

## Participant Sample Activity #1

### Framing Leadership: A Literacy Leader – What Do I Do? What Should I Be Doing?

1. Reflect for a moment about the behaviors that you exhibit when you are demonstrating leadership in your school. The behaviors must be observable by others. List the most important (no less than 5).
2. How many hours per week do you allocate to each behavior (be candid).

<b>Principal Leadership Behavior</b>	<b>Hours Per Week (40)</b>
1. <i>Talk/Meet with Teachers/Parents</i>	<i>3 Hours (7.5%)</i>
2. <i>Classroom Observations &amp; Evaluations</i>	<i>2 Hours (5%)</i>
3. <i>Discipline Students</i>	<i>4 Hours (10%)</i>
4. <i>IEP Meetings</i>	<i>4 Hours (10%)</i>
5. <i>Lunch/Bus Duty</i>	<i>5 Hours (12.5%)</i>
6. <i>Budget/Administrative Duties</i>	<i>6 Hours (15%)</i>
7. <i>Recruiting, Hiring, Orienting</i>	<i>1 Hour (2.5%)</i>
8. <i>Curriculum/Professional Development</i>	<i>2 Hours (5%)</i>
9. <i>Building Management</i>	<i>5 Hours (12.5%)</i>
10. <i>Staff Meetings</i>	<i>2 Hours (5%)</i>
11. <i>Scheduling/Subs</i>	<i>6 Hours (15%)</i>

*Literacy Coach's Activities*

<i>Literacy Coach Leadership Behavior</i>	<i>Hours Per Week (40)</i>
<i>1. Observe/Model/Coach in Classrooms</i>	<i>5 Hours (13%)</i>
<i>2. Provide Professional Development for Teachers, Tutors, ParaPros</i>	<i>2 Hours (5%)</i>
<i>3. Plan for Professional Development</i>	<i>4 Hours (10%)</i>
<i>4. Read Professional Literature</i>	<i>2 Hours (5%)</i>
<i>4. Select, Order, Organize Materials</i>	<i>4 Hours (10%)</i>
<i>5. Schedule/Score/Interpret Assessments</i>	<i>8 Hours (20%)</i>
<i>7. Facilitate Study Groups</i>	<i>2 Hours (5%)</i>
<i>8. Grade-level Meetings</i>	<i>8 Hours (20%)</i>
<i>9. Administrative Duties (Substitute, Lunch Duty, Field Trips, Meetings)</i>	<i>5 Hours (13%)</i>

## Participant Sample Activity #2

### Framing Leadership: Understanding and Rating Your Literacy Leadership

“The findings suggest that elementary school principals who are perceived by teachers as strong instructional leaders promote student achievement through their influence on features of schoolwide learning climate.” (p. 543)

[Hallinger, P., Bickman, L., & Davis, K. (1996). *Social context, principal leadership, and student reading achievement. The Elementary School Journal, 96*(5), 527-549.]

### A General Model of Instructional Leadership

Complete this chart on your own

Instructional Leadership Characteristics	Skill Level				
	1	2	3	4	5
<i>Developing a Mission and Goals</i>					
Framing school wide literacy goals					
Communicating school wide literacy goals (internal and external)					
Championing literacy change through behavior					
<i>Managing the Literacy Improvement Function</i>					
Promoting quality instruction					
Supervising and evaluating instruction					
Allocating and protecting instructional time					
Coordinating the curriculum					
Monitoring student progress					
<i>Promoting an Academic Learning Climate</i>					
Establishing positive expectations & standards					
Maintaining high visibility					
Providing incentives for teachers & students					
Promoting professional development					
<i>Developing a Supportive Work Environment</i>					
Creating a safe and orderly learning environment					
Providing opportunities for meaningful student involvement					
Developing staff collaboration and cohesion (teams)					
Securing outside resources in support of school goals					
Forging links between the home and the school					

Key to Skill Level:  
 1 = None  
 2 = Needs Improvement  
 3 = Fair  
 4 = Good  
 5 = Excellent

Source: Murphy, J., *Leadership for Literacy: Research-based practice, PreK-3* (2004). Corwin Press, CA, (p. 27) [www.corwinpress.com](http://www.corwinpress.com)

## **Tips for Literacy Leaders from Best Practices Research**

- Effective schools focus on *a few* clearly articulated, agreed upon, and measurable literacy goals around which staff energy and resources are focused.
- Effective schools expand the literacy goals into *a few* coordinated objectives, each with an action plan and manageable scope.
- Effective schools use teams to carry out, coordinate, communicate, and integrate goals and objectives.

## **Six Characteristics of High Performing Literacy Leaders**

### **1. Literacy is the top priority of the school - Reading is First!**

“Across the four most effective schools in this study, reading was clearly a priority. The teachers and principals considered reading instruction their job and they worked at it. They worked together, worked with parents, and worked with a positive attitude to reach the goal of all children reading well before they left (third) grade. They set personal preferences aside in order to reach consensus on schoolwide monitoring systems, curriculum, and professional development, with the constant goal of improving an already effective reading program.”

(Taylor, B.M., Pearson, P.D., Clark, K.F., & Walpole, S. (199, September). *Beating the odds in teaching all children to read*. Ann Arbor: University of Michigan, Center for the Improvement of Early Reading Achievement. p.9)

### **2. Educators are committed to making a difference.**

Teachers in schools where learners perform well in reading, not only believe that they have “the power to influence a child’s maturation,” they also have the will to teach all students to read well.“

Source: Murphy, J., *Leadership for Literacy: Research-based practice, PreK-3* (2004). Corwin Press, CA, (p. 55)

### **3. Educators hold high expectations for student achievement.**

“One generalization can be made about the elements of a successful reading program; in practice these factors reflect a belief on the part of principals and teachers that children can be taught to read, regardless of motivation or background. “

(Armor, D., Conroy-Osequera, P., Cox, M., Kind, N., McDonnell, L., Pascal, A., et al.(1976, August). *Analysis of the school preferred reading program in selected Los Angeles minority schools* (Report No. R-2007-ASUSD). Santa Monica, CA:RAND. (p.40.)

#### **4. Decisions and Actions Map Backwards from the Child**

“In schools that bring all learners to mastery of literacy skills student learning is the highest priority when compared with curriculum and instruction.”

(Fisher, C., & Adler, M. A. (1999, December). *Early reading programs in high-poverty schools: Emerald Elementary bets the odds*. Ann Arbor: university of Michigan, Center for the Improvement of Early Reading Achievement. ( p. 58)

#### **5. Staff Maintains a Strong Academic Press**

“...In schools that promote high levels of literacy, there is (1) a strong academic emphasis and a climate of challenge, (and) (2) a powerful ‘achievement orientation’ in the administrative ranks.”

Source: Murphy, J., *Leadership for Literacy: Research-based practice, PreK-3* (2004). Corwin Press, CA, (p. 59) ww

#### **6. Educators Assume Responsibility for Student Learning**

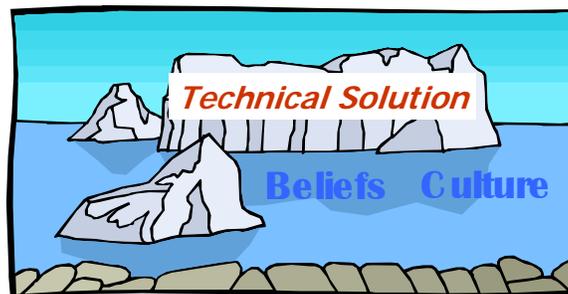
“The staffs of declining schools...tend to displace the responsibility for skill learning on the parents or the students themselves.”

“Schools that excel in helping youngsters master literacy skills operate from a different mind-set: ‘teaching failure is not excused...when students fail to learn, the school assumes the major responsibility’...”

Source: Murphy, J., *Leadership for Literacy: Research-based practice, PreK-3* (2004). Corwin Press, CA, (p. 61)



*Change is Like an Iceberg...*



...there is a lot more under the water than above the water

## “Talking the Talk”

**High quality school literacy programs have a common language and display consistent behaviors** that are guided by well-understood and articulated principles. These principles are deeply embedded in the school’s culture. Literacy leaders use these principles to implement their Reading First Plan by shaping practices and behaviors. There are no mixed messages to administrators, teachers, coaches, students, parents, or community members. These principles must reflect the beliefs, values, and assumptions that literacy leaders want to embed into the culture of the school.

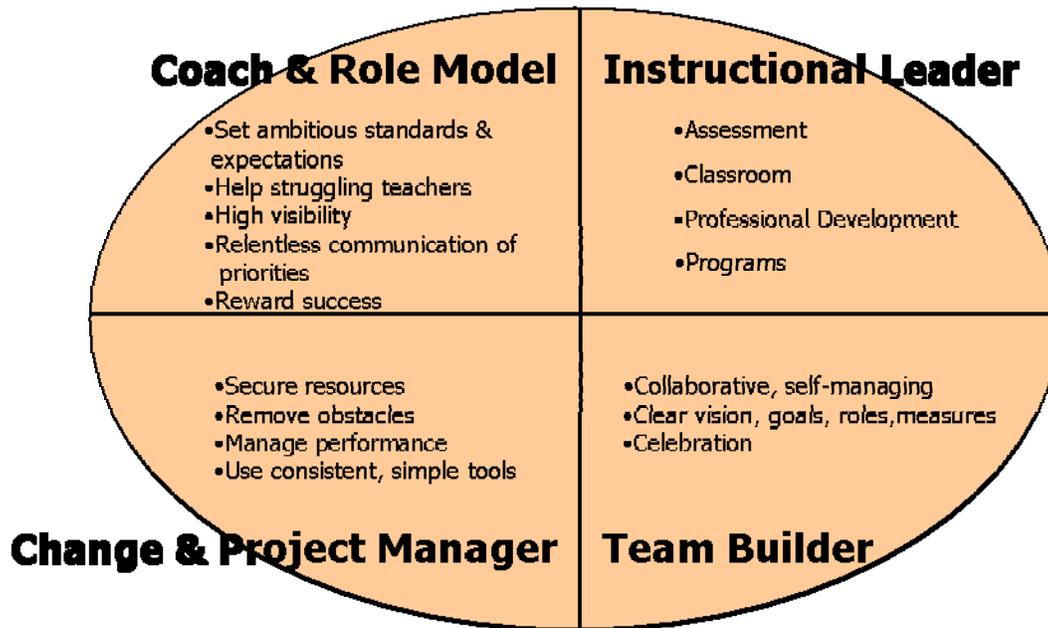
A shared common language about teaching literacy and student learning is apparent to a greater extent in effective schools than in less effective schools.

**Source:** Murphy, J., *Leadership for Literacy: Research-based practice, PreK-3* (2004). Corwin Press, CA,

### **A comparison of highly effective and less effective practices in schools**

<b>High Mastery - Effective</b>	<b>Lower Mastery - Ineffective</b>
Teachers refer to instructional competencies when describing their expertise	Teachers refer to personal, social and managerial when describing their expertise
Ambitious goals for student achievement	Goals centered on adult needs or values
Clear, well articulated vision	Little sense of direction
Clear sense of direction that can be stated in a few crisp sentences	Focus on maintaining order and tranquility
Enthusiasm and “can-do” attitude	Piecemeal management of programs
Spend time on what matters most in their priorities (role-modeling)	Looks for compliance, not results
Creates a sense of purpose, generates expectations, commitment	Lack common understanding of goals
Links activities to overarching goals	Lack common understanding of activities
Goals are focused on student achievement	Goals focus on ensuring a “smooth running” school

## Literacy Leadership: Skill Set



### Role Clarification

#### Who Does What Around Here?

Often teams can feel like the old Abbott and Costello bit, “*Who’s On First?*” There is confusion about who does what? People collide trying to catch the same fly ball, and other times balls drop because everyone assumed someone else was going to catch it. Some feel overloaded, and others feel underutilized. You may start to feel as if you have to do it yourself because you can’t trust others on your team.

#### Why Do These Problems Exist?

A team forms around a task that requires the collaboration of more than one person and this is known as task interdependence. Each of you has a different set of skills, different areas of expertise, and a different way of looking at problems. Achieving success requires these different inputs: no one person alone can get it done.

Task interdependence and diversity of perspective and inputs requires a clear and agreed upon understanding of each person’s role. The problems mentioned earlier result when role issues aren’t clear, or agreed upon. And eventually the relationship deteriorates due to the accretion of disappointments.

## **Why Aren't Job Descriptions Enough?**

While useful as a starting point, job descriptions seldom provide all of the guidance we need around roles. Sometimes job descriptions are too general, sometimes they become outdated, but most importantly job descriptions focus on the "whats", and seldom specify the "hows" - and that's where trouble often starts. For example, the job description may specify: responsible for coordinating with each other on establishing new processes, but each team member will have their own perspective on what coordinate means.

The expectations we each have for other team members are called 'role expectations.' Even on a 2-person team there is a network of expectations you have for each other. And there will be expectations that develop from your bosses, and other key people in the organization.

This complexity can't be wished away. But it can be managed.

## **Role Clarity: the First Step**

Role clarity occurs when members of the team have a very clear understanding of other team members' role expectations of them. If this clarity doesn't occur, role ambiguity inevitably occurs. The result of role ambiguity is that valuable time and energy will be lost in trying to figure out questions caused by unclear roles, dealing with frustrations and disappointments, and correcting mistakes that occurred due to role ambiguity.

Many role conflicts often disappear once expectations are clarified. In other cases, just because someone understands your role expectations, doesn't mean they will agree with them. Role Conflicts are a fact of team life, and you should expect them. Utilize the Role Clarification Format to help teams reach understanding and agreement.

**Role Clarification Format:**

This is a useful tool for literacy leaders when role conflicts, ambiguities, or overlaps occur. This tool can be completed, and used as the basis of a face-to-face meeting to iron out expectations of who is supposed to do what, and forms a permanent record of agreement.

**My role in achieving Reading First is:**

- Establish new classroom practices in literacy that are aligned with SBRR.*
- Provide teachers with the tools and skills needed to implement core, supplemental, and intervention instruction.*
- Build a school based literacy team to build capacity and sustain change and leadership.*

**My major responsibilities in this role are to:**

- Develop and maintain trusting relationships with teachers and administrators.*
- Provide professional development in the core content areas of reading.*
- Learn from the HILL facilitator both content and process for literacy change.*

**My team can count on me for:**

- Being sensitive to the needs of the classroom teachers.*
- Keeping the focus on the school-wide plan and process for change.*
- Managing the literacy team meetings so that they are efficient and productive.*

**My critical dependencies:**

• <i>Principal</i>
• <i>Literacy Team</i>
• <i>Classroom Teachers</i>
• <i>HILL Facilitator</i>
• <i>District Coordinator</i>



**Who needs to deliver to me:**

• <i>Classroom and team participation</i>
• <i>Attend meetings, commit to schedules</i>
• <i>Attend workshops and allow follow-up coaching</i>
• <i>Provide appropriate training and support</i>
• <i>Resources</i>

**Those dependent on me:**

• <i>Literacy Team</i>
• <i>Classroom Teacher</i>
• <i>Hill Facilitator</i>
• <i>Principal</i>
• <i>District Coordinator</i>



**To whom I need to deliver:**

• <i>Support, structure, leadership</i>
• <i>Sensitive coaching, modeling</i>
• <i>Time, openness regarding training</i>
• <i>Communication, support</i>
• <i>Communication, involvement</i>

Source: Mark Plovnik et al, (1984)“Task oriented team development”, training program, Worcester, MA: Clark University.

## **Stakeholder Analysis**

Stakeholder analysis is the technique used to identify the key people who need to support your change initiative. You then develop a plan to build the support that will help you succeed.

### **Using a Stakeholder-based Approach Allows You to:**

- Use the opinion of powerful stakeholders early and often to shape your project because this builds support, and improves the quality of your effort
- Gain support from powerful stakeholders to help you win more resources
- Engage in early dialog with stakeholders to help ensure that they *really* understand your approach
- Anticipate reactions, implement and develop appropriate plans

### **Steps for Completing a Stakeholder Analysis:**

- List and prioritize all of the stakeholders in your school/district
- Identify their position in the school
- Identify current position of each stakeholder on the grid (where they really are, not how you wish they felt)
- Consider if you're satisfied with their location on the grid; are they important to the success of Reading First in your school?
- Develop a plan to gather more support from priority stakeholders

### **Stakeholder Planning:**

- What stake do they have in the outcome of your work?
- What information do they have? From whom? What additional information do they need?
- Who influences their opinion?
- How might you engage them in discussing your project?
- If you can't gain their support, what is Plan B?

## Stakeholder Analysis #1 – Somewhere School: 9/15/04

Stakeholders	+2	+1	Neutral	-1	-2
Joe Brown Superintendent			X		
Susan Raymond, District Coordinator					X
Ed Maresco Principal		X			
Ms. Hanchette 3 <sup>rd</sup> Grade Teacher (1 yr. from retirement)					X
Mrs. Jones 2 <sup>nd</sup> Grade Teacher (2 <sup>nd</sup> Year)	X				
Mrs. Carr 3 <sup>rd</sup> Grade Teacher (Union Rep)				X	
Ms. Galvin Reading Teacher K-3 (12 yrs experience)	X				
Mr. Martin SPED Teacher 4 <sup>th</sup> Grade (5yrs experience)		X			
Ms. Bontempo Reading Teacher (5yrs experience)				X	

## Stakeholder Action Plan #1 – Somewhere School

- Reading Specialist meets with District Coordinator bi-monthly
- Reading Specialist and Principal meet regularly with Superintendent
- Principal assigns Ms. Galvin to provide intervention in Ms. Hanchette’s classroom and provides regular evaluative follow-up
- Ms. Galvin mentors Ms. Bontempo (use coaching schedule to monitor)
- Ms. Jones’ classroom becomes a model – arrange visitations
- Reading Specialist forms a Literacy Leadership Team – sets up schedule for meetings; make sure that Ms. Carr is on the team

**Stakeholder Analysis #2 – Somewhere School: 11/15/05**

Stakeholders	+2	+1	Neutral	-1	-2
Joe Brown Superintendent		X			
Susan Raymond, District Coordinator			X		
Ed Maresco Principal		X			
Ms. Hanchette 3 <sup>rd</sup> Grade Teacher (1 yr. from retirement)					X
Mrs. Jones 2 <sup>nd</sup> Grade Teacher (2 <sup>nd</sup> Year)	X				
Mrs. Carr 3 <sup>rd</sup> Grade Teacher (Union Rep)			X		
Ms. Galvin Reading Teacher K-3 (12 yrs experience)	X				
Mr. Martin SPED Teacher 4 <sup>th</sup> Grade (5yrs experience)		X			
Ms. Bontempo Reading Teacher (5yrs experience)			X		

**Stakeholder Action Plan #2 – Somewhere School**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## **Assessments Provide an Accountability Structure for Data-based Leadership**

Successful schools use data to drive their instructional practices. In effective schools and districts, extensive, systematic use of data exists. These schools rigorously use and focus on assessment data with intention and purpose. Each Reading First school developed an assessment framework to comply with the state and federal guidelines to ensure a solid accountability structure.

### **Frequent and ongoing assessment allows Reading First schools to:**

- Increase the number of students who demonstrate mastery of grade-level skills.
- Monitor consistency of program implementation school-wide to allow each individual the opportunity to make adequate progress.
- Identify key support needed by the school administrators, district coordinators, and reading specialists for struggling readers and struggling teachers.

### **Comprehensive implementation of a school-wide assessment framework gives Reading First schools:**

- An efficient and effective structure for ensuring that the school remains focused on student success.
- A method to routinely monitor the implementation process and use the information gathered to improve and adjust instruction.
- An ability to pinpoint problem areas in grade levels and classrooms and take action to solve those problem areas.
- An effective system for using the reading specialists and establishing a consistent and timely support system for improvement.
- A process to focus collaborative study of student progress, achievement, and instructional practice.

## **Guidelines for Looking at Data**

Carefully plan the process for looking at data school-wide. This process should include a schoolwide overview, grade-level meetings, and individual teacher meetings.

Look openly at the data. An honest process is respectful to the students and teachers.

Determine whether the data is a result of student issues or teaching issues.

Identify, by name, each student who is not progressing (“some-risk” and “at-risk”) as this makes the data vital.

Disaggregate the data by all cohorts including Title I, special education, and English Language Learners (ELL).

Set your goal for 80 - 90% of students meeting your targets school-wide and in each classroom.

Use the data to make systematic adjustments for students, teachers, and schools. The intensity of intervention is determined by the kind of student progress demonstrated (e.g. “some-risk” or “at-risk”).

Identify benchmark teachers and schools that can be positive models and plan demonstration site-visits and/or video demonstrations.

Don't lose your focus on the data. Hold everyone accountable. Own your part of the process and problem-solve, rather than blame.

Establish and implement plans to intervene, adjust, and improve student outcomes.

Instill a sense of urgency in your team.

## **Implementing *Literacy* Through Assessment Driven Levels of Instruction**

### **Purpose**

The purpose of this topic is to help educational leaders strategically focus on the work of changing literacy outcomes around student data for the purpose of adjusting classroom instruction. The information/chart provided are intended to help literacy leaders think about changing student outcomes using a systematic and consistent approach.

### **Expected Outcomes**

#### **Teachers**

- Identify students who are and *are not* meeting benchmarks.
- Plan, implement, and adjust strategic instruction that is focused on students acquiring key skills.

#### **Principals, Reading Specialists, Coaches**

- Identify teachers who are successful and teachers who are not experiencing success in implementing the program.
- Plan, implement, and adjust strategic instruction that is focused on teachers acquiring the necessary skills to change the skills of students in their class.

#### **District Administrators**

- Identify schools that are demonstrating success and schools that are having difficulty implementing a comprehensive literacy program.
- Plan and implement strategic professional development that is focused on school leaders acquiring the skills needed to effectively lead literacy change.

## **Introduction**

Traditionally, schools and districts tend to allocate professional development resources and support based on criteria other than student needs. Resources tend to be equally distributed regardless of the level of need. This practice needs to change if school and district-wide literacy improvements are to be achieved.

It is vital that district and school leaders allocate resources and assistance based on students' critical literacy targets. Students can be categorized into four main learning groupings: advanced, benchmark, strategic, and intensive. These categories can describe individual students, individual teachers and their classrooms, and individual schools and are consistent with the terminology used in Reading First.

It is common practice for teachers to think about the need for instruction for individual students and to develop instruction based on individual student needs. It is imperative that educational leaders think about a schoolwide intervention plan that is based on student needs. Importantly, the success of large groups of students is directly dependent on the effectiveness of teachers. Consequently, before one can decide which students are in need of strategic or intensive instruction, one must first establish the extent to which teachers are successfully implementing their reading programs.

## **Individual Student Level**

**Advanced students** are those who perform consistently above the benchmark goals and perform quite well in the grade-level materials. They are able to manage a variety of materials designed as challenge or enrichment resources. Challenge materials are found within most of the latest editions of the core programs and should be delivered during homogeneous small-group instruction time.

**Benchmark students** are those who perform consistently on goals and meet the standards established for their grade-level. These students are able to manage the grade-level materials and content well. At times, they may need some reteaching, but typically, this interruption in their overall positive trajectory of learning causes only a minor delay.

**Strategic students** are those who are struggling with some specific content and frequently perform one to two grade levels below standard on their schoolwork. Strategic students need additional support during small-group time to reach benchmarks on progress-monitoring assessments. Typically, this assistance can be provided within the regular classroom with additional time (approximately 30 minutes), pacing adjustments, preteaching, and reteaching. The majority of recent core program editions provide numerous recommendations and explicit information for strategic classroom instruction. There are several different service delivery models that can be considered. The Walk to Reading Model group students to facilitate focused strategic instruction. Push-in Models also provide opportunity for homogeneous groupings and additional strategic instruction by specialists or paraprofessionals. Focused, small group attention is effective for these students as instruction to accelerate their progress can occur the entire time with specially designed explicit and systematic materials. Lastly, these students require more frequent progress monitoring (at least monthly) and diagnostic assessment to identify specific areas, as needed.

**Intensive students** are those students who consistently perform poorly; who are two or more standard deviations below the mean on standardized tests, and are considerably below the benchmark on progress-monitoring assessments. These students require focused intensive support with preteaching and reteaching as well as additional specialized instruction during small group time. Some of this instruction may need to be provided outside of the regular classroom in a 1:1 tutoring situation or in a uniquely designed small group intensive intervention program. Intensive instruction may require an additional 30 – 60 minutes of focused attention. For students in this category, the intensive materials in many of the new programs may be helpful but, typically, are not sufficient. Specially designed intervention programs may be required to accelerate learning and should be considered. Students in this intensive category need frequent progress monitoring (every 1 to 2 weeks) and diagnostic testing, as deemed necessary.

## **Classroom Levels**

**Advanced level classrooms** contain consistently large numbers of students who meet or perform above the benchmarks. These classrooms provide excellent models for others. The teachers and students in these classrooms are able to effectively use the challenge materials provided in their core program. Typically, they can move at quick pace, while still addressing the needs of the few students who may be in a different category.

**Benchmark level classrooms** are those that have almost all of the students meeting benchmarks. The teachers in these rooms can be positive models for others, can mentor colleagues, and most likely need minimal assistance other than recognition and support from their administrators and coaches.

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## **Participant Handouts**

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DOE Contact: Emily Russin, [erussin@doe.mass.edu](mailto:erussin@doe.mass.edu)

**Strategic level classrooms** are those where approximately 25 - 35% of the students are not meeting benchmark goals. Teachers in strategic classrooms need more support and specific assistance from their administrators and coaches to implement an effective classroom literacy program. With a well-constructed program that is designed to improve outcomes, and if large numbers of students in a heterogeneously grouped classroom are not meeting the targets, the teacher is probably not implementing the program as designed. Although the students will need additional assistance, the fundamental cause of their lack of success is likely to be the difficulty the teacher is having in effective implementation, rather than the individual student learning issues.

**Intensive classrooms** are those where over 50% of the students are consistently failing to meet benchmark goals. Teachers in these classrooms need substantial amounts of support and directed coaching both with the administrator, reading specialist, and Reading First Implementation Facilitator. These teachers need to be taught to use the core program with fidelity and be held accountable for effective implementation in the classroom. They also need to choose appropriate intensive interventions, if needed.

### **School-wide Level**

Districts can use the same categories to identify entire schools in need of intensive or strategic support and the degree of autonomy the school will enjoy. For example, schools with consistently low performance (e.g. intensive) may be required to work closely with district staff and may have limited decision-making autonomy within the district. Schools that are categorized as benchmark may enjoy a great deal of autonomy as long as they continue to meet benchmark target goals.

## **Planning for Data Analysis**

Literacy leaders should come to a data analysis meeting with school-wide *Reading First* data from a data management system.

Each literacy leader reviews the classroom data and identifies classrooms by teacher name in which:

- 75 – 80% of the students are meeting *benchmark* target goals
- 50 – 75% of the students are meeting target goals as *strategic*
- 50% or fewer are meeting target goals as *intensive*

Each literacy leader will answer the questions below while considering each test and task.

#### Benchmark

- In which classrooms are **75 – 80%** of students meeting benchmarks?
- In which schools are **75 – 80%** of the classrooms meeting the benchmarks on most if not all of the tasks?

#### Strategic

- In which classrooms are **50 – 75%** of students meeting benchmarks?
- In which schools are **50 – 75%** of the classrooms meeting the benchmarks on most if not all of the tasks?

#### Intensive

- In which classrooms are fewer than **50%** of students meeting benchmarks?
- In which schools are fewer than **50%** of students meeting benchmarks?

## Implementing *Literacy* Through Assessment Driven Levels of Instruction

Levels	Advanced	Benchmark	Strategic	Intensive
<b>Individual Students Within A Classroom</b>	<p><b>Students:</b> consistently exceed benchmark goals and do well with advanced materials</p> <p><b>Instruction:</b> need challenge and enrichment activities</p> <p><b>Assessment:</b> every 6 - 8 weeks</p> <p><b>Materials:</b> regular core program, plus challenge materials</p>	<p><b>Students:</b> basically making good progress; reteaching is needed at times.</p> <p><b>Instruction:</b> basically, follow core; reteach skills as problems emerge</p> <p><b>Assessment:</b> every 6 - 8 weeks</p> <p><b>Materials:</b> regular core program</p>	<p><b>Students:</b> those who are not meeting benchmark goals on one or more important assessment criteria.</p> <p><b>Instruction:</b> explicit instruction with teacher in a small group for reteaching, preteaching, and pacing modifications</p> <p><b>Assessment:</b> every 3 - 4 weeks; diagnostic tests to pinpoint problems and target intervention, if necessary.</p> <p><b>Materials:</b> regular core program; plus additional supplemental materials may be required.</p>	<p><b>Students:</b> who are in well-established classrooms and are consistently low on many assessment criteria.</p> <p><b>Instruction:</b> explicit instruction with teacher or small group for reteaching, preteaching, and pacing modifications. Will need additional time (30-60min.) focused on specific areas of weakness. Some may require a program change and additional support from specialists.</p> <p><b>Assessment:</b> progress monitoring every 1 – 2 weeks; diagnostic tests to identify problems and target intervention, if necessary.</p> <p><b>Materials:</b> regular core program; plus additional supplemental and/or intervention materials will most likely be required.</p>
<b>Individual Classrooms Within A School</b>	<p><b>Students:</b> almost all in the class do well on the benchmarks; the teacher is teaching the program with fidelity; teachers are models and resources for others.</p> <p><b>Instruction:</b> use the enrichment and challenge portion of the core program, or supplemental materials, if necessary.</p> <p><b>Best Practice:</b> classrooms are good sites to visit and lessons could be videotaped and shared.</p>	<p><b>Students:</b> 75 – 80% of the students in the classrooms are making good progress; teacher deserves recognition and might serve as a resource to others.</p> <p><b>Instruction:</b> the teacher is teaching the core program with fidelity.</p> <p><b>Best Practice:</b> classroom lessons could be videotaped and shared. These are classrooms that would be ideal for visits.</p>	<p><b>Students:</b> approximately 25 - 35% of the students in the classroom are not meeting benchmark goals.</p> <p><b>Instruction:</b> teacher needs strategic assistance to teach the program with fidelity. The Reading Specialist/Coach, supported by the Regional Coach, should model lessons and implement side-by-side coaching.</p> <p><b>Principal:</b> conduct performance planning</p>	<p><b>Students:</b> over 50% of the students in the classroom are not meeting benchmark goals.</p> <p><b>Instruction:</b> the teachers need to be held accountable by administrators to teach the program as designed.</p> <p>Intensive coaching and modeling of lessons provided by the Reading Specialist, with support from the Regional Coach and District staff.</p> <p>Principal provides explicit intervention to teacher and arranges for visits to model classrooms.</p>
<b>Individual Schools Within A District</b>	<p><b>Classrooms:</b> almost all classrooms in the school have nearly all students exceeding the benchmarks.</p> <p>The school is a model school</p> <p>School has substantial managerial autonomy within the district.</p>	<p><b>Classrooms:</b> 75 – 80% of the classrooms are meeting goals.</p> <p>Schools serve as models and have a high degree of autonomy as long as high achievement is maintained.</p> <p>Schools will serve as positive visitation sites.</p>	<p><b>Classrooms:</b> approximately 25 - 35% of the classrooms in this school are not in the benchmark category. The goals resemble the classroom described in the strategic cell above.</p> <p>Schools receive explicit, strategic assistance from the District Coordinator, Regional Coach, and DOE.</p> <p>Schools may be allowed a limited amount of autonomy.</p> <p>Principal will visit model sites and seek expert assistance from district, consultants, and other advisors.</p>	<p><b>Classrooms:</b> most classrooms resemble the classroom described in the Intensive classroom cell above.</p> <p>Schools will receive explicit assistance with and be allowed little autonomy from the district</p> <p>Schools receive explicit assistance from the District Coordinator, Regional Coach, and/or DOE.</p> <p>Principals request assistance from district staff and/or DOE. District Coordinator or district leadership will provide intensive supervision of these schools.</p>

Adapted from: Kameenui, E.J. and Simmons, D.C., Institute for the Development of Educational Achievement (IDEA) College of Education, University of Oregon.

<http://reading.uoregon.edu>

## **Participant Sample Activity # 3**

### **Analysis of Class Profiles**

#### **Directions**

Turn to page 20, to review a sample of completed class data profile. The assessments used were DIBELS and the GRADE. [list out the names]

Answer the following questions:

- Which students are meeting the benchmarks (low risk)?
- Which students are strategic (some risk)?
- Which students are intensive (at risk) for each skill tested?
- Code the cells by highlighting using three colors (e.g. green = benchmark, yellow = strategic, and pink = intensive).
- Record the numbers and percentages below the table.
- Provide an analysis and include information about the following:
  - Does the sample profile represent a student problem or a teaching problem? How do you know?
  - Overall, would you consider this classroom to be Benchmark, Strategic, or Intensive?

**Grade One: Sample Sheet (Individual Students Within a Classroom – Level)**

Grade 1	DIBELS			GRADE-OL	GRADE-OL	GRADE-OL	GRADE-OL
	LNF	PSF	NWF	Literacy	Phoneme	Listen	Wrđ Rđg
	Scores AR: <25 SR: 25<37 LR: >=37	Scores Deficit <10 Emerging <35 Established >=35	Scores AR: <13 SR: <24 LR: >=24	Scores AR: 1-2 SR: 3-4 LR: 5-9			
Christopher	15	20	0	2	2	2	2
Alexander	26	32	4	7	2	1	4
Sabrina	21	41	11	1	2	2	1
Michaela	22	37	15	4	3	3	2
Carlos	36	52	18	4	6	7	5
Jack	32	33	19	7	6	7	7
William	44	42	21	3	6	7	5
Josef	22	43	22	4	2	4	2
Juan	48	60	22	4	6	7	4
Mary	29	45	29	4	6	4	1
Sophia	17	58	31	3	2	4	2
Anthony	28	50	36	7	6	4	4
Peter	51	58	37	4	6	7	7
Veronica	34	46	37	7	6	7	5
Calyn	42	48	38	7	2	2	7
Hector	42	60	44	3	6	2	4
Alyssa	60	49	50	7	6	7	7
Anna	61	71	51	7	6	4	7
Jonathan	61	60	54	4	6	7	7
Mackenzie	61	51	67	7	6	4	7
Joseph	77	65	70	7	6	7	7
Peter	68	47	81	4	6	3	6

**Questions To Think About?**

1. What percentages of students are represented in each of the specific categories?

DIBELS	22	%	22	%	22	%	GRADE	22	%	22	%	22	%	22	%
	LNF		PSF		NWF			Literacy		Phoneme		Listen		Word Rđg	
Intensive	5	23	0	0	3	14	Intensive	2	9	6	27	5	23	6	27
Strategic	6	27	3	14	6	27	Strategic	11	50	1	5	8	36	4	18
Benchmark	11	50	19	86	13	59	Benchmark	9	41	15	68	9	41	12	55

**Analysis/Intervention:**

*This classroom is strategic. There is evidence that the teacher may not have been teaching the orthographic symbols (alphabet) and needs intense support in this area. There is a trend toward benchmark in phonemic awareness skills but the teacher needs more strategic support with teaching sound-symbol correspondence. Generally, this teacher needs help teaching most basic skills and in developing listening comprehension skills in his/her students. It appears that that this teacher may not have been teaching the core program with fidelity and may need strategic support in this area.*

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**FALL DIBELS - GRADE 1 - INSTRUCTIONAL GROUPING**

TEACHER: \_\_\_\_\_

Score	Letter Naming	Phoneme Segmentation	Nonsense Word	Instructional Support / Providers
37+				
37+				
37+				
37+				
37+				
37				
36				
35				
34				
33				
32				
31				
30				
28				
29				
27				
26				
25				
24				
23				
22				
21				
20				
19				
18				
17				
16				
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
0				

	Low Risk
	Some Risk
	At Risk

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## DIBELS Profile Guidelines

SCORES	ISF	PSF	NWF	ORF	Interpretation	Strategies
<b>Profile 1</b>	↓	↓	↓	↓	<p>This student is low in all of the fundamental skills necessary for learning to read.</p> <p>If this is an older students, (s)he might have ADD or simply lack good phonemic awareness instruction.</p>	<p>Begin with initial sounds and provide explicit instruction. Provide small-group or one-to-one instruction on initial sound isolation.</p> <p>Use 2-picture choice activity. Proceed to 3 picture choice activity.</p> <p>Focus on only 1 new sound at a time.</p> <p>Include only pictures students know.</p> <p>Include only sounds that have been introduced.</p>
<b>Profile 2</b>	↑	↓	↓	↓	<p>Good initial sounds but not able to segment or blend sounds together.</p>	<p>Intervention for Students Low in Phoneme Segmentation Fluency (PSF)</p> <p>Begin with 2-3 phoneme words.</p> <p>Model sequential segmentation with fingers (remember to move from left to right).</p> <p>Select words beginning with continuous sounds.</p> <p>Provide multiple examples (3-4)</p> <p>Use a strip or set of connected boxes to represent the sounds. Have students touch as you say each sound (Elkonin “Move It and Say It” Activity).</p> <p>Incorporate letters once students are firm on segmentation.</p>
<b>Profile 3</b>	↑	↑	↓	↓	<p>Knows sounds and can segment simple words, but limited ability with sound/symbol correspondences.</p>	<p>Needs explicit phonics instruction and intervention for students low in blending sounds together.</p> <p>Examine the sequence in which you introduce letters. Select high-utility letters.</p> <p>Provide instruction on a letter-sound for 3 days minimum.</p> <p>Do not introduce letter name at the same time for students who are having difficulty.</p> <p>Model how the sound is formed.</p> <p>Provide frequent, short practice opportunities (e.g.</p>

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**Hanson Initiative for Language & Literacy (HILL)**

*Title I Leadership for Literacy*

SCORES	ISF	PSF	NWF	ORF	Interpretation	Strategies
						partner flash cards). Put “known” sounds in fun review activity (letters in a bag, letters on the chalk board they erase, 1-minute dash, etc.). Teach how to blend once 4-6 letters are firm.
<b>Profile 4</b>	↑	↑	↑	↓	<p>This student has good understanding of sounds, sound/symbol relationships, and blending of CVC words.</p> <p>The low ORF could indicate a need for fluency practice, oral language and vocabulary development, or practice with high level decoding.</p> <p>May be an ELL student who needs lessons on vocabulary and oral language.</p>	<p>Intervention for Students who have segmenting and blending skills but are low on ORF: Continue to introduce letter sounds students do not know (rate 1 per second). Examine NWF to determine whether student is blending sounds into whole words. Teach how to read whole words quickly. Teach how to “read the whole word” (sound it out in your head). Provide practice on reading words in lists so that students can read words at a rate of 1 word per 1-2 seconds. Use chunking strategies if word-by-word reader (See Hook &amp; Jones, 2001) Teach sentence reading (how to move from one word to the next). Provide “multiple opportunities” to read regular words in sentences. Teach a few critical sight words. Provide “extensive” practice reading regular and taught irregular words in simple controlled (orthography) books and stories (e.g. repeated readings).</p>
<b>Profile 5</b>	↑	↑	↑	↑	<p>This student is working at an appropriate benchmark level for his/her age and is considered a “low risk” for reading difficulties.</p>	<p>Continue with reading instruction in the core program. Teacher may consider advanced or accelerated work.</p>

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**Hanson Initiative for Language & Literacy (HILL)**

Title I Leadership for Literacy

SCORES	ISF	PSF	NWF	ORF	Interpretation	Strategies
<b>Profile 6</b>	↑	↓	↓	↑	This student has a beginning understanding that sounds are fundamental in reading but cannot segment or blend sounds. ORF is “low risk” which may indicate that this student has a good sight word vocabulary. Check errors and note poor decoding skills.	Needs phonemic awareness instruction, segmenting and blending. Continue building vocabulary orally to keep the student progressing in comprehension.
<b>Profile 7</b>	↑	↑	↓	↑	Understands sounds and has a good sight vocabulary but cannot blend sounds at a basic level. Check to see if reading sound by sound on NWF (that would lead to a low score and show a need for fluency practice).	May need explicit instruction in phoneme/grapheme correspondence. (See Profile 4)
<b>Profile 8</b>	↑	↓	↑	↓	Good decoding of CVC words but cannot segment sounds. Probably a poor speller. Also, doesn’t have good fluency. May be due to oral language/vocabulary issues. Check errors.	Needs instruction in phonemic awareness to improve segmenting ability. Teach fluency at the same time. (See Profiles 2 & 4)
<b>Profile 9</b>	↑	↓	↑	↑	Has good initial sound fluency, good decoding of CVC words, and most likely has a good sight word vocabulary. Probably a poor speller.	Needs explicit instruction in phonemic awareness to improve segmenting ability. (See Profiles 2 & 4)

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**Classroom Instructional Plan: (Individual Student Level)**

**Ms. Rasmussen: Grade 2**

**Anytown School**

**Date: 10/13/04**

Core + Beyond (Student Name)	Who Provides	Program &/or Materials	Time and Instructional Focus	Progress Monitor (Test & Frequency)
Frank	P CT	Trophies + Challenge Kit	<u>90 Minutes/Day</u> Core Instruction + Letter Identification Fluency	Benchmark (Winter – Spring)
Jhonelle Philip		Intervention Kit TRA Activities	Blending & Segmenting Phonemes	PSF; NWF (1x month)
Core + Supplemental	Who Provides	Program &/or Materials	Time and Instructional Focus	Progress Monitor (Test & Frequency)
Rachel Ruben	CT P	Trophies + Intervention Kit  TRA Activities	<u>2 Hours/Day</u> Blending & Segmenting Phonemic Awareness Sound-Symbol Correspondence Fluency	PSF; NWF (1x month)
Anthony Tasha Kimberly Kenny				PSF; NWF (2 x month)
Core + Intervention	Who Provides	Program &/or Materials	Time and Instructional Focus	Progress Monitor (Test & Frequency)
Xavier Anensky Juan Aliya Mathew Tanisha	CT TI	Trophies Vocabulary + Comprehension ERI	<u>2.5 Hours/Day</u> Direct, Explicit, Systematic Instruction Blending & Segmenting Phonemic Awareness Sound-Symbol Correspondence Fluency	PSF; NWF (2 - 4 x month)
Eric Thalia Jeffrey Malik Alexi Jorge Star	CT SPED	Trophies Vocabulary + Comprehension ERI	<u>2.5 Hours/Day</u> Direct, Explicit, Systematic Instruction Blending & Segmenting Phonemic Awareness Sound-Symbol Correspondence Fluency	PSF; NWF (2 - 4 x month)

CT = Classroom Teacher

TI = Title I Teacher

SPED = Special Education Teacher

P = Paraprofessional

RS = Reading Specialist

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**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Classroom Instructional Plan**

<b>Core + Beyond (Student Name)</b>	<b>Who Provides</b>	<b>Program &amp;/or Materials</b>	<b>Time and Instructional Focus</b>	<b>Progress Monitor (Test &amp; Frequency)</b>
<b>Core + Supplemental</b>	<b>Who Provides</b>	<b>Program &amp;/or Materials</b>	<b>Time and Instructional Focus</b>	<b>Progress Monitor (Test &amp; Frequency)</b>
<b>Core + Intervention</b>	<b>Who Provides</b>	<b>Program &amp;/or Materials</b>	<b>Time and Instructional Focus</b>	<b>Progress Monitor (Test &amp; Frequency)</b>

CT = Classroom Teacher

SPED = Special Education Teacher

RS = Reading Specialist

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## **Sample Participant Activity #4**

### **Data Analysis of Individual Classrooms within a School**

#### **Directions:**

1. With a partner, review the Fall Benchmark Data from Anytown School on Page 29. You should be looking at the percentage of students in the low-risk (LR) category across each of the subtests. You can see that the Kindergarten teacher, Ms. Struggles, had 58% of her class fall in the LR category in the Initial Sound Fluency (ISF) Subtest and 61% of the students fell in the LR category on Letter Naming Fluency (LNF) on the DIBELS. On the GRADE Listening subtest, 64% fell in the LR category. On average, 61% of students in Ms. Struggles' class are meeting benchmarks in this classroom. This means that there is a substantial group of students in this classroom that need a strategic level of intervention. (Technically, one should not average percentages. We recommend using Stanines with your own data.)
2. Using highlighters, identify classrooms that belong in each category by using different colors (e.g. benchmark classrooms – highlight teacher's name green, strategic classrooms - highlight teacher's name yellow, and intensive classrooms – highlight teacher's name pink.)
3. Using the Teacher Professional Development/Coaching Plan Worksheet on Page 30, group the teachers/classrooms into the appropriate categories (benchmark plus, benchmark, strategic, and intervention). Write the teachers' names in the category to which they belong.
4. Develop Professional Development/Coaching Target Goals and Strategies. Use the chart on Page 30 for guidance.
5. Also, identify how often the classrooms/teachers in each category should be progress monitoring their students.
6. Share with your colleagues and edit your plan based on feedback.

**Anytown School  
 Fall Benchmarks  
 Grade K-3  
 DIBELS & GRADE  
 Aggregate Report**

**KINDERGARTEN Percentages**

Teachers	DIBELS						GRADE		
	ISF			LNF			Listening		
	AR	SR	LR	AR	SR	LR	AR	SR	LR
Struggles	18	24	58	28	10	61	17	18	64
Best	9	12	78	4	10	86	5	21	74
McMahon	39	21	40	32	37	30	38	26	35
Doe	17	23	59	19	14	66	10	33	56

**GRADE ONE: Percentages**

Teachers	DIBELS									GRADE											
	LNF			PSF			NWF			Literacy			Phoneme			Listen			Wrd Rdg		
	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR
Ducharme	65	25	10	50	35	15	75	5	25	32	42	25	43	26	30	36	45	18	56	22	11
Clause	10	30	60	20	30	50	25	20	54	9	28	63	11	26	62	12	20	68	14	30	56
Burns	45	22	32	33	17	50	46	15	38	42	31	26	36	45	18	32	27	40	48	14	47
Dowell	10	17	72	5	11	83	12	16	71	9	11	79	3	11	85	6	12	81	13	14	72

**GRADE TWO: Percentages**

Teachers	DIBELS						GRADE								
	NWF			ORF			Vocabulary			Comprehension			Listening		
	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR	AR	SR	LR
Nolette	16	18	66	13	21	65	9	33	58	17	30	52	12	32	56
Skelton	18	32	50	18	45	36	36	28	35	44	26	30	49	16	34
Jones	4	14	81	4	11	85	5	5	90	9	11	80	4	6	89
Rasmussen	14	46	40	24	39	37	22	62	16	39	41	20	41	33	26

**GRADE THREE: Percentages**

Teachers	DIBELS			GRADE					
	ORF			Vocabulary			Comprehension		
	AR	SR	LR	AR	SR	LR	AR	SR	LR
Carr	14	33	52	15	23	62	23	26	51
Lane	27	18	55	18	13	68	17	19	64
Smith	6	5	88	5	4	91	5	5	90
Hanchette	57	24	19	57	20	22	43	35	22

Key:  
 AR = At Risk  
 SR = Some Risk  
 LR = Low Risk



**School: Anytown School**  
**Coaching Schedule (3-week cycle)**

**Date: October 15**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	
<b>8:00-12:15</b>	Coaching in the Classroom	Coaching in the Classrooms	Coaching in the Classrooms	Coaching in the Classrooms	Coaching in Classrooms (follow-up day)
	Teachers: Ms. McMahon Ms. Doe Ms. Struggles	Teachers: Ms. Burns Ms. DuCharme Ms. Clause	Teachers: Ms. Skelton Ms. Rasmussen Ms. Nolette	Teachers: Ms. Hanchette Mr. Lane Mr. Carr	Pre-Post Conferences
	<b>Focus</b>	<b>Focus:</b>	<b>Focus:</b>	<b>Focus:</b>	
	Fidelity to Core	Fidelity to Core	Fidelity to Core	Fidelity to Core	Make-up sessions with teachers
	Pre-Teach/Re-Teach in small groups	Pre-Teach/Re-Teach in small groups	Explicit & Systematic small group instruction	Explicit & Systematic small group instruction	
<b>12:15-1:00</b>	<b>Lunch</b>				
<b>1:00-1:30</b>	<b>Planning</b>				
<b>1:30-2:30</b>	<b>Flexible Time</b> Leadership responsibilities, conferences with teachers, planning for professional development				
<b>2:30-3:30</b>	<b>Grade Level Meetings</b>				

Format is adapted from *Introductory Guide for Reading First Coaches*. Chapter 4, p.23 (Secondary source). Adapted from: Alabama Reading Initiative, & Alabama Reading First Initiative. (2003) *Leadership team notebook*. Montgomery, AL: Author (Primary Source).

## Participant Sample Activity # 5

### Additional Practice: Green Valley School

#### Directions:

1. Use the Teacher Professional Development/Coaching Plan form on the page 33 to identify teachers' classroom instructional levels after winter benchmarks.
2. Write the name of the teacher in the cell that describes their classroom instructional level (e.g. Benchmark Plus, Benchmark, Strategic, and Intervention).
3. Imagine that this is a school in your district. Use the resources you have in your schools and determine who will provide support and professional development to teachers in the cell.
4. Continue filling in the chart until you feel satisfied that you have a workable plan.
5. Develop a coaching schedule based on your professional development/coaching plan.

### Green Valley School

<b>Kindergarten Teachers</b>	<b>Fall: Percentage of Students at Benchmark</b>	<b>Winter: Percentage of Students at Benchmark</b>
Mr. Peterson	77%	65%
Ms. Aiello	69%	76%
Ms. Hook	85%	84%
Ms. McDonald	91%	95%
<b>Grade 1 Teachers</b>	<b>Percentage of Students at Benchmark</b>	<b>Percentage of Students at Benchmark</b>
Mr. Arias	67%	67%
Ms. Camp	71%	76%
Ms. Mead	55%	49%
Ms. Gough	63%	75%
<b>Grade 2 Teachers</b>	<b>Percentage of Students at Benchmark</b>	<b>Percentage of Students at Benchmark</b>
Mr. Palmer	53%	52%
Ms. King	49%	53%
Ms. Stout	60%	65%
Mr. Bowen	65%	60%
<b>Grade 3 Teachers</b>	<b>Percentage of Students at Benchmark</b>	<b>Percentage of Students at Benchmark</b>
Mr. Kingston	26%	25%
Ms. Caldwell	37%	37%
Mr. Rivera	42%	43%
Ms. Lin	48%	54%



**Hanson Initiative for Language & Literacy (HILL)**

Title I Leadership for Literacy

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Coaching Schedule (\_\_\_\_ week cycle)**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00-12:15</b>					Coaching in Classrooms (follow-up day)
					Pre-Post Conferences
	<b>Focus</b>	<b>Focus:</b>	<b>Focus:</b>	<b>Focus:</b>	
					Make-up sessions with teachers
<b>12:15-1:00</b>	<b>Lunch</b>				
<b>1:00-1:30</b>					
<b>1:30-2:30</b>					
<b>2:30-3:30</b>					

Format is adapted from *Introductory Guide for Reading First Coaches*. Chapter 4, p.23 (Secondary source).Adapted from: Alabama Reading Initiative, & Alabama Reading First Initiative. (2003) *Leadership team notebook*. Montgomery, AL: Author (Primary Source).**Participant Handouts**HILL Contact: Sandra Jones, [sdjones@mghihp.edu](mailto:sdjones@mghihp.edu);DOE Contact: Emily Russin, [erussin@doe.mass.edu](mailto:erussin@doe.mass.edu)

## **Participant Sample Activity # 6**

(for District Level leaders)

### **Directions:**

1. Review the District School Professional Development/Coaching Plan for Delavan Public Schools on Page 36. This plan was developed using a similar procedure as the one in Activity #5. District and school leaders identified schools that fell into the Benchmark, Strategic, and Intervention categories.
2. District and school leaders collaboratively completed the plan and will implement it district-wide.
3. Consider whether a plan like this would be helpful to your district level administrators. How might you adapt it to make it work for you?

**District: Delavan Public Schools Date: October 25  
School Professional Development/Coaching Plan**

<b>Benchmark Plus Schools</b>	<b>Who Provides</b>	<b>Target Goals</b>	<b>Professional Development Strategies</b>	<b>Progress Monitor (Test &amp; Frequency)</b>
Sunnyvale School  Smalltown School	DR Outside Consultants Publishers	Document process and strategies used for leadership, coaching and PD	Participate on the District literacy Team  Serve host site for PD and coaching	DIBELS & GRADE Benchmark Testing
<b>Strategic Schools</b>	<b>Who Provides</b>	<b>Target Goals</b>	<b>Professional Development Strategies</b>	<b>Progress Monitor (Test &amp; Frequency)</b>
Anytown School  Pleasantville School	DC DR Outside Consultants Publishers	Improve/Establish School Literacy team  Develop a School-wide Professional Development Plan (i.e. workshops, team meetings, coaching)  Improve fidelity to core and intervention instruction	Coordinate district based literacy team  Develop a coaching model for school based coaches and principals  District Professional Development workshops on leadership, coaching and fidelity to the core	DIBELS & GRADE Benchmark Testing  Progress Monitoring Monthly
<b>Intervention Schools</b>	<b>Who Provides</b>	<b>Target Goals</b>	<b>Professional Development Strategies</b>	<b>Progress Monitor (Test &amp; Frequency)</b>
Lakeville School	DR DC Outside Consultants Publishers	Improve/Establish School Literacy team  Develop a School-wide Professional Development Plan (i.e. workshops, team meetings, coaching)  Improve fidelity to core and intervention instruction	Coordinate district based literacy team  Develop a coaching model for school based coaches and principals  District Professional Development workshops on leadership, coaching and fidelity to the core	DIBELS & GRADE Benchmark Testing  Progress Monitoring every 2 weeks

DC = District Coordinator  
IF =Implementation Facilitator  
RS =Reading Specialist

P = Principal  
S = Superintendent  
DR= Director of Reading

**Participant Handouts**

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## **Project Management Tools**

### **How Are We Doing?**

In addition to student outcome data, several tools are used to monitor progress in Reading First schools:

- DOE Monitoring Tool
- School Literacy Profile (SLP)

The DOE Monitoring Tool was adapted from Kame'enui and Simmons' Effective Schoolwide Survey. It is used as a collaborative tool by school district literacy teams and is completed prior to DOE's monitoring visit. After the visit, DOE produces a monitoring report that is integrated into the School Literacy Profile planning section. Agreement is reached on the goals, and activities are then developed.

### **What is the School Literacy Profile (SLP)?**

The School Literacy Profile is a web-based project management tool that has two primary purposes:

- To use as a planning and implementation tool for Reading First literacy activities, and
- To log Reading First literacy activities in your school

### **How is the School Literacy Profile (SLP) used?**

**The SLP should be closely tied to your yearly school improvement plan and it should reflect the goals and activities that will accomplish those priorities.** The DOE Regional Facilitator (or school coach) is responsible to develop and consistently record goals and Reading First activities in the document. However, all members of the literacy team should have ownership for the development and review of the SLP. The principal and reading specialist should be particularly attentive to the SLP as it reflects the work being done in the school. The SLP is updated weekly and team members should frequently review the goals and activities.

It is important that the activities in which a school is engaged reflect the needs identified from student benchmark data, progress monitoring data, district/school evaluations, and the DOE monitoring visit report. Recommendations from the Monitoring Report form the foundation for priority goals for the school year.

The activities need to be specific for each school. Dates and people providing the services can and should be included in the description of the activities. Teams should also be sure to include activities that focus on the *process* of implementing Reading First (e.g. planning and review meetings).

Typically, the SLP is used as a guide for each team meeting to review goals and activities, and to focus the meeting agenda. A brief discussion about school progress should open every literacy or leadership team meeting that is conducted. The SLP is updated weekly and school team members and district administrators can view reports online. Reports can also be printed for sharing with constituents.

## **How does the School Literacy Profile (SLP) help me?**

### **It helps me to:**

- plan goals and activities with my schools
- implement the plan thoughtfully and collaboratively
- prioritize professional development time efficiently
- stay “on course” with my school-based activities
- provides structure to Reading First school-wide change process
- query the database to answer questions and solve problems
- look at the “big picture” on a consistent basis
- review school progress online at my convenience

## **What are the components of the School Literacy Profile?**

### **The components are:**

- School demographics including contact information for administrators, reading coaches, assessment and literacy team members
- Identification of core, supplemental, and intervention programs by grade levels with percentage of students using particular programs
- Strengths and needs of the school
- Priority goals for the year
- Activities that accompany the priority goals that include responsible persons and due dates
- Log of activities with identification of goals addressed by the action, type of professional development, audience, who conducted the professional development, date, and length of time in which staff were engaged in the activity
- Assessment summaries after each benchmark testing