

Language Arts and Literacy Implementation Analysis Report February 2009

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The Language Arts and Literacy Implementation Analysis Report was designed to explore the current status of the language arts/literacy adoption, and the implementation of the Board adopted curriculum and materials. It also examines the professional development strengths of our teachers and identifies areas where more support is needed. Finally, this report begins to make recommendations around materials and professional development for language arts and literacy as well as other content areas as they relate to our PGE model. The report consists of three sections:

- **Elementary Survey (Part I)**
- **Language Arts/Literacy Gap Analysis and K-12 Content Area Professional Development Needs within the PGE model (Part II)**
- **Recommendations (Part III)**

Elementary Survey Background (Part I)

Curriculum and Instruction:

- Approximately 650 elementary teachers were surveyed using Survey Monkey in November 2008.
- 347 teachers responded. Approximately 89% were classroom teachers, 2% were instructional coaches and 9% were specialists.
- 43% of teachers who responded provide a minimum of 30-45 minutes of direct instruction of reading to students each day.
- 52% of teachers who responded provide one hour or more of direct instruction of reading to students each day.
- 91% indicated that the LA/Literacy Learning Targets are their curriculum. 9% believe that they are either an optional guide, do not use them or did not know we had them.
- 74% reported that they provide 30 minutes or more of direct instruction in writing each day.

StoryTown and Zaner-Bloser Implementation:

- 64% responded that they do not have any obstacles to using the StoryTown materials in their classrooms.
- Of those who indicated obstacles, 29% of those believed that the materials were either too challenging or simplistic.
- Classroom teachers make an average of 75 copies per week of the StoryTown reproducible materials. **NOTE:** This does not include spelling practice pages as these workbooks were purchased this year as part of the supplemental adoption. Classroom teachers could be expected to duplicate an additional 125 pages per week without the purchase of spelling workbooks in the future.
- 68% responded that they use StoryTown materials for 50% or more of their instruction.
- 32% responded that they use StoryTown for less than 50% of their instruction.
- 71% indicated no obstacles to using Zaner-Bloser handwriting materials.
- 22% indicated they still do not have Zaner-Bloser materials in their building.

Resources and Structures Used for Instruction (Respondents could select multiple answers):

- 63% base writing instruction on 6 Traits Writing.
- 72% base writing instruction on Lucy Calkins – Units of Study.
- 28% base writing instruction on StoryTown Writing.
- 76% structure writing around Writing Workshop.
- 82% structure reading around guided reading groups.
- 53% structure reading and writing around The Daily Five.
- 41% structure reading around the Reading Workshop.
- 66% structure reading using ability groups.

Professional Development Desires (Respondents could select multiple answers)

- 8% in Zaner-Bloser.
- 35% in 6 Traits Writing Instruction.
- 57% in Lucy Calkins – Units of Study.

Instructional Coaching:

- 69% indicated that the instructional coach has provided instructional support in reading.
- 63% indicated that the instructional coach has provided instructional support in writing.
- 32% indicated that the instructional coach in the building has helped implement StoryTown.

Previous Professional Development Experiences (Respondents could select multiple answers):

- 62% had professional development in 6 Traits Writing.
- 47% had professional development in Lucy Calkins.
- 30% had professional development in Step Up to Writing.

How Teachers Access Professional Development(Respondents could select multiple answers):

- 64% through an instructional coach.
- 90% through building staff development.
- 81% through District workshops.
- 28% through Oregon Conferences.
- 14% through National Conferences.
- 35% through college coursework.

Professional Learning Communities:

- 38% responded that they meet in a PLC to discuss reading or writing once a month.
- 27% indicated that they meet in a PLC to discuss reading or writing three times a year.
- 35% indicated that they meet in a PLC to discuss reading or writing four times a year.
- 82% indicated that their instructional coach facilitates or participates in their PLC.
- Over 70% indicated that they set SMART goals in reading and writing.

Comments: Are there any obstacles to using the StoryTown materials in your classroom?

- If there were obstacles, the majority of the comments indicated the materials are either too simplistic or too difficult.
- There has been a lack of time for teachers to prepare to use the materials.
- Others indicated a desire for more professional development in this area.
- There are also comments that do not support the purchase of these materials, as well as comments that expressed satisfaction with StoryTown.

What are the obstacles to using Zaner-Bloser materials?

- A concern has been raised about getting materials for next year. How are teachers expected to continue to implement when resources will disappear?
- Teachers also indicated a lack of time to instruct handwriting.
- Some concerns about the movement of cursive to second grade.
- Others indicated that StoryTown and ZB do not align, as letters are introduced in a different sequence.
- Others are pleased to have a common handwriting curriculum.

What resources do you base your writing instruction on? (Participants had the opportunity to add to the list already provided):

- Comments in this area indicated using the following resources: Barry Lane, Fountas & Pinell, Ralph Fletcher, Regie Routman, “my own model”, Journals, Craft Lessons, Trait Crate, Write Traits, and Writing to Learn.

How do you structure reading and writing in your classroom? (Participants had the opportunity to add to the list already provided):

- Comments in this area include: Text Talk, Literature Circles, Guided Writing, CAFÉ and Daily 5, DEAR, Choral Reading, and required building selected prepackaged programs.

How would you best describe your need for professional development in the area of writing instruction? (Participants had the opportunity to add to the list already provided):

- Comments in this area include: Need time to discuss and reflect with my colleagues, GLAD training, CAFÉ, We need Jeff Hicks, more EmPower, Daily 5, Regie, help us to teach writing to a prompt, 4 Square, Spanish language writing development, and more Write to Learn.

How often do you expect to meet in a PLC, to discuss reading or writing this year? (Participants had the opportunity to add to the list already provided):

- Comments in this area include: Once a month, 2x a month, once a week, 6 times a year, every 6 weeks, 9 times a year, no idea, what does PLC mean, we haven't met yet.

How have you accessed professional development in the past three years? (Participants had the opportunity to add to the list already provided):

- Comments in this area include: School Book Clubs, Learning Walks, NWRESA workshops, out of state workshops (Daily 5), Welcome Center, my own professional reading, and networking.

Language Arts/Literacy Implementation Cadre GAP Analysis (Part II)

A team of seven former Language Arts/Literacy Cadre and Project Team members met earlier this fall to explore the gaps in the current adoption in terms of curriculum, materials and professional development. Gaps have been identified in the following areas:

Elementary Level

Materials:

- Zaner-Bloser orders have not been filled in each building.
- StoryTown growth orders have not been filled.

Professional Development:

- VillaCuentos training for staff at Barnes, AHP, and Vose needs to be completed. (Currently scheduled for April)
- Initial training opportunities for teachers in Zaner-Bloser handwriting need to be offered.

Secondary Level

Curriculum:

- An evaluation of the implementation of curriculum and materials needs to be conducted.
- The Literacy Learning Targets need to be aligned with all other content area Learning Targets, and expectation for instruction embedded within content areas need to be established.

Materials:

- Remaining middle and high school core adoption materials need to be funded.
- Supplementary material need to be identified and recommended to the Board.
- Classroom technology to enhance instruction needs to be identified. For example, document cameras, projectors, SMART boards and classroom computers.

Professional Development:

- Professional development training on selecting instructional strategies that support the instruction of the Language Arts/Literacy Targets and the Best Practices need to be offered.
- The Language Arts / Literacy Instructional Core project should continue and evolve to include other content areas.
- Content area teachers need to be offered training opportunities in reading and writing instructional practices.
- Write to Learn and the 6 Traits instruction (in the areas of scoring and instructional strategies) need to continue to be offered for all secondary teachers.
- Establish expectations for middle level feeder schools and high school to communicate and articulate instructional and assessment practices.

NOTE: In addition, Cadre members surveyed teachers about what they believe are the instructional responsibilities of the District when it comes to professional development during any new adoption. Cadre members used the PGE framework as a guide. See results in Part Three.

Recommendations (Part III)

After reviewing the data from the Elementary Survey, data from the Language Arts/Literacy GAP analysis committee and interviewing teachers, here are our recommendations:

ELEMENTARY

StoryTown:

1. Offer a four-hour professional development workshop provided by the publisher during the summer and fall for new hires.
2. Providing professional development for ThinkCentral (online resource).
3. Provide funding for spelling workbooks for students during the life of the adoption. (Approx. \$6.00 each)
4. Explore other options for spelling for students who are achieving above grade level expectations.

Zaner-Bloser Handwriting:

1. Fund the buildings that have not received their initial orders.
2. Continue to provide workbooks for students in grades K-3 for the life of the adoption. (Approx. \$10.00 each)

Writing Instruction:

1. Offer professional development in 6 Trait Writing instruction and scoring to include collaboration throughout the year.
2. Offer professional development (for those who are interested) in Lucy Calkins – Units of Study. This could be accomplished via book clubs and collaboration time.

3. Continue to offer professional development workshops in Writing to Learn.
4. Begin conversations around the term Writing Workshop and establish parameters around its meaning and outcomes.
5. Continue to monitor the buildings where writing scores continue to improve.
6. Create anchor papers for Writing for all grade levels and district-wide grade level scoring guides.
7. Establish consistent assessments in writing across the District.

Reading Instruction:

1. Provide teachers with professional development in the area of reading interventions. Possibly create a partnership with SPED for instruction.
2. Provide teachers with professional development in the area of differentiation.

Other:

1. Provide VillaCuentos training for new hires each fall.
2. Offer Hosted Conversation opportunities for District teachers in the areas of: Writing Workshop, The Daily 5, CAFÉ, and other topics to be determined.
3. Continue to look for Promising Practices.

SECONDARY

Curriculum:

1. Align Literacy Learning Targets with all other content area Learning Targets, and establish expectation for instruction embedded within content areas.
2. Establish expectations for middle level feeder schools and high school to communicate and articulate instructional and assessment practices.

Materials:

1. Fund the remaining core materials orders.
2. Identify supplemental material needs during the 2009-2010 school year.
3. Identify and purchase classroom technology to enhance classroom instruction. For example, document cameras, SMART boards, projectors, and classroom computers.

Professional Development:

1. Create survey to evaluate the implementation of curriculum and materials, as well as professional development needs in January 2010.
2. Provide professional development training on selecting instructional strategies to support the instruction of the Language Arts/Literacy Targets and the Best Practices.
3. Continue the work of the Language Arts Instructional Core project, which includes both instruction and assessment practices.
4. Provide content area teachers with training in instructional practices to teach reading and writing.
5. Continue to provide training opportunities in Write to Learn and the 6 Traits in the areas of scoring and instructional strategies for all secondary teachers.
- 6.

PGE Professional Development NEEDS: (ALL LEVELS)

This next section was developed with the intent that it be applied to ALL future QCC adoptions. In each area you will find recommendations in terms of what we suggest is the District's responsibility around professional development as it aligns to the PGE model. You will notice that not all of the items have been selected under each domain.

Domain 1: Instructional Responsibilities

Standard 1.1 Planning

a. planning lessons which address the standards, goals, and learning targets

- c. *utilizing adopted curriculum and relevant instructional materials*
- e. *planning for the effective use of instructional time*
- i. *utilizing individual and collective student data to plan instruction.*

Recommendation:

1. Create and fund collaboration and planning time with grade level colleagues from around the District during the school year.
2. As needed collaborate with publishers to provide professional development training.

Standard 1.2 Instructional Practice

- c. *utilizing a variety of teaching methods, procedures, and materials which incorporate recent professional research*
- d. *differentiating instruction to meet the needs of each student*

Recommendation:

1. Provide professional development in Best Practices and provide staff with professional reading of current research in each content area as applicable. Professional reading should begin with the formation of the Project Team.
2. Provide staff with recommended reading lists.
3. Professional Development to be provided by TAG, SPED and ELL staff in the area of differentiation.

Standard 1.3 Assessment

- e. *analyzing data (formal and informal tests, observations, and student work samples, etc) to inform instruction*
- f. *implementing current District assessment agreements (sharing of information)*

Recommendation:

1. Provide professional development in data analysis and inservice staff about any new assessment agreements.
2. Assist staff in selecting appropriate interventions to move students forward.

Domain 2: Professional Responsibilities

Standard 2.1 Expectations

- c. *following adopted curriculum, learning targets, standard, and instructional strategies*

Recommendation:

1. District administration should set clear and consistent guidelines in terms of expectations regarding new curriculum and the use of new materials. Administrators need to incorporate these guidelines into evaluations.

Standard 2.3 Growth and Development

- f. *staying current with technology*

Recommendation:

1. District will begin to provide appropriate instructional technology to coincide with adoptions. This could include: ELMOs, projectors, and laptops.

Domain 3: Communication

Standard 3.1 School and Community

- h. *sharing ideas and resources*

Recommendation:

1. Continue to update and improve information that is available on the Portal. Provide opportunities for teachers to participate in book clubs. Provide content area Instructional Core training and work sessions.

Domain 4: Environment

Standard 4.1 Culture

- c. *recognizing and respecting cultural diversity*

Recommendation:

1. Offer opportunities for staff to grow in the area of cultural diversity. Post articles and other information on the Portal.

If you have questions about this document please contact Kayla Bell in Teaching and Learning.