

**EVALUATION OF THE LITERACY
COLLABORATIVE CAPACITY BUILDING PROJECT
FINAL REPORT**

September 2, 2003-August 31, 2004

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This report provides a summary of activities and findings of the Evaluation of the Literacy Collaborative Capacity Building Project at the Center for Children & Families (CC&F) at Education Development Center (EDC) for the period of September 2, 2003 through August 31, 2004. Lesley University Center for Reading Recovery has contracted EDC to conduct a formative evaluation of the Literacy Collaborative model as it is brought to scale in two ways: expanding the model to grades 3-6 and developing a district-based training model for the primary and intermediate levels.

In addition to the formative evaluation of the Literacy Collaborative's scale-up efforts, CC&F completed a longitudinal, impact study of the Literacy Collaborative in grades 3 through 6. This study is in response to Lesley University's March 28, 2002 self-study conducted in accordance with the project's Comprehensive School reform funding.

This report relates the major research activities and major findings of both the formative evaluation and the impact study. Although some of the activities and findings are complementary, for the purposes of this report, each project will be discussed separately.

EVALUATION ACTIVITIES FOR FORMATIVE EVALUATION OF SCALE-UP

Previous Findings

In the previous two years' annual reports (Clark-Chiarelli & Kraemer-Cook, 2003; Clark-Chiarelli & Kraemer-Cook, 2002), the EDC research team found strong evidence to suggest that the District Coordinator model incorporates key elements necessary for scaling up an intervention. Analyses of data collected over the 2001-2002 and 2002-2003 school years indicate a strong presence of the following elements: program content, program infrastructure, professional development and incentives, external normative structures, and an intentional process (see August 29, 2003 and May 31, 2003 for details).

District Trainer training and depth of professional development. Last year, in the second year of the project, District Trainers from three geographically-diverse districts were selected for an evaluation of the district-based model. These District Trainers were implementing the grade 3-6 model. The EDC research team observed and interviewed District Trainers as they conducted training classes and coaching of their first cohort of Literacy Coordinators. We also observed the instruction District Trainers provided in their own classrooms.

We found that District Trainers were very well-prepared to train district-based Literacy Coordinators. A multi-layered approach of professional development and training provided District Trainers with the knowledge, skill, and disposition to effectively train the Literacy Coordinators in their districts. Moreover, from our interviews of District Trainers we found that they recognized the role their training played in preparing them to train Literacy Coordinators and that they found that the training effective and transformational. They also recognized the

value of having a core text, *Guiding Readers and Writers*, which guides their teaching as well as the District Trainers' Guide which guides their training efforts.

Maintaining the integrity of Lesley-based training. Our research also documented the high level of fidelity to the Lesley-based training in both District Trainers' training of Literacy Coordinators and implementation of the framework in their classrooms. Specifically, we found that the district-based model incorporates all of the components of the Lesley-based training in a balanced way with some slight modifications. Training sessions, classroom observations, coaching demonstrations, practice coaching sessions, and case studies worked together to form a powerful, comprehensive model that prepares Literacy Coordinators not only to implement the Literacy Collaborative framework in their own classrooms, but to coach and train other teachers. Below we summarize the highlights of findings from the 2002-2003 Progress Report.

Training sessions. An advantage of the district-based model is that District Trainers have the opportunity to customize training to fit the needs of districts and schedules of teachers in their training cohort. However, a major concern as programs are brought to scale is the degree to which they adhere or deviate from the original program. The EDC research team spent considerable time observing training sessions and found a high degree of consistency between district-based training sites and training sessions that we observed last year at Lesley University.

Analyses of observational data reveal consistency between district-based and Lesley-based training sessions in terms of session content, structure, teaching strategies, and emphasis on building understanding of the multiple layers of the LC job.

Consistency of content. The core text, *Guiding Readers and Writers 3-6*, as well the District Trainer Guide are central to district-based training and help ensure that the material of the sessions is consistent with Lesley-based training.

Consistency of session structure. There is a clear structure as noted in district-based training sessions that mirrored the sessions at Lesley. The following structure was observed in many of the sessions:

- Reflection/review of previous topic(s)
- Constructive experience (e.g., making a chart together, looking at assessment results and forming Guided Reading groups based on assessments)
- Summary of key understandings; prompt usually posed as a question
- Evaluation of session

Consistency of teaching strategies. The District Trainers consistently used the core text as an invaluable resource and brought the Literacy Coordinators back to specific portions on a regular basis. Consistent with the training sessions we observed at Lesley University, District Trainers focused on providing Literacy Coordinators with an opportunity to construct their own learning rather than telling them answers or giving advice. To that end, a minimum of handouts or overheads were used.

Consistency of focus on the multiple layers of the LC position. As was the case in our observations at Lesley, the multiple layers of the LC position are explored over the course of the year. For example, in November, the focus was very much on the framework itself. At that point the Literacy Coordinators were comfortable with interactive read alouds and were just

learning about Guided Reading. In May and June, the focus was on coaching and thinking about planning their training for teachers next year.

Consistent with our impression with Lesley training, district-based training is a nested phenomenon. Literacy Coordinators reflect on:

- Children as learners
- Themselves as teachers of children
- Teachers as Learners
- Themselves as teachers of teachers
- Themselves as learners in the total process

In sum, training encourages Literacy Coordinators to make connections between themselves as learners, their fellow teachers as learners, and children as learners.

Classroom observations. While we found variation among District Trainers in terms of their approach to classroom observations there is universal prominence of classroom observations in the training.

Coaching demonstrations and practice coaching. Perhaps one of the most impressive aspects of the Literacy Collaborative model is the professional development around coaching. All district-based sites replicated the Lesley-based sequence to train Literacy Coordinators in the critical art of coaching their fellow teachers. District Trainers modeled coaching and designed sessions that scaffolded their Literacy Coordinators' learning of coaching techniques.

Maintaining the integrity of the framework in District Trainers' classrooms. In our interviews with District Trainers we asked them to assess the degree to which they adhered to the framework. Without exception the District Trainers reported that adherence to the framework was a critical part of their teaching. We observed each of the District Trainers teaching the framework. Although the length of the observations varied in length of time, there was a high degree of fidelity to the model.

2003-2004 Evaluation of a District-based Training Model for Literacy Coordinators

As outlined in the proposal that launched this research, the data collected in this third year address questions related to the project's second goal, developing a district-based training model for Literacy Coordinators (See Appendix A for an outline of project goals, evaluation questions, evaluation indicators, and methods of data collection and analysis).

During this third year of the project, the EDC research team followed this same cohort of District Trainers and Literacy Coordinators researched in the 2002-003 school year as the Literacy Coordinators moved into their field year. We conducted in-depth interviews with District Trainers and Literacy Coordinators and observed key activities such as: training classes conducted by Literacy Coordinators, coaching sessions between Literacy Coordinators and classroom teachers, coaching sessions between District Trainers and Literacy Coordinators, instruction in Literacy Coordinators' classrooms, and district-based training of a second cohort

of Literacy Coordinators. We also observed classroom teachers' instruction as part of coaching sessions between themselves and Literacy Coordinators.

The major evaluation activities are outlined below in Table 1.

Table 1. Research Activities of District-based Training and Implementation

| Dates | Activities |
|------------------------|---|
| February 11 & 12, 2004 | <ul style="list-style-type: none"> • Observation of pre-coaching conference between District Trainer (DT) and Literacy Coordinator (LC) before LC observation of classroom teacher's instruction • Observation of classroom teacher's instruction • Observation of LC coaching teacher • Observation of DT debriefing with LC after coaching session • Observation of Training Class conducted by LC: Writing Workshop • Observation of DT debriefing with LC after Training Class • Observation of LC's classroom instruction • Observation of DT's debriefing with LC pertaining to classroom instruction • Interview with DT and LC |
| March 23 & 24, 2004 | <ul style="list-style-type: none"> • Observation of Training Class conducted by LC: Investigations • Observation of DT debriefing with LC after Training Class • Observation of LC's classroom instruction • Observation of classroom teacher's instruction • Observation of LC coaching classroom teachers • Interview with DT and LC |
| April 20 & 21, 2004 | <ul style="list-style-type: none"> • Observation of LC coaching fellow LC (both in their field year) in preparation of coaching an LC in her training year • Observation of training-year LC's classroom instruction • Observation of field year LC coaching training-year LC • Observation of debriefing of coaching session among other field year Literacy Coordinators and DT • Observation of DT coaching field year LC • Feedback from DT and fellow field year Literacy Coordinators on Training Class • Observation of field year LC's Training Class: Writing Workshop and Meeting Local/State Standards |
| May 19 & 20, 2004 | <ul style="list-style-type: none"> • Observation of training year Literacy Coordinators and DT debriefing this year and planning next year's Training Classes Topics: <ul style="list-style-type: none"> ○ Colleague visits ○ Using the DRA ○ <i>Systems for Change: Chapters 5 & 6</i> ○ Syllabus revisions ○ Hot Topics (Site report, Videotapes, Maine Conference, LC Institute) |

| | |
|-----------------|---|
| May 25-26, 2004 | <ul style="list-style-type: none"> • Observation of LC's Training Class: Review of the year • Observation of LC's Training Class: Minilessons • Interview of DT • Observation of LC's classroom instruction • Interviews of Literacy Coordinators • Observation of pre-lesson conference between LC and classroom teacher • Observation of classroom teacher's instruction • Observation of post-lesson coaching conference |
| June 2-3, 2004 | <ul style="list-style-type: none"> • Observation of DT coaching LC before Training Class: Case Study Presentation • Observation of Training Class: Case Study presentations • Observation of DT coaching LC after Training Class • Observation of DT coaching LC before classroom observation of 5th grade teacher • Observation of classroom teacher's instruction • Observation of DT coaching LT after observation of classroom teacher's instruction • Interviews of DT • Observation of LC's classroom instruction • Interviews of Literacy Coordinators |

Protocols for interviews are included in Appendix B.

In order to evaluate the district-based training model, data were collected and analyzed with respect to three questions:

- How well do Literacy Coordinators trained by District Trainers maintain the integrity of their training and implementation of the Literacy Collaborative components in the classroom?
- How well do classroom teachers who have been trained through the district-level model implement the language and literacy framework of the Literacy Collaborative in the classrooms?
- Does the district-based model expand the capacity of the Literacy Collaborative to provide quality professional development to increased numbers of teachers?

How well do the Literacy Coordinators trained by District Trainers maintain the integrity of their training and implementation of the Literacy Collaborative components in the classroom?

In this year of funding, the EDC research team looked closely at the degree to which Literacy Coordinators trained by District Trainers maintained the integrity of their training in their work with classroom teachers in the buildings. We also examined the fidelity of implementation of the components of the Literacy Collaborative framework in their classrooms.

In the following section of the report we specifically address two major structures: Training Classes and Coaching.

Training Classes. We observed multiple training classes across the three sites. Overall, the training classes reflected the fact that Literacy Coordinators are learning how to be effective in

helping their fellow teachers transform their practice. From our observations of Literacy Coordinators trained at Lesley University in their field year, there appears to be general comparability in terms of skill and knowledge. There is general adherence to consistency of content of classes, structure of classes, and teaching strategies.

Strengths and Challenges. In interviewing District Trainers, we asked them to reflect on the Literacy Coordinators' training and teaching of adult learners. District Trainers noted that Literacy Coordinators take on a very large amount of learning during their field year. Moreover, District Trainers observed very specific improvements in the training classes over the year as reflected in the following comments:

I think they have come a long way in understanding how we learn...moving from telling them.

Interesting, I went out and saw a coordinator. And the first time, she was weighed down by teachers' questions, so it was hard to get through her teaching agenda. And we talked about that. And the second time I went out there, she was so much firmer, able to address the questions and able to keep moving according to what she planned for the training class. And it was about the reading process, which is kind of an abstract concept to teachers. She kept them focused and when someone would start to talk and start to create a misunderstanding, she got in there right away and cleaned it up and reshaped the conversation to make sure there was a clear understanding teachers were taking away which really hadn't happened prior to that. She really learned to negotiate the conversation in the training.

From our observations of training sessions, it is clear that Literacy Coordinators have developed a common vocabulary and way of talking about the framework that is consistent with Literacy Collaborative principles and aligned with university-based training. This is a powerful dimension of the Literacy Collaborative and is, in our estimation, one of the transformational forces of the professional development. On the other hand, Literacy Coordinators continue to struggle with the importance of focusing on children's processing of text in their training classes rather than on the logistical or mechanical aspects of implementing the framework.

Consistent with their own training and the training observed at Lesley, district-trained Literacy Coordinators used the core text, *Guiding Readers and Writers* 3-6, as a resource and did bring teachers back to specific portions. Other readings were also used to supplement the core text, particularly in the area of Writing Workshop. There was agreement among Literacy Coordinators that they and their teachers find that the core text does not provide the same depth of information about Writing Workshop as it does Reading Workshop:

I will tell you, Writing Workshop seems to be the biggest problem for most of them, although we did manage to get past that. Although I did tell them, in all honesty, it is the least fleshed out piece of the framework even in Guiding Readers and Writers. I do think if there was a lack of understanding they almost didn't even know where to go to. But, we worked through that. I would say the Writing Workshop. We are all readers, but not necessarily everyone considers themselves a writer. So I think it's understandable that that piece is a little harder for a lot of them.

Well we kind of even supplemented and again, I happen to love Writing Workshop so I could preemptively, I knew where they were going. You know, "I don't get it" or "I don't know what to do next." So we did get them there but I will tell you they say, "I went into the book and there's not much there." And I said, "Well, very honestly, even my own trainers admitted it's not totally fleshed out as well as the Reading Workshop. But I think, future-wise, it is something that should be addressed.

One theme that came up in observing training classes and District Trainers' coaching around training classes was the need for Literacy Coordinators to be more aggressive in "working the book" and taking teachers back to the text. At the end of a debriefing session, one DT asked the LC, "What three things are you thinking about now to apply to future training classes?" The LC responded, "Use the book, give less input from me and have them construct their learning, and give them more credit. Value them as learners."

Linked to this issue concerning the use of the text, some Literacy Coordinators really struggled with the notion of the constructive experience. As reflected in the previous quote, some Literacy Coordinators tended to provide example after example in their training sessions and did not ask teachers to put "it in their own words" or reflect on what a particular component or practice may look like in their classrooms.

Nevertheless, we observed a great deal of variability between and within Literacy Coordinators training classes. Each district-trained LC we observed had clear areas of strength in their delivery of the training classes and areas where they are less strong and are still "feeling their way." When asked to comment on the variability among Literacy Coordinators in terms of their training, District Trainers made the follow comments:

I think the same thing applies to their training classes. W. really wants to try and get them to construct their own understandings, so she always asks the question back and tries to get them to construct their own understanding. But some times it is uncomfortable because, well just because of the way she delivers... her responses can be glib. She has a deep understanding but it's the semantic moves and the interpersonal dynamic that she sometimes struggles with. In the classes, H. has a tendency to say this is the procedure, do it like this and not spend enough time getting people to understand why or a deeper understanding of the practice.

Some... some are more skilled in their understanding, some are more skilled in communicating effectively, and some are more skilled in thinking about the constructive experience as opposed to a telling experience.

We should note, however, that variability among trainers was also noted within the LC training at Lesley University as well (Clark-Chiarelli & Kraemer-Cook, 2002, p. 11). Literacy Coordinators attending the training at Lesley attributed some of the variation due to their level of familiarity and experience with the Literacy Collaborative framework.

Literacy Coordinators reflect on how their training classes went this year. When asked to reflect on how things went this year in terms of the training classes they taught, Literacy

Coordinators were generally positive as reflected in these Literacy Coordinators' appraisals of the training classes:

I thought it went really well. Like, I asked them at our last training class, "What do you think was best for you, What would you like to see next year? " They said just, more of the same. They liked when I did examples of minilessons... and they wanted me to go in more detail about the craft lesson. They liked when I did an example of a minilesson so they could get a feel for what they could do in their room.

They were a very positive group. They really wanted to learn... a little bit (of resistance) in the case studies cause of the time that it took to do it. But I tried to take as much time as I could during class or a couple of classes got cancelled because of snow. There was a snow day. So I said, "Okay, use that to work on your case study."

They wanted to be told at the beginning because they really didn't have a feel for it. But the more comfortable they became with the program, the more they would... try new things. Then they would come back and share with the group what they were doing. And it was really helpful for the group to have new ideas.

Other Literacy Coordinators reflected on some of the struggles as well:

They went, you know, up and down. I think there were times that...I think they went really well and the staff felt that they really learned a lot but I think there were times that it became more, even though I tried for it not to be... it became me delivering things and them not having the level of engagement or conversation that I hoped for at times. I think I kept doing things to keep them more engaged and constructive... there were times like the case study night that were great and there were definitely times when they had that that capacity cycled through out the year. We're burned out right now. See it as an obligation. It is a lot of work. It's a lot of thinking.

The challenges are... people being serious about it. People coming on time. I want to respect that they have to leave at 4:30 and I always do. But some times, I am resentful because we didn't start to quarter of because people are meandering in and wasted 15 minutes of my time. Attendance has been a challenge for some people also. Next year with this new group I am going to implement a sign-in and say that it's district policy and if you have more than... whatever the policy is... then that's it, because they are getting credit for this. So, you know, they can't miss... then I have to make it up with them. And that's time... this year it wasn't too bad, but next year I am going to have 20 teachers and two training classes. When do I get an extra two hours to train people who missed?

Literacy Coordinators reflect on how their training last year prepared them to teach their training classes this year. In our interviews with Literacy Coordinators we asked them to reflect on what aspects of their training last year helped prepare them for teaching the training classes. There was unanimous agreement that the district-based training classes prepared them very well to teach the framework to their colleagues. Both District Trainers and Literacy Coordinators also felt that the district-based model provides opportunities for a great deal of close contact during

the training and field years among Literacy Coordinators and District Trainers. This is an advantage over the university-based model. The following quotes reflect the Literacy Coordinators' evaluation of the training they received:

Oh.. for me they were crucial. I absolutely would leave there invigorated and with a definite game plan and all kinds of excitement as each component of the Framework was rolled out for us and explained very thoroughly. I just think it was invaluable. The training was great.

I have to tell you, I think the training was invaluable in the sense that I didn't even realize how qualified I was. Questions would come up and just the ability to address concerns or at least redirect people as to where they could find information. It was just, I felt very well-trained, very qualified. I guess what I am trying to say is that the knowledge was definitely internalized.

When asked if there were specific aspects of the training that stood out, one LC responded:

I would have to say the whole constructivist... all the activities that actually let us, take us, allowing us to construct our own understanding of the new knowledge was invaluable and I do that with my own training class.

This was echoed by another LC:

Well, I think many... it was pretty slick the way they did it if you think about it. But many of the things that we did when we went to training... exactly what they did with us, I do that with training sessions. So, what they did, I am just replicating with my group, tweaking things to what it is they need... So, it was kind of like teaching us to train by training us... learn from doing it and then you do what you did with your teachers. Does that make sense?

One LC raised some interesting issues concerning the difference between their training and the training classes they facilitated this year:

I think it's different because the training I received was a small group of very engaged and committed to this type of learning and not everyone I work with is as engaged or committed to this type of learning. And it's a large group, there are twelve people and that's huge compared to... it just varies, the personalities.

Coaching. As noted in the 2003 report, one of the most impressive aspects of the Literacy Collaborative model is the professional development around coaching. All district-based sites replicated the Lesley-based sequence to train Literacy Coordinators in the critical art of coaching their fellow teachers. District Trainers modeled coaching and designed sessions that would scaffold Literacy Coordinators coaching techniques.

As Literacy Coordinators began to assume their role of coach, videotapes of Literacy Coordinators teaching were brought to training sessions and a fellow Literacy Coordinator coached them. Following the structure at Lesley-based training, the other Literacy Coordinators observed and then debriefed the coaching session. In May and June, Literacy Coordinators made colleague visits and coached one another.

Strengths and Challenges. Over the course of the year, we observed many instances and multiple layers of coaching: Literacy Coordinators coaching other Literacy Coordinators, Literacy Coordinators coaching classroom teachers, and District Trainers coaching Literacy Coordinators. Structurally, the coaching was very similar to the coaching model observed at Lesley. Literacy Coordinators adhered to the pre-conference, observation, post-conference cycle.

While Literacy Coordinators reported that they struggled with coaching, we observed them asking open-ended questions to help teachers construct their own meaning and come to realizations rather than being told what to do. They also used the core text – bringing teachers into the book, reading it together and discussing it.

Although these observations were made during coaching, Literacy Coordinators report that they still struggle with the balance between questioning and telling. One LC was quite frank about the challenges she encounters in coaching.

Where it breaks down is that I'm not sure that the other staff I work with have an understanding of it. And so they are thinking that I am coming in to evaluate even though I say I'm not and tell them this is what I do when I come in. We talk about it and discuss it, but I still think there is that level of discomfort or unknowing. It's funny, I had this conversation yesterday because I'm going around to the classrooms talking about coaching—what do you like, what would you like to change for next year? And in talking with one teacher, I realized "You don't get it even after a year." She wasn't sure why we needed both the pre- and post-conference. Why not just do the observation?

In interviewing District Trainers, we asked them to reflect on the Literacy Coordinators' coaching this year.

I think that coaching is one structure that we will continue to need to support. The support around their understanding of the reading process and the writing process and making sure they're coaching on the bigger ideas, the process of reading and writing, not on implementation. You always need support around coaching.

Well, there again, H. has that tendency to identify things in concrete terms in her conversations with teachers. The weakness in that is that teachers often ask her questions that they could be answering for themselves if they understood the work at a deeper level. W. knows that she should help teachers construct their own understandings based on underlying rationales but she is also learning how to be skilled, the semantic moves to get people to do their own thinking.

The observations of the District Trainers align with our observations of the coaching sessions and suggest that coaching continues to be a “work in progress.”

Literacy Coordinators reflect on how their training last year prepared them to coach. Similarly to their reflection on how their training helped them prepare to teach training classes, Literacy Coordinators across the board found the carefully sequenced coaching experiences

incorporated into their training most helpful. The following quotes typify the Literacy Coordinators' reflections on their training related to coaching:

I think the training sessions were excellent, but I do have to tell you that as far as, we had many opportunities to be coached, to coach each other, but it is an awful lot like anything else. You are as prepared as you can be, but it is in the experience that you pull out what you've been taught and you actually put it into practice. So I do think the training was excellent, but your coaching skills, I do think, are fine-tuned through experience, the more you do it.

It helped me to see the purpose of the coaching and that I am not like the person to say: "This is how you do it. Do it this way." More like a guide to help people doing something.

What helped me to coach? Well again, it seemed like it was endless toward the end of the first year with video tapes and coaching one another and being awkward about it. But if we hadn't done that, we wouldn't have known what we were doing. And as she said, it's a whole different way when you are sitting with a teacher not like a colleague that was a Literacy Coordinator because you don't want to step on people's toes. You don't want to suggest that maybe there's something more to do whereas these people are looking for you to make suggestions or point out things or discuss what it is and how it went. So it's a whole different way of doing things. But no, it was invaluable. It really, really was.

Despite the overall positive evaluation of their training, one LC candidly offered the following reflection:

I felt that we didn't focus enough on the coaching piece of it. Learning so much about the framework and learning the understanding and all that and then the coaching piece. But it's also the piece that I'm struggling with this year so it may or may not be real. We did talk about the coaching model, but it's an ongoing process. This year, that's what I've been working on... the coaching.

Maintaining the integrity of the framework in Literacy Coordinators' classrooms. In our interview of District Trainers, they spoke quite positively about the growth in Literacy Coordinators' understanding of the framework and its implementation over the past year.

We've seen a huge improvement in their teaching and understanding this year. The field year is a huge year of learning for Literacy Coordinators. They have an understanding of what they are doing because they are bringing it into their classrooms and it is up and running right away. And, they have a full vision of what it's supposed to look like throughout the whole year. Rather, in the training year, you take things on bit by bit and kind of learn each structure. They learn each structure almost in isolation and focus on it. And in the field year, you see the whole thing come together. The second thing is that they are training the teachers and they are rereading and get back into that whole learner mode in order to effectively communicate around the teaching.

I think it's interesting to notice different understandings of the framework and how particular Literacy Coordinators bring their particular strengths to it. I think H. has a very structured-oriented understanding. It is important to her to have a handle of the mechanics and the shift in our work together is to get her to think about underlying rationales and the reading/writing process. W. has an easier time getting to the underlying rationale behind the work and then understanding how to conduct her own teaching and ... coaching is based on her understanding of why we're doing what we're doing.

Literacy Coordinators' reflections on their implementation of the framework suggest a thoughtful and most positive stance toward the framework.

I just think I've learned more in the last two years about teaching reading and writing than I had in the previous 18 years of teaching. And that's kind of sad. That does sadden me at times when I think about that. Not that I wasn't teaching, but it's just so such more, I think, effective and efficient way of it. So, I guess it's good, I finally, better late than never, but I wish I had known about this a while ago. You know, it's sad to me, it really is. Ummm... I got a tremendous amount of learning and it's a great way to teach kids and that they respond to it very well. And, I feel so empowered by all this learning, I really do. I can, I don't know, have a really intelligent conversation and know what I am talking about. Not just like, you know, unimportant stuff, like get to the true meaning of the learning and how they can learn.

I feel like my learning of the framework is phenomenal and every year I build and add to it and I'm so excited about that.

In our interviews with Literacy Coordinators, we asked them to assess the degree to which they adhered to the framework. Without exception the Literacy Coordinators reported that adherence to the framework was a critical part of their teaching as typified by these statements:

I stick to it very closely.

I am a purist. I try to do it exactly the way it is recommended and suggested.

We observed Literacy Coordinators teaching the framework. Overall, level of implementation was high. Classrooms were set up as Literacy Collaborative classrooms--there were areas to accommodate different size groups, the wall charts related to the Literacy Collaborative framework, books were arranged by genre and author in bins facing out, desks were arranged in pods, etc. Literacy Coordinators stuck to the format of, and time allotments for, Reading and Writing workshop as well. In the case of Reading Workshop, Literacy Coordinators consistently presented a brief mini-lesson on biographies, did a book talk, met with two guided reading groups, and then circulated with a clipboard and listened to other students read aloud and discussed their independent reading books with them. During guided reading sessions, Literacy Coordinators also followed the format very closely--they set a purpose for reading, had the students read silently, and then had the group discuss what they'd read. When deemed appropriate, Literacy Coordinators included word work at the end of the guided reading session.

Literacy Coordinators reflect on how their training last year prepared them to implement the framework. In interviewing Literacy Coordinators, they very consistently expressed a firm assertion that their training was extremely effective in preparing them to implement the framework. The following expresses this point of view.

Highly effective. They just seemed to know intuitively... I don't know if it's their training at Lesley and they're smart women. They just seemed to pick, especially this year because we only had six days and the things they trained us on are things... at the time we said "Why are we doing this?" They spent the entire, two days in Chapter 23 about reading and all the different literary elements and devising minilessons and the different things to teach the kids. It was so helpful to me and then it was helpful to me working with my teachers when I went back. This last time we spent quite a long time on getting into this book was at the end of the training, Like, do the hands-on first and then bring them back in here to make sure that they really do understand or to look at it a different way. We brainstormed together all these different ways so when I came back I had 15 different ways that I can go back to this book with my teachers. Not do the same repetitive thing every single time, the importance of doing that. You need to go back into that. So, the training has been wonderful.

How well do classroom teachers who have been trained through the district-level model implement the language and literacy framework of the Literacy Collaborative in the classrooms? Obviously, we observed classroom teachers this year as they were learning the framework. In keeping with their beginner status, it was clear that teachers were working very hard to apply their new knowledge and understandings of the Literacy Collaborative framework and the reading and writing process. To this end, teachers displayed a wide-range of effectiveness in their implementation of the framework, similar to the teachers we observed trained by university-based Literacy Coordinators. However, one aspect of the framework many, if not most, teachers struggled with is the balance between direct instruction and allowing children to construct knowledge themselves. As one teacher reported, "I tend to give too much information."

This variation was clearly discussed by Literacy Coordinators in our interviews with them. The following quotes typify this perceived variation:

I think some are further ahead with the reading as far as knowledge goes and some are further ahead with writing. I think what ever their strength was going into the framework, they carried that strength through the framework. And now they're going to work on the other areas that weren't as strong for them. And I think that is going to be what I'll focus on next year, because I can tell by going into classrooms what they felt good about. So I'll try and work with them on those areas and help them feel good about those areas as well.

I think it varies. A lot of them are very effective. Some follow it really, really well. And a few are not sure they believe in it yet so they are trying to follow it while grappling with what I used to do. And there is one or two who still don't have an understanding what it is. It isn't that they are resisting. But I think that is because we have new staff members,

some have never taught literacy before. M. is doing what she can but it's a lot to take on. It was overwhelming for her and it didn't feel safe.

Literacy Coordinators also reflected on the fact that for the majority of teachers, the level of implementation of Reading Workshop is generally higher than Writing Workshop.

I think they are much more comfortable with the reading part of it. M., tends to be the exception with the writing. She's really the only one that's that comfortable and seen such growth and has really taken it on.

Reading Workshop (is being implemented more effectively)... and I don't really know why that is. Maybe because we've focused on it earlier. We've been talking about Reading Workshop for three years now. I think it may be related to assessment and the reading level. And Writing Workshop is more challenging for the whole staff. And another little piece is, "What do I do in Guided Writing?" So I would say, out of the three areas of the framework, Writing Workshop is the biggest challenge. Reading is pretty proficient for most.

Does the district-based model expand the capacity of the Literacy Collaborative to provide quality professional development to increased numbers of teachers? In order to answer this question, we returned to the elements of high-quality professional development that we outlined in the Year 1 report. An examination of these elements indicates that the district-based Literacy Collaborative model is succeeding in providing high-quality professional development to a large number of teachers in a single setting.

- Professional development involves both content and process. We saw evidence of both content and process in the professional development experience. For example, one training class we observed involved both content (specific local and state learning standards, specific writing activities and projects) and process (how to use the writer's notebook within the Writing Workshop; the teacher's role in the Writing Workshop).

In the observed coaching, the emphasis was heavily on the process. The coaches consistently drew the teachers back to thinking about the reading process or Literacy Coordinators about the coaching process through the use of open-ended, guiding questions. While this may not have felt "natural" for coaches, they were effective.

Reflection remains an essential element of the Literacy Collaborative professional development. This technique was used consistently. For example, in one training class, teachers talked with a peer about how they had implemented one thing they learned in the last training class. In the session in which Literacy Coordinators planned for next year, they wrote down things they thought had gone well this year. In the debriefing of the coaching session between two Literacy Coordinators, the District Trainer asked Literacy Coordinators to write understandings they thought the coached Literacy Coordinator had about the reading process.

- The content of professional development is based on scientifically-based research. The content of the LC is SBRR-focused. The content aligns with findings of the National Reading Panel and No Child Left Behind legislation. In addition, the professional development has theoretical grounding--it is based on the principles of Vygotsky as applied to adult learners.
- Professional development is an ongoing process. A key feature of this model is that everyone teaches and is taught, everyone coaches and is coached. Moreover, this is a professional development model in which Literacy Coordinators are trained over multiple years. Literacy Coordinators have a training year, field year, and in their third year, continue to have contact with their District Trainer.
- Professional development involves the opportunity to practice in authentic settings. The district-based model is particularly strong in this regard. The professional development is situated right in the schools and it allows for issues of local importance and for the vagaries of each school/district to be dealt with. However, this could also be a downfall of the district model. In one training class we observed, for example, an entire hour really focused on the question of how state and local standards could be addressed through the Literacy Collaborative framework. The local model definitely takes the framework from theory to day-to-day practice, but we think this is an issue for the Literacy Collaborative to attend to as the district-based model spreads.
- Professional development involves feedback. The district-based model offers many opportunities for feedback. Teachers receive intensive coaching from Literacy Coordinators, and Literacy Coordinators receive peer coaching, continuing contact meetings, and colleague visits.
- Professional development involves learning from one's colleagues. District Trainers and Literacy Coordinators commented that the Literacy Collaborative has helped them to establish a community of learners right at home. As one Literacy Coordinator commented: "We're at a stage where we can call each other and say, 'Help!' It's nice to have a support network to puzzle through and tease things out." Colleague visits that District Trainers have instituted were highly rated by Literacy Coordinators. They learned a great deal by visiting each others' training sessions and coaching sessions and talked about applying new understandings to their own work. Some comments about colleague visits:

It's always helpful to see a different style--to go and hear someone else's language in coaching is helpful. K. has a language that allows teachers to move forward.

It was just fun! The community-building aspect was really helpful.

Looking at others' classes helps you see that your group isn't unique.

I went to K's training class. It allowed me to step back and notice things. It allowed me to think about is she "fixing" or is she helping them (the teachers) move forward on their own.

Peer coaching is an essential element of ongoing professional development. In our Year 1 report, we talked about the essence of the Literacy Collaborative professional development being a conversation between "two colleagues and a guiding text," and this was clearly also present in the district-based model. The coaching we observed was effective and not diluted in the least.

LITERACY COLLABORATIVE CLASSROOM IMPACT STUDY

In the first part of this report, we presented the results of a three-year, qualitative study of the implementation of a district-based Literacy Collaborative professional development model. In this part, we present results of our study of the impact of Literacy Collaborative on language-and-literacy-related practices in schools with Lesley University-trained Literacy Coordinators. To study the impact of the Literacy Collaborative framework on language-and-literacy-related instructional practices in grade 3 through 6 classrooms, we conducted a longitudinal, quasi-experimental study to answer the following research questions:

- What is the trajectory of growth in quality of literacy instruction in Literacy Collaborative classrooms over an 18-month period at three points in time?
- How does the trajectory of growth in quality of literacy instruction in Literacy Collaborative Classrooms compare with comparison classrooms?

In addition to examining the impact of Literacy Collaborative on classroom language- and literacy-related practices, we examined the level to which the Literacy Collaborative framework is being implemented in Literacy Collaborative classrooms. Research shows that adoption and implementation are not identical (Bond, 1988); that is, teachers may nominally adopt a given practice, but they may not actually implement it as intended. Thus, we used the following questions to guide our exploration of the level, or fidelity, of implementation.

- What is the trajectory of growth in fidelity of implementation of the framework in Literacy Collaborative classrooms?
- Is there a relationship between fidelity of implementation and quality of instruction in Literacy Collaborative classrooms?

Sample

Classrooms were drawn from a total of 18 schools in 5 districts, all located close to the Boston area. These districts were selected because they each had Literacy Coordinators trained at Lesley University during the 2001-2002 year and were in close proximity to EDC. In addition, they were not yet saturated with Literacy Collaborative, allowing us to recruit non-Literacy Collaborative classrooms from within the same districts for the comparison group. The study sample includes a total of 91 classrooms (57 Literacy Collaborative teachers and 34 comparison group). Data were collected on 57 of the 91 classrooms at all three time points. In Year 2, two

districts left the Literacy Collaborative due to a mandated shift in curriculum and declined to continue participation in the study. One other school also left the Literacy Collaborative and likewise declined to participate in the study. In addition, a few individual comparison group classrooms did not participate in the study in Year 2 due to individual reasons (e.g., teacher maternity leave, retirement). However, the analytic technique that we used, Hierarchical Linear Modeling (HLM), allows cases with missing data points to be included in the analytic sample. HLM weighs cases with more data points more heavily--and therefore more reliable estimates of growth trajectories--and allows us to retain all classrooms in the analytic sample. Table 2 provides greater detail about the sample.

Table 2. Number of Classrooms by District and Condition

| District | Literacy Collaborative (n=57) | Comparison (n=34) | Total (n=91) |
|----------|-------------------------------|-------------------|--------------|
| 1 | 7 | 6 | 13 |
| 2 | 6 | 6 | 12 |
| 3 | 20 | 0 | 20 |
| 4 | 12 | 11 | 23 |
| 5 | 12 | 11 | 23 |
| Total | 57 | 34 | 91 |

The sample consists primarily of third, fourth, and fifth grade classrooms, with a few sixth grade and combined grade classrooms. Table 3 displays the numbers of classrooms by grade for the full sample and for each condition.

Table 3. Number of Classrooms by Grade and Condition

| Grade | Number of Classrooms (n=91) | | |
|-------|-------------------------------|-------------------|---------------------|
| | Literacy Collaborative (n=55) | Comparison (n=34) | Total Sample (N=89) |
| 3 | 20 | 13 | 33 |
| 4 | 13 | 11 | 24 |
| 5 | 18 | 9 | 27 |
| 6 | 2 | 1 | 3 |
| 3-4 | 2 | 0 | 2 |
| 5-6 | 1 | 0 | 1 |
| SPED | 1 | 0 | 1 |

School demographics. For each school, we collected the following background information:

- percentage of children receiving free and reduced lunch as a measure of student socioeconomic status (SES)
- percentage of English Language Learners (ELL)

Demographic data on each school were obtained from the Massachusetts Department of Education Web site (Massachusetts Department of Education, 2003) or the New Hampshire Department of Education Web site (New Hampshire Department of Education, 2003) and reflects data for 2002-2003 school year. Table 4 displays school demographic information.

Table 4. School Demographics

| Variable | Mean (Range) | | |
|----------|---------------------------------|---------------------|---------------------|
| | Literacy Collaborative (n=9) | Comparison (n=9) | Total Sample (n=18) |
| SES | 72.97(51.20-89.20) | 53.76 (13.60-83.30) | 63.36 (13.60-89.20) |
| ELL | 15.66 (0.00-47.80) | 8.54 (0.00-41.70) | 12.10 (0.00-47.80) |

As shown in Table 4, Literacy Collaborative schools, on average, serve a higher percentage of poor children and English Language Learners than do comparison group schools. Both of these variables--ELL and SES--can be considered "risk factors" that are known to have a negative impact on a school's achievement. Thus, for these analyses, we created a composite variable, RISK, to use in further analyses. A Principal Components Analysis (PCA) yielded a principal component in which ELL and SES were equally weighted. The RISK variable was then used in our analyses as a predictor to help explain the variance in classrooms' initial ratings and in classrooms' trajectories of growth in quality of literacy instruction.

Teacher demographics. Background data on teachers' experience and level of education were collected through individual interviews for use in analyses. Table 5 summarizes the teacher demographics for the sample.

Table 5. Teacher Demographics

| Variable | Mean (Range) | | |
|---------------------------------------|----------------------------------|----------------------|------------------------|
| | Literacy Collaborative (n=57) | Comparison (n=34) | Total Sample (N=91) |
| Years of experience | 12.06 (<1.0-39.0) | 18.03 (2-36.0) | 14.34 (<1.0-39.0) |
| Years at current grade level | 6.69 (<1.0-32.0) | 8.75 (<1.0-31.0) | 7.48 (<1.0-32.0) |
| Years at current school | 7.21 (<1-31.0) | 11.92 (<1-31.0) | 8.98 (<1.0-31.0) |
| Years using Literacy Collaborative | 1.33 (<1.0-4.0) | NA | NA |
| Percentage with Masters degree | 58.18% | 50.00% | 55.56% |

On average, comparison group teachers are more experienced than Literacy Collaborative teachers. Further, teachers in comparison schools are more experienced at teaching their current grade and have taught at their current schools longer than Literacy Collaborative teachers. A slightly larger percentage of Literacy Collaborative teachers hold a Master degree than their non-Literacy Collaborative peers (58.18 versus 50.00 percent respectively). Most Literacy Collaborative teachers were relatively inexperienced at implementing the Literacy Collaborative framework; most were in their training year at the beginning of the study and had therefore used the framework for less than one year.

We performed t-tests to determine whether or not differences between Literacy Collaborative and comparison teachers on demographic variables reach a level of statistical significance. Results indicate that Literacy Collaborative and comparison group means were not significantly different for teacher education and years of experience at current grade level. There was a significant difference in overall years of experience between the two groups, with comparison

group teachers being more experienced, on average, $t(87) = 2.61$, $p <.05$. In addition, there was a significant difference in years of experience teaching in current school, with comparison teachers having more years of experience teaching in their current school, on average, $t(86) = 2.73$, $p < .01$.

Because there are significant differences between groups on two teacher background variables—overall years of experience and years teaching at current school—we used these variables in our analyses as predictors to help explain the variance in both initial ratings and growth classrooms' trajectories of quality in literacy instruction.

Measures

Two tools were developed and used in this study. The Literacy Instruction Rating Scale (LIRS) was designed to assess the quality of language- and literacy-related environment and practices and was used in all classrooms in the study. The Literacy Collaborative Observation Tool (LC Observation) was used only in Literacy Collaborative classrooms and was used to assess fidelity of implementation of the Literacy Collaborative framework.

LITERACY INSTRUCTION RATING SCALE (LIRS). To assess the overall quality of language and literacy instruction in Literacy Collaborative and comparison classrooms, we developed the Literacy Instruction Rating Scale (LIRS). This tool was adapted from the Classroom Observation portion of the Early Language and Literacy Classroom Observation Toolkit (ELLCO) (Smith, Dickinson, Sangeorge, and Anastasopoulos, 2002) and is specifically designed for use in grades 3-6. The LIRS consists of the following 15 observation rubrics:

- Organization of the Classroom
- Organization of Books
- Classroom Management Strategies
- Classroom Climate
- Fostering Motivation
- Oral Language Facilitation
- Reading Program
- Small Group Reading Instruction
- Independent Reading
- Word Study
- Reading Fluency Instruction
- Vocabulary Instruction
- Writing Instruction
- Approaches to Assessment
- Facilitating Home Support for Literacy

Each rubric contains four possible anchored ratings (1 = Weak; 2 = Developing; 3 = Adequate; 4 = Exemplary), along with examples of typical instructional practices to accompany each anchor. Appendix C contains the LIRS.

To ensure the validity of the LIRS, we completed a comprehensive review of the literature on best practice in literacy instruction in the elementary years, developed observation rubrics, and

refined them in consultation with a panel of experts in the field of literacy. The LIRS was pilot-tested in a number of classrooms at different grade levels to further refine the rubrics.

LITERACY COLLABORATIVE CLASSROOM OBSERVATION TOOL (LC OBSERVATION). The second tool we developed for use in this study is the Literacy Collaborative Classroom Observation Tool (LC Observation). This tool, shown in Appendix D, is designed to measure the fidelity of implementation of the Intermediate Literacy Collaborative framework. Modeled on rubrics for the Primary Literacy Collaborative framework contained in *Systems for Change in Literacy Education: A Guide to Professional Development* (Lyons & Pinnell, 2001), this tool incorporates the procedures and principles outlined in *Guiding Readers and Writers Grades 3-6* (Fountas & Pinnell, 2001). The following rubrics are included in the LC Observation:

- Literacy Environment
- Physical & Social Environment
- Grouping & Basic Structure
- Reading Workshop: Guided Reading
- Reading Workshop: Literature Study
- Reading Workshop: Independent Reading
- Language/Word Study
- Writing Workshop
- Assessment

Each rubric in the LC Observation contains the same rating outlined by Lyons and Pinnell in *Systems for Change in Literacy Education: A Guide to Professional Development*. For each rubric, the following ratings are possible:

- 0**= no evidence of learning and/or supportive teaching
- 1**= very minimal evidence of learning and/or supportive teaching
- 2**= some evidence of learning and/or supportive teaching
- 3**= moderate evidence of learning and /or supportive teaching
- 4**= high evidence of learning and /or supportive teaching
- 5**= demonstrates a model for excellence in teaching that results in a high level of student learning

This tool was likewise pilot-tested and refined through observation and analysis in Literacy Collaborative classrooms.

Data Collection

Data were collected by a team of trained data collectors. Data collectors participated in an interactive, half-day training in which they were oriented to the purpose of the study. They were introduced to the LIRS and practiced using it through a series of written scenarios that they were asked to rate using each of the LIRS rubrics. They were also provided with an overview of elements of the Literacy Collaborative framework through discussion, reading an excerpt from *Guiding Readers and Writers Grades 3-6*, and by viewing the video, *Literacy Collaborative at Lesley University*, provided by Lesley University.

To establish inter-rater reliability using both tools, pairs of data collectors observed in the same classroom, scored independently, and discussed differences in ratings to reach consensus. Final inter-rater reliability within pairs reached 90% agreement. Data collection took place at three time points: in the late winter to early spring of 2003, in the fall of 2003, and in the spring of 2004. Classroom visits lasted approximately 60-90 minutes during the time the teacher identified as his or her language arts/literacy period.

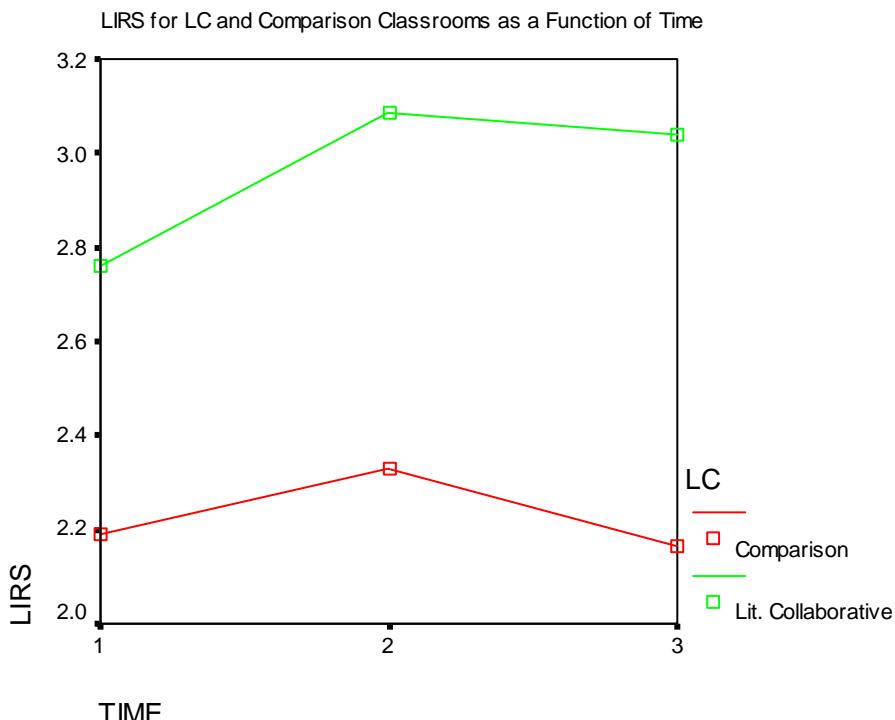
Analyses and findings

In this section, we explain analytic procedures and present results related to each research question. For most analyses, we used Hierarchical Linear Modeling (HLM). HLM is the technique of choice in studies involving "nested" data such as data collected at multiple time points within classrooms. HLM is preferred over traditional methods of estimating growth because it allows for the estimation of inter-individual differences in intra-individual change (Raudenbush & Bryk, 2002) whereas more traditional methods only provide estimates of *average* growth for groups.

What is the trajectory of growth in quality of literacy instruction in Literacy Collaborative classrooms over an 18-month period at three points in time? How does the trajectory of growth in quality of literacy instruction in Literacy Collaborative classrooms compare with comparison classrooms?

To answer these first two research questions, we first examined LIRS scores plotted against the variable TIME to determine if the relationship appeared linear or curvilinear in nature. An inspection of the graph reveals that the relationship is indeed curvilinear, with a positive-but-decelerating growth in LIRS as a function of time (see Figure 1).

Figure 1.



Thus, to better capture the curvilinear nature of growth trajectories over time, and to render them linear for the purposes of our HLM analyses, we applied and used a logarithmic transformation of the variable TIME (LOGTIME) in all models.

Using HLM, we fit an unconditional means model where the total variance in LIRS was partitioned into Level-1 and Level-2 (no predictors are in this model). In this model the variance component for Level-1 is .235 and the variance component for Level-2 is .235. Thus, an estimated 51% of the total variance may be possibly accounted for by Level-2 factors. Next, an unconditional model (containing only the intercept and LOGTIME) was tested to determine the amount of variance in initial status (score on the LIRS at time 1) and the amount of variance in growth rate available to be explained (Table 6). Although the chi-square test does not indicate that the residual variation in growth rate is significantly different from zero, it is a relatively conservative, non-parametric test. For this reason, we conducted our planned analyses concerning the effects of specific Level-2 variables on the initial state and growth rate of LIRS.

Table 6. Model of Growth in Quality of Literacy Instruction (Unconditional Model)

| Fixed Effect | Coefficient | Se | t Ratio |
|--|--------------------|-------|-------------|
| Mean initial status β_{00} | 2.677 | 0.064 | 42.098*** |
| Mean growth rate β_{10} | 0.014 | 0.009 | 1.545 |
| Random Effect | Variance Component | Df | χ^2 |
| Initial status, r_{0i} | 0.2328 | 59 | 245.9912*** |
| Growth rate, r_{1i} | 0.0002 | 59 | 61.50936 |
| Level-1 error, e_{ti} | 0.2039 | | |
| Reliability of OLS Regression Coefficient Estimate | | | |
| Initial Status, π_{0i} | 0.746 | | |
| Growth Rate, π_{1i} | 0.035 | | |

***p<.0001

To determine which variables in the study helped explain variance in initial LIRS rating and growth rate as a function of teacher and classroom characteristics, each Level-2 background variable (i.e., teacher's years of experience, teacher's years of experience in current school, teacher education, and school's score on the RISK variable) was added to the model individually. None of the school or teacher background variables helped to explain variance in either initial status or in growth rate.

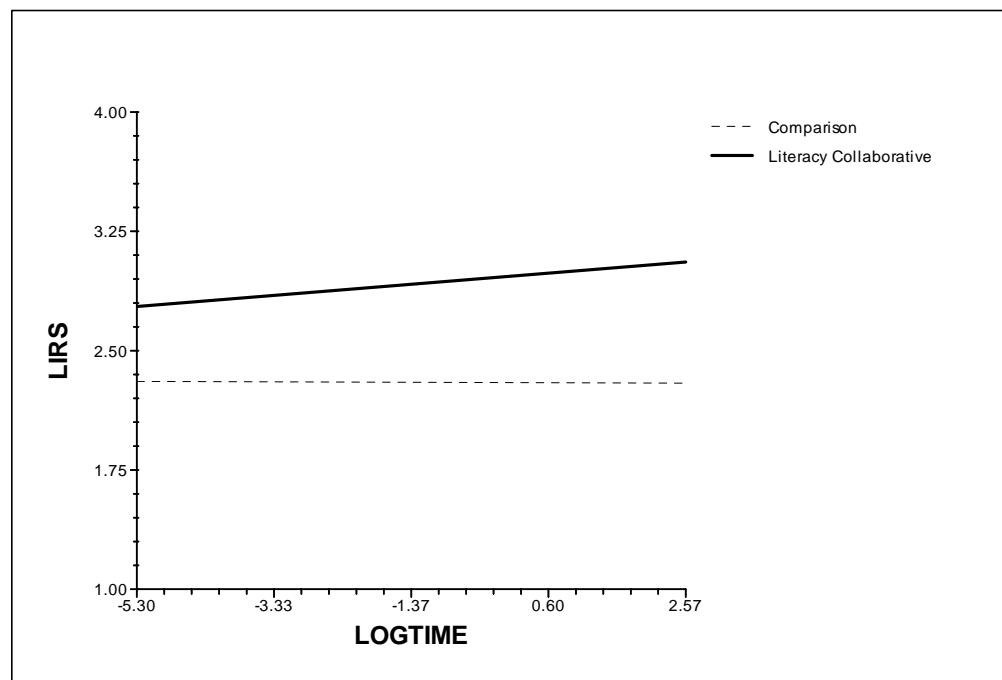
When the Level-2 variable Literacy Collaborative was added, results indicate that participation in Literacy Collaborative has explanatory power with regard to variation in both initial score on the LIRS and in growth rate. While LC teachers scored higher on average on the LIRS at the beginning of the study, they also grew at a higher rate on average. As indicated in Table 7, LC teachers grew at a faster rate than comparison group teachers in terms of the quality of language- and literacy-related instruction in their classrooms.

Table 7. Model of Growth in Quality of Literacy Instruction (Effects of LC)

| Fixed Effect | Coefficient | Se | t Ratio |
|--------------------------------------|--------------------|-----------|----------------|
| Model for initial status, π_{0i} | | | |
| BASE, β_{00} | 2.2991 | 0.0812 | 28.307*** |
| LC, β_{01} | 0.6662 | 0.1025 | 6.499*** |
| Model for growth rate, π_{1i} | | | |
| BASE, β_{10} | -0.0013 | 0.0124 | 10.108 |
| LC, β_{11} | 0.0368 | 0.0175 | 2.109* |

* p<.05; ***p<.0001

Figure 2 depicts trajectories of growth in quality of literacy instruction in Literacy Collaborative and comparison group teachers over time. This graph indicates that Literacy Collaborative classrooms received higher ratings on average at the beginning of the study. Moreover, the quality of literacy instruction in Literacy Collaborative classrooms grew at a faster rate than in comparison classrooms during the period of the study. It is also important to note that Literacy Collaborative teachers in the study had all been involved in Literacy Collaborative training for at least one-half year when the study began. If data had been collected prior to LC teachers' involvement in Literacy Collaborative, the starting points of LC and comparison group teachers might have been more similar.

Figure 2: Trajectories of Growth in Quality of Literacy Instruction for Literacy Collaborative and Comparison Group Classrooms

The proportion of variance in both initial score on the LIRS and in growth trajectory explained by participation in Literacy Collaborative was then calculated by comparing the difference between the total parameter variance from the unconditional model (see Table 8). Analyses indicate that, of the 51% of variance in growth rate available to be explained, participation in Literacy Collaborative accounts for 25%.

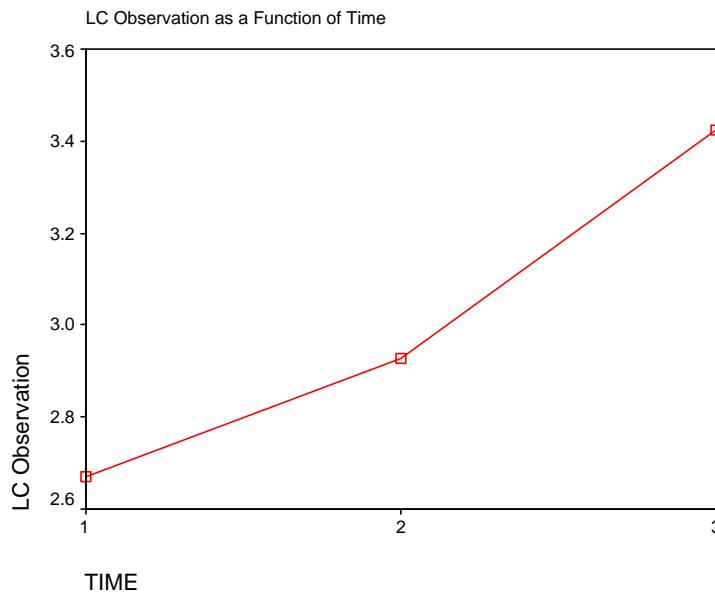
Table 8. Variance Explained in Initial Status and Growth Rate as a Result of LC

| Model | Initial Status Var (π_{0i}) | Growth Rate Var (π_{1i}) |
|----------------------------------|--------------------------------------|-----------------------------------|
| Unconditional | 0.2328 | 0.00020 |
| Conditional on LC | 0.1136 | 0.00015 |
| Proportion of variance explained | 51% | 25% |

What is the trajectory of growth in fidelity of implementation of the Literacy Collaborative framework in Literacy Collaborative classrooms?

To answer this research question, we used the LC Observation (LCOT), our measure of fidelity of implementation, as the outcome measure. Figure 3 depicts the relationship between LC Observation and time. An inspection of the graph reveals that the relationship is curvilinear. Consequently, we applied and used a logarithmic transformation of the variable TIME (LOGTIME) in all models.

Figure 3.



Using HLM, we fit an unconditional means model where the total variance in LC Observation was partitioned into Level-1 and Level-2 (no predictors are in this model). In this model the variance component for Level-1 is .695 and the variance component for Level-2 is .171. Thus, an estimated 20% of the total variance may be possibly accounted for by Level-2 factors. Next,

an unconditional model (containing only the intercept and LOGTIME) was fit to examine the trajectory of growth in fidelity of implementation of the Literacy Collaborative framework in LC classrooms. As indicated in Table 9, LC classrooms grew 0.068 of a point on the LC Observation Tool over the 18-month period of the study. A growth rate of 0.068 in LC Observation per unit of LOGTIME amounts to a change of 0.5 points (10% of the overall LC Observation scale) over the course of the study. The chi-square test for the variance component of the unconditional model shows that there is variation in initial LC Observation Tool score that may be explained by other variables considered in the study.

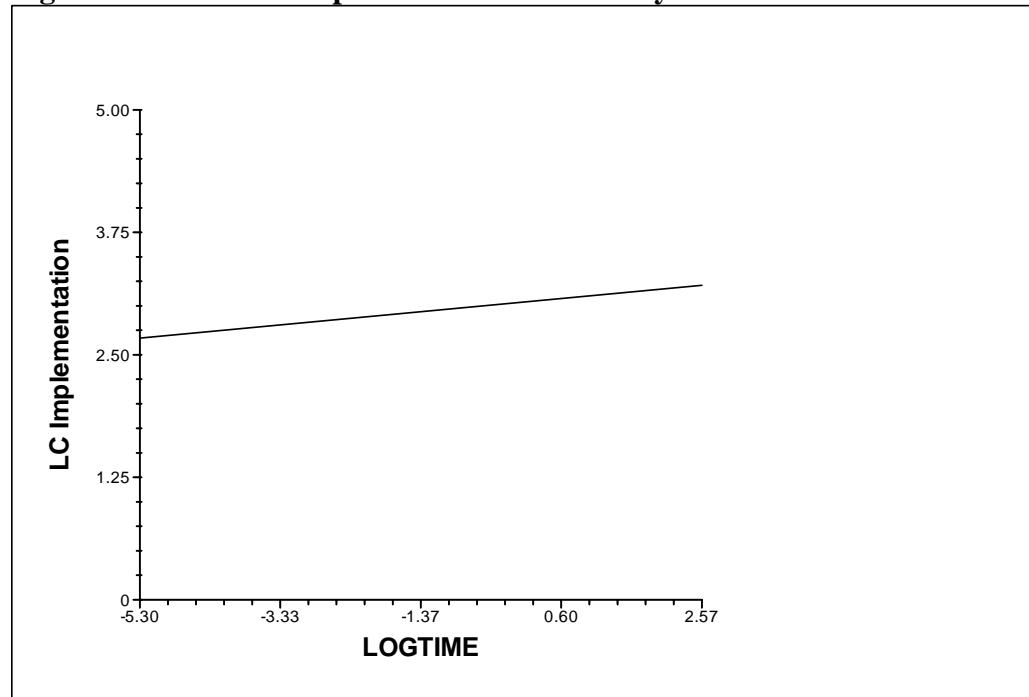
Table 9. Unconditional Model of Growth in Implementation of LC Framework

| Fixed Effect | Coefficient | Se | T Ratio |
|---|--------------------|--------|-----------|
| Mean initial status β_{00} | 3.033 | 0.108 | 28.211*** |
| Mean growth rate β_{10} | 0.068 | 0.0213 | 3.250** |
| Random Effect | Variance Component | Df | χ^2 |
| Initial status, r_{0i} | 0.2309 | 29 | 58.208*** |
| Growth rate, r_{1i} | 0.0002 | 59 | 20.744 |
| Level-1 error, e_{ti} | 0.7810 | | |
| Reliability of OLS Regression Coefficient Estimate | | | |
| Initial Status, π_{0i} | 0.477 | | |
| Growth Rate, π_{1i} | 0.032 | | |

** p< .01; ***p<.0001

Figure 4 shows a graph of the trajectory average growth in implementation of the Literacy Collaborative framework among the classrooms in the study.

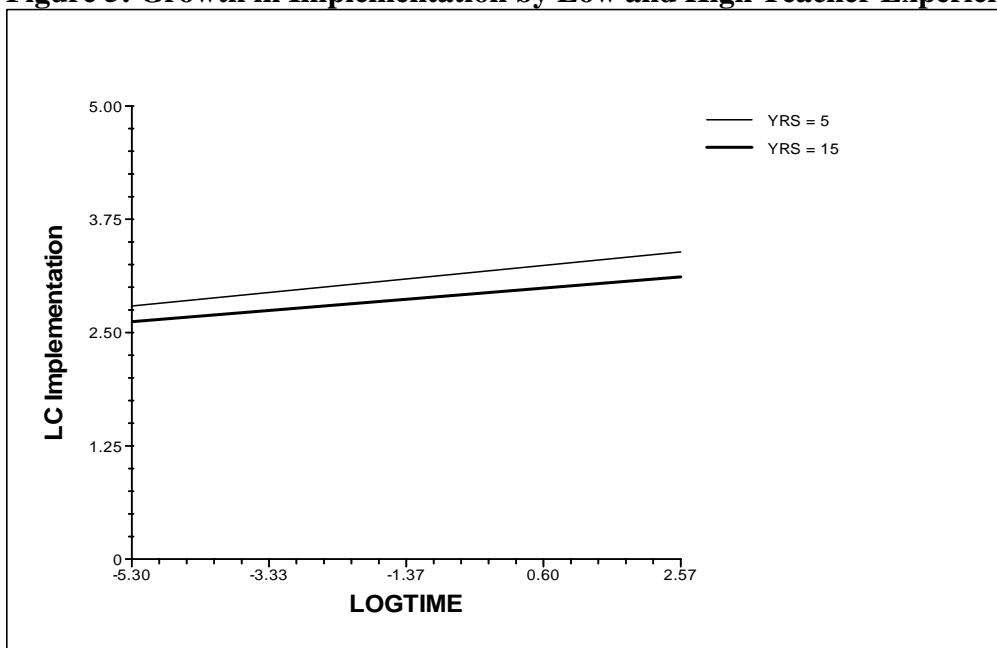
Figure 4: Growth in Implementation of Literacy Collaborative Framework



We also conducted planned analyses on school and teacher background factors in the study that might explain variation in both initial status and growth trajectory of fidelity of implementation. First, each Level-2 variable (i.e., teacher's years of experience, teacher's years of experience in current school, teacher education, and school's score of the RISK variable) was added to the model individually. None of the variables helped to explain variance in growth rate in fidelity of implementation of the framework. In other words, controlling for differences in teacher background (i.e., education and experience) and school characteristics (i.e., RISK), LC teachers grew at the same rate in their implementation of the framework.

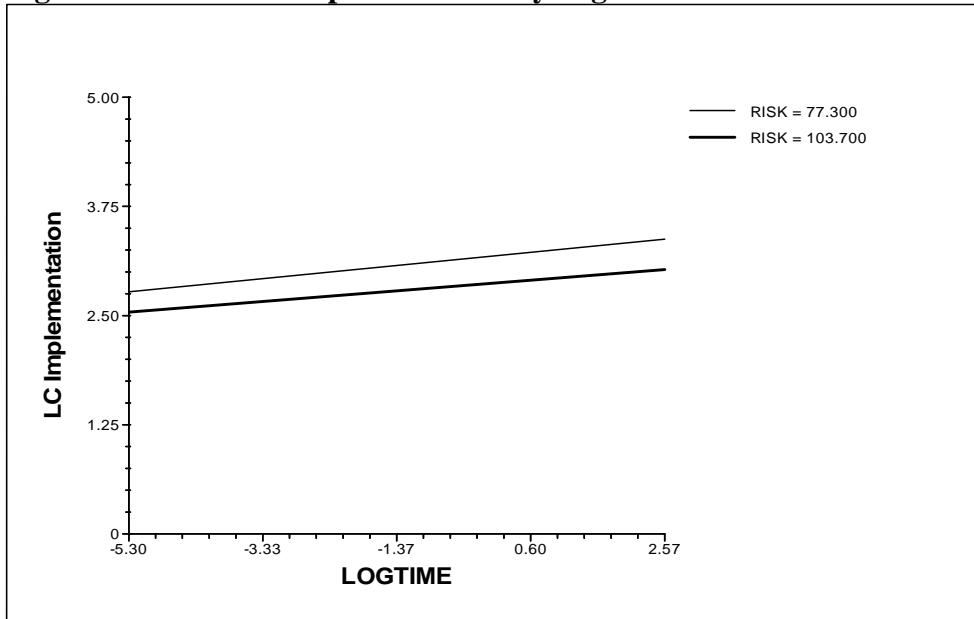
However, some of the Level-2 variables added individually to the model (years of experience and RISK) did help explain variation in initial status of fidelity of implementation. Analyses indicate that LC classrooms with less experienced teachers tended to have higher levels of fidelity of implementation. Figure 5 shows the growth in fidelity of implementation for classrooms with teachers whose experience falls at the 25th and 75th percentiles in the sample, or 5 years and 15 years. The graph clearly shows that less experienced teachers tend to start--and stay--at a higher level of implementation than their more experienced peers.

Figure 5: Growth in Implementation by Low and High Teacher Experience



In addition, the school factor RISK explained a portion of the variance in initial score on the fidelity of implementation measure. Figure 6 shows the average trajectories of growth in fidelity of implementation for schools at the 25th and 75th percentile of RISK scores. The graph indicates that in schools with a higher RISK score, fidelity of implementation tends to start and remain lower; conversely, implementation tends to be higher in schools with a lower RISK score. However, regardless of school RISK score, classrooms grow at the same rate in terms of fidelity of implementation of the Literacy Collaborative framework.

Figure 6: Growth in Implementation by High and Low RISK Scores



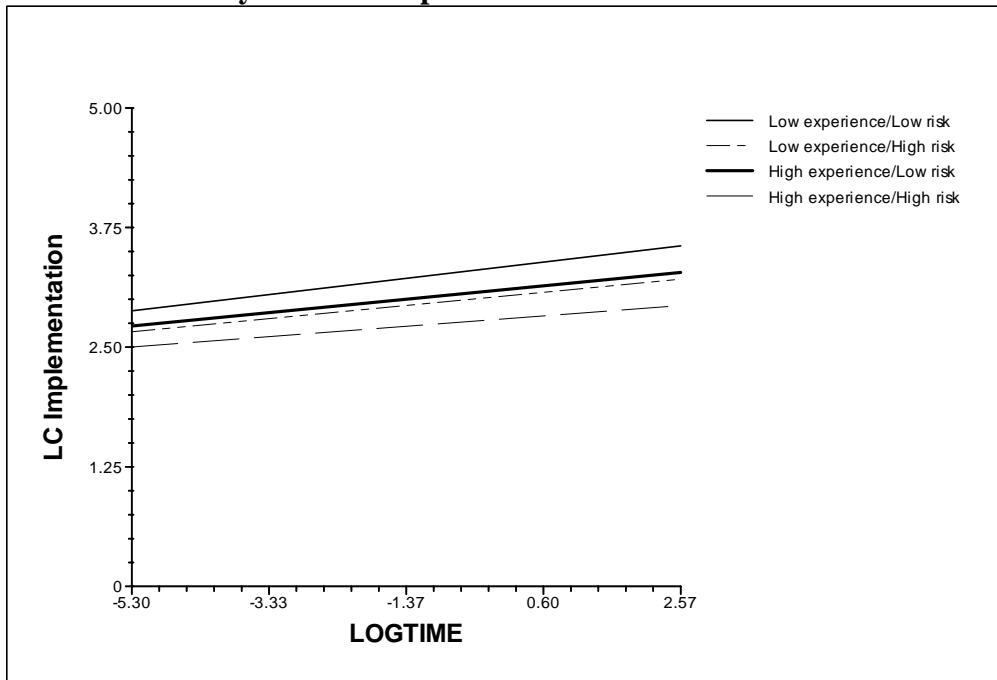
Both significant Level-2 variables, RISK and teachers' years of experience, were then added to the model together to determine the amount of variance in initial status explained by this model. Analyses displayed in Table 10 indicate that, of the 20% of variance in level of implementation available to be explained by Level-2 factors, teachers' years of experience combined with school RISK score accounts for 50%.

Table 10. Variance Explained in Initial Status Result of Years Experience and School RISK score

| Model | Initial Status Var (π_{0i}) |
|----------------------------------|--------------------------------------|
| Unconditional | 0.2309 |
| Conditional on YRS and RISK | 0.1154 |
| Proportion of variance explained | 50% |

Figure 7 depicts this set of relationships. Fidelity of implementation tended to be highest in classrooms of less experienced teachers in schools with low RISK scores and lowest in classrooms of more experienced teachers in schools with high RISK scores. Regardless of both teacher experience and school RISK score, classrooms grew at statistically indistinguishable rates in their fidelity of implementation of the framework.

Figure 7: Trajectories of Growth in Implementation of Literacy Collaborative Framework for Classrooms by Teacher Experience Level and School RISK Score



Is there a relationship between fidelity of implementation and quality of instruction in Literacy Collaborative classrooms? To explore the relationship between fidelity of implementation of the Literacy Collaborative framework and overall quality of literacy instruction, the correlation between total LIRS score and total LC Observation score for the sample including only Literacy Collaborative classrooms was examined at each time point. Results indicate a moderate to strong positive correlation between the two ($r = .86$, $p < .0001$ at time 1; $r = .66$, $p < .0001$ at times 2 and 3). This correlation indicates that Literacy Collaborative teachers who receive higher scores on their implementation of framework components tend to have higher ratings in overall quality of literacy instruction.

SUMMARY

Analyses indicate that Literacy Collaborative classrooms are of higher quality than comparison classrooms. Controlling for all teacher and school background variables considered in this study, Literacy Collaborative classrooms grow at a faster rate in the overall quality of literacy instruction as measured by the LIRS than comparison group classrooms from the same districts. In fact, participation in the Literacy Collaborative accounts for a one-quarter of the variation in growth rate in the sample.

On average, Literacy Collaborative classrooms demonstrated growth in fidelity of implementation of the Literacy Collaborative framework. The longer teachers implement the framework, the more they stick to it. However, none of the school or teacher background variables accounted for variation in growth rate of fidelity of implementation. Thus, regardless of teacher background or school characteristics, classrooms grew at the same rate in their fidelity of

implementation. This is an important finding because it shows that, on average, classrooms with low implementation will continue to have low implementation and classrooms with high implementation will continue to have high implementation over time.

However, there was variation in initial level of fidelity of implementation, meaning that there are some significant predictors of level of implementation. Two variables--years of experience and school RISK score--help explain initial variation in implementation. Classrooms in schools with a lower RISK score and less experienced teachers tend to have the highest level of implementation, while classrooms in schools with higher RISK scores and more experienced teachers tend to have the lowest levels of implementation. When combined, RISK and teachers' years of experience account for 41% of the variation in initial level of implementation.

Finally, results indicate that there is a moderate-to-strong, positive relationship between fidelity of implementation of the Literacy Collaborative framework and overall quality of literacy instruction. Classrooms in which teachers adhered more closely to the framework also tended to have higher quality literacy instruction.

IMPLICATIONS

This study demonstrates that Literacy Collaborative is indeed a powerful intervention: Literacy Collaborative classrooms grow in quality of literacy instruction at a faster rate than comparison group classrooms, where the growth rate is flat. While this study examined classrooms in schools with Lesley University-trained Literacy Coordinators, the study could be replicated in other contexts and results compared. This study design could be applied to classrooms from schools with district-trained Literacy Coordinators to add to data on the effectiveness of the district-based model.

Further, this study provides important information about fidelity of implementation. It shows that teachers' experience and school context are significant predictors of levels of implementation. Classrooms with teachers from the most "at risk" schools tend to have the lowest implementation, and--because there is no variation in growth rate of fidelity of implementation--this trend does not change over time. This finding suggests that some differentiated professional development might be an effective way to address these differences in implementation. It may be that highly experienced teachers are more likely to be "entrenched" in their teaching methods and benefit from more scaffolding in their professional development than their less experienced counterparts. Likewise, there are likely to be obstacles to implementation in schools that serve low SES populations and a high percentage of English Language Learners that can be addressed directly through targeted professional development.

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Appendix A.

Evaluation Data Collection Methods

The following evaluation matrix outlines the project goal, related evaluation questions, evaluation indicators, and methods of data collection and analysis that guided the research in Year 3.

| Project Goals | Evaluation Questions | Evaluation Indicators | Methods of Data Collection and Analysis |
|---|--|--|---|
| Develop a district-based training model for primary and intermediate-level literacy coordinators. | <p>How well do the school-based literacy coordinators (trained by the district-based coordinators) maintain the integrity of the program in their training and implementation of the Literacy Collaborative components in their classroom?</p> <p>How well do classroom teachers who have been trained through the district-level model implement the language and literacy framework of the Literacy Collaborative in their classroom?</p> <p>Does the district-based model expand the capacity of the Literacy Collaborative to provide quality professional development to increased numbers of teachers?</p> | <p>Training activities and materials replicate training at Lesley University.</p> <p>Classroom instruction incorporates model and components</p> <p>Classroom instruction incorporates model and components</p> <p>District-trained teachers report having more and closer contact with trainers</p> | <p>Descriptive analysis of data collected through observations of training and interview with district-based coordinator</p> <p>Descriptive analysis of data collected through observations of classroom instruction and interview with district-based coordinator</p> <p>Descriptive analysis of data collected through observations of training and interviews with school-based coordinators</p> <p>Descriptive analysis of data collected through observations of classroom instruction and interviews with school-based coordinators</p> <p>Descriptive analysis of data collected through observations of classroom instruction and interviews with classroom teachers</p> <p>Analysis of district-trained teacher interviews</p> |

Appendix B.

EVALUATION OF THE LITERACY COLLABORATIVE CAPACITY BUILDING PROJECT

LC Interview Questions

May/June, 2004

1. Now that have been implementing the LC framework for two years in your classroom, how is it going for you? What has been easy? What has been hard?
2. How closely would you say you stick to the LC framework as it has been presented to you? Do you make any modifications?
3. How effective were the training sessions you have received in helping you learn to implement the LC framework? What are the most effective elements? Would you change anything about them if you could?
4. In what ways have the training sessions prepared you to coach?
5. In what ways have the training sessions prepared you to present training sessions to teach teachers in your building?
6. How have your training sessions been going this year? What has been going well, and what are the challenges you have encountered?
7. As you watch teachers in your building implement the LC framework, how effective do you think they are? What parts of the model are they "getting" and what parts are they struggling with?
8. Is there anything else about the model, the training, and/or the training materials that you'd like us to know?

District Trainer Interview
Literacy Collaborative Capacity Building Project, Year 3

District Trainer _____

Date _____

1. Now that you have trained two cohorts of Literacy Coordinators, where do you think your Literacy Coordinators are in terms of their understanding of and implementation of the LC framework?
2. Where do you think your Literacy Coordinators are in terms of their coaching?
3. Where do you think your Literacy Coordinators are in terms of their training of other Literacy Coordinators?
4. How much variation in effectiveness would you say there is among your Literacy Coordinators? In what areas?
5. What mechanisms are in place to support this group of Literacy Coordinators as they move into next year?
6. District-wide, have you encountered any obstacles to implementing the LC? If so, what are they and how did you resolve these issues?
7. You have had the experience of being trained as an LC at Lesley, and you are also in the second cohort of District Trainers, so you have experienced both a university-based and a district-based training. Can you talk a little bit about the differences between these two models? Are there advantages to district-based training? Drawbacks?
8. How many Literacy Coordinators are currently in their field year?
9. How many new Literacy Coordinators did you train this year?
10. How many teachers are currently being trained by Literacy Coordinators in their schools?
11. How many new Literacy Coordinators will you train next year?

Appendix C.

Literacy Instruction Rating Scale (LIRS)

Observation Record

School _____

School ID _____

District _____

Grade _____

Teacher _____

Teacher ID _____

Date of Observation _____

Duration of Observation _____

Observer _____

Notes

1: Organization of the Classroom

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|---|---|--|--|
| Organization and content of materials and classroom displays | <p>There is strong evidence of an intentional approach to the organization of materials and displays that is coordinated with language and literacy learning.</p> <ul style="list-style-type: none"> Materials are consistently organized in conceptually related groups and are clearly labeled, appealing, and accessible to children. For instance, the class Writing Center contains bins of different kinds of paper, bins of different kinds of writing tools, staplers, correction tape, etc. Displays are related to and clearly support current classroom learning. For example, a Word Wall displays high-frequency words students are learning to spell, and students' book recommendations are listed on chart paper. Students consistently use wall charts and displays as a reference tool. An abundance of student written work is displayed. Work is original in nature. | <p>There is adequate evidence of an intentional approach to the organization of materials and displays that is coordinated with language and literacy learning.</p> <ul style="list-style-type: none"> Most materials are organized in conceptually related groups and are clearly labeled, appealing, and accessible to children Displays are related to and clearly support current classroom learning. For example, a Word Wall displays high-frequency words students are learning to spell, and students' book recommendations are listed on chart paper. Students occasionally use wall charts and displays as a reference tool. Some student written work is displayed. Work is original in nature. | <p>There is some evidence of an intentional approach to the organization of materials and displays that is coordinated with language and literacy learning.</p> <ul style="list-style-type: none"> Some materials are organized in conceptually related groups, but appeal or accessibility may be limited. For instance, the classroom contains sets of books for author studies, the books are in poor condition and the bins are unlabeled. Displays are not consistently related to classroom learning. Students do not use wall charts and displays as a reference tool. Student work is displayed, but the content may lack originality (e.g., a poem about fall written by each student is displayed). | <p>There is minimal evidence of an intentional approach to the organization of materials and displays that is coordinated with language and literacy learning.</p> <ul style="list-style-type: none"> Materials may be stored or arranged in a haphazard manner that limits their appeal and accessibility to students. For example, writing materials are scattered throughout the classroom or are stored in an area accessible only to the teacher. Displays are unrelated to classroom learning (e.g., a Halloween bulletin board). Students do not use wall charts and displays as a reference tool. Teacher-generated displays or commercially-made displays predominate. |

2: Organization of Books

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|---|---|---|--|
| Presence, setting, condition, and content of books | <p>There is strong evidence that the classroom book collection supports students' literacy learning.</p> <ul style="list-style-type: none"> • There is a distinct area of the classroom designed for book reading. It is evident that the book area is well maintained, is a central part of the classroom, and is utilized daily. The area is comfortable, inviting, and consistently used by students. • Books are thoughtfully and attractively displayed on shelves and/or in accessible bins. Lists of class favorites, books that have been featured in "book talks," and books from an author focus are displayed, suggesting that reading is a priority in the classroom. • Books are in good condition and include a wide range of genres (e.g., realistic fiction, historical fiction, nonfiction, and poetry). Multiple copies of books for reading groups are available. • Books are arranged by level, theme, author, and/or genre. The organization of the library is clear and is understood by students. | <p>There is adequate evidence that the classroom book collection supports students' literacy learning.</p> <ul style="list-style-type: none"> • There is a distinct book area in the classroom. The area is well maintained and is a comfortable area in which students may read. • Books are thoughtfully and attractively displayed in the book area and are readily accessible to students. • Books are in good condition and include a wide range of genres (e.g., realistic fiction, historical fiction, nonfiction, and poetry). • Books are arranged by level, theme, author, and/or genre. The organization of the library is clear and is understood by students. | <p>There is some evidence that the classroom book collection supports students' literacy learning.</p> <ul style="list-style-type: none"> • The classroom contains a distinct reading area, but it is limited in comfort, appeal, or accessibility and is not often used by students. • Some attempt has been made to arrange books in a systematic and appealing manner, but others are arranged in a haphazard or unappealing manner. • Books are in poor condition and/or limited in at least one of the following: genre, number, and level. • Books are arranged in a somewhat systematic manner, but the system may not be useful to students. For instance, books are arranged alphabetically by title. | <p>There is minimal evidence that the classroom book collection supports students' literacy learning.</p> <ul style="list-style-type: none"> • No classroom library is available, or the classroom contains a limited collection of books with no distinct reading area. • Books are randomly shelved and are not appealing to students. • Books are in poor condition and are limited in number, level, and genre. • Books are arranged in a haphazard manner. |
| | | | | |

3: Classroom Management Strategies

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|--|--|--|---|
| Interactions between students and teachers, rules and routines, conflict resolution in the classroom | <p>There is strong evidence that classroom management strategies exist and are enforced in ways that respect students' input and encourage their purposeful engagement in literacy activities.</p> <ul style="list-style-type: none"> Students appear to have internalized rules and routines. They move through literacy activities with age-appropriate independence and are most often engaged in purposeful activity. Clear expectations for behavior are consistently communicated in multiple ways. Students remind each other of standards for behavior. Conflicts are absent, or students resolve their own conflicts, with the teacher becoming involved only rarely. | <p>There is adequate evidence that classroom management strategies exist and are enforced in ways that respect students' input and encourage their purposeful engagement in literacy activities.</p> <ul style="list-style-type: none"> Students appear to understand rules and routines, but there is occasionally a need for teacher reminders or reinforcement. Expectations for students' behavior are communicated from teacher to students. Teacher intervention in conflicts is calm and systematic, leading students to peaceful, independent resolutions. | <p>There is some evidence that classroom management strategies exist and are enforced in ways that respect students' input and encourage their purposeful engagement in literacy activities.</p> <ul style="list-style-type: none"> Rules and routines clearly exist, but students rely on the teacher in order to follow them. Expectations for student behavior are communicated only from teacher to students. The teacher frequently resolves conflicts for students. Alternately, the teacher may "punish" students instead of helping to resolve conflicts. For example, a teacher may keep students in for recess instead of providing support to help them settle conflicts. | <p>There is minimal evidence that classroom management strategies exist and are enforced in ways that respect students' input and encourage their purposeful engagement in literacy activities.</p> <ul style="list-style-type: none"> Students appear to have limited understanding of rules and routines. They may be very teacher-reliant. They are frequently engaged in non-purposeful activity and/or conflicts with peers. Expectations for students' behavior may be confusing or inconsistent. The teacher may fail to identify conflicts or may resolve them in an arbitrary or harsh manner. |
| | | | | |

4: Classroom Climate

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|---|--|---|---|----------------|
| <p>Classroom interactions, tone, equality of treatment</p> <ul style="list-style-type: none"> • The tone of classroom conversations is positive and shows respect for students' contributions. Students are encouraged to speak from their different perspectives and experiences. • The teacher listens attentively to students, encourages them to listen to each other, and fosters a climate in which differing opinions are valued. • The teacher displays fairness in treatment of students from differing gender, racial and cultural groups. • There are opportunities for the diversity that students bring to the classroom to be used meaningfully and regularly in the ongoing program. • Classroom materials include many books with representations of various racial and cultural groups that are not stereotypical in theme or characters. | <p>There is strong evidence of a classroom climate that respects individual students and their contributions to the classroom.</p> <ul style="list-style-type: none"> • The tone of teacher-student conversations is positive. The teacher engages in frequent conversations with students. • The teacher listens to students and encourages their conversations with each other. When differences of opinion arise, the teacher facilitates discussion about them. • The teacher displays fairness in treatment of students from differing gender, racial and cultural groups. • There are opportunities for the diversity that students bring to the classroom to be used in the ongoing program. • Classroom materials include some books with representations of various racial and cultural groups that are not stereotypical in theme or characters. | <p>There is adequate evidence of a classroom climate that respects individual students and their contributions to the classroom.</p> <ul style="list-style-type: none"> • The tone of teacher-student conversations is mostly positive. The teacher engages in limited conversations with students and does not encourage voicing of multiple and diverse perspectives. • The teacher listens to students, but does not intentionally encourage their conversations with each other. Differences of opinion are often overlooked or "shut down." • The teacher attempts to display fairness with differential treatment of students from differing gender, racial, and cultural groups • There may be few or no opportunities for the diversity that students bring to the classroom to be used in the ongoing program. • Classroom materials include a few books with representations of various racial and cultural groups that are not stereotypical in theme or characters. | <p>There is some evidence of a classroom climate that respects individual students and their contributions to the classroom.</p> <ul style="list-style-type: none"> • The tone of the classroom may be negative, or the teacher's manner may be harsh or punitive. Alternately, the teacher may appear "distant" or "tuned out" and unavailable to students. • Students are expected to listen to the teacher, and there are few opportunities for conversation. • Teachers may show preferential treatment of students from differing gender, racial, and cultural groups. • There are no opportunities for the diversity that students bring to the classroom to be used in the ongoing program. • Materials include books that reinforce gender, racial, and cultural stereotypes. | |

5: Fostering Motivation

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|--|--|--|--|
| Schedule, observations of teacher and student behavior | <p>There is strong evidence that some literacy activities are intentionally designed to allow student voice as a means of fostering motivation.</p> <ul style="list-style-type: none"> The daily schedule includes many opportunities for age-appropriate self-directed activities either alone or in groups. For example, students do self-selected reading, write on topics of their choice, choose topics for research, or choose books for literature circles. Schedule and grouping flexibility allow teachers and students to pursue deep, ongoing investigations. For instance, the schedule provides large segments of time for research and projects. Classroom routines clearly support students' engagement in self-directed activities. Students are actively engaged in the planning of whole or small group projects. | <p>There is adequate evidence that some literacy activities are intentionally designed to allow student voice as a means of fostering motivation.</p> <ul style="list-style-type: none"> The daily schedule includes some time for age-appropriate self-directed activities. For example, students do self-selected reading, write on topics of their choice, choose topics for research, or choose books for literature circles. Flexible grouping and schedule allow opportunities for student choice, but ongoing, deep investigations are not consistently evident. Classroom routines support students' engagement in some self-directed activities. Opportunities for choice exist, but teachers do not consistently and intentionally provide and organize projects and activities that foster independence. | <p>There is some evidence that some literacy activities are intentionally designed to allow student voice as a means of fostering motivation.</p> <ul style="list-style-type: none"> The daily schedule allows limited opportunities for student choice. Choice is limited to a single realm, such as independent reading. The classroom does not pursue deep, ongoing investigations that incorporate student choice. Classroom routines are largely managed by the teacher and do not consistently support self-directed activities. The teacher does not consistently and intentionally provide and organize projects and activities that foster independence. | <p>There is minimal evidence that some literacy activities are intentionally designed to allow student voice as a means of fostering motivation.</p> <ul style="list-style-type: none"> Classroom activities are strictly scheduled. The classroom is highly teacher-directed, with no opportunity for student choice. Groupings are static, or whole group instruction is the primary grouping method. Classroom does not pursue deep, ongoing investigations that incorporate student choice. Classroom routines and materials do not support students' engagement in self-directed activities. For example, materials may not be available without the teacher's presence or activities may be too difficult. |

6: Oral Language Facilitation

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|---|--|---|---|---|
| Interaction between teachers and students during lessons and activities | <p>There is strong evidence of opportunities designed to encourage students to use oral language for a variety of purposes.</p> <ul style="list-style-type: none"> The teacher appears aware of the differences in students' oral language abilities and uses this awareness in his/her instruction. For instance, the teacher provides additional "wait time" for students who have difficulty formulating oral responses. Higher level discussion that involves using language to analyze, predict, problem-solve, and reflect on learning is consistently evident in the classroom. Regular, intentional efforts are made to expand students' oral vocabularies. Modeling and instruction in social conventions of language, such as turn-taking, responding to another's comment, and asking for clarification, are provided regularly. | <p>There is adequate evidence of opportunities designed to encourage students to use oral language for a variety of purposes.</p> <ul style="list-style-type: none"> The teacher appears aware of the differences in students' oral language abilities, but does not consistently use this awareness in his/her instruction. Higher level discussion that involves using language to analyze, predict, problem-solve, and reflect on learning is often evident in the classroom. Some intentional efforts are made to expand students' oral vocabularies. Modeling and instruction in social conventions of language, such as turn-taking, responding to another's comment, and asking for clarification, are provided at times. | <p>There is some evidence of opportunities designed to encourage students to use oral language for a variety of purposes.</p> <ul style="list-style-type: none"> The teacher demonstrates limited awareness of differences in oral language in the classroom. Higher level discussion that involves using language to analyze, predict, problem-solve, and reflect on learning is sometimes evident in the classroom. Instead, the teacher focuses discussions on procedures and on literal comprehension. Efforts to increase students' oral vocabularies are primarily incidental. The teacher corrects students' use of social conventions of language, but does not intentionally provide instruction or modeling. | <p>There is minimal evidence of opportunities designed to encourage students to use oral language for a variety of purposes.</p> <ul style="list-style-type: none"> The teacher appears unaware of differences in oral language in the classroom. Opportunities for student discussion are limited, and language in the classroom is predominantly procedural. Few efforts are made to expand students' oral vocabularies. Feedback and instruction in the social conventions of language is absent. |

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7: Reading Program

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|---|---|---|--|--|
| Observation of reading instruction, teaching strategies, student work and student behaviors | <p>There is strong evidence of an intentional approach to reading instruction that includes the following components in a balance appropriate to students' reading level: phonics and/or word-solving, fluency, comprehension, vocabulary.</p> <ul style="list-style-type: none"> • Reading instruction is offered daily. • Reading instruction integrates all components of the reading process. • Relative emphasis on the various components of the reading process is appropriate for students' reading level. Teacher uses assessment information to adjust emphasis. • Differentiated instruction is consistently provided through flexible grouping. • Reading instruction actively engages students on a consistent basis and provides many opportunities for collaborative learning. | <p>There is adequate evidence of an intentional approach to reading instruction that includes the following in a balance appropriate to students' reading level: phonics and/or word-solving, fluency, comprehension, vocabulary.</p> <ul style="list-style-type: none"> • Reading instruction is offered daily. • Reading instruction integrates all components of the reading process. • Relative emphasis on the various components of the reading process is appropriate for students' reading level. • Differentiated instruction is consistently provided through flexible grouping. • Reading instruction generally actively engages students, and many opportunities for collaboration are present. | <p>There is some evidence of an intentional approach to reading instruction that includes the following in a balance appropriate to students' reading level: phonics and/or word-solving, fluency, comprehension, vocabulary.</p> <ul style="list-style-type: none"> • Reading instruction is offered regularly, but scheduling needs adjustment. • Reading instruction integrates most, but not all, components of the reading process. • Relative emphasis on the various components of the reading process is appropriate for students' reading level, but may need some adjustment. • Differentiated instruction is provided, but groups may be static. • Reading instruction sometimes actively engages students, and occasional opportunities for collaboration are present. | <p>There is minimal evidence an intentional approach to reading instruction that includes the following components in a balance appropriate to students' reading level: phonics and/or word-solving, fluency, comprehension, vocabulary.</p> <ul style="list-style-type: none"> • Inadequate time is devoted to reading instruction. • Reading instruction is limited in scope. Instruction may be limited to having students read silently and answer questions, for instance. • Relative emphasis on the various components of the reading process is inappropriate for grade level. For instance, strong readers practice previously-mastered word analysis skills. • Differentiated instruction is not provided. Instruction may be provided only in a whole group format. • Reading instruction does not actively engage students and consists primarily of solitary activities or whole group, teacher-led activities. |

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8: Small Group Reading Instruction

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|---|---|---|--|
| Observation of reading instruction: settings, teaching strategies, and discussions | <p>There is strong evidence of a small-group, teacher-facilitated reading component that provides direct, systematic instruction in multiple reading strategies using instructional level text.</p> <ul style="list-style-type: none"> The text appears well matched to the readers in the group in content, genre, and level. Pre-reading activities that facilitate comprehension (e.g., giving students a purpose for reading, activating students' background knowledge) are provided. Students primarily read silently, using active reading strategies (e.g. writing questions on sticky notes). Student or teacher-led discussion that focuses on students' inferential understanding of the text regularly follows reading. Direct and incidental instruction in reading strategies (e.g., strategies for finding meanings of unknown words) is provided regularly. Many and varied extension activities are provided. | <p>There is adequate evidence of a small-group, teacher-facilitated reading component that provides direct, systematic instruction in multiple reading strategies using instructional level text.</p> <ul style="list-style-type: none"> The text appears well matched to the readers in the group in content, genre, and level. Pre-reading activities that facilitate comprehension are provided, but they may focus students on literal aspects of the text. For example, students recall plot details before reading. Students read primarily silently. Student or teacher-led discussion about the text that addresses literal and inferential understanding of the text regularly follows reading. Instruction in reading strategies (e.g., strategies for finding meanings of unknown words) is provided incidentally. Some extension activities are offered. | <p>There is some evidence of a small-group, teacher-facilitated reading component that provides direct, systematic instruction in multiple reading strategies using instructional level text.</p> <ul style="list-style-type: none"> The text is appears fairly well matched to the readers, but some adjustment is required. Pre-reading activities are provided, but they do not support comprehension. For instance, students preview words from a text by looking them up in the dictionary. Students read mostly orally, with some silent reading. Some discussion follows reading, but is limited to plot summary. Minimal exploration of deeper meanings occurs. Direct instruction in appropriate reading is provided, but is rigid and may not meet student needs. Extension activities do not deepen comprehension (e.g., Draw your favorite character). | <p>There is minimal evidence of a small-group, teacher-facilitated reading component that provides direct, systematic instruction in multiple reading strategies using instructional level text.</p> <ul style="list-style-type: none"> The text is mismatched to the readers. Students consistently begin reading without a pre-reading activity. Students read aloud, Round Robin style, with little silent reading. No discussion follows reading. Student may complete worksheets or journal pages after reading. Little or no direct instruction in reading strategies is provided. No extension activities are offered. |

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9: Independent Reading

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|---|--|--|---|---|
| Observation of reading instruction: settings, teaching strategies, and class schedule | <p>There is strong evidence that independent reading is a valuable component of reading instruction and that there is a systematic approach to independent reading.</p> <ul style="list-style-type: none"> • Independent reading occurs daily. The entire class may read at the same time, or independent reading may occur in rotating groups during the reading block. • Students self-select texts with teacher assistance to ensure that they are selecting texts at a comfortable level. The teacher intervenes when a student has selected a book that is too hard. • Student interest in reading is stimulated through an organized system of book talks, librarian talks, lists of class favorites, and author talks, for instance. • There is a clear, thoughtful system for helping students develop a reading habit and for keeping track of books read independently (e.g., a reading response journal). • The teacher conferences regularly with students about their independent reading, discussing books in depth. | <p>There is adequate evidence that independent reading is a valuable component of reading instruction and that there is a systematic approach to independent reading.</p> <ul style="list-style-type: none"> • Independent reading occurs most days. The entire class may read at the same time, or independent reading may occur in rotating groups during the reading block. • Students self-select texts with some teacher input. • Student interest in reading is stimulated through occasional book talks, librarian talks, lists of class favorites, and author talks, for instance. • Students consistently use a system for listing books read independently (e.g., a list of books read). • The teacher conferences regularly with students about their independent reading, discussing plot. | <p>There is some evidence that independent reading is a valuable component of reading instruction and that there is a systematic approach to independent reading.</p> <ul style="list-style-type: none"> • Students occasionally read independently. The whole class may read at the same time, or independent reading may occur in rotating groups during the reading block. • Students receive help selecting books only when they seek it. • The teacher may have a single system for stimulating student interest, such as a list of class favorites or occasional book talks. • The teacher records student book choices. • The teacher conferences with students and listens to them read aloud from their independent reading books. | <p>There is minimal evidence that independent reading is a valuable component of reading instruction and that there is a systematic approach to independent reading.</p> <ul style="list-style-type: none"> • There is no designated time for silent reading. Students may read silently when they have completed other work or when they visit the school library, for example. • Students self-select books without assistance. Alternately, teacher may lead students to inappropriate choices. • No systems are in place to stimulate student interest in reading. • There is no system for keeping track of books students have read. • The teacher does not conference with students about their independent reading. |

10: Word Study

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|--|---|--|--|
| Observation of reading instruction: settings, teaching strategies, and discussions | <p>There is strong evidence of a systematic, age-appropriate approach to developing students' word analysis ability.</p> <ul style="list-style-type: none"> Instruction in phonics and word patterns is systematic (based on a predetermined sequence of phonics study) and provided on a regular basis. Instruction in analyzing words is presented using a variety of different activities, such as Making Words, word sorts, worksheets, and chart work. Strategies for reading words and for spelling words are taught together. Students regularly make use of multiple systems for building independence in word solving. For instance, students may have the following resources available: Word Wall, classroom wall charts, lists of high-frequency words in their notebooks, and electronic spellers. | <p>There is adequate evidence of a systematic, age-appropriate approach to developing students' word analysis ability.</p> <ul style="list-style-type: none"> Instruction in phonics and word patterns is provided on a regular basis. Phonics skills are not necessarily taught in a particular sequence, however. Instruction in analyzing words is presented in a limited number of formats. Instruction is provided for both spelling and word analysis, although instruction may not be coordinated. Students regularly make use of one or two systems for building independence in word solving. | <p>There is some evidence of a systematic, age-appropriate approach to developing students' word analysis ability.</p> <ul style="list-style-type: none"> Instruction in phonics and word patterns is provided occasionally or only to the lowest students. Instruction in analyzing words is presented in a limited number of formats. Spelling is taught without connection to word analysis skills. Students occasionally make use of tools for building independence, but these tools are not an integral part of the classroom routines. | <p>There is minimal evidence of a systematic, age-appropriate approach to developing students' word analysis ability.</p> <ul style="list-style-type: none"> Students receive no instruction in word analysis. Instruction in analyzing words is absent or always follows the same format, such as workbook pages. Little to no instruction in both spelling and word analysis is provided. Systems for building independence in word solving are not available to students. Alternately, the resources in place are not easily used by students. For instance, the classroom may only contain standard dictionaries. |

11: Reading Fluency Instruction

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|---|--|---|---|
| Observation of reading instruction: settings, teaching strategies, and discussions | <p>There is strong evidence of instruction that promotes reading fluency.</p> <ul style="list-style-type: none"> Students practice reading aloud on a regular basis. Students read aloud texts at a comfortable level. Students regularly hear fluent reading modeled for them by the teacher or on audiotapes. The teacher makes the characteristics of fluent oral reading evident to students through discussion. Students practice many specific techniques that support reading fluency, including choral reading, reading of plays, poetry and text containing a lot of dialogue, repeated readings, and Readers' Theater. | <p>There is adequate evidence of instruction that promotes reading fluency.</p> <ul style="list-style-type: none"> Students practice reading aloud on a regular basis. Students read aloud texts at a comfortable level. Students regularly hear fluent reading modeled for them by the teacher or on audiotapes. Students practice one or two specific techniques that support reading fluency, including choral reading, reading of plays, poetry and text containing a lot of dialogue, repeated readings, and Readers' Theater. | <p>There is some evidence of instruction that promotes reading fluency.</p> <ul style="list-style-type: none"> Students occasionally practice reading aloud. The level of texts students read aloud needs minor adjustment. Students occasionally hear fluent reading modeled for them by the teacher or on audiotapes. Students practice reading aloud using a Round Robin technique. | <p>There is minimal evidence of instruction that promotes reading fluency.</p> <ul style="list-style-type: none"> Students do not practice reading aloud on a regular basis. Students read aloud texts that are far too difficult Students do not regularly hear fluent reading modeled for them by the teacher or on audiotapes. Students do not practice specific techniques that support reading fluency. |
| | | | | |

12: Vocabulary Instruction

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|---|--|--|--|
| Observation of reading instruction: settings, teaching strategies, and discussions | <p>There is strong evidence of a systematic approach to vocabulary instruction that is integrated with text reading.</p> <ul style="list-style-type: none"> Words for vocabulary study are taken from texts students are reading or are related to a classroom inquiry or theme. Vocabulary words are studied in depth. Multiple examples of vocabulary words used in context are provided. Activities that encourage rich discussion and encourage students to use vocabulary words are provided (e.g., semantic mapping, semantic features analysis, word splashes, etc.) Teachers provide explicit instruction in strategies for using context clues to derive the meanings of unknown words. Word Study and vocabulary study are coordinated. Students learn the meanings of word parts as well as how to read and spell them. | <p>There is adequate evidence of a systematic approach to vocabulary instruction that is integrated with text reading.</p> <ul style="list-style-type: none"> Vocabulary words are presented thematically or in groupings based on word parts, but are not related to texts or to classroom inquiries or themes. Vocabulary study is somewhat limited in depth. Multiple activities are provided to help students learn new words, but methods do not necessarily foster depth of understanding. For example, students may complete cloze exercises, write sentences using new words in context, and complete vocabulary worksheets. Strategies for deriving unknown word meanings using context clues are occasionally discussed. | <p>There is some evidence of a systematic approach to vocabulary instruction that is integrated with text reading.</p> <ul style="list-style-type: none"> Vocabulary words are presented thematically or in groupings based on word parts, but are not related to texts or to classroom inquiries or themes. Vocabulary study is limited in depth. Lists of words are presented to students with limited opportunity for discussion. Students memorize definitions of new vocabulary words or are asked to look them up in the dictionary. Limited opportunity for discussion is provided. Strategies for deriving unknown word meanings using context clues are occasionally discussed. | <p>There is minimal evidence of a systematic approach to vocabulary instruction that is integrated with text reading.</p> <ul style="list-style-type: none"> Words for vocabulary study are random. Vocabulary study is limited in breadth and depth. Vocabulary study is not a component of reading instruction. Strategies for deriving unknown word meanings using context clues are not discussed. |

13: Writing Instruction

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|--|--|--|---|
| Observation of writing instruction, student work | <p>There is strong evidence of adequate writing opportunities and systematic instruction in writing.</p> <ul style="list-style-type: none"> Students write each day for a wide variety of purposes. Topics are self-selected as well as teacher-directed. Students consistently use a multi-step writing process that involves brainstorming, planning, drafting, revising for content, editing for mechanics, and publishing. Students regularly conference with the teacher and with peers to receive feedback on their own writing and to offer feedback to others. Systematic instruction in writing mechanics is provided and is linked to students' writing. For instance, a minilesson on adding detail is presented, and students then add more detail to their own writing. Reading and writing are explicitly connected. In a minilesson, students may read a poem, noting the author's use of descriptive language. | <p>There is adequate evidence of adequate writing opportunities and systematic instruction in writing.</p> <ul style="list-style-type: none"> Students use writing each day for one or two different purposes. Topics are self-selected as well as teacher-directed. Students often use a multi-step writing process that involves brainstorming, planning, drafting, revising for content, editing for mechanics, and publishing. Students conference with the teacher to receive feedback on their writing. Systematic instruction in writing mechanics is provided and is linked to students' writing. For instance, a minilesson on adding detail is presented, and students then add more detail to their own writing. Some deliberate attempts to connect reading and writing are made by the teacher. | <p>There is some evidence of adequate writing opportunities and systematic instruction in writing.</p> <ul style="list-style-type: none"> Students write on a limited basis. Most writing activities are highly teacher-directed. Students do not utilize a multi-step writing process. Alternately, components of the writing process miss the mark. For instance, students may only be required to write only one "draft" before "publishing." Students do not confer regularly with the teacher or peers as they write. Their work is assessed based on the final product rather than the process. Systematic instruction in writing mechanics is provided, but it may be presented primarily in isolated exercises or lessons. The teacher makes connections between reading and writing activities only incidentally. | <p>There is minimal evidence of adequate writing opportunities and systematic instruction in writing.</p> <ul style="list-style-type: none"> Limited or no time for writing is provided. Students do not utilize a multi-step writing process. Students do not confer regularly with the teacher or peers as they write. Their work is assessed based on the final product rather than the process. Little systematic instruction in writing mechanics is provided. No connections between reading and writing are drawn. |

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14: Approaches to Assessment

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|---|--|---|--|---|
| Observation of opportunities for individual interaction, use of assessment techniques | <p>There is strong evidence that age-appropriate, ongoing assessment techniques are used to evaluate learning and adjust instruction.</p> <ul style="list-style-type: none"> • A range of assessment techniques is used flexibly and regularly with individuals and groups. • The teacher creates opportunities for individual interaction that provide information relevant to children's ongoing learning and development. • There is ongoing communication with families that provides information about learning and encourages family involvement and support. • Information gained from assessment is always used to evaluate and adjust instruction. | <p>There is adequate evidence that age-appropriate, ongoing assessment techniques are used to evaluate learning and adjust instruction.</p> <ul style="list-style-type: none"> • There are opportunities for individual interaction that provide information relevant to children's ongoing learning and development. • There is occasional communication with families about students' learning, usually through a report card or scheduled school wide conferences. • Information gained from assessment is taken into account when making decisions about instruction. | <p>There is some evidence that age-appropriate, ongoing assessment techniques are used to evaluate learning and adjust instruction.</p> <ul style="list-style-type: none"> • Limited assessment occurs or assessment is done solely by an outside specialist. • There are occasional opportunities for individual interaction that provide information relevant to children's ongoing learning and development. • There is occasional communication with families about students' learning, usually through a report card or scheduled school wide conferences. • Information gained from assessments does not affect decisions about instructional practice or is ignored. | <p>There is minimal evidence that age-appropriate, ongoing assessment techniques are used to evaluate learning and adjust instruction.</p> <ul style="list-style-type: none"> • No assessment techniques are used. Teacher may make judgments based on past experiences. • Opportunities for individual interaction are rare or absent, limiting teacher ability to use individualized information to adjust learning experiences. • There is little or no communication with families about children's learning. Report cards are the only means used to report progress. • Information gained from assessments does not affect decisions about instructional practice or is ignored. |
| | | | | |

15: Facilitating Home Support for Literacy

| Evidence | Exemplary (4) | Adequate (3) | Developing (2) | Inadequate (1) |
|--|---|--|--|---|
| Homework, newsletters, and other school-home contact | <p>There is strong evidence that home support for students' language and literacy is considered integral to the classroom program.</p> <ul style="list-style-type: none"> • Regular interactions between home and school include shared information about ways to support students' first and second languages, literacy, and learning. The teacher actively seeks information from parents to best support students. • Families are provided appropriate materials and meaningful assignments that support students' practice and ensure that parents' facilitations of their children's learning and builds on families' social/cultural experiences. • Families are encouraged to seek out and use community resources in ways that contribute to children's language and literacy learning. | <p>There is adequate evidence that home support for students' language and literacy is considered integral to the classroom program.</p> <ul style="list-style-type: none"> • Regular interactions between home and school include some information about ways to support students' language, literacy, and learning. The teacher provides parents with information, but does not seek information from them. • Families are provided materials and assignments that support children's practice of literacy skills and can be understood and used by families. | <p>There is some evidence that home support for students' language and literacy is considered integral to the classroom program.</p> <ul style="list-style-type: none"> • Occasional interactions between home and school occur. The teacher provides progress reports that do not include suggestions for home supports. The teacher provides parents with information, but does not necessarily seek information from them. • Families may be offered materials and assignments, but such materials may not support children's learning or may not be comprehensible to families. | <p>There is minimal evidence that home support for students' language and literacy is considered integral to the classroom program.</p> <ul style="list-style-type: none"> • Interactions between home and school may be rare or infrequent and do not provide information about ways to support students' language, literacy, and learning. • Families are not offered materials and assignments. |

Teacher Interview

| | |
|--|---|
| Please describe your approach to reading instruction. | How do you address the various components of the reading process in your instruction? For instance, how do you address students' reading comprehension? |
| Probes: Do you use a particular method for reading instruction? What does a typical week of reading instruction for your class entail? How do you choose your methods and materials? Tell me how you set up your classroom library. | Probes: How do you address (Probe for each of the following: word solving, fluency, comprehension, and vocabulary)? What specific techniques do you use? |

| | |
|--|---|
| Tell me about your writing instruction. | How do you typically group students for literacy instruction? |
| <p>Probes: Do you use a particular method for writing instruction? What does a typical week of writing instruction for your class entail?</p> | <p>Probes: Do you use whole groups, small groups, or a combination? How do you make decisions about groupings? Do your groupings tend to stay the same, or do you change them throughout the year?</p> |

| | |
|--|---|
| In what ways do you try to motivate your students to read and write? | How do you address diversity in your instruction? |
| | <p>Probes: In what ways, if any, do you think your class is diverse? How do you try to reflect students' diversity in your curriculum and instruction?</p> |

| | |
|---|--|
| In what ways do you interact with families around the language and literacy learning of their children? | How do you evaluate children's individual language and literacy learning? What assessment techniques do you use? |
| <p>Probes: What methods do you use? How often? What kind of information do you generally provide to parents?</p> | <p>Probes: How do you use assessment information when planning activities for children?</p> |

SCORE FORM

TEACHER ID _____

DISTRICT _____

OBSERVER _____

DATE _____

| SCALE | SCORE |
|---|--------------|
| 1: Organization of the Classroom | |
| 2: Organization of Books | |
| 3: Classroom Management Strategies | |
| 4: Classroom Climate | |
| 5: Fostering Motivation | |
| 6: Oral Language Facilitation | |
| 7: Reading Program | |
| 8: Small Group Reading Instruction | |
| 9: Independent Reading | |
| 10: Word Study | |
| 11: Reading Fluency Instruction | |
| 12: Vocabulary Instruction | |
| 13: Writing Instruction | |
| 14: Approaches to Assessment | |
| 15: Facilitating Home Support for Literacy | |
| TOTAL | |

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Appendix D.

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Literacy Collaborative Classroom Observation Tool
Intermediate Level

Introduction

This tool is designed for observation in Literacy Collaborative classrooms only. It is designed to evaluate the extent to which the teacher's implementation of the Literacy Collaborative framework comports with the framework as articulated in Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell, 2001) and other Literacy Collaborative materials. It includes the following scales:

- ❖ Literacy Environment
- ❖ Physical & Social Environment
- ❖ Grouping & Basic Structure
- ❖ Reading Workshop: Guided Reading
- ❖ Reading Workshop: Literature Study
- ❖ Reading Workshop: Independent Reading
- ❖ Language/Word Study
- ❖ Writing Workshop
- ❖ Assessment

A teacher interview protocol is also included.

Rating Scale

Each scale utilizes the following **rating scheme**:

0= no evidence of learning and/or supportive teaching

1= very minimal evidence of learning and/or supportive teaching

2= some evidence of learning and/or supportive teaching

3= moderate evidence of learning and /or supportive teaching

4= high evidence of learning and /or supportive teaching

5= demonstrates a model for excellence in teaching that results in a high level of student learning

**Literacy Collaborative Classroom Observation Tool
Intermediate Level**

Observation Record

School _____

School ID _____

District _____

Grade _____

Teacher _____

Teacher ID _____

Date of Observation _____

Duration of Observation _____

Observer _____

Comments:

I. Literacy Environment

The teacher carefully plans and effectively creates a literacy environment that fosters student interest and engagement in literacy learning.

| Environmental Print | Book Area | Writing Supply Area | Word Study Area | Poetry Area |
|---|--|--|---|---|
| <ul style="list-style-type: none"> ❖ Displays and charts reflect class's literacy learning ❖ Limited commercially-made wall charts and displays ❖ Individual and group work displayed ❖ Charts from minilessons displayed ❖ Guidelines for daily routines displayed ❖ Materials clearly labeled | <ul style="list-style-type: none"> ❖ Has comfortable chairs or pillows ❖ Contains a wide variety of genres ❖ Contains books that are organized by topic, author, and genre ❖ Contains books leveled by difficulty (A-Z) and clearly labeled ❖ Contains books displayed attractively and face front ❖ Contains lists of student recommendations | <ul style="list-style-type: none"> ❖ Contains a wide variety of materials, including different kinds of writing paper, writing tools, correction tape or fluid, staplers, dictionaries and thesauruses, letter stamps, scissors, glue, tape, rulers ❖ Materials are well-organized and labeled ❖ Materials are accessible to students | <ul style="list-style-type: none"> ❖ Contains neat, organized storage space for word study materials, including word study notebooks, letter cluster and word tiles, and magnetic letters ❖ Buddy Study schedule is posted ❖ Interactive wall charts on word study (e.g., how to add endings to words) are displayed | <ul style="list-style-type: none"> ❖ Contains an attractive display of study poetry anthologies ❖ Contains a collection of published poetry anthologies ❖ Interactive wall charts on poetry-related topics are displayed |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
| Overall Rating for Literacy Environment | | | | |
| 0 1 2 3 4 5 | | | | |

II. Physical and Social Environment

The teacher organizes the physical environment in a way that fosters effective learning. The teacher also helps to create a social environment that promotes respect and collaboration.

| General Classroom Organization | Student Space and Materials | Social Environment |
|---|---|---|
| <ul style="list-style-type: none"> ❖ Furniture organized to allow easy movement of entire class from one area to another ❖ Distinct areas for writing materials, word study, poetry, book reading, and possibly science, social studies, and technology ❖ Contains comfortable Community Meeting area that accommodates whole group meetings ❖ Community Meeting area contains an easel or whiteboard ❖ Classroom contains at least two small-group meeting areas that accommodate 4-8 students and teacher ❖ Classroom contains areas in which teacher can confer with student and students can confer with each other ❖ Entrance/exit area incorporates structures designed to maximize time and build routines (e.g., bins for homework, attendance sheets, notes for home, etc.) | <ul style="list-style-type: none"> ❖ Each student has a “home space” (e.g., desk or seat at table) ❖ Desks and tables are arranged such that clusters of 4-6 students can work collaboratively ❖ Individual storage system is provided for each student’s materials if desks are not available | <ul style="list-style-type: none"> ❖ The noise level in the classroom is low enough that students can work effectively ❖ Students move independently throughout the room ❖ Students can easily locate materials and replace them when they are done ❖ Community meetings are orderly ❖ Students know the schedule and routines and follow them easily ❖ Students listen respectfully to one another |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
| Overall Rating for Physical and Social Environment | | |
| 0 1 2 3 4 5 | | |

III. Grouping and Basic Structure

The teacher utilizes grouping strategies that help him or her accomplish the goals of the Literacy collaborative framework. The teacher plans time carefully, adhering to the Literacy Collaborative guidelines, and ensuring large blocks of time for literacy instruction.

| Grouping | Basic Structure |
|--|--|
| <ul style="list-style-type: none"> ❖ Dynamic grouping is used ❖ Needs-based groups are used for specific purposes (e.g., solving multisyllabic words, connecting personally with reading) ❖ Both homogeneous and heterogeneous groupings are used in different contexts ❖ Homogenous groupings are used for Guided Reading ❖ Teacher uses observation and assessment of students to inform grouping choices | <ul style="list-style-type: none"> ❖ Literacy instruction occurs in three blocks: Writing Workshop, Reading Workshop, and Language/Word Study ❖ Reading Workshop lasts for about 45 to 60 minutes daily ❖ Writing Workshop lasts for about 45 to 60 minutes daily ❖ Language/Word Study lasts for about 40 to 60 minutes daily |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 |
| Overall Rating for Grouping and Basic Structure | |
| 0 1 2 3 4 5 | |

IV. Reading Workshop: Guided Reading

Guided Reading is one component of three that make up Reading Workshop. In Guided Reading, the teacher works with a small group of readers to develop specific reading strategies that help them construct meaning from text. Guided Reading always follows the same format, with a text introduction, oral and/or silent reading, and discussion following reading. Word Work and Extension activities are optional components of Guided Reading.

| Text | Introducing the Text | Reading the Text | After Reading the Text | Extending the Meaning (optional) | Word Work (optional) |
|---|--|--|---|---|--|
| <ul style="list-style-type: none"> ❖ Teacher is clearly familiar with the selected text ❖ Text contains concepts and words that are accessible to students through instruction ❖ Level of text is neither too hard nor too easy ❖ Teacher selects text based on information about the students in the group | <ul style="list-style-type: none"> ❖ Introduction is brief ❖ Teacher uses introduction to help students connect text to their own lives, other texts, or background knowledge by drawing students' attention to literacy language, demonstrating how to analyze text structure, stimulating students' interest in the text, pointing out text features, etc. | <ul style="list-style-type: none"> ❖ Teacher asks students to read for a specific purpose ❖ Teacher actively engages students in reading in some way (e.g., by having them collect notes on sticky paper) ❖ Students may read orally or silently ❖ Teacher listens to each student read aloud, taking notes on his or her oral reading | <ul style="list-style-type: none"> ❖ Discussion helps students to: summarize and synthesize information, communicate ideas with others, make inferences and hypotheses, make connections between texts and their lives, evaluate text based on their knowledge and experience, confirm and extend meaning, relate text to another, discuss character development | <ul style="list-style-type: none"> ❖ Students write about the text ❖ Students do another text-related activity that extends their understanding of the text | <ul style="list-style-type: none"> ❖ Brief (1-2 minutes) ❖ Focus on analysis of individual words using only visual information |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | NA 0 1 2 3 4 5 | NA 0 1 2 3 4 5 |
| Overall Rating for Reading Workshop: Guided Reading | | | | | |
| 0 1 2 3 4 5 | | | | | |

V. Reading Workshop: Literature Study

Literature Study is one component of three that make up Reading Workshop. In Literature Study, students have the opportunity to work in heterogeneous groupings to read and discuss quality literature. Although the teacher provides guidance and modeling, this component allows students to self-select books, to plan their study, and to tailor discussion to their interests.

| Text | Before Reading | Reading the Text | After Reading the Text | Teacher Role |
|---|--|--|--|---|
| <ul style="list-style-type: none"> ❖ Text is primarily student-selected, with some teacher guidance ❖ Text is sufficiently deep and has sufficient “layers” to allow for literary discussions and interpretation ❖ Students in a given group may all read the same book or different books related by theme or by author | <ul style="list-style-type: none"> ❖ Teacher groups students heterogeneously ❖ Students develop a schedule for meeting and discussing the book | <ul style="list-style-type: none"> ❖ Students independently read or reread the book ❖ Students make notes, write, or draw in preparation for meeting | <ul style="list-style-type: none"> ❖ Students meet to discuss the book or books ❖ Students choose topics of discussion ❖ Teacher observes discussion, intervening as necessary to model | <ul style="list-style-type: none"> ❖ Teacher acts as a facilitator rather than an instructor |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
| Overall Rating for Reading Workshop: Literature Study | | | | |
| 0 1 2 3 4 5 | | | | |

VI. Reading Workshop: Independent Reading

Independent Reading is one component of three that make up Reading Workshop. In Independent Reading, students self-select books that are at a comfortable level and read independently. Focused minilessons are tailored to the needs of the class, while response journals provide teacher and students a means of communicating about independent reading as well as a means of using writing to extend student understanding of text.

| Book Talk (optional) | Minilesson | Status of the Class (optional) | Individual Reading | Group Share & Evaluate |
|--|---|---|--|--|
| <ul style="list-style-type: none"> ❖ Teacher and/or student present a brief (1-2 minutes) “commercial” for a book | <ul style="list-style-type: none"> ❖ Lasts 5-15 minutes, including Book Talk and Status of the Class ❖ Minilesson is based on students’ needs ❖ Objective of minilesson is focused and can be summed up in one or two sentences ❖ Minilessons generate charts to hang up around the classroom | <ul style="list-style-type: none"> ❖ Lasts about 2 minutes ❖ Students report briefly on the book they are reading | <ul style="list-style-type: none"> ❖ Lasts about 30-45 minutes ❖ Students read “just right” texts ❖ Students select books with assistance from the teacher. ❖ Teacher confers with students ❖ Teacher asks students genuine questions in conferences ❖ Teacher takes notes and records during individual conferences | <ul style="list-style-type: none"> ❖ Lasts about 5-10 minutes ❖ Sharing may occur in whole class, in small groups, or in pairs ❖ Students may discuss reactions to reading, read parts of their books aloud, or share journal responses |
| NA 0 1 2 3 4 5 | 0 1 2 3 4 5 | NA 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |

Overall Rating for Reading Workshop: Independent Reading

0 1 2 3 4 5

VII: Language/Word Study

Language/Word Study offers the teacher an opportunity for direct instruction in specific skills. The teacher selects among diverse areas of focus based on the needs of the students. Language/Word Study includes the following major focus areas: reading comprehension (taught through Interactive Read-Aloud), vocabulary, specific writing skills (taught through Interactive Edit), and word study. Additional skills, such as skills for taking standardized tests, may also be introduced.

| Interactive Read-Aloud | Interactive Vocabulary | Interactive Edit | Word Study | Additional Components |
|--|---|---|--|---|
| <ul style="list-style-type: none"> ❖ Teacher selects high-quality fiction, non-fiction, and poetry for read-aloud ❖ Students are seated comfortably ❖ Teacher establishes a purpose for reading ❖ While reading, the teacher engages students in discussion by having them make predictions, relating the text with their own lives, etc ❖ Teacher models “thinking aloud” ❖ Read-aloud books read are displayed in bins so students may reread them | <ul style="list-style-type: none"> ❖ Comprises 5-10 minutes of the Language/Word Study block ❖ Teacher selects words for study based on his/her observation of student work ❖ Teacher leads a lively discussion about one or two examples ❖ Teacher focuses discussion on word meanings | <ul style="list-style-type: none"> ❖ Utilizes small, temporary needs-based groups ❖ Teacher explicitly teaches about writer’s craft, skills, and strategies | <ul style="list-style-type: none"> ❖ Teacher focuses on the rules of phonics and spelling ❖ Teacher delivers brief minilesson ❖ Students apply the minilesson to manipulating letters and/or words by making words with magnetic letter, word sorts, & finding words in categories ❖ Manipulative materials are well organized before lesson ❖ The Buddy Study method is consistently used to help students study spelling words ❖ Spelling words selected from 3 sources: spelling minilessons, “words to learn” or errors from students’ own writing, and 500 most frequently used words ❖ Students use word study notebook to keep track of their work | <ul style="list-style-type: none"> ❖ Teacher quickly presents a standardized test-taking skill ❖ Teacher chooses from among these options to help students build communication skills: discussion and conversation about theme in books, words, current events, etc., performance/dramatization, poetry, readers’ theater, shared reading, choral reading |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
| Overall Rating for Language/Word Study | | | | |
| 0 1 2 3 4 5 | | | | |

VIII. Writing Workshop

During Writing Workshop, the teacher may select any combination of Independent Writing, Guided Writing, and Investigations. Independent Writing allows students to write about self-selected and assigned topics using the process approach. During Guided Writing, the teacher offers direct instruction in a skill or skills based on the needs of the class. Investigations provides students with an opportunity to research and write about a topic. Writing Workshop always begins with a minilesson and ends with a group sharing.

| Community Meeting | Independent Writing | Guided Writing | Investigations | Group Sharing |
|---|---|---|--|---|
| <ul style="list-style-type: none"> ❖ The writing block begins with a community meeting, Writer talk and minilesson ❖ Opening lasts for 5-15 minutes ❖ Teacher uses any combination of the three: Independent Writing, Guided Writing, and Investigations ❖ Students have and regularly use Writer's Notebooks | <ul style="list-style-type: none"> ❖ Teacher presents a 5-15 minute minilesson based on the needs of students ❖ Minilesson is focused on one aspect of writing ❖ Status of the Class (optional; 2 minutes) ❖ Writing & Conferring (30-45 minutes)--students write quietly in notebooks or work on drafts ❖ Writing topics are both self-selected and assigned ❖ Teacher confers quietly with individuals ❖ Multi-stage writing process (Explore, Draft, Edit, Publish) is used | <ul style="list-style-type: none"> ❖ Teacher edits a pre-selected piece and discusses the process with students ❖ Editing is focused on one or two elements ❖ Teacher provides instruction in standard editing symbols | <ul style="list-style-type: none"> ❖ Heterogeneous groups are used; individual, partner, small and large groupings are varied ❖ Students formulate questions about a topic ❖ Students use a wide variety of resources to gather information. ❖ Students are familiar with a variety of tools for research ❖ Students use a variety of primary sources (e.g., interviewing, questionnaires, observation) and secondary sources (e.g., books, Internet) ❖ Students present a final project (e.g., performance, a display, a paper, etc.) ❖ Teacher provides guidelines, structure, and timeline | <ul style="list-style-type: none"> ❖ Teacher convenes a group sharing or evaluation sessions for 5-10 minutes ❖ Group sharing or evaluation may utilize: Writer's chair Partner Triad share |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |

Overall Rating for Writing Workshop

0 1 2 3 4 5

IX. Assessment

Careful assessment and observation are the cornerstone of the Literacy Collaborative framework. Teachers use a variety of assessment techniques as well as their observations of students' reading and writing behaviors to inform all instructional decisions.

| General Practices | Assessment of Reading | Assessment of Writing |
|---|---|---|
| <ul style="list-style-type: none"> ❖ Teacher uses a variety of assessment techniques ❖ Assessment is embedded in regular reading and writing activities ❖ Students are involved in the assessment process by routinely assessing their own work ❖ Teacher uses assessment to inform instruction | <ul style="list-style-type: none"> ❖ Assessment of students' reading should examine these indicators: fluent processing, comprehension, reading habits (amounts, type, and quality of reading), level of text, attitudes and interests, response to literature ❖ Assessment techniques may include: <ul style="list-style-type: none"> Word list reading Informal Reading Inventories Miscue analysis Running records Checklists Oral Reading Fluency Scale Think-aloud Retellings Analysis of reading response journals Cloze tests Analysis of record of book reading progress Conferences with benchmark books Analysis of response to literature Anecdotal records | <ul style="list-style-type: none"> ❖ Assessment of students' writing should examine these indicators: conventions (grammar, punctuation, and spelling), organization and development of ideas, the writer's craft, voice, word choice, and language, student's interest and attitudes toward writing ❖ Assessment techniques may include: <ul style="list-style-type: none"> Rubrics Spelling tests—frequently used words Spelling tests—developmental spelling analysis Analysis of Writer's Notebook Analysis of writing projects Analysis of student self-reflections |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
| Overall Rating for Assessment 0 1 2 3 4 5 | | |

SCORE FORM

TEACHER ID _____ DISTRICT _____ OBSERVER _____ DATE _____

| SCALE | SCORE |
|---------------------------------------|--------------|
| Literacy Environment | |
| Physical & Social Environment | |
| Grouping & Basic Structure | |
| Reading Workshop: Guided Reading | |
| Reading Workshop: Literature Study | |
| Reading Workshop: Independent Reading | |
| Language/Word Study | |
| Writing Workshop | |
| Assessment | |
| TOTAL | |