements had a significant impact on teacher learning, instructional practice, and student achievement.

Senge et al. (2012) listed the five disciplines that should be applied to an organization of education and the role of schools as a learning organization. One of the disciplines that Senge et al. focused on for schools was the “learning team” that is equated to professional development. Senge et al. indicated that PLCs “focus on building cooperative relationships ... and structures of change ... in an ongoing process that allows people to talk specifically ... across grade levels ... about how they want kids to develop and the supports they need” (p. 394). Senge implied that change requires collaboration with collective teacher participation around student learning and data to impact educational learning and achievement.

Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) concurred with earlier findings of Senge (1990, 2006), Senge et al. (2012), and Little (1990, 2006)

on the definition of best practice in effective professional development:

Effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers. (p. 5)

Researchers (Darling-Hammond et al., 2009; Little, 1990, 2004; Schmoker, 2006; Senge, 1990, 2006; Senge et al., 2000, 2012; Vescio, Ross, & Adams, 2008) concurred with Fullan (2007) who affirmed professional learning in “professional learning communities contribute[s] to high performance by ensuring that all students learn, foster[s] a culture of collaboration, and focus [es] on results” (p. 209). Contrary to several researchers’ findings that PLCs benefited teachers and students, this did not have a significant impact on the practitioners (Little, 1990, 2006; Senge et al., 2000, 2012). Furthermore, Fullan, Hill, and Crevola, (2006) concurred with earlier findings by Little (1990), Rosenholtz (1989), and Schmoker (2005) that centrally driven PLCs are less successful.

As Fullan (2007) describes, schools are embracing what the “new professionalism,” which is “collaborative, not autonomous, open rather than closed, outward looking rather than insular...the teaching profession must become a better learning profession” (p. 297). Fullan et al. (2006) selected the term professional learning over professional development or PLCs to emphasize the importance of teachers engaging in deeper daily learning. Fullan et al. emphasized a need for a change in the process of professional development for teachers in order to impact student learning. The

current practice of setting school improvement goals to attain 95% of students learning to be proficient in literacy requires more than professional development; instead, it requires “personalization, precision, and professional learning by teachers” (Fullan et al., 2006, p. 35-36). Fullan et al. recommended the following:

- Personalization: understanding and addressing the individual needs of each student as they change day-by-day or week-by-week (ongoing formative assessments to inform instruction and putting the individual student at the center of learning)
- Precision: meeting learning needs in a focused, effective way, again as the needs occur and evolve-timely, on the spot precision, not packaged prescription (assessment for learning, using data to determine students’ needs, and providing specific response to individual student’s needs)
- Professional learning: every teacher is deeply immersed daily in learning how to do this, while adapting to the dynamic learning needs of students, while getting better at meeting those needs. (p. 35 - 36)

Teachers who use the practice of PLCs can contribute to change, but the practice does not delve into classroom practice to impact student achievement.

DuFour, DuFour and Eaker (2008) defined a learning community as “a group of people working interdependently to achieve a common goal for which they are mutually accountable” (p. 179-180). PLCs focus on teacher development and analysis of student data using the following four PLC questions to guide their work:

1. What do we expect students to learn (unpack standards, planning, and pacing)?
2. How do we know when they have learned it (assessment)?
3. How do respond when they don't (intervention)?
4. How do we respond when they've already learned (differentiation and enrichment)?

Additionally, DuFour et al. (2008) identified 10 elements that appear in PLC success stories:

1. A shared commitment to helping all students learn at high levels
2. Clarity among teachers regarding the essential knowledge, skills, and dispositions students must acquire as a result of each unit, course, and grade level
3. Clarity and consistency among teachers regarding the criteria for assessment
4. Common formative assessments given frequently to monitor students' learning in a timely manner
5. Systematic interventions to provide additional time and support for students who experience difficulty and additional opportunities for them to demonstrate what they have learned
6. Teachers working interdependently in collaborative teams to attain results-oriented goals for which they are mutually accountable and taking collective responsibility for the learning of all students

7. Individual and teacher team using results from a variety of assessments to respond to the learning needs of individual students and to inform and improve their professional practice
8. Teams engaged in collective inquiry and building shared knowledge of effective practices by examining both internal and external sources of information
9. Ongoing job-embedded learning for teachers as part of their routine work practice in recognition of the power of learning by doing
10. Clear parameters regarding what is right about the school's culture and where individual and teams can exercise professional autonomy. (p. 196-197)

These elements have been identified in research on successful school practice and are considered necessary to improve student achievement and closing the achievement gap.

Researchers (Darling-Hammond & Richardson, 2009; DuFour et al., 2008; DuFour et al., 2006; DuFour et al., 2005; Eaker & Keating 2012; Fullan et al., 2006; Gusky & Yoon, 2009; Kruse & Marks, 1998; Little, 2006; Newman & Wehlage, 1995; Timperley & Alton-Lee, 2008; Schmoker, 2005; Senge, 2006) have identified the connection between collaboration and educational improvement. However, as Schmoker (2004) stated, "clarity precedes competence," (p. 85) emphasizing that the lack of precision is an obstacle in the implementation of PLCs. DuFour et al. (2010) stated, "the term professional learning communities have become so common place and have been used so ambiguously to describe virtually any loose coupling of individuals who share a

common interest in education that it is in danger of losing all meaning” (p. 10). DuFour et al. clarified PLCs as

an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. (p. 11)

The study district has been engaged in PLCs at each site under the direction of outside staff developers from Solution Tree using the DuFour et al. (2005) model for 5 years. There has been a varying degree of success from PLCs that are based on collegiality ranging from autonomy, aid and assistance, sharing, and connected interdependence. Success is possible for all schools, but it will depend on whether the school culture can move away from the traditional practice and into a culture of interdependent discourse by all teachers. As a result, this project was designed to develop effective PLCs that focus on digging deeper into teacher learning about reading practice in order to close the gap for all students.

Project Implementation

The purpose of this project is to improve literacy proficiency for students in elementary schools. This project will consist of a reading workshop for the building leadership team, which includes the principals, instructional coaches, literacy resource teacher, and grade-level teacher leaders. The workshop will consist of a 2-day workshop including the following:

1. Summary of the reading program evaluation featuring data analysis and recommendations
2. Evaluation results and student data to examine site needs
3. Revisiting what is working in their current site based staff development (district leadership meeting, site curriculum team meeting, grade-level PLCs, and collaboration time)
4. Proposed format for connecting the four learning teams' focus on teacher development and student learning

An additional goal of this presentation is to develop a connection between the four meetings that are instrumental in the professional development of teachers in the study district. The district has a meeting each month with elementary principals, instructional coaches, and literacy resource teachers. Each site has a 45-minute, grade-level PLC scheduled 1 day a week. Also, everyday teachers have a 25-minute collaboration time that is designated to focus on literacy twice a month. The workshop goal is to demonstrate how these meetings can be connected and the work threaded across all committees in a timely manner. The information on student data and interventions could thread across meeting groups to form a cohesive effort to close the achievement gap as indicated in Table 12.

Table 12

Threading the Reading Focus Across Groups

Literacy Meetings: Reading Focused <i>“Student Learning is the Thread that Weaves the Teacher Learning Together”</i>				
Groups	District Level Principals Meeting (principal, coach, literacy resource teacher) (once a month)	Building Level Site Curriculum Team (principal, grade level teacher leaders, instructional coach and literacy resource teacher)	Building Level Professional Learning Community (grade level teams 45 minutes weekly)	Building Level Collaboration Time (grade level teams – 25 minutes twice per month)
Reading Focus	Ongoing building action plan discussion (data and <i>student learning</i>) and reading topics as needed	Meeting with site curriculum team after principal meeting and grade level teacher leader meeting to collaborate on current reading messages	-Review of student data (by student, by standards, by learning target) -select student and determine next <i>student learning</i> focus (respond to each students specific needs) - next data collection	Follow-up to PLC discussion of <i>student learning</i> , resources, and teacher knowledge

Note. Question to consider: Are at least 85 % of our students succeeding at grade level curriculum after core instruction? If not, core instruction needs to be examined.

The distributive leadership model with participants from each grade level and department is key to program implementation and guiding teachers through the change process. The analysis of the data and the recommendations is provided to offer support for the leadership team to bring this information to their staff. The goal of the PowerPoint presentation is to empower site leadership to work with their staff to determine their needs in the journey of increasing teacher learning and expertise in reading instruction. The building leaders will impact the reading program implementation at the teacher level, which also includes the leadership that supports the teacher.

To determine the project, I first reflected on the desired outcome. I determined the outcome of the project is on building the leadership team's analysis of their site as it relates to classroom teachers', principals, and instructional coaches' perceptions of the reading implementation in regard to material, staff development, leadership, student and teacher impact, and student achievement. Second, I reflected on what has worked best in the study district for delivering information and setting the stage for follow through to change practice. I determined that what has worked best is engaging the building leadership team, which consists of the principal, assistant principal, instructional coach, and GLTL in an opportunity to (a) receive the information on the reading evaluation study at the same time; (b) determine their building status for the categories of professional development, materials, and leadership support; (c) study their grade-level student data and their process of monitoring student performance; and (d) develop a plan of action to thread the process through the available meeting time. I prepared a Power Point presentation, *Reading Workshop* (Appendix A), along with relevant handouts (Appendix A) to support the participants' work. I will facilitate the workshop and will begin with providing the results of the reading implementation survey and the recommendations. Then, teams will work independently to draw a representation of their learning of the data provided from the reading implementation study and their student data. The final portion of the workshop will include using the information gained to plan a staff meeting to increase teacher knowledge and student achievement through their PLC work. The framework is to support the more purposeful and connected use of district

principal's meetings, PLCs, and grade-level collaboration time to thread data analysis and student learning through each meeting.

Potential Resources and Existing Supports

There is a sense of urgency in the study district to increase reading proficiency across student subgroups in order to meet district goals and state mandates. As a result, there continues to be support for a focus on developing sustainable, effective PLCs to impact literacy learning. The study district has key resources in place to support a focus on developing interdependent PLCs, namely administrative interns, instructional coaches, and literacy resource teachers. Classroom teachers' feedback will be requested to focus professional learning to meet the literacy needs of their students. Additionally, the district has word work assessments and DRAs, which provide data on word accuracy, fluency, and comprehension. These resources provide formative data when combined with anecdotal records from student conferences to inform data-driven decision making for targeted interventions.

Potential Barriers

Potential barriers for the presentation and workshop are minimal. A perceived barrier could be administration's refusal to allow the presentation and/or the workshop to be scheduled due to time constraints and resources. Another perceived barrier could be a building leader's limited knowledge of PLC implementation and the change process. In addition, the teacher participants may not be committed to the PLC work at their site; therefore, they may go forward as reluctant participants. Also, the schools will be at

different stages of PLC implementation, and this could impede success for some buildings.

Proposal for Implementation and Timetable

I will be prepared for the presentation and workshop for the leadership team after the full acceptance of the doctoral study by Walden University. I will request a meeting to present the project to the district administrator to determine if there is support for the presentation at a 2-day summer workshop for one group of stakeholders, the building leadership team. This meeting will include discussion of the findings and recommendations along with a draft of the proposed workshop. I will also offer to serve in any capacity to distribute this information to the other stakeholders. Following the school administrators' direction, I will prepare to meet the directives.

Prior to launching this literacy-based project for the revisiting of PLCs to impact student achievement, I will meet with instructional coaches and literacy resource teachers to coordinate the development of a guidebook on reading skills and reading strategy lessons to use for demonstrating the process of ongoing interventions. This modeling is imperative for teacher success in determining what the student needs next. This was voiced in the reading survey as an area that teachers indicated they needed more professional development. Participants reported that they could analyze the data and determine what area the student was weak in, but were not successful at determining the next steps for instruction. Table 13 outlines the preparatory work.

Table 13

Prior Tasks

<i>Time Required</i>	<i>Charge</i>
6 months prior	Consult calendar and request district rooms.
4 months prior	Meeting dates and pertinent information are sent out to participants.
4 months prior	Secure computers for participants to access data from the district web site
4 month prior	Meet with Instructional Coaches and Literacy Resource teachers to organize a guidebook on literacy skills and strategy lessons for remediation.
2 months prior	Prepare data sheets of all students below grade level by building.
3 weeks prior	Prepare handouts, video segments and evaluation tools.
2 weeks prior	Complete skills and strategy lessons from instructional coaches and literacy resource teachers. Make posters for presentation.
1 week prior	Organize participants binders and gather supplies (masking tape, tape, markers, highlighters, chart paper post its).
a.m. prior	Check room, technology connections, projectors, computers, and materials.

Project Evaluation

The project will be a goal-based, leadership workshop. The overall goal of this workshop is for the building leadership teams to develop a plan for the improvement of the reading implementation at their site. At the close of each workshop session, participants will complete a brief survey. The evaluation questions will center on the following:

1. What did you learn from the survey data of classroom teachers', instructional coaches', and principals' perception in regards to materials, staff development, and leadership?
2. What did you learn about your student data?
3. What are the key components that will be initiated at your school to impact change in the reading implementation in regards to PLC and collaboration time?
4. What professional learning structures are working at each grade level?
5. How can leadership support the functions of PLCs and collaboration time?

The primary focus of the project evaluation is to determine the effect of the professional development workshop on student learning. First, the structure of delivery of PLC content can be evaluated on a monthly basis, by PLC participants, on what they learned, understand, and know what and how to do. A second component of the evaluation that will be ongoing after the completion of the 2-day project will include monitoring student achievement at 2-week intervals to determine if the interventions selected for individual students are effective. The PLC process of reviewing student

work, identifying students' needs, and determining the next step in instruction will be documented as a part of each meeting. Students will be given the DRA each trimester to monitor progress. Student preintervention scores will be compared to postintervention scores.

The secondary focus of the project is to determine the effect of the professional development on teacher practice. Each trimester teachers will fill out a short self-assessment to provide input on the following components:

- Their perception of the value of the connection between the four meetings
- Format effectiveness of using DuFour et al.'s (2005) four critical questions to impact student achievement

The site curriculum leadership team will review and analyze the regularly scheduled evaluations in preparation for planning upcoming meetings.

Implications Including Social Change

At the local level, social change in instructional literacy is critical to close the achievement gap for all subgroups. In 2012, which is the most current data that aligns to the standards this study reflects, Grade 3 proficiency was indicated for the following subgroups: Hispanics at 62.2%, Blacks at 65.1%, American Indians at 76.7%, Asians at 77.3%, and Whites at 84.1%. This indicates that the Hispanic and Black subgroups are approximately 20% lower than the White subgroup. The Grade 4 proficiency for the subgroups was as follows: Hispanics at 58.6%, Blacks at 70.5%, Asians at 71.6%, American Indians at 79.4%, and Whites at 82.8%. Grade 4 is similar to Grade 3 with a 24% difference between White and Hispanic subgroups and a range of 4% -12.3% for the

other subgroups below the White proficiency rate. The grade proficiency for the subgroups was as follows: Hispanics at 68.4%, American Indians at 70%, Blacks at 74.8%, Asians at 76.8%, and Whites at 88.7%. For the Hispanic subgroup across the three grade levels, there was a consistent proficiency rate of 20% lower than the White subgroup.

As indicated in Figure 13 below, the district data indicates that the student group made gains in each subgroup in Grade 3, 4, and 5. However, there were no significant gains in closing the achievement gap between subgroups across the 3-year span. This project emphasizes the need to focus on each student's achievement, and through PLC work, become a part of the daily process of teacher learning and student progression to grade-level proficiency.

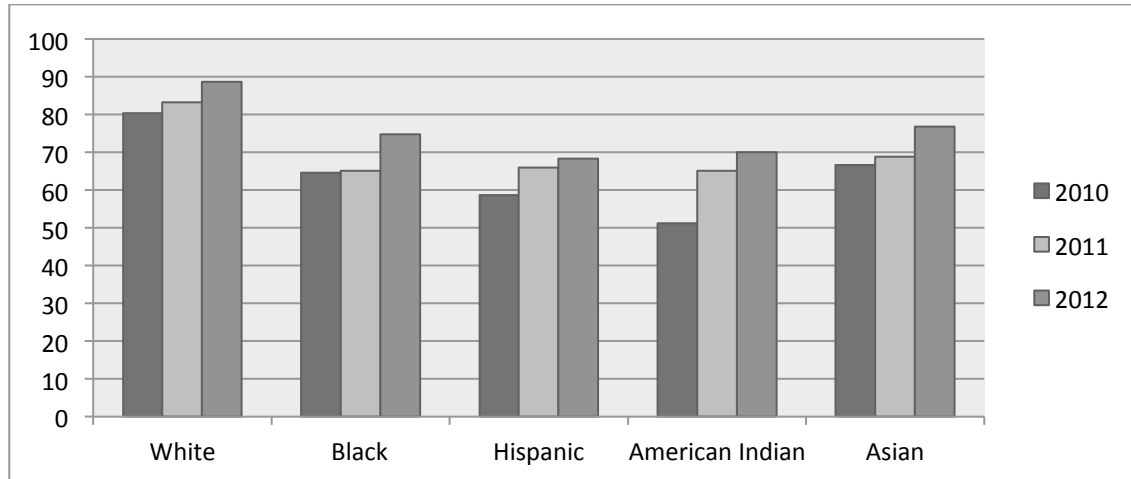


Figure 13. Grade 3-three-year longitudinal percent proficient (2010 – 2012)

Teachers in this research study identified a need for staff development to increase student achievement for struggling readers. Teachers indicated that they could analyze data and determine students' challenges, but needed to have staff development on what to do next. This is closely aligned with DuFour et al.'s (2008) four critical components in effective PLCs. The framework of this project leads teachers through the four questions, which requires discourse to include the decision on what to do next. The workshop will include samples of interventions for developing specific reading skills. The process of the 2-day review of student work provides ongoing monitoring.

Conclusion

In this section, I introduced the plans for a revisit and focus on effective PLCs framed around the current definition of PLC work: an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous. The goal is to make a connection between the four meetings that are ongoing throughout the year across the district. The thread across the meetings is student learning. Keeping all meetings focused on data-driven decision making to inform instructional practice on a consistent basis must include the administrators, instructional coaches, literacy resource teachers, and the teachers of reading. The end goal of the project is to increase the effectiveness of the PLCs by engaging teachers in interdependent discourse based on student work and determining the next steps in learning with ongoing monitoring of student data at regular intervals.

This concurrent, nested, mixed methods case study was implemented to evaluate the current reading program with regard to principals', instructional coaches', and teachers' perceptions of the material, staff development, leadership, and engagement. According to the results of the survey, teachers requested staff development on accelerating students to grade level, effective intervention strategies, and meeting the needs of advanced reading students. PLCs were not occurring throughout the district on a regular basis.

In Section 4, I will address the project's strengths in addressing the problem, recommendations for remediation of problem, and suggestions for other possibilities to remedy the problem.

Section 4: Reflections and Conclusions

Introduction

The intent of this formative evaluation using a mixed methods case study research design was to determine the principals', instructional coaches', and teachers' perceptions of the reading program and student achievement data in a Midwest school district. The new state law in the study district requires grade-level proficiency in reading by the end of Grade 3 for all pupils. According to the data, although there has been consistent growth for subgroups from 2009-2012, there is still a gap between White students and the subgroups of Hispanic, Black, and Native American students.

In the first section of Section 4, I will discuss the project's strengths and limitations, as well as recommendations for remediation of limitations. The subsequent sections are focused on my learning and reflection of me as a scholar, project developer, and a leader. The final section is on the project's potential impact on social change and implications for future research.

Project Strengths

The project aligns with the district's current practice of implementing PLCs at each site. Currently, PLC meetings are mandatory for all teachers once a week for 45 minutes throughout the year at no additional cost to the district. The purpose of the project is to revitalize the PLC discourse and thread student learning focus across district and building meeting groups. The project is in response to teachers' feedback in the survey indicating the need for staff development in the area of accelerating students to grade level and effective intervention strategies. A current concern about PLC

implementation in the scholarly literature and among numerous researchers regards the ineffective practice of PLCS. DuFour et al. (2006) indicated that the term PLC has become widely used in education to describe virtually any group of individuals meeting around a shared topic of interest. The concern is that the meaning of PLCs will be lost without keeping the central purpose and structure in place that supports teacher learning and student achievement based on data-driven decision making. The district's training in PLC work has been based on DuFour et al.'s four critical components: continuous cycle of identifying individual students, just-in-time instruction, interventions on student needs within a limited timeframe, and monitoring student progress across time. The purpose of revisiting PLC components is to train new teachers or new teams and deepen existing trained teachers' knowledge in the practice of effective PLCs. Time will be provided to learn about current research on the importance of collegial interdependence and the connection to increased student achievement, as well as reflect on current PLC practice at the building site. As PLC learning is not new, this workshop will be a time of renewal for those who have been a part of the PLC practice as providing a foundational structure for new staff members. Essentially revisiting PLC structure and purpose is an opportunity to recommit to the power of interdependence in the work building-wide and its connection to student achievement.

One possible project limitation may be the resources needed to pay K-5 building teams from the 24 elementary schools to attend the 2-day reading workshop as described in Section 3. The participants include the K-5 classroom teachers, instructional coaches, and literacy resource teachers along with the principal. The sessions would be held in

August before school starts. The teacher contract requires that staff development outside of the duty time is voluntary and paid at a rate of \$133.00 per day. The 2-day workshop for grade-level teacher leaders, instructional coaches, and literacy resource teachers would cost the district approximately \$51,072. This amount of resource would need to have budget approval 1 year prior to implementation. Therefore, the timeliness and possible lack of funds may be seen as impractical at this time.

Recommendations for Remediation of Limitations

Due to the limited resources in this study district, another option that I propose is committing already scheduled meetings to the work of focusing on the effectiveness of the PLCs of practice currently in the schools. The study district's mission of increasing all student performance to proficiency by Grade 3 to comply with the state law requires continuous focus on four components: (a) what do students need to know, (b) identifying when they know it, (c) plan for interventions when they do not, and (d) differentiating when they already know it (DuFour et al., 2008). An alternative to the summer workshop could be to designate the June and August K-5 grade-level teacher leader meetings to the revival of PLCs to address the literacy needs of the students. The cost of these two meetings is currently in the budget and would not require any additional funding.

Another option to revisit the PLC implementation across the district is to provide the aforementioned evaluation results and PLC work at the monthly meeting attended by the principals, instructional coaches, and literacy resource teachers and also at an existing meeting on the calendar for the grade-level teacher leaders. The groups would receive the information in two separate settings, and the leadership team consisting of both groups

would meet to determine a plan to revitalize the PLCs at their building. From this point professional development on PLCs could be an ongoing topic at staff meetings or the district could designate time at one of the three staff development days for the school to engage in the conversation using the Workshop Day 2 activities. This option would require a commitment to increase the effectiveness of PLC work to increase teacher literacy knowledge and student achievement. As DuFour et al. (2008) stated, there are too many loosely structured meetings being called PLCs, and the concept is going to fade away because the real work is not being done. The study district has been trained in using DuFour et al.'s critical components for over 5 years. However, with changes in staff and administration, the opportunity to review the PLC structure and to set expectations for teacher engagement is critical to the implementation of effective and efficient meetings focused on teacher learning and student achievement.

Analysis of Self as Scholar

As a scholar, I learned that it was a challenge to perform the in-depth research required for saturation of the topic and developing an organizational structure that enabled me to finish the doctoral study. I believe there is much to be said for the ingredients that make a scholar successful besides a passion for learning, namely perseverance, patience, flexibility, and collegial support. I have a passion for the importance of grade-level proficiency in literacy for all students. Along with that is the leadership required to form a vision and mission that provides direction, motivation, and support for teachers. Grade-level proficiency is accomplished by keeping the student at

the center, as the school system is held accountable for student proficiency to grade-level reading.

This research study is a culminating educational endeavor as I have earned a master in educational leadership, K-12 principal licensure, and my current studies for the doctor of education degree. In my thesis for my master's program, I did not do any data collection in the process. The process for this doctoral study research was much more intense as I focused on designing the methodology and determining the type of research appropriate for the evaluation of the reading program implementation. The knowledge I gained about the historical background of reading and the immense research done on reading curriculum and instruction has benefited my current position as well as my conversations with colleagues. I learned that anything is possible if there is a passion for knowledge, patience to overcome challenges, flexibility to stay the course no matter what direction it goes, and perseverance to attain the goal.

Analysis of Self as Practitioner

I have been in leadership roles to plan and implement K-5 literacy staff development for the past 6 years. Before that I was an instructional coach working with K-5 teachers in developing their instructional practice. In order to do this, I needed to keep current in best practice in teaching and professional development including PLCs. My career path was changing at the same time the demands for the hours of research were increasing. However, because my research topic was connected to reading, it had an impact on my knowledge needed for my work. I have a more in-depth understanding of

the history of reading challenges and how they have laid the framework for where educators are today. I have gained knowledge and confidence in my practice.

Analysis of Self as Project Developer

Through the years of experience developing literacy professional development workshops for the district and providing guidance for external national presenters, I was able to follow the same protocol and develop this project in stages. I started with what the data analysis indicated and the recommendations suggested. From there I determined that the project that would impact teacher instruction to improve learning for all students. In some ways as a project developer I started with a backward design. What do I want the result to be? Then, I determined sequence of learning to support the outcome. What material is required to increase participants' knowledge and opportunity for self-reflection so they can determine what steps need to be taken? Finally, I determined what the first step will be to engage the participants and keep them wanting more.

I continue to learn the value of good communication and that even when a person thinks he or she has good communication, there still can be misconceptions. Further attributes that are essential to a project leader's success are collaboration, organization, and flexibility in changing course within a short time frame. I can do that when I have control; however, an internal evaluator sometimes does not have control over the outcome. As a project developer, this requires patience, problem solving, and communication to unravel situations and move forward.

The Project's Potential Impact on Social Change

The choice of Walden University as an institution to pursue a doctoral degree was based partially on their commitment to social change and the reality of a global vision of learning. The vision I have had since the beginning of my work in education has been to lead with the heart through the lens of social change. Impacting students' learning in literacy has been a privilege in my position as a leader at the district level and at the teacher level. This project's potential for social change lies in the impact the teacher collaboration has on reading proficiency for all students. The project provides a renewed effort to promote the process that is imperative to successful implementation of effective PLCs. Acquiring the knowledge of effective collaboration that impacts student achievement and systematic review of the data to determine students' continuous progress is essential for all students to attain grade-level proficiency. The potential impact of social change at the local level is to increase proficiency in reading for all students and closing the achievement gap for the subgroups of Black, Native American, Asian, Hispanic, special education student, and students on free and reduced lunches. Reading is the foundation for success in all content areas and life itself. Through research and scholarly readings, I have found evidence that the lack of reading proficiency impacts students' self-concept, student behavior, graduation rate, income potential, and even the prison population. These factors are a reality for students and provide me with the challenge each day to be that agent of social change.

The potential for teacher discourse in the PLCs could impact whole group instruction, small group instruction, and students on an individual basis. The process of

examining student data, selecting students according to their needs, determining interventions to provide next best instruction, and monitoring student growth sets the stage for collectively addressing each student, one student at a time. The revitalizing of PLCs will instill in staff the power they have for impacting social change on a daily basis. PLCs can be the catalyst for social change. The teachers' learning and the student achievement gains are the impetuses for ongoing interdependent relationships across the school.

Implications, Applications, and Directions for Future Research

The importance of the formative evaluation of the reading program was to provide feedback to the district from the principals', teachers', and instructional coaches' perceptions of the current reading program. The study was designed to gather information from all participants on the current reading materials, staff development, leadership support, and teacher and student engagement. The qualitative and quantitative data analysis and recommendations will provide the study district with a basis for future decision making to improve the reading program.

Additional research could be conducted as an experimental two-group design to determine the impact on student learning. A research study could be comprised of a group of schools using the DuFour et al.'s (2008) components in an effective process with high levels of interdependent discourse versus schools that do not implement the PLC process along with student achievement data.

Another research study could be focused on a follow up to the existing PLC practice to determine effectiveness for teachers and students. The evaluation of the

implementation of PLCs could be used in the study district as well as local and far reaching. There are multiple perspectives that could be evaluated regarding the delivery of PLC contents and the examination of student achievement in conjunction with PLC content. Research could include examining the resultant data on student proficiency and PLC practice to determine effective instructional practice. Another perspective that could be evaluated is the impact of PLC work and teacher efficacy in improving student achievement, which could be measured through self-reflection surveys (Tschannen-Moran & Woolfolk, 2001). These perspectives would provide data on the actual practice as reported by leadership and staff at each site. Using their building data, they could determine the next steps for improving their PLC practice.

Conclusion

In Section 4, I discussed the project's strengths and limitations and provided two suggested options for remediation of the limitations. The subsequent sections were focused on my self-reflection as a scholar, project developer, and leader for change. The final section was on the project's potential impact on social change and implications for future research.

The doctoral study project was designed to evaluate the current reading program in the study district. Participants indicated a need for staff development in the area of accelerating students to grade level and effective intervention strategies. The current practice of PLCs in this study district provides a format for embedded staff development that addresses both of these desired opportunities for learning with the result of increasing teacher knowledge and student achievement. The study district requires PLC

teacher groups to meet on a weekly basis. According to the study results, 40% of the participants indicated that they planned for differentiation within the reading lesson, and 31 % reported that they planned for acceleration of students to grade level on a weekly basis. These numbers reflect the fact that literacy does not have to be the topic of the PLC's work. Teacher groups determine the topic depending on their student's needs. However, the teachers are currently requesting the opportunity for more literacy training, and the leaders confirm this need. Also, teachers reported the use of monitoring charts and problem solving charts as rated valuable by only 30% of the teachers. These are district provided tools to identify and determine instruction for students with reading needs and monitor student learning. The project identified for this study district is a review and commitment to in-depth work of implementing effective PLCs at each site that transcends the current practice with the thread of student learning across district and building teams. The formative evaluation of the reading program provided principals', instructional coaches', and teachers' perceptions of the reading material, staff development, leadership, and student and teacher engagement. There was a need to revisit the current practice of PLCs to increase teacher knowledge and student achievement. It is hypothesized that the implementation of renewing the PLC practice and the thread of student learning through district and building sites may have an effect on student learning outcomes. This is vital to the study district, as they are required to meet the state law of all students attaining grade level proficient by third grade and the 2012 ESEA waiver, a federal legislation that requires Minnesota to reduce the achievement gap by 50% in 6 years.

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Appendix A: The Project

Reading Workshop

Agenda – Day 1

What Does The Data Reveal?

INTRODUCTION

The focus of this workshop is to present the Reading Implementation Evaluation Data, recommendations and the connection to our work in Professional Learning Communities. In doing so we will revisit the essential components of PLC work in action and develop a building plan for the continuation of best practice in teacher learning to improve student achievement.

MATERIALS NEEDED

PPT: Reading Workshop
 Computer Access/ Viewpoint
 Measures of Academic
 Progress (MAP)
 MCA-II Data
 DRA Data
 (FAST)

Chart Paper

PARTICIPANT HANDOUTS

Handout 1 Recommendations
 Handout 2 PLC Tool for Meeting Participants
 Needs
 Handout 3 4 PLC Cycle of Interdependent
 Collaboration
 Handout 4 PLC Four Essential Questions
 Handout 5 Cultural Shifts in a Professional
 Learning Community
 Handout 6 Examination of Collegiality within
 the PLC Structure
 Handout 7 Laying the Foundations
 Handout 8 PLC Plan of Action
 Handout 9 Evaluation Day 1

TIME

30 min
 90 min
 15 min
 45 min
 60 min
 60 min

15 min
 105 min
 10 min

AGENDA TOPICS

Introduction (830 – 900)
 Reading Implementation Evaluation Results (9:00 10:30)
 Break (10:30 – 10:45)
 Revisiting PLC work and Essential Elements (10:45 – 12:00)
 Lunch (12:00 – 1:00)
 PLC Components and Connection to teacher learning and student
 achievement (1:00 – 2:00)
 Break (2:00 – 2: 15)
 Review current PLC practice in your building and “What’s Next?”
 Set agenda for tomorrow based on current data (4:00 – 4:10)

Exactly WHO NEEDS What ?

Reading Workshop
Agenda – Day 2
What Does The Data Reveal?

INTRODUCTION

The focus for today’s professional learning community is to identify students and determine possible skills in which struggling readers are below proficient. What are the foundational skills that more complex reading skills are built? Working collaboratively share your knowledge to identify priority skills, intervention lessons and evaluations tools to determine effectiveness of intervention. This will be shared and expanded on by your grade level teacher leaders at an upcoming Professional Learning Community meeting in your school.

MATERIALS NEEDED

PPT: Reading Workshop
 Chart Paper
 Reading Curriculum Binder containing
 Reading Progression Diagram
 Progress Monitoring Charts

PARTICIPANT HANDOUTS

Handout 10 Student Data Triangulation
 Handout 11 Turning Data into information
 Reading Area of Concern
 Handout 12 Reading Instructional Model for
 Student Success
 Handout 13 Flow Chart for Reading Assessment
 to Intervention for Student
 Success in Reading
 Handout 14 ELA Standards
 Handout 15 Literacy Evaluation Tool
 (Measuring Long term results
 Tri 1, Tri 2 & Tri 3)
 Handout 16 Evaluation Day 2

TIME

120 min

AGENDA TOPICS

Analysis of Data (What does the data tell us about students below proficiency? Document student groups by level of need (8:45:11:00)
 (includes (15 minute break)

30 min

Reading Model for Instruction and Intervention

60 min

Lunch (12:00 – 1:00)

Continued Reading Model for Instruction and Intervention to determine
 next steps for student learning accelerate student learning

10 min

Break (2:00 – 2: 10)

110 min

Plan for first staff meeting to meet the needs of your school culture

Reading Workshop

Leadership Team Professional Development Focused On the
Reading Implementation Evaluation Results
and Future Implementation Steps to
Attain Reading Proficiency for All Students.

Suzanne Anderson
Ed.D – Administrative Leadership
for Teaching and Learning
Walden University
Spring 2015

Overview of Workshop Day 1

- Presentation of the Balanced Literacy Program Evaluation Findings and Recommendations
- Next Steps to Addressed Participant's Identified Needs

Balanced Literacy Reading Implementation Scope

- K-5 Elementary Schools
 - Classroom Teachers
 - Instructional Coaches
 - Principals, Assistant Principals

Balanced Literacy Implementation Reading Evaluation Purposes

- To determine the overall strengths and challenges of the Balanced Literacy Reading Implementation related to
 - Leadership Support
 - Teacher Development
 - Materials
 - Impact on Teachers and Students
 - Overall Perspectives
- To inform future implementation design

Evaluation Questions

- Leadership Support
 - Support by principals?
 - Support by instructional coaches?
- Teacher Development
 - Beneficial formal professional development?
 - Beneficial job-embedded development?
- Materials
 - Usefulness of Reading Materials?
 - Usefulness of UbD documents?
- Impact
 - Teacher knowledge and practice?
 - Student Learning

Evaluation Methods

- Surveys
 - Purpose
 - To collect responses from school level participants
 - Format
 - 24 – 28 Forced-choice items (1/low to 5/high scale)
 - Open ended questions related to each evaluation component (strengths, challenges, words)
- Participants
 - Classroom teachers
 - Elementary coaches
 - Elementary principals

Evaluation Methods *(continued)*

- Student Test Data
 - MCA II – Reading (Grade 3-5)

Evaluation Areas of Findings

- Leadership Support (principal, instructional coach)
- Teacher Development (formal & job embedded)
- Materials (Reading, UbD)
- Impact on Teachers and Students
- Overall Perspectives

Findings: Leadership

Survey Results: Principal Support

- High agreement across roles about strongest form of principal leadership
 - Overall principal support of the reading implementation
 - Communicated expectations for implementation of reading
 - Supported the use of district wide assessment tools

Findings: Leadership

Survey Results: Instructional Coach Support

Classroom teachers and principals indicated the top results as

- Supported the work of collaborative learning related to reading
- Discussed the use of student data to inform instruction
- Was a knowledgeable resource about reading

Findings: Leadership Support

Overall Leadership Support

Modes and average ratings indicated that overall principals and instructional coaches were viewed as supportive of the implementation of reading across the 3 participant groups.

Findings: Professional Development

Survey Results: Identified Formal Development Sessions Needed

Top 4 professional development sessions indicated as needed by the classroom teachers and instructional coaches

- Accelerating students to grade level
- Meeting the needs of advanced reading students
- Effective intervention strategies
- Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension

Findings: Professional Development Sample Quotes

Greatest Strength

“Not only the quantity of staff development over the years, but the quality has been superb”.

“Making Meaning and the Jan Richardson training helped to transform reading instruction and make it more meaningful”.

Findings: Materials Description

- Reading Materials – Numerous teaching materials
- UbD Documents – Curriculum aligned to Minnesota State Standards
 - Stage 1 Desired Results
 - What do students need to know and be able to do?
 - Stage 2 Assessment
 - How we will know students are making progress?
 - Stage 3 Learning Plans

Findings: Materials

Survey Results: Reading Material

Classroom Teacher ratings of reading materials as “*much*” or “*very much*” useful

- *Making Meaning* teacher's guide (85%)
- Book room leveled books (85%)
- Reading UbD documents (78%)
- Summative assessments (75%)

Findings: Materials

Survey Results: Reading Material

Instructional coaches ratings of reading materials as “*much*” or “*very much*” useful

- Reading UbD documents, problem solving chart, and monitoring charts were all individually supported by 94%
- Book room-leveled books and levels of learners document at 88%
- lesson plans at 81%

Findings: Materials

Sample Quotes

“The complexity of learning and utilizing all the components of balanced literacy well.”

Findings: Materials/Time

Sample Quotes

Time was included in responses about materials:

- *“It is always a challenge to find the time to dig deeper into our materials.” One teacher explained,*

“TIME To really teach well there are so many components to teaching literacy. Especially with differentiated groups. TIME to plan lesson to teach shared reading, whole class reading, guided reading lessons for 6 reading groups, phonics skills, decoding skills, fluency skills, spelling, writing, grade assessments, analyze assessments.”

Findings: Impact

Survey Results: Teacher Impact

Teachers Perception:

- *Making Meaning* was indicated by respondents as the least challenging to implement with an average of over 90%.
- Acceleration of students to grade level was indicated as the most challenging to implement

Instructional Coaches and Principals indicated a need for teachers to identify a teaching focus for consistent learning improvement

Findings: Teacher Impact Survey Results

When considering your most challenging aspect of reading implementation, which form of support would be most helpful as you refine your teaching practice in this area?

- 33% of the classroom teachers indicated collegial conversations
- 21.4% indicated an opportunity to observe a colleague in action as a strength

Findings: Impact

Student Impact: Survey Results

The teacher data indicates that most (mode) participants ratings on a scale of 1/lowest to 5/highest as

- “4” - Students were working on literacy related work during independent reading time.
- “2” - Extent students engaged with reading and discussion with peers during independent reading time.

Most of the respondents ranked the student outcomes a “3” except

- Instructional coaches ranked the *overall extent they expect positive gains in scores on standardized achievement tests this year* as a “2”.
- The range for the *extent students’ learned the expected outcomes* were 2.71 – 3.05 with principals being the lowest and teachers being the highest.

Findings Overall Perspectives
 Reading Implementation
 Survey Results “Two Words”

	Classroom Teachers	Instructional Coaches	Principals
2 Positive Words	41 %	50%	67%
At Least 1 Positive Word	81%	88%	100%
1 Positive, 1 Negative	7%	1.25%	0%
At Least 1 Negative Word	31%	88%	0%
2 Negative Words	10%	50%	0%

Findings Overall Perspectives Reading Implementation Survey Results “Two Words”

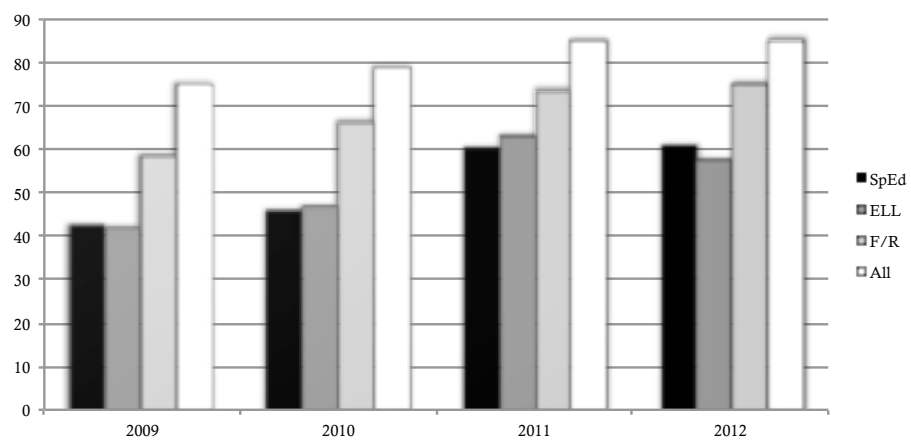
- Sample positive words
 - Exciting
 - Rewarding
- Sample neutral words
 - Challenging
 - Busy
- Sample negative words
 - Overwhelming
 - Frustrating

Findings Impact

Student Impact: MCA Test Scores

Special Student Groups

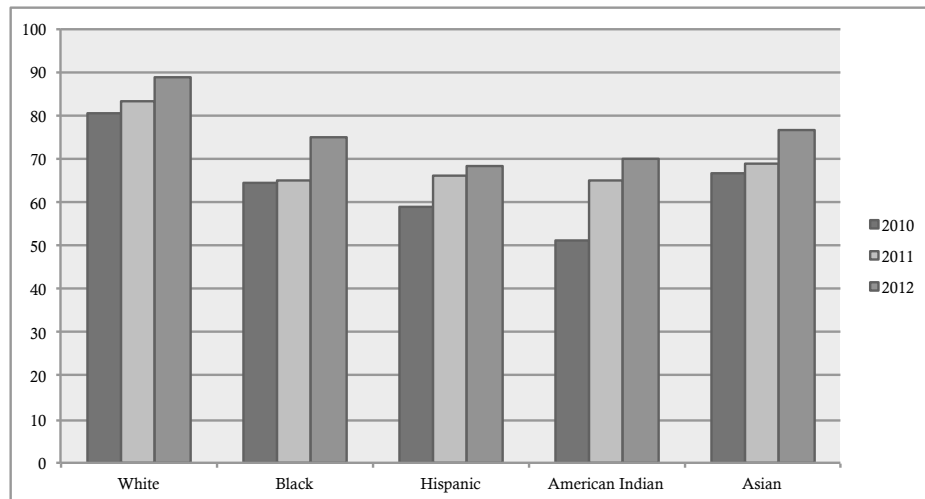
Grade 5



Findings Impact

Student Impact: MCA Test Scores

Three Year Longitudinal - Percent Proficient (2010 – 2012)



Recommendations for Reading Implementation

- 1: Provide teacher professional development focused on
 - (a) phonemic awareness, phonics, fluency, vocabulary and comprehension;
 - (b) accelerating students to grade level;
 - (c) effective intervention strategies; and
 - (d) meeting the needs of the advance learner.

- 2: Provide instructional coach professional development focused on
 - (a) phonemic awareness, phonics, fluency, vocabulary and comprehension;
 - (b) meeting the needs of advanced reading students;
 - (c) accelerating students to grade level;
 - (d) effective intervention strategies, and
 - (e) progress monitoring charts and the
 - (f) problem solving chart.

Recommendations for Reading Implementation *(continued)*

- 3: Provide professional development on determining what the data analysis is indicating, which would be the next step for the individual student to make continuous progress or acceleration to grade level. “I know what the data indicates but “now what?”
- 4: Provide opportunities for teachers to visit colleagues in their classroom.
- 5: Offer specific support focused on understanding the components of reading and writing including documents created to guide instruction.
- 6: Provide just in time profession development on previewing upcoming units with a focus on what the student will know and be able to do.

Moving Forward

- Teacher identified needs and our current Professional Learning Community and Collaboration Implementation
- Meeting the identified needs within our current practice

Professional Learning Communities

A Shift in the Work of Teachers:

- Reflecting on PLC's in your building highlight the shifts that are true at your site.
- Circle the next step that would move PLC's at your building to be more effective.

Collegiality within the PLC Structure

Stages of Collegiality

- Autonomous
- Collegial Aid and Assistance
- Collegial Sharing
- Interdependent Collegiality

Using the sheet provided determine the stage that best describes grade level teams or your general site status.

Professional Learning Communities Continuum

- Chart your journey to developing an effective and efficient at your building level.
- Celebrations
- Challenges

Evaluation Day 1

- Critical Questions for Effective PLC Work

Overview of Workshop Day 2

Part 3

- PLC in Practice
 - Literacy Data Analysis
 - District Level
 - Building and Grade Level
 - Determine Intervention
 - Introduce Skills and Strategy Guidebook

- Part 4
 - Develop plan for renewal of PLC practice
 - Threading Student Learning Across Meetings

Student Data Triangulation

Review Current Student Data

- District Wide View
- Building/Grade Level
 - MCA Data
 - MAP Data
 - DRA Data
 - FAST Data
- Determine students below grade level
- Determine students above grade level

Reading Process for Success

- Reading Instruction Model for Student Success
- Flow Chart for Reading Assessment to Intervention for Student Continuous Progress in Reading

Plan for Staff Meeting

- Agenda
 - Survey Results and Recommendations
 - PLC components to address staff needs
 - Collegiality Discourse
 - PLC Structure (required)
 - Provide data to classroom teachers
 - Determine students selected for intervention
 - Determine intervention, measurement and timeframe

Thread of Student Learning through Existing Meetings.

	Principals Meeting (principal, coach, literacy resource teacher) (once a month)	Site Curriculum Team (principal, grade level teacher leaders, instructional coach and literacy resource teacher)	Professional Learning Community (grade level teams 45 minutes weekly)	Collaboration Time (grade level teams – 25 minutes twice per month)
Reading Focus	Ongoing building action plan discussion (data and <i>student learning</i>) and reading topics as needed	Meeting with site curriculum team after principal meeting and grade level teacher leader meeting to collaborate on current reading messages	-Review of student data (by student, by standards, by learning target) -select student and determine next <i>student learning</i> focus (respond to each students specific needs)	Follow-up to PLC discussion of <i>student learning</i> , resources, and teacher knowledge

Professional Learning Team Literary Survey

- Professional Learning Community Members
- Administered 3 times each year
 - Tri 1
 - Tri 2
 - Tri 3

Evaluation Day 2

- Critical Questions for Effective PLC Work

The Capacity for Change Lies Within!

Two hundred studies have shown that the only factor that can create student achievement is a knowledgeable, skilled teacher.

The National Commission on Teaching and America's Future

Thank You for Your Contribution

- Supporting our Students
- Supporting our Families
- Supporting each Other
- Committing to attending to the learning of each child one child at a time.

Handout 1

Recommendations Based on Survey Results
<p>Recommendation 1: Provide teacher professional development focused on</p> <ul style="list-style-type: none"> a) phonemic awareness, phonics, fluency, vocabulary and comprehension; b) accelerating students to grade level; c) effective intervention strategies; and d) meeting the needs of the advance learner.
<p>Recommendation 2: Provide instructional coach professional development focused on</p> <ul style="list-style-type: none"> (a) phonemic awareness, phonics, fluency, vocabulary and comprehension (b) meeting the needs of advanced reading students (c) accelerating students to grade level (d) effective intervention strategies (e) progress monitoring charts (f) problem solving chart.
<p>Recommendation 3: Provide professional development on determining what the data analysis is indicating, which would be the next step for the individual student to make continuous progress or acceleration to grade level. “I know what the data indicates but “now what?”</p>
<p>Recommendation 4: Provide opportunities for teachers to visit colleagues in their classroom.</p>
<p>Recommendation 5: Offer specific support focused on understanding the components of reading and writing and documents created to guide instruction.</p>
<p>Recommendation 6: Provide just in time profession development on previewing upcoming units with a focus on what the student will know and be able to do.</p>
<p>Recommendation 7: Focus on Independent Reading by providing resources and opportunities for discussion about reading.</p>
<p>Recommendation 8: Future curriculum writing to focus on making connections that provides a pathway for teaching all the components of literacy.</p>
<p>Recommendation 9: Focus collaborative learning opportunities at the teacher and literacy leadership level to support further implementation of reading and instructional best practice.</p>

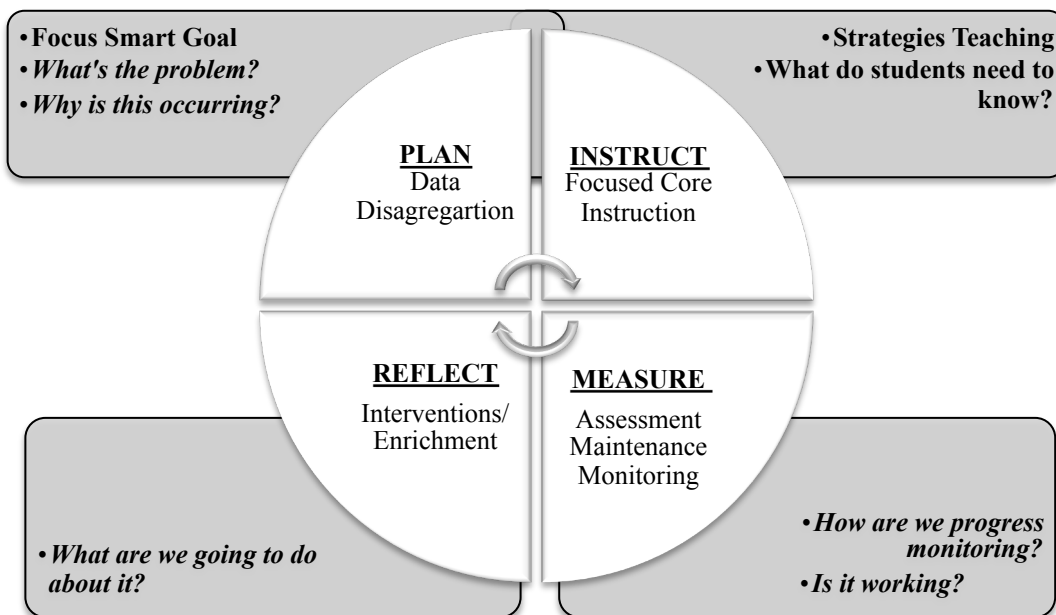
Handout 2
PLCS as Tool for Meeting Participant's Needs

PLCs as Tool for Meeting Participant's Needs	
<p><u>PLAN</u></p> <ul style="list-style-type: none"> • Data Disaggregation 	
<p><u>INSTRUCT</u></p>	<p>Recommendation 1: Provide teacher professional development focused on</p> <ul style="list-style-type: none"> a) phonemic awareness, phonics, fluency, vocabulary and comprehension b) accelerating students to grade level c) effective intervention strategies d) meeting the needs of the advance learner <p>Recommendation 5: Offer specific support focused on understanding the components of reading and writing and documents created to guide instruction.</p> <p>Recommendation 2: Provide instructional coach professional development focused on</p> <ul style="list-style-type: none"> a) phonemic awareness, phonics, fluency, vocabulary and comprehension b) meeting the needs of advanced reading students c) accelerating students to grade level d) effective intervention strategies e) progress monitoring charts f) problem solving chart <p>Recommendation 6: Provide just in time profession development</p>

	on previewing upcoming units with a focus on what the student will know and be able to do.
<p><u>MEASURE</u></p> <ul style="list-style-type: none"> • Assessment, Maintenance Monitoring 	Assessments to determine students needs and to follow student progress.
<p><u>REFLECT</u></p> <ul style="list-style-type: none"> • Interventions/ Enrichment 	<p>Recommendation 3: Provide professional development on determining what the data analysis is indicating, which would be the next step for the individual student to make continuous progress or acceleration to grade level. “I know what the data indicates but “now what?”</p>

Handout 3

PLC Cycle for Interdependent Collaboration



PLAN

Establish Routines for Management System
 Know Your Students
 Student Data Analysis

Developing SMART Goals
 Unpacking Common Core Standards
 Flexible Curriculum planning

INSTRUCT

Opening	Learning Time	Closing
<ul style="list-style-type: none"> • Student Friendly Learning Environment • Stated Objective • Make Meaningful Connection for Students 	<ul style="list-style-type: none"> • Literacy Gradual Release Model – • Discussion – partner, small group and whole group • Inquiry • Feedback 	<ul style="list-style-type: none"> • Sharing/Feedback • Formative Assessment

MEASURE

Variety of Assessment
 Record and Monitor Student Progress

REFLECT

Collaborate with Peers
 Engage with Instructional Coach
 Determine Student Intervention

Handout 4

PLC FOUR ESSENTIAL QUESTIONS AND RESPONSES**What do we expect our students to learn?**

- School and Classroom Expectations
- Meet or Exceed in core standards at grade level or above grade level
- Read, write, apply, and comprehend across content areas
- Skills at the high end of the Webb's Depth of Knowledge Levels
- Predicting, Imaging, Inferring, Questioning, Summarizing, Connecting

How will we know they have learned it?

- Formative/Summative/Common Assessment
- Pre/Post Test
- Rubric/Checklist
- Fluency Checks
- Class participation
- Teachers Observations
- Item Analysis

How will we respond when they do not learn it?

- Differentiated Instructions
- Intervention
 - Target Specific skills
- Flexible Grouping
- Guided Reading
- Choice Activities
- Leveled Materials (below, on level, above)
- Referral to problem solving team
- Parent Contact

How will we extend and enrich the learning for students who have demonstrated proficiency?

- Use Leveled Readers
- Enriched – Leveled Reader – Novels
- Centers – High Level
- Independent Projects

Handout 5

REPRODUCIBLE		249
Cultural Shifts in a Professional Learning Community		
A Shift in Fundamental Purpose		
From a focus on teaching . . .	to a focus on learning	
From emphasis on what was taught . . .	to a fixation on what students learned	
From coverage of content . . .	to demonstration of proficiency	
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum	
A Shift in Use of Assessments		
From infrequent summative assessments . . .	to frequent common formative assessments	
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support	
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students	
From assessing many things infrequently . . .	to assessing a few things frequently	
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams	
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work	
From an over-reliance on one kind of assessment . . .	to balanced assessments	
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill	
A Shift in the Response When Students Don't Learn		
From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student	
From fixed time and support for learning . . .	to time and support for learning as variables	
From remediation . . .	to intervention	
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day	
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning	
<p>Learning by Doing © 2006, 2010 Solution Tree Press • solution-tree.com Visit go.solution-tree.com/PLCbooks to download this page.</p>		
		<i>Page 1 of 3</i>

A Shift in the Work of Teachers

From isolation . . .	to collaboration
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From “collaboration lite” on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are “my kids, those are your kids” . . .	to an assumption that these are “our kids”

A Shift in Focus

From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice and (2) respond to students who need additional time and support

A Shift in School Culture

From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in Professional Development

From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction ("did you like it?") . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited focused initiatives

Handout 6

Examination of Collegiality within the PLC Structure			
Stages of Collegiality	Definition of Stages	Which stage best describes your team	What steps would encourage a change
Autonomous	<ul style="list-style-type: none"> Teacher works alone with sporadic and informal exchanges about curriculum content and instructional practice. Brief glimpses into the classroom or stories told in passing. 		
Collegial Aid and Assistance	<ul style="list-style-type: none"> Teacher interaction based on help and assistance. Questions are more topic specific, and do not provide opportunities for engagement about curriculum and instruction, Engaged with a protective shield to retain teacher self esteem and professional standing. 		
Collegial Sharing	<ul style="list-style-type: none"> Open exchange of ideas and opinions. Sharing based on social instead of professional and can vary in frequency, depth and consequence. No longer private but becomes public 		
Interdependent Collegiality	<ul style="list-style-type: none"> Collective effort with clear vision for student learning and improving teacher practice Collaborative culture Collective responsibility for student learning. 		

The Professional Learning Communities at Work™ Continuum: Laying the Foundation

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REPRODUCIBLE

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We have a clear sense of our collective purpose, the school we are attempting to create to achieve that purpose, the commitments we must make and honor to become that school, and the specific goals that will help monitor our progress.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Shared Mission It is evident that learning for all is our core purpose.	The purpose of the school has not been articulated. Most staff members view the mission of the school as teaching. They operate from the assumption that although all students should have the opportunity to learn, responsibility for learning belongs to the individual student and will be determined by his or her ability and effort.	An attempt has been made to clarify the purpose of the school through the development of a formal mission statement. Few people were involved in its creation. It does little to impact professional practice or the assumptions behind those practices.	A process has been initiated to provide greater focus and clarity regarding the mission of learning for all. Steps are being taken to clarify what, specifically, students are to learn and to monitor their learning. Some teachers are concerned that these efforts will deprive them of academic freedom.	Teachers are beginning to see evidence of the benefits of clearly established expectations for student learning and systematic processes to monitor student learning. They are becoming more analytical in assessing the evidence of student learning and are looking for ways to become more effective in assessing student learning and providing instruction to enhance student learning.	Staff members are committed to helping all students learn. They demonstrate that commitment by working collaboratively to clarify what students are to learn in each unit, creating frequent common formative assessments to monitor each student's learning on an ongoing basis, and implementing a systematic plan of intervention when students experience difficulty. They are willing to examine all practices and procedures in light of their impact on learning.

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Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>Shared Vision We have a shared understanding of and commitment to the school we are attempting to create.</p>	No effort has been made to engage staff in describing the preferred conditions for the school.	A formal vision statement has been created for the school, but most staff members are unaware of it.	Staff members have participated in a process to clarify the school they are trying to create, and leadership calls attention to the resulting vision statement on a regular basis. Many staff members question the relevance of the vision statement, and their behavior is generally unaffected by it.	Staff members have worked together to describe the school they are trying to create. They have endorsed this general description and use it to guide their school improvement efforts and their professional development.	Staff members can and do routinely articulate the major principles of the school's shared vision and use those principles to guide their day-to-day efforts and decisions. They honestly assess the current reality in their school and continually seek more effective strategies for reducing the discrepancy between that reality and the school they are working to create.
<p>Collective Commitments (Shared Values) We have made commitments to each other regarding how we must behave in order to achieve our shared vision.</p>	Staff members have not yet articulated the attitudes, behaviors, or commitments they are prepared to demonstrate in order to advance the mission of learning for all and the vision of what the school might become.	Administrators or a committee of teachers have created statements of beliefs regarding the school's purpose and its direction. Staff members have reviewed and reacted to those statements. Initial drafts have been amended based on staff feedback. There is no attempt to translate the beliefs into the specific commitments or behaviors that staff will model.	A statement has been developed that articulates the specific commitments staff have been asked to embrace to help the school fulfill its purpose and move closer to its vision. The commitments are stated as behaviors rather than beliefs. Many staff object to specifying these commitments and prefer to focus on what other groups must do to improve the school.	Staff members have been engaged in the process to articulate the collective commitments that will advance the school toward its vision. They endorse the commitments and seek ways to bring them to life in the school.	The collective commitments are embraced by staff, embedded in the school's culture, and evident to observers of the school. They help define the school and what it stands for. Examples of the commitments are shared in stories and celebrations, and people are challenged when they behave in ways that are inconsistent with the collective commitments.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>Common School Goals</p> <p>We have articulated our long-term priorities, short-term targets, and timelines for achieving those targets.</p>	<p>No effort has been made to engage the staff in establishing school improvement goals related to student learning.</p>	<p>Goals for the school have been established by the administration or school improvement team as part of the formal district process for school improvement. Most staff would be unable to articulate a goal that has been established for their school.</p>	<p>Staff members have been made aware of the long-term and short-term goals for the school. Tools and strategies have been developed and implemented to monitor the school's progress toward its goals. Little has been done to translate the school goal into meaningful targets for either collaborative teams or individual teachers.</p>	<p>The school goal has been translated into specific goals that directly impact student achievement for each collaborative team. If teams are successful in achieving their goals, the school will achieve its goal as well. Teams are exploring different strategies for achieving their goals.</p>	<p>All staff members pursue measurable goals that are directly linked to the school's goals as part of their routine responsibilities. Teams work interdependently to achieve common goals for which members are mutually accountable. The celebration of the achievement of goals is part of the school culture and an important element in sustaining the PLC process.</p>

Handout 8
PLC Action Form Staff Option

PLC PLAN OF ACTION
Focus/Plan (What is the problem? Why is this occurring? Which of our students does this involve?)
Strategies/Do (What are we going to do about it? How will we provide time and support. What strategies were used by my teammates whose students performed well?)
Assessment /Check (How are we going to progress monitor? Is it working?) Proficiency Level _____% Assessment Description:
Remediate/Response (What are we going to do about it? How will we help the students who didn't achieve the goal?)
Enrichment/Response (How will we enrich and extend the learning of the students who are highly proficient?)
Notes:

Handout 9

Reading Workshop

EVALUATION DAY 1

PLC: Ten Critical Questions for Effective PLC Work

Following are the first FIVE questions we will use to evaluate our Literacy PLC work.

- 1) Have we revisited the PLC framework and determined the status of our grade levels and/or building?

Yes

No

- 2) Have we determined the next step to attain a highly effective PLC structure focused on student learning and increasing teacher knowledge?

Yes

No

- 3) Have we examined reading data to **identify each student** in need of reading intervention?

Yes

No

- 4) Have we examined data to **identify the specific skills** for which intervention in reading instruction is needed?

Yes

No

- 5) Have we reviewed the reading instruction flow chart and determined skills for interventions in each pillar of reading?

Yes

No

Exactly WHO Needs Exactly WHAT

Handout 10

Student Data Triangulation					
Student Name	Developmental Reading Assessment (DRA) (Measures word accuracy, fluency, and comprehension)	MCA Score	MAP Score	ESL	Sp. Ed.
Use Viewpoint data provided to complete this form.					

Handout 12

Reading Instruction Model for Student Success

Words

Accuracy in:
 Phonics (Word Recognition)
 Spelling
 Vocabulary

Fluency
 Word Recognition

Word Study

Fluency

Automaticity
 Prosody

Fluency Instruction

Surface level- *Students need to be proficient at this level before instruction at the Deep level.*

Deep level- *Students are proficient with the required word accuracy and fluency at the surface level to be successful in explicit comprehension instruction.*

Comprehension

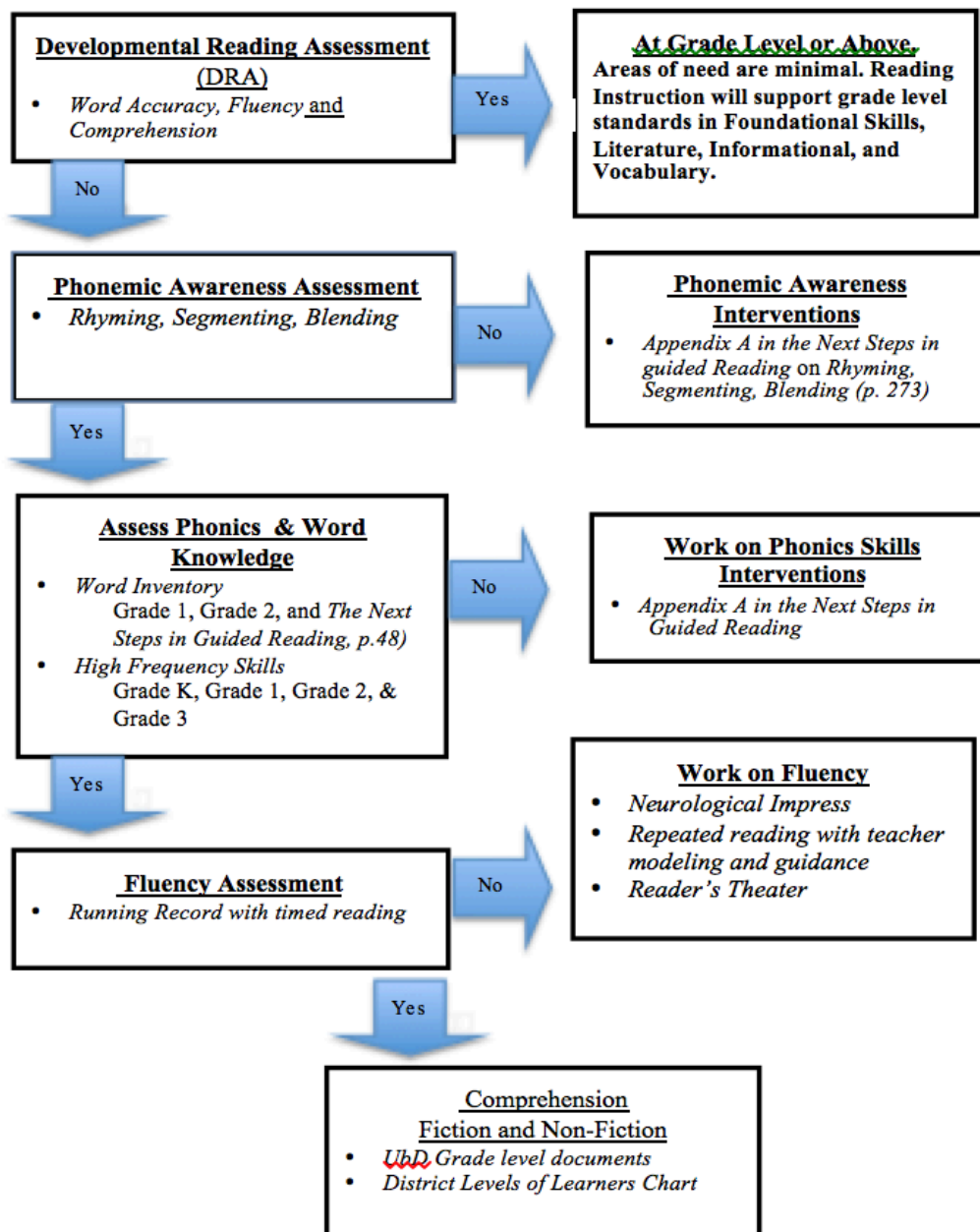
Background Knowledge
 Comprehension Strategies

Guided Reading

Literal and Inferential

The comprehension strategies should be introduced to students in modeled and shared reading prior to the gradual release to guided reading.

Flow Chart for Reading Assessment to Intervention for Student Continuous Progress in Reading



Handout 14 ELA Standard

Common Core Anchor Standards and K-5 Alignment of the 2010 English Language Arts Academic Standards							
Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. With prompting and support, ask questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the characters in a story or drama	2. Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

		English Language Arts Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards					
Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. READING Literature	3. Analyze how individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
1. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
1. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate	5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter, scene, and stanza</i> ; describe how each successive part builds on earlier	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions).	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

English Language Arts
Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards

Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	to each other and the whole.				sections.	dialogue, stage directions) when writing or speaking about a text.	
1. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	3. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
1. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	8. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
1. READING Literature	8. Delineate the argument and specific claims in a text, including the validity of the reasoning as well as the	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)

English Language Arts
Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards

Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about American Indians.	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
1. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding, including the selection of texts for personal enjoyment, interest, and academic tasks.	10. With prompting and support, read prose and poetry of appropriate complexity for grade as well as select texts for personal enjoyment, interest, and academic tasks.	10. By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 2-3 text complexity band proficiently and independently.	10. By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.

		English Language Arts					Academic Standards	
		Common Core Anchor Standards and K-5 Alignment of the 2010						
Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
2. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. With prompting and support, ask questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
2. READING Informational Text	3. Analyze how individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, describe the connection between two individuals, events, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time,	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.	

English Language Arts
Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards

Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. With prompting and support, ask questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to <i>grade 2 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 3 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
2. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

English Language Arts
Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards

Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account, including those by or about American Indians, of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
2. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

English Language Arts
Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards

Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points in a text.	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text.
2. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2. READING Informational Text	10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.	10. With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.	10. By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed in the areas of difficulty.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				<p>needed at the high end of the range for personal interest, enjoyment, and academic tasks.</p>	<p>proficiently. a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<p>with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest, and academic tasks</p>	<p>proficiently. a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3. READING Foundational Skills	0. No related anchor standard	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all uppercase and lowercase letters of the alphabet.	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>3. READING Foundational Skills</p>	<p>0. No related anchor standard</p>	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /ll/, /lr/, or /xl/).</p>	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>				

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.					

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3. READING Foundational Skills	<p>0. No related anchor standard</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final <i>-e</i> and common vowel team conventions for re-presenting long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>a. Know spelling-sound correspondences for additional common vowel teams.</p> <p>b. Decode regularly spelled two-syllable words with long vowels.</p> <p>c. Decode words with common prefixes and suffixes.</p> <p>d. Identify words with inconsistent spelling-sound correspondences</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>Read grade-appropriate irregularly spelled words, including high-frequency words.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>e. Decode two-syllable words following basic patterns by breaking the words into syllable. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words, including high frequency words.</p>	<p>e. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.</p>			

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3. READING Foundational Skills	0. No related anchor standard	4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Common Core Anchor Standards and K-5 Alignment of the 2010 English Language Arts Academic Standards		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6. WRITING	Common Core Anchor Standard College and Career Ready	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
	Kindergarten	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)				

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6. WRITING	<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of content.</p>	<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise</p>

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6. WRITING	<p>3. Write narratives and other creative texts to develop real or imagined experiences or effective technique, well-chosen details, and well-structured event sequences.</p>	<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>3. Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>3. Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide some sense of closure.</p>	<p>3. Write narratives and other creative texts or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>	<p>3. Write narratives and other creative texts or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details</p>	<p>3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use literary and narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases and clauses to manage the sequence of</p>

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)	to convey experiences and events precisely. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events	d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
						4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
						to convey experiences and events precisely. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events	d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
6. WRITING	9. Draw evidence from literary or informational texts to support	9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and	9. Draw evidence from literary or informational texts to support analysis, reflection, and

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	5. With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.	5. With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.	5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41–42).	5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41–42).	5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 41–42).
6. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	analysis, reflection, and research.					<p>research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which evidence support which point[s]”).</p>

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6. WRITING	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of tasks, purposes, and audiences.	10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>8. SPEAKING, LISTENING, AND MEDIA LITERACY</p>	<p>1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). a. Continue a conversation through multiple exchanges. b. Listen to others and name emotions by observing facial expression and other nonverbal cues. c. Follow basic oral directions.</p>	<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Listen to others' ideas and identify others' points of view. e. Follow two-step oral directions.</p>	<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). a. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. b. Ask for clarification and further explanation as needed about the topics and texts under discussion. c. Cooperate for productive group discussion. d. Follow two-step oral directions.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. a. Follow agreed-upon rules for discussions and carry out assigned roles. b. Pose and respond to specific questions by making comments that contribute to</p>

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8. SPEAKING LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking questions about key details and requesting	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
					c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. e. Cooperate and compromise as appropriate for productive group discussion. f. Follow multi-step oral directions.	make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. e. Cooperate and problem solve as appropriate for productive group discussion.	the discussion and link to the remarks of others. c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion. d. Cooperate and problem solve as appropriate for productive group discussion.

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8. SPEAKING VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker's opinions and verifiable facts.
	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.	4. Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4. Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; and avoid plagiarism by identifying sources; speak clearly at an understandable pace.
8. SPEAKING VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker's opinions and verifiable facts.
	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.	4. Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4. Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; and avoid plagiarism by identifying sources; speak clearly at an understandable pace.

English Language Arts Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards							
Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8. SPEAKING VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to enhance or emphasize certain facts or details.	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, sound) in presentations when appropriate to enhance the development of main ideas or themes.
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.	6. Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations).	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations).	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations).	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations).	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 41-42 for specific expectations).

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8. SPEAKING VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	7. Distinguish among different types of print, digital, and multimodal media. a. Recognize common signs and logos. b. Identify commercials or advertisements.	7. Distinguish among and understand purposes of different types of print, digital, and multimodal media. a. Demonstrate understanding of media by asking appropriate questions about what is read, heard or viewed. b. Summarize ideas from media in own words.	7. Distinguish, understand, and use different types of print, digital, and multimodal media. a. Use tools for locating print and electronic materials appropriate to the purpose.	7. Distinguish among, understand, and use different types of print, digital, and multimodal media. a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). b. Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used. c. Check for accuracy in pictures and images. d. Recognize safe practices in personal media communication.	7. Distinguish among, understand, and use different types of print, digital, and multimodal media. a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). b. Locate and use information in print, non-print, and digital resources using a variety of strategies. c. Check for accuracy of information between two different sources. d. Recognize safe practices in social and personal media communications.	7. Distinguish among, understand, and use different types of print, digital, and multimodal media. a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). b. Locate and use information in print, non-print, and digital resources using a variety of strategies. c. Evaluate the accuracy and credibility of information found in digital sources. d. Recognize ethical standards and safe practices in social and personal media communication.

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8. SPEAKING VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	8. With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression).	8. With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression).	8. With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression). a. With prompting and support, critique each found image under consideration for project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project. b. Share the work with an audience.	8. With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression). a. With prompting and support, critique each found image under consideration for project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project. b. Share the work with an audience.	8. Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression). a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music. b. Publish the work and share it with an audience.	8. Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression). a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music. b. Publish the work and share it with an audience.

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Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards

Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10. LANGUAGE	<p>i. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs, wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete</p>	<p>i. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring</p>	<p>i. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The</i></p>	<p>i. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use</p>	<p>i. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional</p>	<p>i. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	

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Strand/Sub-strand	
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Kindergarten	sentences in shared language activities.
Grade 1	adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Grade 2	<i>boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> .
Grade 3	comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
Grade 4	phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)*.
Grade 5	

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use comma and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly.

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3. (Begins in grade 2).	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		consulting references as needed.
					3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed-</i> , <i>s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful-</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring base words and root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i>).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>ortable</i> , <i>care/careless</i> , <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>). d. Use glossaries or beginning	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> , <i>autograph</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> , <i>autograph</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key

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Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10. LANGUAGE	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., ed, <i>s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring base words and root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the new meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>housefly</i>).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the new meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>d. Use glossaries or beginning</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>teleglyph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photosynthesis</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key</p>

English Language Arts
Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards

Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5. With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and	<i>bookshelf, notebook, bookmark</i> . Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected,</i>	of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings to develop word consciousness. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar	words and phrases. 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings to develop word consciousness. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms,

English Language Arts
Common Core Anchor Standards and K-5 Alignment of the 2010 Academic Standards

Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate	and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.		<i>heard, wondered</i>).	but not identical meanings (synonyms).	homographs) to better understand each of the words.
		6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

Common Core Anchor Standards and K-5 Alignment of the 2010 English Language Arts Academic Standards							
Strand/Sub-strand	Common Core Anchor Standard College and Career Ready	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.					discussing animal preservation).	

Handout 15

Literacy Evaluation (Administered at end of Tri 1, Tri 2, Tri 3)

REPRODUCIBLE

| 177

Professional Learning Team Data-Literacy Survey

Because professional learning communities focus on results and make every effort to ensure that all students are successful, effective manipulation of data is essential. This survey is intended to help us, as a school, learn more about our levels of data literacy. The results of this survey will help us target our professional development in the next year, and we thank you in advance for answering in an honest and thoughtful manner.

Your Team: _____

Please indicate the extent to which each of the statements below is true by circling one of the four numbers using the following scale:

1 = Very true

2 = True

3 = Somewhat true

4 = Not true

Data-Literacy Statement	Rating			
	1	2	3	4
Our team has regular conversations about what student mastery looks like.	1	2	3	4
Our team has agreed-upon expectations for mastery on most assignments.	1	2	3	4
Our team has measurable instructional goals for all common lessons.	1	2	3	4
Our team has developed our own set of common assessments that we use regularly (at least monthly).	1	2	3	4
I believe that our common assessments are tied to state standards and are reliable measures of what students should know and be able to do.	1	2	3	4
Our team has developed our own set of common rubrics we can use to score performance-related tasks.	1	2	3	4
I believe that our common rubrics are tied to state standards and are reliable measures of what students should know and be able to do.	1	2	3	4
Our team has established an effective system for recording results from our common assessments.	1	2	3	4
Our team has an effective process for looking at the results of common assessments together.	1	2	3	4
Our team is able to discuss common assessment results in a positive and constructive way.	1	2	3	4
Our team uses graphs and charts to make student achievement trends visible in our conversations about results.	1	2	3	4

1 of 3

<p>Part 2: Literacy Evaluation (Administered at end of Tri 1, Tri 2, Tri 3)</p> <p>Please take a few moments to share any final thoughts about professional learning communities at your site.</p>
<p>Which characteristic of professional learning teams do we currently do well?</p> <p>What can we celebrate?</p>
<p>Which characteristic of professional learning teams seems the most intimidating?</p> <p>Why?</p>
<p>Which characteristic of professional learning teams can we start working on today?</p> <p>What will our first step be?</p> <p>Who can help us in our efforts?</p>
<p>How can leadership support the functions of professional learning communities and collaboration time?</p>

Our team makes predictions about student learning based on common assessment results.	1	2	3	4
Our team considers multiple hypotheses and looks for multiple sources of verification before drawing conclusions from common assessment results.	1	2	3	4
Our team changes our instructional practices based on common assessment results.	1	2	3	4
Our team provides remediation and enrichment to students based on common assessment results.	1	2	3	4
Our team celebrates achievements that are highlighted in the results of our common assessments.	1	2	3	4
I feel safe when revealing my common assessment data in front of my peers.	1	2	3	4
Our team uses data as a tool for identifying effective practices rather than as a tool for identifying effective people.	1	2	3	4
Our team has a sense of shared responsibility for the success of all our students.	1	2	3	4
Our team has the skills necessary to collect and manipulate data effectively.	1	2	3	4
I know the difference between and understand when to use aggregated and disaggregated data.	1	2	3	4
I know the difference between and understand when to use formative and summative assessments.	1	2	3	4
Our team respects the confidentiality of students and teachers when looking at data.	1	2	3	4
Our team has looked at our students' standardized exam results.	1	2	3	4
Our team is aware of all of the varied populations we serve and looks at results for each of these populations individually.	1	2	3	4
Our team refers to reliable research when we are testing a prediction we have made about student learning.	1	2	3	4
Our team has created systems for engaging students in data collection for self-assessment.	1	2	3	4

Handout 16

Reading Workshop

EVALUATION DAY 2

Following are the final FIVE questions we will use to evaluate our Literacy PLC work.

- 6) Have we developed intervention instructional plans for our top priority reading skills?

Yes

No

- 7) Have we collectively determined the formative reading assessment to evaluate the effectiveness of the intervention?

Yes

No

- 8) Does our team work interdependently to determine interventions?

Yes

No

- 9) Does the team share results driven best practice interventions in reading?

Yes

No

- 10) Do we demonstrate collective reflection on instructional practice and post intervention data to plan for continuous progress of reading to proficiency?

Yes

No

Exactly WHO Needs Exactly WHAT

Appendix B: Cover Letter to Conduct Study

Dear Instructional Coaches,

You are invited to participate in the Balanced Literacy Reading Program Implementation Survey. The survey link will be provided on the enclosed consent form so you can take it on your own time or there will be time provided at a coaching meeting.

Please read the enclosed consent form, which will provide you more information on the evaluation study to inform your decision to participate.

Thank you,

Suzanne Anderson
Doctoral Student
Walden University

Dear Principals,

You are invited to participate in the Balanced Literacy Reading Program Implementation Survey. The survey link will be provided on the enclosed consent form so you can take it on your own time.

Please read the enclosed consent form, which will provide you more information on the evaluation study to inform your decision to participate.

Thank you,

Suzanne Anderson
Doctoral Student
Walden University

Appendix C: Informed Consent for Instructional Coaches

You are invited to take part in an evaluation study of the Balanced Literacy Reading Program Implementation. The researcher is inviting all instructional coaches who support teachers in the implementation of reading to take part in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

A researcher named Suzanne Anderson, who is a doctoral student at Walden University, is conducting this study. You may already know the researcher as a Teaching and Learning Specialist in Literacy for [REDACTED], but this study is separate from that role.

Background Information:

The purpose of this study is to gain knowledge about the current reading program from classroom teachers implementing the reading program and principals and instructional coaches who provide support.

If you agree to be in this study, you will be asked to:

- Participate in a one-time survey administered using Survey Monkey.
- Take the survey on your own. (link below)
- Complete the survey that takes approximately 30 minutes.

There are 28 forced answer questions and 3 open ended questions.

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at [REDACTED] will treat you differently if you decide not to be in the study. Declining or discontinuing will not negatively impact the participant’s relationship with the researcher. If you decide to join the study now, you can still change your mind later. You may skip a question or stop at any time. You are not waiving any legal claims, rights to remedies because of your participation in this research study.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue and stress. Being in this study would not pose risk to your safety or wellbeing.

Potential Benefits: The main benefit of this evaluation is that it will add to the research of balanced literacy practice in regard to teacher’s, instructional coach’s and principal’s perception of the implementation of a balanced literacy reading program. Data will provide feedback to improve reading programs in regard to resources, staff development, leadership support and impacts on students and teachers.

Payment:

You will receive no payment or financial compensation for participating in this study.

Privacy:

This study will not include personal information such as your name, building or anything that can identify you in the study reports. Any information you provide will be kept confidential. Data will be kept secure by having all electronic data kept on a password-protected computer. All data in paper copy will be kept in a locked file at the researcher's home. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher [REDACTED] or [REDACTED]. If you want to talk privately about your rights as a participant, you can call a Walden University representative with questions about your rights as participants (612-312-1210).

Walden University's approval number for this study is 05-04-14-0134481 and it expires on May 4, 2015.

Please print or save this consent form for your records.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. Submitting the survey will be acknowledgement of my signature for release, I understand that I am agreeing to the terms described above.

Survey Link:

[REDACTED]

Appendix D: Informed Consent for Principals

You are invited to take part in an evaluation study of the Balanced Literacy Reading Program Implementation. The researcher is inviting all principals and assistant principals to participate in this study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

A researcher named Suzanne Anderson, who is a doctoral student at Walden University, is conducting this study. You may already know the researcher as a Teaching and Learning Specialist in Literacy for [REDACTED], but this study is separate from that role.

Background Information:

The purpose of this study is to gain knowledge about the current reading program from classroom teachers implementing the reading program and principals and instructional coaches who provide support.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in a one-time survey administered using Survey Monkey (link below)
- Complete the survey which takes approximately 30 minutes

There are 26 forced answer questions and 3 open ended questions.

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at [REDACTED] will treat you differently if you decide not to be in the study. Declining or discontinuing will not negatively impact the participant’s relationship with the researcher. If you decide to join the study now, you can still change your mind later. You may skip a question or stop at any time. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue and stress. Being in this study would not pose risk to your safety or wellbeing.

Potential Benefits: The main benefit of this evaluation is that it will add to the research of balanced literacy practice in regard to teacher’s, instructional coach’s and principal’s perception of the implementation of the balanced literacy reading program. Data will

provide feedback to improve the reading programs in regard to resources, staff development, leadership support and impacts on students and teachers.

Payment:

You will receive no payment or financial compensation for participating in this study.

Privacy:

This study will not include personal information such as your name, building or anything that can identify you in the study reports. Any information you provide will be kept confidential. Data will be kept secure by having all electronic data kept on a password-protected computer. All data in paper copy will be kept in a locked file at the researcher's home. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via [REDACTED] or [REDACTED]. If you want to talk privately about your rights as a participant, you can call a Walden University representative with questions about your rights as participants (612-312-1210).

Walden University's approval number for this study is 5-05-14-0134481 and it expires on May 4, 2015.

Please print or save this consent form for your records.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. Submitting the survey will be acknowledgement of my signature for release, I understand that I am agreeing to the terms described above.

Click on survey link to begin.

Survey Link: <https://www.surveymonkey.com/s/ahprincipal>

Survey Link:

<https://www.surveymonkey.com/s/ReadingImplementation>

Appendix E: District Authorization

March 7, 2014

[REDACTED]

Director of Research Evaluation and Testing
763-506-1121

Dear Suzanne,

Based on my review of your research proposal, I give permission for you to conduct the study entitled K-5 Balanced Literacy Reading Program Implementation Evaluation within the Anoka Hennepin School District. As part of this study, I authorize you to survey the teachers and instructional coaches at their existing meeting times and to invite elementary principals to participate. The survey will be done using Survey Monkey and the results will be provided to the district stakeholders under the direction of Mary Wolverton, Associate Superintendent. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: the use of our computer labs for the teachers and coaches to participate in the survey and the assistance of the achievement analyst with the Survey Monkey tool. We reserve the right to withdraw from the study at any time if our circumstances change.

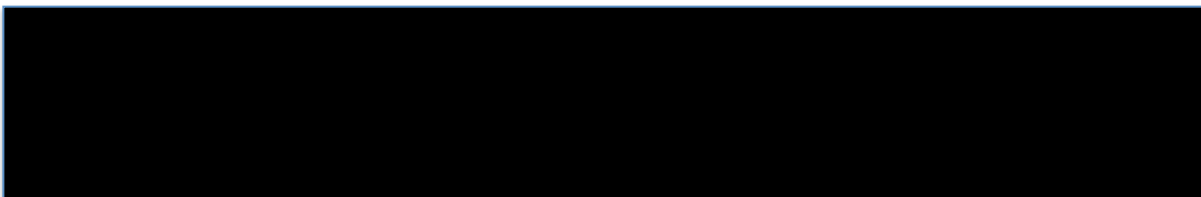
I confirm that I am authorized to approve research in this setting.

Sincerely,

[REDACTED]

Anoka Hennepin District
Director of Research Evaluation and Testing
763-506-1121

Appendix F: Permission to Use Survey Tool



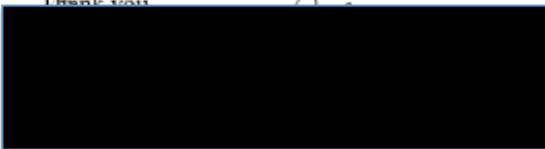
March 17, 2014

To whom it may concern,

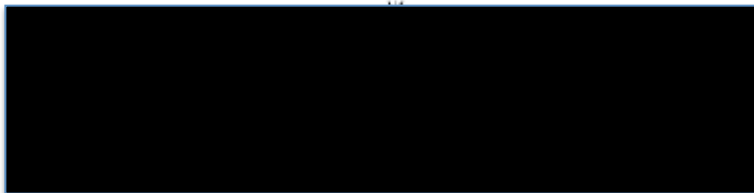
Sue Anderson has our permission to use the Everyday Math Survey in a modified format for her research project through Walden University. We understand the data collected through the survey will appear in aggregate form in her final report.

Feel free to contact me if you have any further questions.

Thank you,



Director of Research, Evaluation, and Testing



Appendix G: Data Use Agreement

DATA USE AGREEMENT

This Data Use Agreement effective as of April, 2014, is entered into by and between Suzanne Anderson [REDACTED]. The purpose of this Agreement is to provide Suzanne Anderson with access to a Limited Data Set ("LDS") for use in research in accord with the HIPAA and FERPA Regulations.

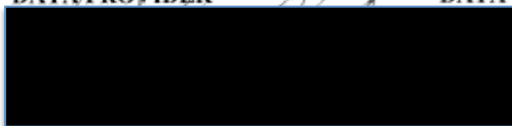
1. Definitions. Unless otherwise specified in this Agreement, all capitalized terms used in this Agreement not otherwise defined have the meaning established for purposes of the "HIPAA Regulations" codified at Title 45 parts 160 through 164 of the United States Code of Federal Regulations, as amended from time to time.
2. Preparation of the LDS. Anoka Hennepin School District shall prepare and furnish to Data Recipient a LDS in accord with any applicable HIPAA or FERPA Regulations
3. Data Fields in the LDS. No direct identifiers such as names may be included in the Limited Data Set (LDS). In preparing the LDS, [REDACTED] shall include the **data fields specified as follows**, which are the minimum necessary to accomplish the research: Classroom Teacher Survey, and student data for Measures of Academic Progress, [REDACTED] and Developmental Reading Assessment.
4. Responsibilities of Data Recipient. Data Recipient agrees to:
 - a. Use or disclose the LDS only as permitted by this Agreement or as required by law;
 - b. Use appropriate safeguards to prevent use or disclosure of the LDS other than as permitted by this Agreement or required by law;
 - c. Report to Data Provider any use or disclosure of the LDS of which it becomes aware that is not permitted by this Agreement or required by law;
 - d. Require any of its subcontractors or agents that receive or have access to the LDS to agree to the same restrictions and conditions on the use and/or disclosure of the LDS that apply to Data Recipient under this Agreement; and
 - e. Not use the information in the LDS to identify or contact the individuals who are data subjects.
5. Permitted Uses and Disclosures of the LDS. Data Recipient may use and/or disclose the LDS for its Research activities only.

- e. Headings. The headings and other captions in this Agreement are for convenience and reference only and shall not be used in interpreting, construing or enforcing any of the provisions of this Agreement.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf.

DATA PROVIDER

DATA RECIPIENT



Print Title: Director, Research, Evaluation
and Testing

Signed: Suzanne M Anderson

Print Name: Suzanne M Anderson

Print Title: Teaching and Learning
Specialist

Walden Student

Appendix H: Confidentiality Agreement

Name of Signer: [REDACTED], Achievement Analyst

CONFIDENTIALITY AGREEMENT

Name of Signer: [REDACTED], Achievement Analyst

During the course of my activity in collecting data for this research: "K-5 Elementary Reading Program Evaluation". I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: [REDACTED]

Date: 3/7/14

Appendix I: Confidentiality Agreement

Name of Signer: [REDACTED], Transcriber and Coder

CONFIDENTIALITY AGREEMENT

Name of Signer: [REDACTED] Transcriber and Coder

During the course of my activity in collecting data for this research: "K-5 Elementary Reading Program Evaluation". I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: [REDACTED]

Date: 3-7-14

Appendix J: Classroom Teacher Survey

Reading Implementation Evaluation: Classroom Teacher Survey																																																																	
<p>The purpose of this survey is to understand classroom teachers' perception of the implementation of our current reading program. Your input is extremely valuable and will provide important information in regard to professional development, materials, leadership support, and impact on teachers and students. The results of the survey will be used to guide future decisions to improve the reading program. All responses are confidential and the findings will be reported as a teacher group, not individually. The survey will take approximately 30 minutes to complete. You agree to take part in this survey by completing the questionnaire. Thank you in advance for your participation.</p>																																																																	
Professional Development																																																																	
<p>1 To what extent did formal reading professional development increase your content knowledge in reading?</p> <p style="text-align: center;"> <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Much <input type="checkbox"/> Very Much </p>																																																																	
<p>2 To what extent did formal reading professional development support the refinement of your reading teaching practices?</p> <p style="text-align: center;"> <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Much <input type="checkbox"/> Very Much </p>																																																																	
<p>3 To what extent would the following reading professional development experiences be beneficial to you?</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 10%; text-align: center;">Already attended</th> <th style="width: 10%; text-align: center;">Not at all</th> <th style="width: 10%; text-align: center;">Somewhat</th> <th style="width: 10%; text-align: center;">Much</th> <th style="width: 10%; text-align: center;">Very Much</th> </tr> </thead> <tbody> <tr> <td>Whole Group Instruction (Making Meaning)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Guided Reading Instruction</td> <td style="text-align: center;"><input 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type="checkbox"/></td> </tr> <tr> <td>Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Using assessments to inform instruct</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Effective intervention strategies</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: 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(Making Meaning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guided Reading Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building routines for independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accelerating students to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using assessments to inform instruct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effective 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Progress Monitoring and the Problem Solving Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the needs of advanced reading students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Resources					
4 Please indicate how useful the following reading resources were to you?					
	Not at all	Somewhat	Much	Very Much	
<i>Making Meaning Teacher's Guide</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Making Meaning Mentor Texts</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rigby Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Book room – leveled books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading UbD Documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Formative Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Summative Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Levels of Learners Document	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monitoring charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Problem solving charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5 For each of the following dimensions, please indicate how useful the Understanding by Design (UbD) document was to you?					
	Not at all useful	Not very useful	Somewhat useful	Very useful	
Ability to use new materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6 To what extent have Understanding by Design (UbD) <u>Stages 1 and 2</u> (Desired Results and Assessment Evidence) informed your instruction?					
	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much	
7 To what extent has Understanding by Design (UbD) <u>Stage 3</u> (Learning Plan) informed your instruction?					
	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much	

Reading Support				
8 Please indicate the extent to which your principal has supported your implementation of reading in the ways listed below.				
	Not at all	Somewhat	Much	Very Much
Communicated expectations for implementation of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the use of reading resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported the use of district wide assessment tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stressed the importance of oral language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary as it relates to reading proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Overall, to what extent has your principal supported the implementation of reading this year?				
<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much	
10 Please indicate the extent to which instructional coaching has supported your implementation of reading in the ways listed below.				
	Not at all	Somewhat	Much	Very Much
Was a knowledgeable resource about reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported our work of collaborative learning related to reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeled or demonstrated lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped with planning and preparing of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prompted teacher reflection on student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 Overall, to what extent has your building instructional coach supported the implementation of reading this year?				
<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much	
12 Please indicate the extent to which you engaged in each of the following activities during your PLC time.				
	Never	Weekly	Monthly	
Discussed the teaching of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reflected in ways that deepened my understanding of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Planned for differentiation within reading lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Planned for acceleration of students to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Generated ideas for expanding the way I teach reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Generated ideas for refining the way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Examined student work samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Examined other types of student data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Met with our instructional coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (please specify) _____				
13 To what extent did collaboration time increase your content knowledge of reading?				
<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much	
Student Impact				
14 Please indicate your views about the extent of student engagement in reading?				
	Not at all	Somewhat	Much	Very Much
In general to what extent did students connect to the focus of the lesson during whole group instruction (<i>Making Meaning</i>)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general to what extent did students engage in guided reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In general to what extent did students work on literacy related work during independent reading?

In general to what extent are students engaged with reading and discussion with peers during independent reading time?

How effective was independent reading time to student achievement to grade level reading and beyond?

15 When considering implementing reading, which component was the least challenging to implement? (Choose one)

- Whole Group Instruction (*Making Meaning*)
- Guided Reading
- Management of Independent Time
- Ongoing assessment
- Identifying teaching focus for consistent reading improvement
- Acceleration of students to grade level

16 When considering implementing reading block, which was the most challenging to implement? (Choose one)

- Whole Group Instruction (*Making Meaning*)
- Guided Reading Instruction
- Independent Reading
- Ongoing assessment
- Identifying teaching focus for consistent reading improvement
- Acceleration of students to grade level

17 When considering your most challenging aspect of reading implementation, which form of support would be most helpful as you refine your teaching practice in this area? (Choose one)

- No need for anything new, just another year to practice
- Coaching support
- Collegial conversations
- An opportunity to observe a colleague in action
- An in-depth review of the contents of the Level of Learner and the UbD document
- More formal professional development in guided reading

18 To what extent did your students learn the expected outcomes in reading?

Not at all Somewhat Much Very Much

19 At the end of this year, to what extent do you expect positive gains in scores on standardized achievement tests this year?

Not at all Somewhat Much Very Much

20 In future years of implementing our current reading program, to what extent do you expect positive gains in scores on standardized achievement tests?

Not at all Somewhat Much Very Much

Overall Reflection

21 Overall, to what extent do you feel you have been supported during the implementation of the current reading program?

Not at all Somewhat Much Very Much

22 Overall, to what extent do you feel reading has been implemented effectively in your building?

Not at all Somewhat Much Very Much

23 Overall, to what extent are you confident in implementing effective reading instruction?

Not at all Somewhat Much Very Much

24 What **TWO** words best describe your overall experience with the implementation of reading?

(30 character limit per word)

#1 _____

#2 _____

25 What do you see as the single greatest strength associated with the implementation of reading?

(100 characters limit)

26 What do you see as the single greatest challenge associated with the implementation of reading?

(100 characters limit)

Respondents Descriptors

Please be reminded that all responses to this survey will remain anonymous. You have been connected to the survey through an anonymous link. Data will never be disaggregated to the individual level. The following descriptive information allows for more useful interpretation and use of data to inform future implementation support.

27 Please indicate the grade level at which you teach:

- Kindergarten

 Third Grade
 First Grade

 Fourth Grade
 Second Grade

 Fifth Grade
 Other (please specify) _____

28 Please indicate your number of years of total teaching experience.

- 1 – 5 years

 11 – 15 years

 21+ years
 years
 6 – 10 years

 16 – 20 years
 Other (please be specific) _____

29 Please indicate your number of years of teaching experience in Anoka Hennepin School District.

- 1 – 5 years

 11 – 15 years

 21+ years
 6 – 10 years

 16 – 20 years
 Other (please be specific) _____

Appendix K Principal Survey

Reading Implementation Evaluation: Principal Survey																																																																													
<p>The purpose of this survey is to understand principals' perception of the implementation of our current reading program. Your input is extremely valuable and will provide important information in regard to professional development, materials, leadership support, and impact on teachers and students. The results of the survey will be used to guide future decisions to improve the reading program. All responses are confidential and the findings will be reported as a group not individually. The survey will take approximately 30 minutes to complete. You agree to take part in this survey by completing the questionnaire. Thank you in advance for your participation.</p>																																																																													
Professional Development																																																																													
<p>1 To what extent did formal reading professional development increase your content knowledge in reading?</p> <p style="text-align: center;"> <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Much <input type="checkbox"/> Very Much </p>																																																																													
<p>2 To what extent would the following reading professional development experiences be beneficial to you?</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 10%;">Already attended</th> <th style="width: 10%;">Not at all</th> <th style="width: 10%;">Somewhat</th> <th style="width: 10%;">Much</th> <th style="width: 10%;">Very Much</th> </tr> </thead> <tbody> <tr> <td>Whole Group Instruction (<i>Making Meaning</i>)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Guided Reading Instruction</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input 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type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accelerating students to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using assessments to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effective intervention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Developmental Reading Assessment training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analyzing running records	<input 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Reading Resources				
3 For each of the following dimensions, please indicate how useful the Understanding by Design (UbD) document was to your teachers?				
	Not at all useful	Not very useful	Somewhat useful	Very useful
Ability to use new materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reading Support				
4 Please indicate the extent to which you have supported the implementation of reading in the ways listed below.				
	Not at all	Somewhat	Much	Very Much
Communicated expectations for implementation of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the use of reading resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported the use of district wide assessment tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stressed the importance of oral language vocabulary as it relates to reading proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Overall, to what extent have you supported the implementation of reading this year?				
	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much
6 Please indicate the extent to which your building Instructional Coach has supported the implementation of reading in the ways listed below.				
	Not at all	Somewhat	Much	Very Much
Was a knowledgeable resource about reading and its implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported their work of collaborative learning related to reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeled or demonstrated lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped with planning and preparing of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prompted teacher reflection on student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Overall, to what extent has your building instructional coach supported the implementation of reading this year?

Not at all Somewhat Much Very Much

8 Please indicate the extent to which your teachers engaged in each of the following activities during PLC time.

	Never	Weekly	Monthly
Discussed the teaching of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflected in ways that deepened their understanding of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planned for differentiation within reading lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planned for acceleration of students to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generated ideas for expanding the way they teach reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generated ideas for refining the way they teach reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examined student work samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examined other types of student data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Met with the instructional coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)			

9 To what extent did collaboration time increase your teachers' content knowledge of reading?

Not at all Somewhat Much Very Much

10 To what extent did collaboration time result in the refinement of your teachers' reading instructional practice?

Not at all Somewhat Much Very Much

Student Impact

11 Please indicate your views about the extent of student engagement in reading?

	Not at all	Somewhat	Much	Very Much
In general to what extent did students connect to the focus of the lesson during whole group instruction (<i>Making Meaning</i>)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general to what extent did students engage in <u>guided</u> reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general to what extent did students work on literacy related work during independent reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In general to what extent are students engaged with reading and discussion with peers during independent reading time?

How effective was independent reading time to student achievement to grade level reading and beyond?

12 When considering reading, which component do you think your teachers' find the least challenging to implement? (Choose one)

- Whole Group Instruction (*Making Meaning*)
- Guided Reading
- Management of Independent Time
- Ongoing assessment
- Identifying teaching focus for consistent reading improvement

13 When considering implementing reading which do you think your teachers' find most challenging to implement? (Choose one)

- Whole Group Instruction (*Making Meaning*)
- Guided Reading
- Management of Independent Time
- Ongoing assessment
- Identifying teaching focus for consistent reading ~~improvement~~

14 When considering teacher's views on the most challenging aspect of reading implementation, which form of support do you think would be most helpful for teachers as they refine their teaching practice in this area? (Choose one)

- No need for anything new, just another year to practice
- Coaching support
- Collegial conversations
- An opportunity to observe a colleague in action
- An in-depth review of the contents of the Level of Learner and the UbD document
- More formal professional development in guided reading

15 To what extent did your students' learn the expected outcomes in reading?

- Not at all Somewhat Much Very Much

16 At the end of this year, to what extent do you expect positive gains in scores on standardized achievement tests?

- Not at all Somewhat Much Very Much

17	In future years of implementing our current reading program, to what extent do you expect positive gains in scores on standardized achievement tests?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much
Overall Reflection					
18	Overall, to what extent do you feel you have been supported during the implementation of the current reading program?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much
19	Overall, to what extent do you feel reading has been implemented effectively in your building?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much
20	Overall, to what extent do you feel your teachers have been supported during the implementation of reading?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much
21	Overall, to what extent did your teachers gain confidence in implementing effective reading instruction?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much
22	What TWO words best describe your overall experience with the implementation of reading? (30 character limit per word)	#1 _____			
		#2 _____			
23	What do you see as the single greatest strength associated with the implementation of reading? (100 characters limit)	_____			
24	What do you see as the single greatest challenge associated with the implementation of reading? (100 characters limit)	_____			
Respondents Descriptors					
25	Please indicate the total number of years of experience as a principal and/or assistant principal.	<input type="checkbox"/> 1 – 5 years	<input type="checkbox"/> 11 – 15 years	<input type="checkbox"/> 21+ year	
		<input type="checkbox"/> 6 – 10 years	<input checked="" type="checkbox"/> 16 – 20 years	<input type="checkbox"/> Other (please be specific)	
26	Please indicate your number of years of administrative experience in Anoka Hennepin School District.	<input type="checkbox"/> 1 – 2 years			
		<input type="checkbox"/> 3 – 5 years			
		<input type="checkbox"/> 5 – 7 years			
		<input type="checkbox"/> 8 – 10 years			
		<input type="checkbox"/> 10+ years			

Appendix L: Instructional Coaches Survey

Reading Implementation Evaluation: Instructional Coach Survey					
<p>The purpose of this survey is to understand instructional coaches' perception of the implementation of our current reading program. Your input is extremely valuable and will provide important information in regard to professional development, materials, leadership support, and impact on teachers and students. The results of the survey will be used to guide future decisions to improve the reading program. All responses are confidential and the findings will be reported as a group, not individually. The survey will take approximately 30 minutes to complete. You agree to take part in this survey by completing the questionnaire. Thank you in advance for your participation.</p>					
Professional Development					
1. To what extent did formal reading professional development increase your content knowledge in reading?					
	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much	
2. To what extent would the following reading professional development experiences be beneficial to you?					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whole Group Instruction (Making Meaning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building routines for independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accelerating students to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessments to inform instruct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective intervention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Reading Assessment training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing running records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress Monitoring and the Problem Solving Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the needs of advanced reading students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. To what extent would the following reading professional development experiences be beneficial to your teachers?

	Already attended	Not at all	Somewhat	Much	Very Much
Whole Group Instruction (Making Meaning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Guided Reading Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building routines for independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accelerating students to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sessions on specific Five Pillars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessments to inform instruct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective intervention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Reading Assessment training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing running records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress Monitoring and the Problem Solving Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the needs of advanced reading students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Resources

4. Please indicate how useful the following reading resources were to you?

	Not at all	Somewhat	Much	Very Much
Making Meaning Teacher's Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making Meaning Mentor Texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rigby Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Book room – leveled books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading UbD Documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formative Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summative Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Levels of Learners Document	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Problem solving charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. For each of the following dimensions, please indicate how useful the Understanding by Design (UbD) document was to you?				
	Not at all useful	Not very useful	Somewhat useful	Very useful
Ability to use new materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Support				
6. Please indicate the extent to which your principal has supported the implementation of reading in the ways listed below.				
	Not at all	Somewhat	Much	Very Much
Communicated expectations for implementation of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Encouraged the use of reading resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported the use of district wide assessment tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Stressed the importance of oral language vocabulary as it relates to reading proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Overall, to what extent has your principal supported the implementation of reading this year?				
	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Much	<input type="checkbox"/> Very Much
8. Please indicate the extent to which you have supported your teachers in the implementation of reading in the ways listed below.				
	Not at all	Somewhat	Much	Very Much
Was a knowledgeable resource about reading and its implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported their work of collaborative learning related to reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Modeled or demonstrated lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped with planning and preparing of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed the use of student data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prompted teacher reflection on student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, to what extent has your building instructional coach supported the implementation of reading this year?

Not at all Somewhat Much Very Much

9. Please indicate the extent to which your teachers engaged in each of the following activities during your PLC time.

	Never	Weekly	Monthly
Discussed the teaching of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflected in ways that deepened their understanding of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planned for differentiation within reading lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planned for acceleration of students to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generated ideas for expanding the way they teach reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generated ideas for refining the way they teach reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examined student work samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examined other types of student data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Met with the instructional coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)			

10. To what extent did collaboration time increase your teachers' content knowledge of reading?

Not at all Somewhat Much Very Much

11. To what extent did collaboration time result in the refinement of your teachers' reading instructional practice?

Not at all Somewhat Much Very Much

Student Impact**12. Please indicate your views about the extent of student engagement in reading?**

	Not at all	Somewhat	Much	Very Much
In general to what extent did students connect to the focus of the lesson during whole group instruction (Making Meaning)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general to what extent did students engage in guided reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general to what extent did students work on literacy related work during independent reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general to what extent are students engaged with reading and discussion with peers during independent reading time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How effective was independent reading time to student achievement to grade level reading and beyond?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. When considering implementing reading, which component do you think your teachers' find the least challenging to implement? (Choose one)

- Whole Group Instruction (Making Meaning)
- Guided Reading
- Management of Independent Time
- Ongoing assessment
- Identifying teaching focus for consistent reading improvement

14. When considering implementing reading, which do you think your teachers' find most challenging to implement? (Choose one)

- Whole Group Instruction (Making Meaning)
- Guided Reading
- Management of Independent Time
- Ongoing assessment
- Identifying teaching focus for consistent reading improvement

15. When considering teacher's views on the most challenging aspect of the implementation of reading, which form of support do you think would be most helpful for your teachers as they refine their teaching practice in this area? (Choose one)

- No need for anything new, just another year to practice
- Coaching support
- Collegial conversations
- An opportunity to observe a colleague in action
- An in-depth review of the contents of the Level of Learner and the UbD document
- More formal professional development in guided reading

16. To what extent did the students learn the expected outcomes in reading?

- Not at all Somewhat Much Very Much

17. At the end of this year, to what extent do you expect positive gains in scores on standardized achievement tests this year?

- Not at all Somewhat Much Very Much

18. In future years of implementing our current reading program, to what extent do you expect positive gains in scores on standardized achievement tests?

- Not at all Somewhat Much Very Much

Overall Reflection

19. Overall, to what extent do you feel you have been supported during the implementation of the current reading program?

- Not at all Somewhat Much Very Much

20. Overall, to what extent do you feel reading has been implemented effectively in your building?

- Not at all Somewhat Much Very Much

21. Overall, to what extent do you feel your teachers have been supported during the implementation of reading?

- Not at all Somewhat Much Very Much

22. Overall, to what extent did your teachers gain confidence in implementing effective reading instruction?

- Not at all Somewhat Much Very Much

23. What two words best describe your overall experience with the implementation of reading?
(30 character limit per word)

#1 _____

#2 _____

24. What do you see as the single greatest strength associated with the implementation of reading?
(100 characters limit)

25. What do you see as the single greatest challenge associated with the implementation of reading?
(100 characters limit)

Respondents Descriptors

Please be reminded that all responses to this survey will remain anonymous. You have been connected to the survey through an anonymous link. Data will never be disaggregated to the individual level. The following descriptive information allows for more useful interpretation and use of data to inform future implementation support.

26 Please indicate your number of years of total teaching experience.

- 1 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21+ years
- Other (please be specific)

27 Please indicate your number of years of teaching experience in Anoka Hennepin School District.

- 1 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21+ years
- Other (please be specific)

28 Please indicate your number of years of instructional coaching experience in Anoka Hennepin School District.

- 1 – 2 years
- 3 – 5 years
- 5 – 7 years

Appendix M: Future Professional Development Topics Desired by Coaches for their
Teachers

Type of Session	Total Respondents	Already Attended the Session (% and Number)	Number of Respondents Who Did Not Attend the Session	"Much" or "Very Much" Beneficial (% and Number)
Using assessments to inform instruction	17	5.9% (1/17)	16	87.5% (14/16)
Meeting the needs of advanced reading students	17	0.0% (0/17)	17	82.4% (14/17)
Accelerating students to grade level	17	0.0% (0/17)	17	76.5% (13/17)
Effective intervention strategies	17	0.0% (0/17)	17	76.5% (13/17)
Progress Monitoring and the Problem Solving Chart	17	5.9% (1/17)	16	75.0% (12/16)
Guided Reading instruction	17	17.7% (3/17)	14	71.4% (10/14)
Building routines for independence	17	5.9% (1/17)	16	68.8% (11/16)
Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension	17	11.8% (2/17)	15	66.7% (10/15)
Analyzing running records	17	0.0% (0/17)	17	52.9% (9/17)
Developmental Reading Assessment training	17	17.7% (3/17)	14	28.6% (4/14)
Whole Group Instruction (Making Meaning)	17	17.7% (3/17)	14	14.3% (2/14)

Appendix N: Future Professional Development Topics Desired by Coaches

Type of Session	Total Respondents	Already Attended the Session (% and Number)	Number of Respondents Who Did Not Attend the Session	"Much" or "Very Much" Beneficial (% and Number)
Meeting the needs of advanced reading students	17	11.8% (2/17)	15	86.7% (13/15)
Sessions on phonemic awareness, phonics, fluency, vocabulary and comprehension	17	17.7% (3/17)	14	85.7% (12/14)
Effective intervention strategies	17	23.5% (4/17)	13	84.6% (11/13)
Accelerating students to grade level	17	35.3% (6/17)	11	81.8% (9/11)
Progress Monitoring and the Problem Solving Chart	17	41.2% (7/17)	10	80.0% (8/10)
Using assessments to inform instruction	17	29.4% (5/17)	12	58.3% (7/12)
Guided Reading instruction	17	41.2% (7/17)	10	50% (5/10)
Building routines for independence	17	29.4% (5/17)	12	41.7% (5/17)
Whole Group Instruction (Making Meaning)	17	52.9% (9/17)	8	37.5% (3/8)
Analyzing running records	17	35.3% (6/17)	11	36.4% (4/11)
Developmental Reading Assessment training	17	35.3.2% (6/17)	11	9.1% (1/11)

Appendix O: Survey Respondent Descriptions

Number of years of teaching experience

	1-5 years	6-10 years	11-15 years	16-20 years	21+ years
Classroom Teachers	n=11	n=33	n=33	n=13	n=22

Number of years of coaching experience

	1-2 years	3-5 years	5-7 years	8 or more years
Instructional Coaches	n=12	n=0	n=1	n=3

Number of years of principal experience

	1-2 years	3-5 years	5 -7 years	8-10 years	11+ years
Principal	n=2	n=0	n=2	n=1	n=2