ABSTRACT

Bridget C. Johnson, ESTABLISHING AND MAINTAINING CORE INSTRUCTIONAL FRAMEWORKS IN THE KINDERGARTEN THROUGH FIFTH-GRADE ENGLISH LANGUAGE ARTS CLASSROOM (Under the direction of Dr. James McDowelle). Department of Educational Leadership, March 2019.

This study presents a problem of practice in the format of a small-scale proof of concept. The topic is focused on a comprehensive process to improve the implementation of K-5 literacy instruction within a rural district of North Carolina. Improvement Science was used to assist in identifying the problem and to create strategies of improvement in the standardization of literacy instruction within the district. Prior to the implementation of this framework of literacy instruction, instructional practices were not specifically enunciated within the school system. In an effort to establish core instruction in a Multi-Tiered System of Support (MTSS), it was necessary to develop common language and clear expectations. This problem of practice outlines not only the initial implementation of the framework, but also the sustainability efforts that were established to aid all teachers and district leaders in fully understanding and teaching with the framework of instruction.

ESTABLISHING AND MAINTAINING CORE INSTRUCTIONAL FRAMEWORKS IN THE

KINDERGARTEN THROUGH FIFTH-GRADE ENGLISH LANGUAGE ARTS

CLASSROOM

A Dissertation

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Bridget C. Johnson

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DEDICATION

This dissertation is dedicated to all the many teachers who have helped me become a passionate educator. More specifically to my favorite teacher, my husband Steve. He has loved me unconditionally, supports my every move, and encourages me to dream big. Over the course of the last 3 years, he has run our household, folded many loads of laundry, completed many errands, tucked the kids in at night while I attended class, made dinners, and drove our kids all over creation to attend their many events. I simply would not be the same without you!

This dissertation is also dedicated to our children who were a source of encouragement and strength when I became frustrated and didn't want to work any longer. Their sweet hugs, encouraging smiles, and understanding looks helped me know that they supported my efforts even though they wanted and needed my attention. Even better were their sweet words of encouragement and determination such as, "Mommy, shouldn't you be writing?"

I also dedicate this dissertation to my parents who have taught me that nothing is impossible. From the time I was a little girl they have beamed with pride when they hear a new endeavor I am ready to try, never doubting if it is possible. Over the last 3 years of classes and writing they have watched our children, encouraged me to keep going, made meals, supported Steve, and sent love and daily prayers that were regularly felt.

A final dedication goes to my sisters. In the editing phases of the dissertation, both my sisters reviewed my dissertation as professionals from outside of the field of education. Their editing was incredibly helpful. When it didn't make sense to either of my sisters, I knew I had slipped into "edu-speak" and needed to clarify my words. Thank you both for all that you do and have done to shape my life. I am lucky to have both of you in my life!

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Special acknowledgement to the senior staff of Moore County Schools for their support and encouragement to pursue this doctoral degree. Without the support of the district and its leaders, this pursuit would not have been a possibility.

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Identifying and Framing the Problem

According to the 2017 National Center for Education Statistics (NCES), approximately two-thirds of all fourth-grade students are not considered proficient in reading on the National Assessment of Educational Progress (NAEP) (NCES, 2017). The NAEP is a nationally normed assessment that tests students' ability to read and comprehend both fiction and informational text. Students are provided grade-level text and are expected to answer multiple-choice questions to determine their level of comprehension (NCES, 2019). According to the most recent 2017 assessment, 37% of fourth graders in the United States are deemed proficient on the NAEP assessment. The data also indicate that although there have been improvements in reading scores since 1992, the improvements have been slow and there are still a significant number of American children who are not considered proficient in basic reading skills (NCES, 2019).

NAEP scores not only tell the nation's progress, but also break the data down by state and local jurisdictions. North Carolina fourth-grade students scored 39% reading proficiency, slightly higher than the national average of 37% (NCES, 2019). North Carolina has voluntarily participated in the NAEP assessment since 1990, 11 years prior to the 2001 No Child Left Behind legislation that required all states to participate (North Carolina Department of Public Instruction [NCDPI], 2005).

In addition to the NAEP assessment, North Carolina has its own state-developed assessment to indicate student proficiency. Data from the 2017-2018 North Carolina End of Grade Assessment (EOG) indicates that the state's fourth graders were 57.8% proficient in basic reading skills which is significantly higher than the 39% proficiency rating from the NAEP assessment (see Figure 1) (NCDPI, 2018).
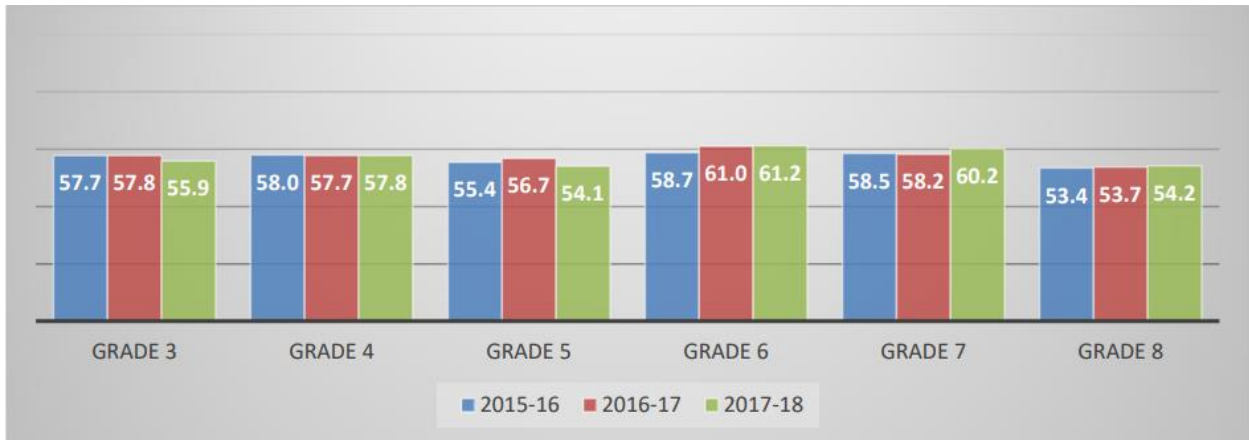
Note. End of Grade assessment from the 2015-2016 to 2017-2018 school year (NCDPI, 2018).

Figure 1. State averages in reading proficiency.

Similar to the NAEP assessment reports, the EOG assessment provides state results as well as district- and school-level data. Although the data indicate only 57.8% of the state's fourth graders were proficient on the EOG reading assessment, the district of focus for this Problem of Practice, Moore County Schools (MCS), had fourth-grade students who were 64.9% proficient (NCDPI, 2018) (see Figure 2).

This review of the national, state and local reading assessment data indicates a need for a change in how literacy instruction is provided to students. Although the data indicates some grade levels have made progress, it has been minimal and often statistically insignificant over time.

To mitigate these concerns in literacy, a current district initiative within MCS is to utilize a framework for school improvement that identifies the research-based core instruction that will be utilized consistently throughout the district. Core instruction, also called Tier one instruction, is defined as evidence-based practices that meet the needs of most students (Hoover & Patton, 2008; National Center on Response to Intervention, 2010). Prior to the 2017-2018 school year, a framework for how core instruction occurs, particularly literacy instruction, did not exist within the district. The 2018-2021 MCS Strategic Plan, adopted in June of 2018, cites "Objective 1: The district will utilize research-based and standards-based teaching and learning strategies that engage students and improve achievement" (Moore County Schools, 2018). Internal documents within the district, entitled *Leadership Priorities* specifically cite a *Framework for kindergarten-fifth-grade literacy instruction* as a key focus area for improvement.

Establishing effective core instruction is an essential first step in the larger context of initiating a Multi-Tiered System of Support (MTSS). North Carolina's concept of MTSS is defined as a school improvement initiative that focuses on research-based core academic and

District
ELA Proficiency - Grade Level Performance

	RD03	RD04	RD05	RD06	RD07	RD08	E2
2016	62.4	58.9	58.9	67.1	63.1	56.7	64.4
2017	66.5	57.9	60.6	67.6	64.6	58.4	65.6
2018	64.4	64.9	57.8	61.9	66.2	60.3	63.9
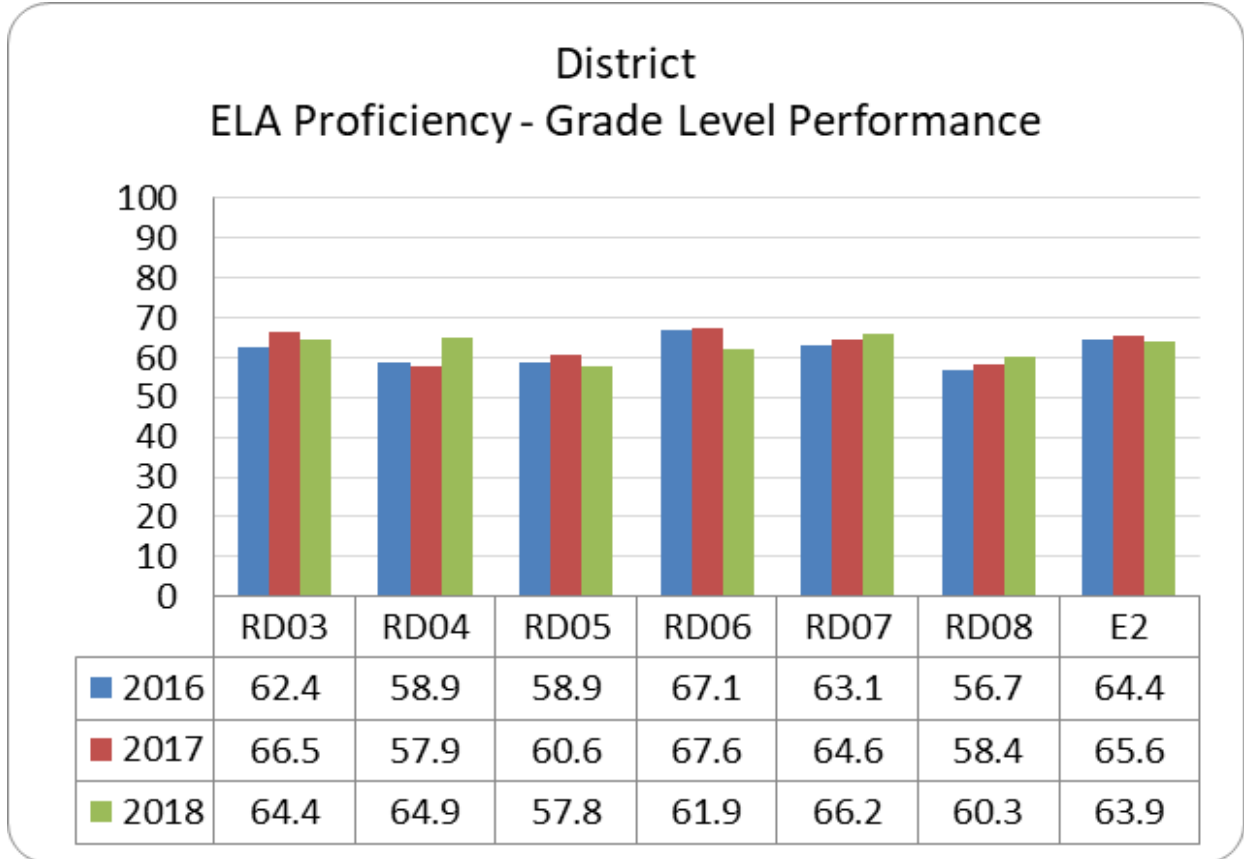
Note. RD represents Reading followed by the grade level, i.e., RD03 represents third-grade reading. E2 represents English II at the high school level. Scores are EOG and EOC scores (NCDPI, 2018).

Figure 2. Moore County Schools' reading proficiency.

behavioral frameworks for all students. MTSS also features secondary and supplemental support for students in need of extra academic and/or behavioral intervention. Establishing core instruction within an MTSS framework ensures that all students are receiving quality first-time instruction before intervening with secondary and intensive supports (NCDPI, 2018). Establishment of a K-5 Literacy Framework of Instruction in MCS will begin to define core instruction in all elementary classrooms across the district.

With guidance from senior administration within MCS, A Literacy Leadership team was established in September of 2017. The purpose of the Literacy Leadership team, also internally called a *Fireteam*, was to identify and implement effective core instruction in every literacy classroom across the district. The team consisted of teachers, instructional coaches and administrators from every K-5 and K-8 school within the district. District Curriculum and Instruction as well as Exceptional Children (EC) specialists were also key members of the leadership team. The Literacy Leadership team's initial mission was to identify the most essential core instruction practices for all K-5 literacy instruction. Figure 3 illustrates the team's framework of instruction in its final form. During the 2017-2018 school year, the leadership team participated in staff development and in turn, created professional development to train all MCS K-5 teachers on the new expectations in literacy. This problem of practice outlines the need to provide extensive professional development on each of the instructional components within the new framework of instruction. An additional outcome is the development of a long-range sustainability and implementation plan. The ultimate goal for teachers is consistency and assurances that all students are receiving literacy instruction that is delivered through research-based practices.
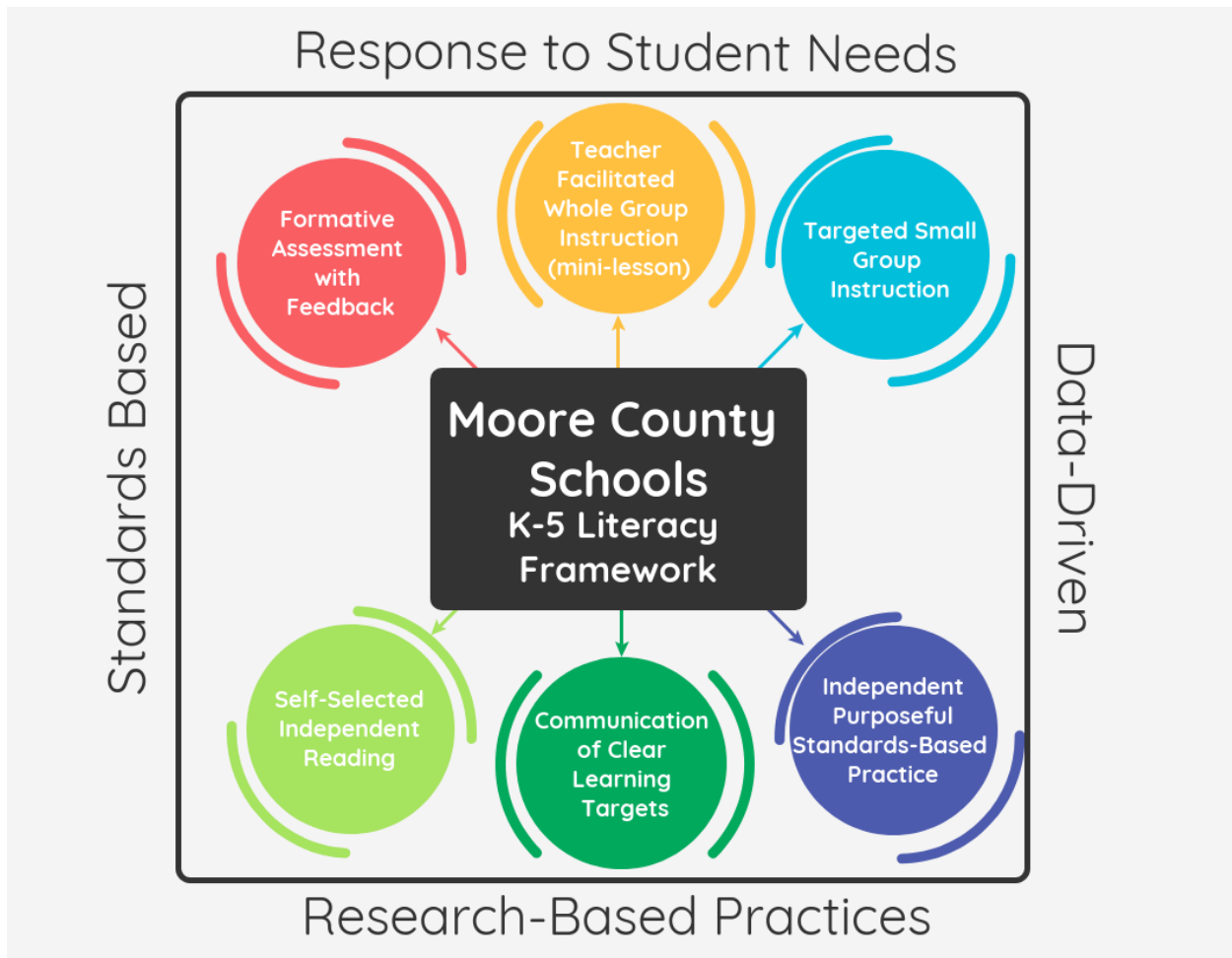
Note. The four phrases on the outside of the rectangle (Standards based, Response to Student Needs, Data-Driven, Research-Based Practices) describe pieces of instruction that should be ongoing during every literacy lesson in all kindergarten-fifth grade classrooms. The six circles on the inside of the rectangle describe the six instructional practices that should occur daily in all literacy classrooms. Teachers have the autonomy and flexibility to determine how and when those six elements are best implemented on a daily basis. Established by the Literacy Leadership Team, September 2017.

Figure 3. The Moore County Schools Literacy Framework.

Geographic, Demographic and Educational Context

Moore County, located in the Sandhills region of North Carolina, has an estimated population of 97,264 according to the U.S. Census Bureau (2018). The county's unemployment rate was listed as 4.5% in May 2018 (U.S. Bureau of Labor Statistics, 2018). The median household income from 2012 to 2016 was $51,873 and 11.4% were below the poverty level during the same time frame. Seventy-four percent of the residents owned their own homes in 2012-2016. According to a locally developed website, the health care industry employs approximately 8,800 residents which is 30% of all employment in Moore County (Moore Opportunities Initiative, 2018). Other industries include advanced manufacturing, hospitality and tourism, technology, and the military (Moore Opportunities Initiative, 2018).

The educational system in Moore County consists of 23 public schools with a total student enrollment of 12,815. Moore County is a Title I School District with 47% of students receiving free or reduced lunch services. The district offers a comprehensive curriculum, based on the North Carolina Standard Course of Study, that is offered to all students in grades PreK through Grade 12. The school system employs approximately 1,720 staff members, including teachers, paraprofessionals, office personnel, custodians, food service, transportation, maintenance, and central office. The demographic profile for the students of the MCS is as follows: Caucasian, 69%; African-American, 17%; Hispanic, 12%; and Other, 6%.

Synopsis of the Problem

Within MCS, there is not a consistent message on how research-based instruction should be delivered. Through the work of a Literacy Leadership team of experienced teachers, principals, and district leaders, a multi-year plan of action will guide the expectations of all kindergarten-fifth grade classrooms in Moore County. Study questions center around the

teachers' perceptions of their ability to evoke improvement in student achievement via this new framework of instruction. Additional goals are to implement sustainability components that keep the Literacy Leadership team's work moving forward and ensure that research-based components are effectively delivered to all students in K-5 classrooms. One outcome of the project is to evaluate the district's teachers' initial perceptions of the framework as well as an in-depth look at teachers' perceptions of the autonomy this framework does or does not provide when making instructional decisions.

The course of action includes completing multiple input and professional development sessions throughout the course of the 2017-2018 and 2018-2019 school year to establish the perception of this district initiative. All kindergarten through fifth-grade teachers and administrators will be trained in the non-negotiable framework of literacy by the end of the 2019 school year. Throughout the course of the 2018-2019 school year, the goal of the team is to provide in-depth professional development sessions and to build a sustainability plan for new employees and beginning teachers. Using district teacher feedback, long-range professional development plans will be created in order to provide teachers with timely training that meets their specific needs.

Statement of the Problem

Fifty-six percent of MCS third- through eighth-grade students earned a rating of proficient on the 2018 Reading EOG Assessment. Trend data indicate that this proficiency rate has been consistent over several years. In an effort to build better readers in our school system, a kindergarten-fifth grade Literacy Leadership team was created in the fall of 2017. The team's charge involved the development of a literacy framework that was created with initial implementation beginning in 2018-2019 and continuing through the 2019-2020 school year. The

goal was to use a consistent approach to core instruction, specifically literacy instruction. In doing this, the perception of teacher autonomy and professional decision making will be monitored. With feedback from teachers, administrators, the curriculum team, and the Literacy Leadership team, timely staff development will be created. The professional development should help teachers build their sense of autonomy while simultaneously providing guidance and support so that all students are assured a research-based approach to literacy instruction.

Improvement Science

Since there is a lack of literacy frameworks within the district, the implementation of a consistent approach to literacy instruction with efforts to sustain the framework will improve the current state. In addition to the implementation of the framework that was previously missing, the measure of improvement will be teacher perception data answering the following questions:

1. What are the perceptions of classroom teachers who have initially been introduced to the kindergarten-fifth grade literacy framework of instruction?

2. Do teachers believe this framework of instruction will positively impact their ability to increase student achievement in reading?

3. Do teachers believe that this framework of instruction will provide teacher autonomy and ownership within the classroom setting?

4. Do teachers believe they have the resources that are necessary to be successful?

This research was conducted using a problem of practice, small-scale proof of concept focused on a comprehensive process to improve the implementation of literacy instruction in a rural district. Data collection occurred via observations and anonymous district survey documents. Data analysis was inductive and comparative and the findings are richly descriptive and presented as themes/categories (Merriam, 2009). A variety of data including teacher

perceptions, teacher surveys, and other documented collections were observed and analyzed. Tables and charts were created to outline the results of teacher perceptions and to record the trends. This study will provide elementary educators further insight on perceptions and motivations of teachers when implementing a new framework of instruction. Additionally, this study will provide educators insight into efforts on sustaining change efforts within an organization.

CHAPTER 2: LITERATURE REVIEW

Historical Literacy Reform

Throughout the 20th century there have been government publications and reform efforts regarding America's education system including, but not limited to *Elementary and Secondary Education Act of 1965* (ESEA), *A Nation at Risk*, *No Child Left Behind*, and most recently *Every Student Succeeds Act* (ESSA) (Education Post, 2018).

Elementary and Secondary Education Act of 1965 (ESEA)

President Lyndon B. Johnson's Elementary and Secondary Education Act of 1965 (ESEA) was created as a component of Johnson's war on poverty. According to the U.S. Department of Education (USDOE), students are "three times as likely to be low achievers if they attend high-poverty schools as compared to low-poverty schools" (USDOE, 1992). In an effort to create equity among schools, the act created federal funds for schools that served students of poverty, recognizing that schools of poverty were most often located in districts that had lower tax bases which created low-income schools. President Johnson's goals included decreasing the academic gaps in reading, writing, and math that occurred between affluent schools and schools of poverty (Farkas & Hall, 2000). Additionally, the act was centered on a "targeting assistance program" to students who struggled academically, regardless of race or socioeconomic level (Institute of Education Sciences, 2016).

ESEA was, and still is, the greatest source of federal funding for both elementary and secondary schools (Education Post, 2018). Since 1965, ESEA has been reauthorized eight times. Each of these reauthorizations has had a new name, including *No Child Left Behind* and most recently, *The Every Child Succeeds Act* (ESSA). Although the federal act has been reauthorized, it has changed over the years to include more accountability through increased testing

requirements in an effort to hold schools accountable for improvements in student achievement, specifically in reading and math (Robelen, 2005).

In exchange for billions of federal dollars, states have been required to include accountability, annual testing, and school improvement reforms (Education Post, 2018). Annual testing is required to measure the academic performance of third- to eighth-grade students in both reading and math. These scores are broken down into subgroups of students such as race, socioeconomic level, and gender. Accountability measures include tracking the *school quality* by such measures as qualifications of teachers within each school, the safety of each school, and student attendance rates (Education Post, 2018).

A Nation at Risk

Concerns in regards to students' reading proficiency continued after the Johnson administration as demonstrated by former President Ronald Reagan in his administration's report, *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education [NCEE], 1983). The report was generated when former Secretary of Education T. H. Bell ordered a 1981 commission to review and create a public report that highlighted the strengths and shortcomings of our American educational system. The report was due within 18 months of being ordered (NCEE, 1983). At the commission's first meeting, Reagan recognized the importance of our American public education system, stating, "certainly there are few areas of American life as important to our society, to our people, and to our families as our schools and colleges" (as cited in NCEE, 1983, p. 6). *A Nation at Risk* centered on the idea that America's schools were failing masses of children which sparked a series of state and national reform efforts.

As a result of this report, 38 recommendations were deemed necessary in five major categories including content, standards and expectations, time, teaching, and leadership and fiscal support (U.S. National Commission on Excellence in Education, 1983).

No Child Left Behind (NCLB)

Former President George W. Bush reauthorized ESEA under the new name, *No Child Left Behind*. The President, like his predecessors, traveled to a school site to sign the legislation, stating, "Today begins a new era, a new time in public education in our country. As of this hour, America's schools will be on a new path of reform, and a new path of results" (American Rhetoric, 2018, para. 6).

The intended goal of the NCLB act was for all subgroups of students to achieve 100% proficiency in reading by the 2013-2014 school year (Ladd, 2017). This goal was to be achieved by testing all students in reading and math in third through eighth grades. Students would also test once in high school in both math and reading, with all third- through 12th-grade subgroups of students making *Adequate Yearly Progress* (AYP) towards closing achievement gaps and making progress towards 100% proficiency (Ladd, 2017). According to Rebora (2004), NCLB brought much controversy among educators. As the law's mandates unfolded, many educators questioned the validity and feasibility of meeting the 100% proficiency goal by 2014.

Every Student Succeeds Act (ESSA)

Following NCLB, the most recent revision of ESEA was reauthorized with a new title, *Every Student Succeeds Act*, or ESSA. ESSA was signed in December of 2015 by then President Obama (Jones, Hymes, Casey, Pollard, & Norman, 2016). Under these new federal guidelines, accountability requirements remained similar, yet states have more flexibility in setting their own goals and proficiency levels. Additionally, states had more leeway in setting other proficiency

markers such as using nationally normed SAT and ACT scores (Jones, 2018). States were also not as strongly encouraged or mandated to follow one curriculum such as the Common Core State Standards. States had flexibility in establishing their own standards and intended learning targets. To determine a school's effectiveness, schools are now judged on five criteria, including reading scores, math scores, English-language proficiency, high school graduation rates, and one state-chosen academic measure (Jones, 2018).

The federal ESSA mandate includes a new component, the National Center on Reading Issues. According to the legislation, this center will provide tools, strategies, and research for educators on the best ways to educate students in literacy. Additionally, this center will provide resources to help parents and educators understand and work effectively with dyslexic students. This center is dedicated to "students at risk of not attaining full literacy skills due to a disability" (USDOE, 2016).

The National Reading Panel of 1999

In the midst of all these national education reform initiatives, the debate continues on the best ways to teach reading and literacy skills. Many refer to these reading reforms as the *reading wars*, which focused on the best overall approach to teaching young readers how to attack text (Shanahan, 2003). In an effort to settle the battles on reading education, Congress created the National Reading Panel (NRP) in 1999, comprised of 14 members. The NRP was composed of "leading scientists in reading research, representatives of colleges of education, reading teachers, educational administrators, and parents" (NRP, 2000, p. 1-1). Their mission was to research and publish the best approaches to reading instruction (Shanahan, 2003). A summary of the panel's research, published by the U.S. Department of Health and Human Services, stated that the following parts of literacy instruction were vital to a student's literacy success: explicit

instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, vocabulary instruction, and ways to enhance comprehension (U.S. Department of Health and Human Services, 2016).

The first finding by the NRP, explicit instruction on phonemic awareness, helps students understand that words are made up of sounds and those sounds are called phonemes, which work together to make words (Richgels, 2001). Members of the NRP found that there was significant progress for students who had this awareness versus those that did not focus on this foundational piece of reading (U.S. Department of Health and Human Services, 2016). During the primary years in school, children are exposed to nursery rhymes, poems, and chants that allow them to hear and begin to decode words and sounds. These are the beginning skills of phonemic awareness (Partanen & Siegel, 2014).

A major topic of debate during the years of the reading wars was whether or not to include a systematic approach to phonics instruction. According to a U.S. national survey conducted in 1998, 99% of kindergarten through second-grade teachers indicated that phonics instruction was essential (Baumann, Hoffman, Moon, & Duffy-Hester, 1998). The question is not whether phonics instruction is important, it is how the instruction occurs in the literacy classroom. There are many skills-based educators that ascertain that isolated phonics instruction on a daily basis is an essential component of any reading classroom. Opposing views, typically of the *whole language* argument, found that phonics skills can be taught in context while students are reading authentic text, instead of in isolation during phonics instruction (Cunningham & Allington, 1999). No conclusive answer exists on what sort of phonics instruction is best for young readers. The California Task Force on Reading furthers that "while skills alone are insufficient to develop good readers, no reader can become proficient without

those foundational skills" (California Department of Education, 1995, p. 14). A balanced approach to literacy instruction allows readers to have both isolated skills instruction coupled with authentic opportunities to practice.

The third component of the NRP's (2000) recommendations was for fluency instruction to occur daily for all students. Hudson, Lane, and Pullen (2005) state, "fluent reading comprises three key elements: *accurate* reading of connected text at a conversational *rate* with appropriate *prosody* or expression" (p. 702). In short, fluency in reading is a reader's ability to read words accurately, with ease and expression. Fluency allows students to read without stopping to decode or sound out unfamiliar words, which then aids in a student's ability to comprehend the text as they read. "Fluency is critically important—it is the bridge between decoding words and understanding what has been read" (Reading Rockets, 2012, para. 1).

The NRP's (2000) fourth recommendation for reading instruction included vocabulary instruction that focused on teaching word meanings. In an effort to understand text, students must be able to not only decode the words through their previously learned phonemic awareness and phonics skills, but additionally know the meaning of the words they are reading in context (Shanahan, 2006). Similar to the debates on how to instruct students on phonics, there is controversy on how to best teach students new vocabulary words. However, there is agreement among researchers that children learn words through their environment as well as through formal instruction (Nagy, Anderson, & Herman, 1987). The number of new words added to the average elementary student's memory each year has been researched. Although there is evidence that the number of words is extensive, the research remains inconclusive. There is evidence that these words are learned in the formal school setting as well as an even larger number are acquired through environmental exposure (Nagy et al., 1987).

Instruction centered on vocabulary in isolation includes teaching students the meaning of words, skills to determine unknown word meanings, and the definition of word roots and affixes (Shanahan, 2006). This type of instruction has been proven to help students comprehend new words, but is not the only proven approach. There are less explicit approaches that help children learn new words through reading to children or encouraging children to read independently which presents the words in their natural context (Shanahan, 2006).

The final component of daily instruction recommended by the NRP (2000) included skills and strategies that aid in students' comprehension. Specifically, the panel suggested the following strategies: question asking, monitoring, summarization, question answering, story mapping, graphic organizers, and cooperative grouping (Shanahan, 2006). While the research suggests these strategies are effective, the most significant learning occurred when the strategies were taught in conjunction with an accessible text, not in isolation (Shanahan, 2006).

The NRP's findings are important to this study because of the emphasis that they had within the previous MCS kindergarten-fifth grade literacy non-negotiables which was established systemwide in 2013. For this reason, MCS teachers who have been in the district for more than 5 years have significant knowledge on these areas of instruction but are not as familiar with other areas of balanced literacy. Some of the other strategies of balanced literacy instruction include, but are not limited to strategies in writing instruction, interactive read-aloud, and the importance of silent sustained reading.

Instructional Frameworks

Educational researcher Robert Marzano defines an instructional framework as a "research-based resource for providing quality instruction, while also taking into account the needs and abilities of individual students" (as cited in Dean, Hubbell, Pitler, & Stone, 2012). The

terms instructional framework and tier one instruction are often used interchangeably with the term core instruction. Core instruction is defined as "the research-based, effective classroom instruction that all students should receive" (Frey & Fisher, 2017, p. 29; see also Hoover & Patton, 2008; National Center on Response to Intervention, 2010).

Those who have studied framework implementation found that a literacy plan or framework is just the starting point if a sustainability plan is not created. In many schools, the plan is created but does not have an action plan or sustainability efforts towards improved literacy instruction; therefore, the plan creation was wasted time (Schmoker, 2006). Long-range sustainability of the framework and its daily components of teaching are vital to keeping the change sustainable. Research from Bryk, Sebring, Kerbow, Rollow, and Easton (1998) described a problem in Chicago's school reform efforts which was described as *Christmas tree innovation*. This type of innovation includes the *gifting* of new instructional or intervention programs and services that the staff does not have the knowledge, capacity, or motivation to sustain over time. These types of purchases do not build teacher capacity or ability to positively impact student learning (Bryk et al., 1998).

To create a framework that is sustainable, authors Irvin, Meltzer, and Dukes (2007) indicate that there are specific components that are necessary for successful implementation. These elements of a framework include the ability for the plan to be measurable, coherent, concrete, and comprehensible to teachers and administrators (Irvin et al., 2007). A measureable plan utilizes student data to determine resources, the greatest areas of need, and professional development that will further the staff's ability to improve literacy instruction. Other measures to consider are the teachers' perceptions and their perceived effectiveness in the implementation of the new framework. Coherent and concrete frameworks allow for educators to have a clear

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understanding of what is expected, which will further improve the likelihood that teachers will have buy-in to the process. Irvin et al. (2007) further contends that principals need data-based action plans to guide their implementation and future decision-making in regards to their teachers' needs within the framework of instruction. Research indicates that within any new education initiative, coaching and support of all implementing teachers will lead to improved student outcomes (Artman-Meeker, Hemmeter, & Snyder, 2014; Kam, Greenberg, & Walls, 2003; Matsumura, Garnier, & Resnick, 2010).

In developing frameworks of instruction that meet all students' needs, Allington (2012) encourages all educators to strive for the 100/100 goal which encourages schools to design literacy instruction where 100% of the students receive instruction that is 100% aligned to their needs. If this occurred, all readers would make progress at an increased rate consistently over time (Allington, 2012). In an effort to incorporate the 100/100 rule, the established literacy framework must allow for diversity and differentiation among learners.

Balanced Literacy

Aside from assuring that all students are receiving effective first-time core instruction, a goal of a literacy framework is to establish a balanced approach to literacy instruction. Balanced literacy is defined in multiple ways, depending on the researcher and their philosophy of reading instruction (Freppon & Dahl, 1998; Mermelstein, 2013). Four consistent definitions of balanced literacy appear throughout educational periodicals and peer-reviewed journals on literacy instruction. The first of these includes the balance of whole-language approaches of instruction compared to skills-based instruction (Freppon & Dahl, 1998). A second definition encompasses the balance of time between writing and reading (Snow, Burns, & Griffin, 1998). The third definition views balanced literacy as the mutual development of reading and writing at the same

time (Fitzgerald & Shanahan, 2000). The fourth definition involves the balance of control between teacher support and student control (Fountas & Pinnell, 2015).

A student-centered and research-based approach to balanced literacy is described by the New York City's Department of Education (2011). It is called The Comprehensive Approach to Balanced Literacy:

> Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing. (New York Department of Education, 2011, as cited in Shaw & Hurst, 2012, p. 1)

Yet another theory of balanced literacy provided by Tompkins (2010) is "based on a comprehensive view of literacy that combines explicit instruction, guided practice, collaborative learning and independent reading and writing" (p. 18). Many theories of balanced literacy, including Tompkins's, include the use of multiple reading strategies based on student data from daily formative assessment. Formative assessment refers to the tools teachers use to determine the students' level of comprehension, future learning needs, or understanding of a new skill/concept (Great Schools Partnership, 2018). Since there is no one single reading strategy that will meet the needs of all learners, the idea of a *balanced approach* with multiple strategies helps all readers progress toward their personalized reading goals as determined by regular formative assessment (Morrow, 2009; Moskal & Keneman, 2014; Schirmer, 2010; Tompkins, 2010).

Although *balanced literacy* has many definitions among the research, for the purpose of this project, it will refer to the balance of literary elements and approaches within a literacy block. This could include the balance of types of reading and writing, the types of reading and

writing experiences students encounter, or the balance of time spent on particular activities; balanced literacy does not focus on one singular activity, but instead uses a multitude of approaches to meet student needs.

The systematic yet varied approach to balanced reading uses skills and strategies that are determined by what best supports the reader. Creating a framework of instruction that provides structure, yet allows for flexibility is a central component since all decisions are centered on the individual needs of each student on any given day of instruction.

Approximately 90 minutes of literacy instruction per day has been found to allow ample time for a balanced approach to literacy instruction (Allington, 2012; Moskal & Keneman, 2014). The NRP (2000) also recommended a 90-minute literacy block and listed specific components for student success. These recommended components of literacy include phonics, phonemic awareness, comprehension, vocabulary, and fluency (NRP, 2000). Other components that the Reading Panel failed to include but research has deemed appropriate include

> strategy instruction for both reading and writing, thoughtful literacy applied to literature, reading and writing for both pleasure and learning purposes with a wide selection of materials and text, and reading a variety of (electronic as well as hard copy) text in a variety of ways (such as shared reading, guided reading, independent reading, etc.). (Tompkins, 2010, p. 18)

Never mentioned explicitly in the NRP's report was the importance of students' speaking and listening skills as well as the spelling and writing process (Moskal & Keneman, 2014). Schirmer (2010) concludes that there must be additional time to practice prediction, comprehension, and decoding while also providing opportunities for higher-level thinking skills.

The MCS's efforts to streamline elementary reading instruction includes the building of a kindergarten to fifth-grade literacy-based instructional framework that is flexible enough to

provide autonomy for teachers, yet still holds teachers accountable for providing research-based

instructional practices on a daily basis, ensuring all students are receiving solid core instruction.

<h3 style="text-align:center">Initial Development of the Framework</h3>

"If you want to change the group use the group to change the group" (Fullen &

Hargreaves, 2012, p. 91). Those who are closest to the area of concern, classroom teachers, were

the foundation of the design team that created the MCS Literacy Framework. The team was

formed in September of 2017 and was comprised of high-performing classroom teachers,

instructional coaches, and select principals. The initial work started with the help of an outside

consultant from the Association for Supervision and Curriculum Design (ASCD) who was

responsible for leading the team's initial two-day brainstorming workshop. At the conclusion of

the two-day brainstorming, the Literacy Leadership team had established the non-negotiables for

kindergarten to fifth-grade literacy instruction in MCS.

Components of the Literacy Framework

Four foundational beliefs. The literacy framework that was created (see Figure 4)

contains the four foundational beliefs of standards alignment, addressing students' needs,

research-based practices, and data-driven decision-making. According to the team's research and

vision, the team derived that each teacher's daily instruction in literacy should include the six

components of clear learning targets, whole group mini-lesson, small group instruction,

independent practice, independent reading, and formative assessment in daily instruction. Each

of these components is founded in research that the Literacy Leadership team studied during

their two days of framework creation. The team pulled research and instructional practices from

the following set of texts: *Classroom Instruction that Works* (2nd ed.) (Dean et al., 2012), *17,000*
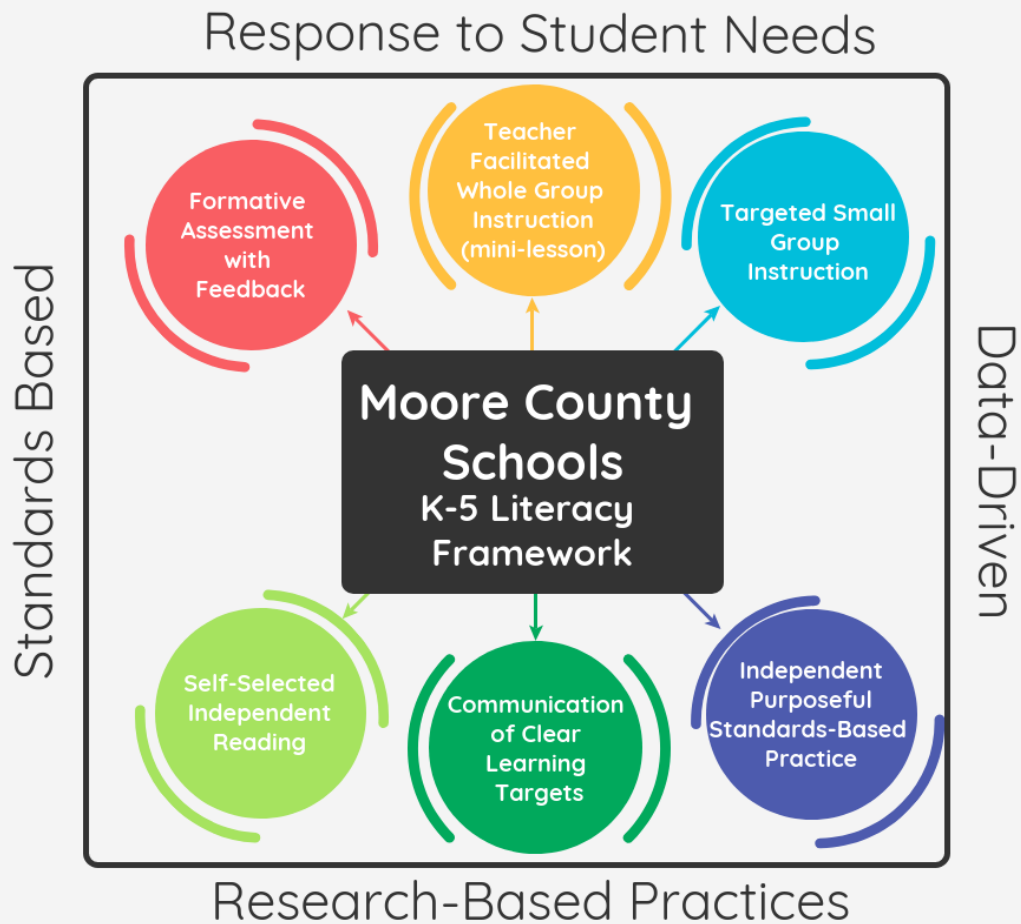
Note. The four phrases on the outside of the rectangle (Standards based, Response to Student Needs, Data-Driven, Research-Based Practices) describe pieces of instruction that should be ongoing during every literacy lesson in all kindergarten-fifth grade classrooms. The six circles on the inside of the rectangle describe the six instructional practices that should occur daily in all literacy classrooms. Teachers have the autonomy and flexibility to determine how and when those six elements are best implemented on a daily basis. Established by the Literacy Leadership Team, September 2017.

Figure 4. Revisiting the Moore County Schools Literacy Framework.

Classroom Visits Can't Be Wrong (Antonetti & Garver, 2015), the *North Carolina Educator Evaluation System* (NC DPI, 2015)*, and Visible Learning* (Hattie, 2009).

The Leadership Team decided that every literacy lesson plan should be written through the lens of the four foundational beliefs of standards alignment, addressing students' needs, research-based practices, and data-driven decision making.

Aligned to the North Carolina Standard Course of Study. Standards alignment is defined as the degree to which a teacher's instruction matches the content and objectives outlined by the grade level standards which are published. Alignment is intended to lead to increased opportunities for learning and increased student achievement (Porter, 2002). The Literacy Leadership team wanted standards alignment to be a focal point for the framework to ensure that teachers were using the North Carolina State Standards, issued by NCDPI, as their guide. Using the state standards as a guide was imperative to the team since many believed that teachers were relying heavily on a textbook or printed resource that claimed to be aligned to the standards, but did not prove to have North Carolina specific alignment.

Addressing individual student needs. The framework is built on the belief that all teaching and learning should address individual student needs. The team felt a strong desire to express that one size does not fit all readers. Therefore, instruction should not be delivered in a one-size-fits-all method. Each day's lesson should include individualized components such as small group instruction and independent reading/practice that are differentiated to meet each learner's needs. Finally, a student-centered classroom allows for some student choice in the learning process. Examples include allowing students to demonstrate their learning in various formats, allowing student choice in independent book selections, or allowing for student autonomy in reading/writing topics of interest (Liebtag, 2017).

Data-driven instruction. Data-driven instruction was included in the foundational beliefs of the framework design because the team felt that all instructional decisions and planning should be centered around what the formative assessment data indicates are areas of concern for students. Establishing a classroom that is centered on data-driven instruction follows a cycle of data collection, data analysis, instructional decision making, planning and delivering instruction, and finally reflection (Pellegrino, Chudowsky, & Glaser, 2001). In truly data-driven classrooms, this cycle occurs daily throughout each lesson. This type of data collection and reflection allows teachers to provide more prescriptive instruction that is student-centered and based on educational best practices in data analysis (Children's Literacy Initiative, 2018).

Research-based practices. Using *Visible Learning*, written by meta-analysist John Hattie (2009) and *Classroom Instruction That Works* (2nd ed.) (Dean et al., 2012), the framework team concluded that research-based practices such as direct instruction, note taking and study skills, feedback, teaching metacognitive skills, and reciprocal teaching had significant positive impacts on student learning. The instructional framework team concluded that all activities within lesson planning should be built through the lens of research-based instructional practice.

Six components of daily literacy instruction. Figure 4 indicates that the four foundational beliefs of the instructional framework (described above) are positioned on the outside of the frame, indicating they are the lens with which each day's instruction is constructed. The circles, each of equal importance and thus equal in size on the graphic, indicate the daily components that classroom teachers will provide students in literacy instruction. These six components, represented by circles on Figure 4, are clear learning targets, whole group instruction (mini-lesson), small group instruction, independent purposeful practice, independent self-selected reading, and formative assessment. The team chose these components of daily

instruction based on their studies of instructional frameworks from across the country and from researchers, including *The Art of Teaching Reading* (Calkins, 2001), *Daily 5* (Boushey & Moser, 2014), *Four Block Literacy* (Cunningham, Hall, & Sigmon, 2008), as well as references from *The Continuum of Literacy Learning* (Fountas & Pinnell, 2012).

Clear learning targets. Establishing a clear direction for the day's learning has proven a significant positive effective size of 0.48 according to meta-analysis conducted by researcher John Hattie (2009). Learning targets provide students with a direction for their learning and outline the tasks that will need to be accomplished to demonstrate mastery of the content. *Classroom Instruction That Works* (2nd ed.) highlights that objectives for the day should be specific but not restrictive, communicate the objective to both the learner and the parent, connect the learning to previous and future and learning, and engage students in setting personal learning objectives (Dean et al., 2012).

Whole group instruction (mini-lesson). Effective literacy instruction includes components of direct instruction, modeling of effective reading strategies, and modeling of metacognition that occurs during effective and efficient reading (Calkins, 2001; Fountas & Pinnell, 2012; Hattie, 2009). The Literacy Leadership team determined that whole group instruction was a necessary part of the daily literacy block. However, they indicated that the whole group lessons should be conducted in small timeframes, also known as mini-lessons, that are typically 10-15 minutes in length. Mini-lessons in literacy instruction are often used to explain a new concept, model examples of the concept in high interest text, or demonstrate a skill or metacognitive strategy (Children's Literacy Initiative, 2015).

Targeted small group instruction. Using evidence from Fountas and Pinnell (2012), the literacy leadership team agreed that small group instruction should be an essential part of every

day's instruction in the literacy block. "The small group model allows teachers to target specific learning needs, provide appropriate scaffolding, and gradually reduce support to promote independence" (Richardson, 2016, p. 13). For early readers, guided reading is the preferred method of small group instruction. Guided reading allows teachers to instruct readers who are at approximately the same independent reading level to be coached through text that is just above their independent reading level. Students read independently in the small group while the teacher "listens in" to the reader and provides specific feedback and support regarding reading strategies the student could employ to improve their efficiency and accuracy while independently reading (Fountas & Pinnell, 2012, p. 239).

Yet another type of small group instruction in the literacy classroom includes grouping students based on a particular reading skill that the students may not yet have mastered. For example, instead of grouping students into small groups based on similar independent reading levels, teachers group the students based on a reading skill such as using predictions while reading. Specific coaching and support is provided on the skills that students are lacking via a small mini-lesson and then time for students to practice within the small group. Further examples of skill-based lessons may include students who are all struggling with attacking the same vowel pattern, students who struggle with the same comprehension skill (such as inferencing), or students who are struggling with reading fluency (Fountas & Pinnell, 2012).

Small group instruction, particularly guided reading structures, have substantial research (Allington, 2012; Clay, 1993; Fountas & Pinnell, 2012) which demonstrates that guided reading supports all readers—from those who find it to be a challenge, to those who are gifted and advanced on the reading continuum (Fountas & Pinnell, 2012).

Research from Foorman and Torgesen (2001) concludes that this type of targeted small group instruction is beneficial, particularly for students who are considered *at risk* or are falling behind grade level expectations in reading. Those who exhibit difficulty often need more explicit and direct instruction than their peers who may be able to comprehend new concepts based on first-time, whole-group instruction (Foorman & Torgesen, 2001).

Meaningful standards-based independent practice. The idea that *practice makes perfect* may not always prove to be true, according to researchers Dean et al. (2012). The research indicates that the type of practice has an impact on effect size. Effective independent practice requires students to recall material via quizzes, rehearsal of new material, or self-assessment such as flash cards or labeling (Dean et al., 2012).

A second requirement of effective independent practice is that students practice more than one skill at a time (Rohrer & Taylor, 2007). For a literacy classroom, examples of mixing skills during independent practice could include asking students to write about a character within their story while using new vocabulary that was acquired during the whole-group instruction portion of the lesson.

The third component of independent practice that Dean et al. (2012) reference is the importance of students being able to access and receive corrective feedback about their performance on a task or skill. When students are able to use timely feedback to shape their thinking or ability to perform a task, retention of the skill is improved (Pashler, Rohrer, Cepeda, & Carpenter, 2007). In a K-5 literacy classroom, this is exhibited when students receive immediate feedback after a small amount of time independently working on a new comprehension skill or after submitting an assignment and receiving feedback that can impact the next day's learning.

Finally, independent practice is more effective when practice sessions are spaced out over time instead of during a one-time period (Cepeda, Pashler, Vul, Wixted, & Rohrer, 2006). In a literacy classroom, an example is students having multiple exposures to new vocabulary words and having multiple practice sessions to sort, define, and use the new words in context. A one-time vocabulary lesson would not provide the independent practice, timely feedback, or spaced out practice over time.

Self-selected independent reading. Self-selected independent reading allows students the ability to practice the skills they have learned in the literacy classroom in text that they have self-selected because it is of high interest. Sullivan and Brown (2013) conclude that students who read for pleasure have increased cognitive progress over time. Their recommendation is that educators and policymakers "support and encourage children's reading in their leisure time" (Sullivan & Brown, 2013, p. 37). Not only does independent self-selected reading increase cognitive progress over time, pleasure reading is also linked to increased vocabulary, spelling, and math scores for students ages 10 to 16 (Sullivan & Brown, 2013).

An essential piece of this component is that the text is self-selected. Self-selected reading is found to be twice as powerful in motivation and comprehension compared to teacher-selected reading (Guthrie & Humenick, 2004). Self-selected text not only increases motivation to read, it also allows students more ownership in the learning process (Kragler, 2000).

A more difficult task for educators and students alike is teaching students how to select text that is appropriate for their independent reading level and is of high interest (Hiebert, 2013). The skill of selecting an appropriate book requires more than offering a wide selection of texts in a library or classroom setting. Some teachers use assessment scores, such as Lexiles, to guide students towards self-selected reading choices (Doman, 2018). Although this may guide students

toward a text that is at their independent reading level, it does not teach the student what proficient readers do to narrow down and select from the thousands of texts that are available to them (Hiebert, 2013). Avid readers have been working on this set of text selection tools since a young age. However, some students never developed this skill and it may need to be explicitly taught. Some of these skills include choosing text that the reader has some background knowledge on and wants to build upon, text that addresses questions that the reader is trying to answer, text that the reader wants to share with someone else, and text that was recommended from a peer or trusted adult. Also, *popular* text that others have enjoyed is a great place for readers to start (Hiebert, 2013).

In order for students to participate in self-selected reading, text for students to choose from must be available. Fractor, Woodruff, Martinez, and Teale (1993) researched classroom libraries in 183 elementary schools. Their research found that only 44% of classrooms contained a library of books from which students could choose. Of those classrooms, 89% of the classrooms were described as basic. Basic in this study referred to a low-quantity of books, with each classroom library only containing approximately one book per child. Only 4% of the classrooms in their research were labeled as excellent, which meant there were at least eight books per student. The excellent classroom libraries not only contained higher quantities of books but the quality of the literature was also richer. Books were of a variety of genres, varying levels of text complexity, and the library contained books that represented various ethnicities and cultures that were representative of the student population in the classroom. For MCS elementary classrooms, an evaluation of the types of books and materials provided in each classroom will need to be conducted.

Formative assessment. Formative assessment is "frequent classroom assessment that checks how our instruction is working based on what students are learning" (Routman, 2014, p. 55). Effective formative assessment allows teachers to modify instruction on a daily basis to meet students' exact needs. Routman (2014) contends that the best formative assessment is learner-driven and allows the student to self-reflect on their mastery of a new knowledge or a new skill. Examples of effective formative assessment in a literacy classroom include conferring with students on their writing process and providing timely feedback, listening in to turn and talk conversations between pairs of students, students' self-assessment of participation in group tasks, or exit tickets of one question or task that the teacher can use to assess learning as the students exit the classroom (Routman, 2014).

CHAPTER 3: METHODOLOGY

Improvement Science

Using a locally developed Literacy Leadership team, this Problem of Practice used Improvement Science in an effort to sustain a literacy framework in a district that was void of any frameworks of instruction prior to the 2017-2018 school year. Specifically, this project reviewed an already implemented PDSA cycle and then examined the work of the Literacy Leadership team as it moved into a second phase of a related PDSA cycle (Langley et al., 2009). Combatting ill-structured problems, like the consistent daily use of an instructional framework across an entire district, will not lead to cut-and-dry solutions that will solve all the district's literacy concerns (Archbald, 2014). However, improving daily research-based instructional practices surrounding literacy in the district should improve student achievement. Truly solving all literacy related concerns is not possible; thus, improvement via Improvement Science is the methodology of choice. Measurement of the teachers' perceptions regarding their autonomy and ability to make professional decisions in literacy instruction is the specific measure of improvement (Langley et al., 2009).

What Are We Trying to Accomplish?

Overall, the implementation of the literacy framework and the sustainability of this initiative could accomplish many goals for the district. Possible positive outcomes of the implementation of the literacy framework include improved student achievement in literacy, improved teacher autonomy as it relates to literacy instruction, data-driven professional development in the area of kindergarten-fifth grade literacy, and improved establishment of core instruction in a Multi-Tiered System of Support (MTSS). However, most of these effects, if they occur, will not be measurable within the time frame of this problem of practice. For this project

the Literacy Leadership Team will establish how literacy instruction occurs in our district and implement efforts to sustain the implementation over time so that we may see positive outcomes for years to come.

How Will We Know that a Change is an Improvement?

The North Carolina Teacher Working Conditions Survey from 2014 indicated that 54% of MCS teachers believed that they "had the autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy)" (New Teacher Center, 2018). This statistic is significant because there has been a district effort to positively impact this percentage and others that were significantly low on the North Carolina Teacher Working Conditions Survey in 2014. In the most recent 2018 survey, 90.6% of teachers answered positively to this same question. Keeping teacher autonomy high while still imparting a consistent framework of instruction will be a challenge, yet one that demonstrates improvement in our beliefs in the importance of core instruction for all students.

Using post-professional development feedback via interviews and surveys, there will be evidence of the impact of the framework of instruction and its value to teachers. Additionally, the study questions within this problem of practice will help provide information on the positive or negative perceptions on teacher autonomy and resources needed to implement the framework. The ultimate indicator of success, improved student achievement, will occur long after the problem of practice is completed.

What Change Can We Make that Will Result in Improvement?

The initial change occurred with the creation of the Literacy Framework from the Literacy Leadership team that was formed in the fall of 2017. However, creating the framework was the first step in district literacy improvement. The change that is necessary now is the

implementation and sustainability efforts of the framework moving forward. Schmoker (2006) found that in many instances, a literacy plan is created but does not create action towards improved literacy instruction; therefore, the creation of the plan was wasted time. Long-range sustainability of the framework and its daily strategies for teaching are a vital component to keeping the change sustainable. The work moving forward will specifically entail professional development focused on each of the six components of the framework, creating a sustainability plan, and collecting feedback on future professional development and coaching needs.

Initial Plan, Do, Study, Act (PDSA) Cycle

The work to create the Literacy Leadership team and the initial framework of instruction occurred during the 2017-2018 school year. This work can be summarized into one PDSA cycle. This first 2017-2018 cycle involved work outlined in the following sections.

Plan

During the summer of 2017, district leaders interviewed and hired an ASCD consultant to work with the district to facilitate the framework design meetings that occurred in September of 2017. Prior to these framework design meetings, district leaders worked with principals to recruit a Literacy Leadership team, comprised of the best and brightest literacy teachers from each school. This team initially met for two consecutive days to brainstorm and determine the major components of literacy instruction that will occur daily in kindergarten to fifth-grade classrooms. Selection of the participants in this group was purposeful and strategic so that multiple stakeholders would be represented.

Another important part of the planning process was generating a feedback loop and a professional development plan. The creation of the feedback loop allowed teachers and administrators to share their initial thoughts, perceptions, and questions about the framework.

The creation of a professional development plan helped the initial design team plan ahead as they worked at mapping out the training teachers would need in the spring and summer of 2018.

Do

After the creation of the framework, feedback sessions occurred with senior leadership, administrators, and teams of teachers. These feedback sessions were administered with a draft of the framework so that all stakeholders had input into the framework design before it was in its final format.

Throughout the spring of 2018, the initial professional development was conducted with senior leadership, principals, and all MCS kindergarten to fifth-grade teachers. Following the initial training, professional development surveys were conducted to evaluate initial thoughts and feedback.

Study

Post-professional development results were collected, analyzed, and utilized with the Literacy Leadership team and the Curriculum and Instruction department to determine next steps. This analysis led the team to develop their summer menu of professional development.

Act

August professional development occurred for all teachers in an effort to address the initial questions and areas of need that appeared via the data and in conversation with Literacy leadership team members.

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Problem of Practice PDSA

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The emphasis of this problem of practice entails the second PDSA cycle that will occur in regards to the teacher implementation and sustainability of the Literacy Framework in MCS. This cycle will include:

- Planning how to further the work of the Literacy Leadership team and the team's efforts to respond to teacher needs as they arise. This includes responding to a teacher's specific invitations for professional development and/or coaching and support.

- Planning how to sustain the initial implementation efforts of the framework in an effort to onboard all new teachers and administrators so that the work may continue and sustain in all classrooms across MCS.

- The creation of *early implementer* model classrooms to help facilitate learning for visual learners who want to experience a model classroom that is following the new framework of instruction.

- A study of teacher reaction to the framework and their ability to teach core instruction while maintaining teacher autonomy within their classroom.

- A recommended plan of action based on the data gained from the study phase to make changes or improvements to the team's implementation of the Literacy Framework.

Implementation of the Literacy Framework

Creating a framework of instruction that included the four foundational beliefs and the six components of daily instruction was the first step toward implementation in the school system. In the months that followed the initial brainstorming meetings, the Literacy Leadership team met monthly to walk through a PDSA cycle which included a plan for creating professional development opportunities for senior administration/principals and teachers, data collection that would allow for authentic feedback to be used in the study phase of the cycle, and action steps that are representative of the teachers' needs. Amidst all of these action steps, the main focus of

the 2017-2018 school year was professional development plans which were created, approved through senior leadership, and presented throughout the spring of 2018.

Moving into the *do* portion of PDSA, the Principals were given an initial overview of the framework at a November 2017 Principal's meeting. The principals and assistant principals were trained in further depth during a January professional development afternoon that included 3 hours of focused and specific training. In March, the Literacy Leadership team presented the framework for the first time to all Kindergarten through fifth-grade teachers within the district. Each of the Literacy Leadership team members was responsible for presenting one of the six components of the framework to at least one of the six grade levels that were present at the March staff development day. Allowing the Literacy Leadership team members to present the content was a strategic move in an effort to create buy-in from the classroom teacher audience.

Following the PDSA cycle, the *study* portion of the cycle included collecting data via professional development satisfaction surveys. These data were studied and then further used to determine next steps. These data are routinely collected and analyzed following all MCS professional developments. Additionally, a feedback Roundtable focus group was held during the most recent summer curriculum workshops that occurred in June of 2018. On a yearly basis, the district holds Roundtable focus groups, seeking open feedback on areas for improvement. This year's topic for Kindergarten to fifth-grade teachers was the new literacy framework. Using these data, further professional development opportunities and sustainability efforts will be created which is a major portion of the Literacy Leadership team's next steps in this problem of practice.

For the framework's success and sustainability, it is imperative that all Literacy Leadership team members, administrators, and eventually all kindergarten to fifth-grade teachers

have collective buy-in into the planning and establishment of the framework. This is a goal of the next steps within this PDSA cycle.

The next steps for the Literacy Leadership team will entail furthering the understanding of all teachers, providing coaching cycles, and incorporating a sustainability plan that will ensure the framework is taught to all new employees and administrators throughout the district. Thus, the team is moving into the second round of the PDSA cycle. Now that the initial plan has been created and taught, this problem of practice will outline how we will continue to further this team's work so that it is sustained and further developed.

Summary

Chapter 3 described the PDSA cycles and Improvement Science components that were used throughout the duration of this study. A brief rationale behind the study and information regarding data collection was provided. Limitations affecting the study as well as ethical considerations were considered.

CHAPTER 4: DATA & INFORMATION ANALYSIS

Study Questions

Throughout this study, guiding questions considered teachers' perceptions of their ability to evoke change via this new framework of instruction. Teachers' initial perceptions of the framework as well as an in-depth look at the perceived autonomy this framework does or does not provide when making instructional decisions in the K-5 literacy classroom was also evaluated. A final goal of the Problem of Practice included the implementation of a sustainability component that would keep the development of the Literacy Framework progressing and would address teachers' professional development needs.

Specifically, teacher perception data were collected answering the following questions:

1. What are the perceptions of classroom teachers who have initially been introduced to the kindergarten to fifth-grade literacy framework of instruction?

2. Do teachers believe this framework of instruction will positively impact their ability to increase student achievement in reading?

3. Do teachers believe this framework of instruction will provide teacher autonomy and ownership within the classroom setting?

4. Do teachers believe they have the resources that are necessary to be successful?

PDSA

In addition to the above questions, a PDSA cycle was established to improve the Problem of Practice within MCS. The following steps were the proposed actions within the PDSA that would improve the current state of literacy instruction within MCS.

- The creation of a plan that outlines how to further the work of the Literacy Leadership team and the team's efforts to respond to teacher needs as they arise. This

includes responding to teacher's specific invitations for professional development and/or coaching and support.

- The creation of a plan that outlines how to sustain the initial implementation efforts of the framework and establishes processes and procedures to onboard all new teachers and administrators so that the work may be sustained in all classrooms across MCS.

- The creation of *early implementer* model classrooms to help facilitate learning for visual learners who want to experience a model classroom that is following the new framework of instruction.

- A study of teacher reaction to the framework and their ability to teach core instruction while maintaining teacher autonomy within their classrooms.

- A recommended plan of action based on the data gained from the study phase to make changes or improvements to the team's implementation of the Literacy Framework.

Description of Data Sources

Professional Development Surveys

Post-professional development survey data is routinely collected in Moore County Schools. Following the first county-wide staff development of the Literacy Framework in March of 2018, professional development feedback was gathered via electronic anonymous surveys. Following the professional development that was provided in early August and during the district-wide required professional development day, participants were asked to input their perceptions of the effectiveness of the training as well as questions participants had regarding framework implementation. In each of these scenarios, participants were provided a secure link to input their perception on the effectiveness of the professional development that was provided.

These data were used in this study to answer the questions surrounding the teachers' initial perceptions regarding the implementation of a Literacy Framework within MCS.

Roundtable Focus Groups

Starting in 2016, Moore County Schools has annually asked 20-30 teachers and administrators to participate in small focus groups called *roundtables*. These focus groups are conducted as a part of the district's commitment to continuous feedback and improvement. Topics of discussion in previous years have included best ways to provide interventions for struggling students, ways to manage over assessing students, and best practices in master scheduling. During the summer of 2018, the focus group roundtable was centered on the literacy framework. A group of 26 teachers met and provided anonymous feedback to 12 questions using a Likert-type scale. These data were then immediately discussed with the group of 26 teachers and clarified to gather further input and insight.

Literacy Needs Assessment

As a part of the Plan, Do, Study, Act cycle of the Literacy Framework, the district published an anonymous survey in the Fall of 2018 that asked elementary teachers to rate their need for further professional development on each of the six components of the Literacy Framework. Teachers were provided a secure anonymous link to gain access to the survey. These data were then shared with instructional coaches and principals to gain their insight into next steps as a part of the implementation plan. These data are used within this study to answer four guiding questions regarding teachers' perceptions and need for further resources to implement the Literacy Framework.

Focus Groups

Using the data collected from the fall 2018 professional development survey, instructional coaches and principals participated in a focus group discussion centered around logical next steps of support for the district and their individual school. Both of these focus groups were held as a part of the *Study* portion of the PDSA cycle. Discussions were centered on the anonymous data and what logical next steps would be needed for successful implementation. These data were used within this study to provide a sequence of events for the *Act* portion of the PDSA cycle.

Open-Ended Anonymous Survey

The purpose of the open-ended questions/comments survey was to ask for deeper clarification on questions that arose from the district-wide professional development survey that was administered in the fall of 2018. This survey was sent to a group of 20 teachers and 10 instructional coaches in an effort to gather more input and specific feedback. This survey was conducted in lieu of the interviews that were originally proposed. The anonymous survey provided written feedback without the intimidation of a face-to-face interview with a district staff member. Concerns arose that teachers may have been uncomfortable sharing their concerns or frustrations openly with a district director. The anonymous open-ended survey allowed teachers and instructional coaches the freedom to share their perceptions openly. These data were used within this study as a recommendation for the *Act* portion of the PDSA cycle of this problem of practice.

North Carolina Teacher Working Conditions Survey

North Carolina Teacher Working Conditions (TWC) Survey data were analyzed in this problem of practice in an effort to highlight the importance of teacher perceptions in Moore

County Schools and how these perceptions have changed over time. All district-level TWC data were collected through a publicly available reporting hub accessed through the New Teacher Center website (New Teacher Center, 2018).

Ethical Protections

Teachers, instructional coaches, and administrators who volunteered to participate in focus groups were aware that their participation was voluntary. All participants were informed that all surveys were completely anonymous. Confidentiality was maintained throughout the course of this study. All teacher, instructional coach, and administrator feedback was collected anonymously with the exception of the focus groups conducted with the teacher Roundtable, principal focus group, and instructional coach focus group. The names of any individual schools, administrators, and teachers were not identified to protect confidentiality. All confidential data were maintained on secure, password-protected computer hardware and software programs.

Results

The course of action outlined in this problem of practice included completing multiple input sessions and subsequent professional development sessions throughout the course of the 2017-2018 and 2018-2019 school year. The initial goal of this problem of practice was to have all Kindergarten through fifth-grade teachers and administrators trained in the non-negotiable framework of literacy by the conclusion of the 2018-2019 school year. An implementation timeline was created and shared among senior administrators and as a draft to the Literacy Leadership team (see Appendix B). Although this was the initial goal, obstacles prevented all the professional development from occurring, creating necessary changes to the original course of action. One of the main obstacles was Hurricane Florence that occurred in September of 2018. Due to this natural disaster that hit Moore County, the school calendar and teacher professional

development days were changed. The half days that were originally dedicated to teacher training and professional development on September 28, 2018 and October 26, 2018 became full days of student instruction. This greatly altered the course of our professional development plans. Despite this obstacle, throughout the course of the 2018-2019 school year, the team provided professional development sessions and built a sustainability plan that specifically addressed the needs of new employees and beginning teachers. Using district teacher feedback, long-range professional development plans were created in order to provide teachers with timely training that met their specific needs.

March Post-Professional Development Feedback

Initial professional development on the Literacy Framework occurred in March of 2018. This professional development was conducted by the members of the Literacy Leadership team. In pairs, Literacy Leadership teammates created training on one of the six components of the framework (i.e., small group instruction, whole group mini-lesson, independent practice). All teachers from across the district were provided an overview of the four core beliefs of the framework (addressing student needs, research-based instruction, standards-based lesson planning, data-driven instruction) and then moved through rotations to learn about each of the six non-negotiable components. The pairs of Literacy Leadership teammates conducted the training to their teacher peers. This 3-hour training provided every teacher in the district an overview of the necessary components and allowed for initial questions and feedback to be collected.

Data analysis of the professional development feedback (see Appendix C) indicates teachers' initial perceptions can be categorized into the following: the need for resources/ materials, questions regarding logistics of implementation, and remarks regarding the teacher autonomy and flexibility that are provided within the framework of instruction. Common

questions surrounded the types of resources teacher may or may not be provided since the district was not providing a new basal textbook. Additionally, teachers provided feedback indicating that they would learn best from observing the framework in an actual classroom. Figure 5 provides themes collected from teachers during this initial exposure to the Literacy Framework.

Quantitative data from professional development surveys indicate that 79% of teachers either *strongly agreed* or *agreed* they had learned something new that they could implement immediately. Additionally, 76% of teachers either *strongly agreed* or *agreed* that the training was a good use of their time.

Roundtable Focus Group

Following the professional development overview provided in March of 2018, the Curriculum and Instruction team met in conjunction with teachers from the Literacy Leadership team on April 27, 2018 (see Appendix D). At the April meeting, the Literacy Leadership team decided that a focus group, also called a roundtable, could provide more insight into the teachers' needs moving into the 2018-2019 school year. The team also drafted an outline of a professional development schedule to use in the upcoming school year (see Appendix E).

Following this recommendation from the leadership team, select teachers gathered in a *roundtable focus group* regarding the implementation of the Literacy Framework. At the June 20, 2018 meeting, teachers first provided anonymous feedback to questions regarding their level of confidence regarding their ability to implement the Literacy Framework (see Appendix F).

A series of 12 questions were asked of 26 participants. The first six questions centered on teachers' confidence in teaching each of the six components of the literacy framework. The subsequent six questions asked teachers about the process of developing the framework, teacher autonomy to implement the framework, and how likely they would be to follow the framework

Themes regarding teachers' initial reaction to the Literacy Framework:
- Teachers indicated a need for resources - specifically books and leveled text for guided reading.   - Teachers indicated a need for teachers to see the framework being modeled in a classroom.   - Questions arose regarding logistics and time allocations within the classroom setting.   - Positive responses indicated that more teacher flexibility and autonomy was being provided.

Note. Themes from these survey responses are categorized.

Figure 5. Themes regarding teachers' initial reaction to the Literacy Framework.

in their own classrooms. After all participants had submitted anonymous feedback, the group of 26 teachers discussed the data with the curriculum and instruction team. The discussion centered around clarifying the quantitative data and then soliciting suggestions regarding a sequence of recommended next steps to occur during the August 2018 professional development days. The roundtable data displayed in Table 1 illustrate that the audience at the roundtable felt confident in their ability to implement the majority of the six components of the Literacy Framework. The teachers felt most confident in their ability to effectively implement meaningful independent practice (65% *very true* and 27% *true*) and daily formative assessment in the literacy block (65% *very true* and 19% *true*). Of the six components, the teachers indicated they were least confident in their ability to help students with daily self-selected silent reading (46% *very true* and 23% *true*), The next areas teachers were less confident in included conducting mini-lessons (42% *very true* and 31% *true*) and small group instruction (62% *very true* and 11% *true*). Using these data, the curriculum and instruction team, in conjunction with the Literacy Leadership team, decided the focus for upcoming professional development in August. The professional development would center around small group instruction and effective mini-lessons in the literacy block. Independent self-selected reading would be a topic of future focus throughout professional development in the fall.

The second study question of this problem of practice asked, *Do teachers believe this framework of instruction will positively impact their ability to increase student achievement in reading?* When the Roundtable participants were asked this question, 92% indicated that they thought this statement was *very true* or *true*.

The third study question of this problem of practice asked, *Do teachers believe that this framework of instruction will provide teacher autonomy and ownership within the*

Table 1

Data from Roundtable Focus Group—June 20, 2018

Question	Very True	True	Somewhat True	Not True
I am confident in my ability to conduct formative assessment daily in my classroom.	65%	19%	8%	%8
I am confident in my ability to conduct mini-lessons daily in my classroom.	42%	31%	15%	12%
I am confident in my ability to use learning targets daily in my classroom.	58%	19%	15%	8%
I am confident in my ability to conduct small-group instruction daily in my classroom.	62%	11%	27%	0%
I am confident in my ability to conduct meaningful independent practice for students in my classroom daily.	65%	27%	4%	4%
I am confident in my ability to guide students through daily self-selected independent reading in my classroom.	46%	23%	23%	8%
I felt informed in regards to how the Literacy Framework was created (i.e. year-long process with a Fireteam made of 30 teachers and admin).	46%	54%	0%	0%
I believe this framework is aligned with research-based practices.	96%	4%	0%	0%
I believe this Framework provides me autonomy in my literacy block.	42%	50%	8%	0%
I believe this framework will positively impact my ability to increase student achievement in reading.	48%	44%	8%	0%
Behind closed doors, I will follow this Framework daily.	46%	54%	0%	0%

classroom setting? The Roundtable participants responded 92% positively in regards to still having autonomy to make professional decisions in their classroom.

The roundtable data also indicated that 100% of the teachers believed the framework provided research-based strategies for daily instruction. When asked if teachers would implement the instructional framework when left to themselves, behind closed doors, 100% of the teachers at the roundtable focus group anonymously indicated that they would.

Professional Development Feedback—August

Moore Learning Conference (MLC). Using the feedback gathered after the March overview professional development as well as the summer roundtable feedback, the Literacy Leadership team determined the topics of professional development that would be offered over the summer of 2018. It has been common practice within MCS to use the first three optional work days of the school year for a district-wide professional development conference called *Moore Learning Conference* (MLC). In the 2018 school year, MLC occurred on August 15-17 at a local high school. During MLC, over 200 sessions are offered in an effort to provide professional development to all interested teachers, support staff and teacher assistants within the district. Figure 6 shows the 11 professional development sessions that were provided to elementary teachers interested in learning about specific components of the Literacy Framework. These sessions were led by the literacy instructional specialist and teacher leaders from the Literacy Leadership team. Participation was optional for any interested teacher in the district. Over the course of the 3 days of training, there were 223 participants in these 11 optional Literacy Framework professional development sessions. The highest level of participation occurred in the workshops concerning mini-lessons and small group instruction. This mirrored

Professional Development from Optional Work Days—August 2018		
Wednesday 8/15/18	**Thursday 8/16/18**	**Friday 8/17/18**
K-12 Best Instructional Practices for the ELA Classroom and Beyond (22)	K-5 Finding the Sweet Spot of Interest and Challenge in Independent Work (25)	K-3 Reading Beyond the Colors - Using assessment data to inform ELA instruction (14)
Teaching Literacy Using Anchor Charts (10)	K-5 Integrating eBooks Into the Classroom: NC Kids and Public Library Multiuser Resources (28)	Stretching your students beyond D.E.A.R. (Drop Everything and Read) (13)
K-5 Mini-Lessons in Literacy (23)	K-12 Designing Aligned ELA Instruction via the NC ELA VIK (10)	
K-5 Engaging Your Students in Writing Through Literature (15)	K-5 How Does Reader's Workshop Fit in the Literacy Framework? (23)	
K-2 Dive Deep into Small Group Lessons (40)		

Note. The number in parenthesis next to the title of the workshop indicates how many MCS teachers participated.

Figure 6. Professional development offered during first three optional workdays of 2018.

the roundtable focus group data which indicated that these were components that teachers were less confident in implementing with their students.

Themes (see Figure 7) from the MLC post-professional development feedback indicated that teachers learned several new strategies and structures for implementing small group instruction and mini-lessons. Additionally, those who attended the EBooks session were pleased to find ways to provide free appropriate text to their students via the public library system. Those who attended professional development regarding writing instruction were positive in their post-professional development surveys. Although writing is not an explicit part of the Literacy Framework, it was implied that writing instruction is a vital part of any elementary literacy classroom and is embedded throughout the elementary school day. Teachers specifically complimented the presenters on their knowledge of the subjects they were presenting. All of the presenters were members of the Literacy Leadership team, further solidifying that the implementation of a leadership team to provide district-wide change was making positive and direct impacts with classroom teachers.

Teachers who attended the mini-lesson and small group instruction workshops were particularly complimentary of the presenter's ability to break down the topic into easy to understand pieces that could be easily replicated in classrooms. Since both mini-lessons and small groups were an area that the Roundtable focus group indicated were of concern, the high attendance at this workshop and positive feedback demonstrated positive improvements in this area of framework implementation.

Required professional development. Following the MLC professional development opportunity, all Kindergarten through fifth-grade teachers had required Literacy Framework

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Themes regarding teachers' post-professional development feedback from MLC:
• Teachers indicated positive reactions to the structure and strategies provided in the mini-lesson and small group instruction workshops. • Teachers responded positively to the modeling of teaching strategies and wanted to see more components of the framework being modeled for them. • Teachers indicated the need for more grade-level specific instruction instead of broader K-5 or K-2 and 3-5 sessions. • Responses were positive in nature and indicated that professional learning had occurred from knowledgeable presenters who were peers from within the district.

Note. Themes from these survey responses are categorized.

Figure 7. Themes from teachers' MLC post-professional development feedback.

professional development provided at the designated professional development workday which occurred on August 23, 2018. Using the data from the March professional development and the June Roundtable focus group, teachers received training on effective implementation of mini-lessons, small group instruction, and providing clear learning targets. Another objective of the session was to provide teachers information regarding the new ELA standards that were adopted by the North Carolina Department of Public Instruction, to be implemented in the 2018-2019 school year. All teachers were required to attend this training at a local elementary school and were led by their peers from the Literacy Leadership Team.

Despite following a similar format to the successful March 5 professional development session, the data indicated that the August 23 professional development sessions were not as well received. Data indicated that teachers felt the information was repeated information from the previous March 5 professional development and the optional MLC conference. Since the focus of the required professional development was small group instruction and mini-lesson, the highest attended sessions at the optional MLC training, the topics were the same to the 223 participants who had chosen to take part in training the week prior. It should be noted that the topics were the same, but the actual presentations and activities within those workshops were in fact different. Another concern that was evident in the post-professional development feedback was that the timing of the August 23 workshop was poor, according to the teachers. With students coming back the following week, multiple teachers indicated that they would have preferred to be in their classrooms preparing for students instead of learning new strategies in a workshop.

Quantitative data collected post-professional development (see Figure 8) indicates that the presenters were well prepared and knowledgeable about the subjects they were presenting. Also, very few teachers indicated that they were dissatisfied with the new ideas that they gained. However, the final question indicated that 13% of participants believed that the workshops were not a good use of their time. A summary of themes (see Figure 9) derived from the written feedback (see Appendix H) indicates that teachers were less satisfied than previous professional development opportunities surrounding the Literacy Framework.

Fall 2018 Professional Development Half-Days

Now having completed almost a full year of work on the Literacy Framework, the team was moving into providing professional development that best meet the needs of the teachers within the district. Since small group instruction and effective mini-lessons seemed to provide the most concern for teachers, this was the focus for the first year of implementation. The original timeline of implementation (see Appendix B) indicated that half day professional development sessions would be dedicated to components of the Literacy Framework. The initial idea was to have district-wide professional development on the half days and train teachers on the essential components. However, two issues caused these opportunities not to occur. Traditionally, the half day professional development afternoons that are scheduled throughout the school year are dedicated to building principals so that they may train their staff on pertinent topics of professional development. Using two of the four half days for district level professional development was not the normal use of these professional development days. After extensive conversation, the Literacy Leadership team determined that it was not in the best interest of the Literacy Leadership team to take the principal's designated half days for a district-wide

	Incredibly helpful (5)	(4)	Neutral (3)	(2)	Not helpful (1)
This workshop was beneficial to my role as a teacher/instructional assistant.	36%	18%	29%	16%	1%
	Tons of Ideas (5)	(4)	Neutral (3)	(2)	No Ideas (1)
I gained ideas that I can implement easily in my classroom.	33%	40%	17%	9%	1%
	Very Prepared (5)		Neutral (3)		Not Prepared (1)
The presenter was prepared and knowledgeable about the subject.	56%	28%	12%	3%	<1%
	Great use of my time (5)		Neutral (3)		Not a great use of my time (1)
I feel like my time in this session was well spent.	36%	26%	15%	13%	10%

Figure 8. August 23 post-professional development feedback.

**Themes from teachers' post-professional development feedback—
Required PD August 23, 2018:**

- Teachers indicated content was a repeat of that which was already provided on March 5 and during the optional MLC Conference.
- Responses were positive regarding the knowledgeable presenters who were peers from within the district.
- Teachers indicated the timing of the training was poor. Concern was voiced that they were trying to learn new information but were distracted by events such as Back to School Night and the first day of school.
- Some teachers voiced concerns that some sessions lasted 2 hours while others took the entire 3-hour time frame. This was voiced as an inequity among grade levels.

Note. Themes from these survey responses are categorized.

Figure 9. Themes from teachers' required post-professional development feedback.

professional development. However, despite this decision, schools could opt to do training at their site with a Literacy Leadership member or with our Literacy Instructional specialist. Although the training was not required, the plan was to still offer it to those schools or teachers who would be able to attend.

In mid-September, 2018, Hurricane Florence made its effects felt in Moore County. Due to widespread flooding, the district was out of school for 6 days and many were without power, even when school resumed. The impact from the hurricane was felt most extensively on the northern and eastern side of Moore County with 16.3 inches of rain falling (Baxley, 2018).

In an effort to recoup some of the instructional hours that were lost due to the weather, both the September and October half days were converted from professional development afternoons to regular days of instruction for students. This allowed the district to recoup 6 hours of lost instruction but impacted the team's ability to provide professional development.

Literacy Needs Assessment

With the recent setback of lost time, it was apparent that there would be limited time to train teachers throughout the 2018-2019 school year. In order to reassess next steps, a needs assessment survey was provided to all K-5 teachers. The purpose of the survey was to see what areas of professional development were most needed. This survey was conducted anonymously with a password-protected online platform and teachers were provided the secure link via email from their principal. All 13 schools were invited to participate and 173 teachers submitted responses during a 2-week period that started on November 26, 2018.

The feedback survey was provided with a Likert-type scale that ranged from a scale of one to five. A rating of one indicated the teacher believed there was no need for more professional development in this particular component of the framework. A rating of a five

indicated the teacher believed he/she needed significant future professional development to implement this component (see Appendix I).

Of the six components of the Literacy Framework, the teachers indicated that they needed the least amount of further professional development in providing students with clear learning targets (68.4% indicated levels five and four of not needing further professional development) and whole group mini-lessons (65.9% indicated levels five and four of not needing further professional development). These data seemed to indicate that teachers felt confident in their ability to provide these two components of the framework since they had been a focus of both the optional and required professional development provided in August of 2018. Teachers most frequently reported a scale point of three, indicating a neutral response, to the component of purposeful independent practice within the Instructional Framework. Since this has not yet been an area of professional development, it is not surprising that more teachers indicated they were unsure of their needs regarding this component. Teachers most frequently reported needing further professional development in the components of regular formative assessment and targeted small group instruction. The teachers' need for further professional development in targeted small group instruction was of interest since this was a focus topic of both professional development offerings in August 2018. Despite having previous professional development on targeted small group instruction, the data indicate that 25.4% of teachers still indicated needing more professional development in that area with an additional 31.3% of teachers responding neutral to this question. Regular formative assessment within the Literacy Framework was the other area that teachers indicated needing more support, with 16.8% of teachers indicating they needed significantly more help in this component and another 37% responding neutral to the question.

Following the Likert scale on the components of the Literacy Framework, teachers were asked to provide information regarding the best way to deliver professional development. Figure 10 demonstrates that teachers preferred to have professional development provided via face-to-face trainings and online offerings via a Learning Management System such as Canvas. MCS has adopted the Canvas program as the learning management system that houses all online courses.

Finally, the survey concluded with an open-ended question that allowed participants to voice any other thoughts or concerns. Both quantitative and qualitative open-ended data from the survey can be summarized into broad themes of wanting to see a model of the Literacy Framework in a real classroom and a lack of appropriate resources to meet teachers' needs. This feedback matched that which was collected at the conclusion of the March 5th required professional development, the optional August professional development and the required August 2018 professional development.

Focus Groups

Instructional coaches. As a follow up to the teacher feedback, two focus groups were conducted to discuss the findings. The first of these was the team of Instructional Coaches that work within each of the Title I schools within the district. The second group was the district's elementary principals.

On December 14, 2018, the Instructional Coaches were convened for their monthly meeting and professional development. Using the data from the needs survey, instructional coaches from the district's Title I schools were provided the district data and asked to interpret the data into findings. The coaches walked through each component of the Literacy Framework and stopped to discuss each component's data. The team of coaches voiced that they were not
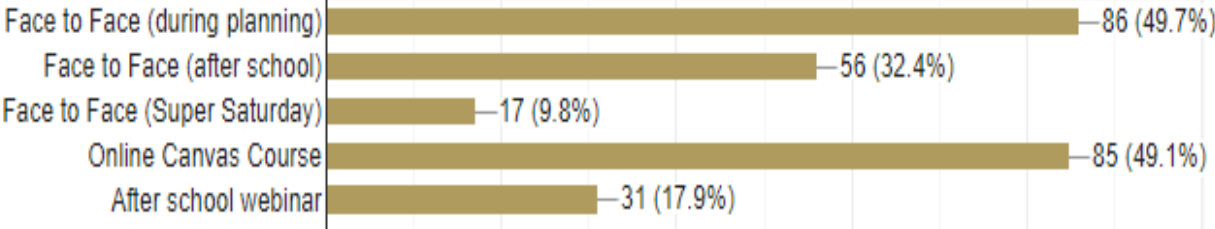
Figure 10. Participants' professional development format preferences.

surprised by the findings and believed them to be an accurate description of the professional development needs of the district. Specifically, one coach felt that there were teachers who were still struggling with the concept of whole group instruction being conducted via a mini-lesson instead of a long lecture-style presentation. Other coaches agreed that this was a change for many educators, but that the shift was occurring in classrooms where coaches had been able to provide professional development.

The instructional coaches agreed with the classroom teachers' perception that they did not need as much further professional development in providing clear learning targets or in helping students with self-selected reading. One coach differed from the group and said she believed the teachers needed significantly more support in providing students with appropriate independent text for daily independent reading tasks. She indicated that just because kids have a book in their hands does not mean that it is an appropriate text for their reading level.

Following this focus group of the district data, the instructional coaches were each provided their school's specific data. The coaches were again in agreement with the data that they saw from their own school. One coach voiced that the data were not of surprise to her because those teachers in need of most significant professional development were already receiving coaching cycles at the school site. MCS instructional coaches have previously received significant training in effective coaching cycles, specifically using the work of Jim Knight (2011). Also, all district instructional coaches were included on the initial Literacy Framework Leadership team. Having this combined knowledge of the instructional framework and the tools of effective instructional coaching allowed schools with instructional coaches to provide more in-depth coaching on the implementation of the literacy framework.

A discussion occurred regarding the professional development that coaches had been providing independently at their school sites. Coaches began to discuss sharing their resources and borrowing activities and trainings that were already created. From this discussion, a Google Team Drive was created as a central storage location for training materials that could be easily accessed and used as needed from school to school.

Following the instructional coach meeting, the district literacy instructional specialist and the director of curriculum discussed the need for professional development to occur more frequently at the three schools that do not have instructional coaches. In reviewing the survey data, the three schools that did not have instructional coaches (due to their lack of Title I funding) participated more frequently in the survey and indicated more significant needs for professional development. Participation rates for these three schools were at 71%, 76%, and 94%, compared to the district participation rate of 61%. As a follow-up to this survey, the district literacy specialist and the curriculum director reached out to each of the three principals and offered additional professional development and support in the areas of the framework that were most significant according to their data.

Principals. At a regularly scheduled principals' meeting, the elementary principals of the district were asked to review the district data and provide feedback on the teachers' responses to the professional development needs that were expressed. Similar to the Instructional coaches' focus group, the principals' discussion centered around how the teachers responded regarding their professional development needs in each of the six component areas. The principals started by looking at the component of whole group (mini-lessons). The group was very vocal in their belief that the graph should in fact be flipped, with teachers needing significantly more professional development in the area of whole group mini-lessons. Principals indicated that they

had seen teachers trying to teach the same amount of content in a shorter amount of time instead of teaching single points of instruction in a mini-lesson format. One principal indicated that she had taken teams of teachers into another teacher's classroom to see her mini-lesson format. She said it was eye-opening to the visiting teachers because they "didn't know what they didn't know." This led to a discussion about teachers having further professional development on the structure of a mini-lesson with many models available for teachers to view.

The discussion around small group mini-lesson followed a similar path with principals feeling that teachers needed significant support in this area compared to what the teachers had expressed via the survey data. One principal noted, "Just because a small group of kids are sitting around a table, doesn't mean it is effective small group instruction." Another noted that teachers needed to see effective small group instruction in action with groups of students. One principal explained that she had an Instructional Coach who had already created a video of effective small group instruction. She offered to share this video with all principals for their own professional development purposes. This led to a further discussion regarding the possibility of generating a video repository for teachers to use when they are in need of further implementation support.

While reviewing the component of Independent and purposeful practice, one principal said, "The independent practice I see isn't always 'purposeful.' Kids are busy but I don't think it is exactly what we're looking for." Another agreed, stating that there are "imposter" activities that are not standards aligned. Another concern that principals voiced was that the posted learning targets were not always aligned to the practice that students were completing.

This led into a review of the data on the component regarding posting clear learning targets. The data indicated that 68% of the district's teachers believed that they did not need further staff development on clear learning targets. The principals believed this was another area

that was not indicative of what they saw in the classroom. One principal stated, "having an objective on the board is not a clear learning target. The original team was hopeful to see students understanding the target for the day. Just having an essential question or objective posted on the board is not what was intended." A principal who had not shared any thoughts indicated that he felt it sounded like all of the components needed further definition for principals. He stated, "it's clear that teachers just don't know what it is we expect to see." We again discussed that a video repository with each of the components would be helpful in defining what each of the six components of the framework should look like.

As the team moved on to independent reading, the principals discussed that this component was more comprehensive than just allowing students to pick and read self-selected text. One principal indicated that she would like for all of her teachers to know how to manage students of all reading different types and levels of text. She said it was the management of the books that was slowing down her teachers. Another participant indicated that some teachers need support in helping readers find appropriate and engaging text that is "just right" for their reading interests and independent reading levels.

When reviewing the formative assessment data, the area that the classroom teachers indicated the highest number of neutral responses, one principal stated, "that's about right. Some teachers have a handle on it and others are still in need of support." At the conclusion of the discussion, principals agreed that teachers need a defined and explicit set of examples of what each of the components should look like, sound like, and feel like for students. Explicit examples and a video repository were agreed upon recommendations from the group.

It became evident from the teacher data, the Instructional coach focus group, and the Principal focus group that there were varying opinions on the needs of teachers within the

district. The teachers' perceptions of their needs aligned with the coaches' opinion of areas that needed further professional development. However, the principals had a different opinion of the teachers' needs. The principals were clear that they believed teachers needed more professional development on all of the components in order to fully understand the component and what it meant to be implementing that component with fidelity. For this reason, recommendations following the focus groups included creating a website to house definitions, resources, and a video repository. Additionally, it was decided that an online course would be created to provide teachers an opportunity to learn the framework at a deeper level.

Anonymous Written Feedback

Due to constraints out of the control of the study, face-to-face interviews were not conducted as originally planned. Instead, an anonymous survey was sent to a sample size of 30 kindergarten to fifth-grade teachers and instructional coaches from various schools across the district. Of the 30 participants who were provided a link to voluntarily participate, 16 participants provided written feedback regarding the literacy framework (see Appendix J). The questions that participants were asked to answer were directly related to the study questions within this problem of practice.

The first question to which participants responded asked teachers to answer if they felt the Literacy Framework would positively impact student achievement once implemented in the classroom. All participants who responded to this question indicated they believed the framework would positively impact student achievement. The written feedback suggested that teachers who took the survey believed it would impact student achievement because the framework is based on students' needs according to assessment data, standards-based instruction and the framework includes only research-based instructional practices.

The second question to which participants responded asked teachers to indicate if they felt the Literacy Framework provided teachers with autonomy and ownership within the classroom setting. Although not all teachers felt the framework provided autonomy, the majority indicated that they felt as though there was room for professional judgement and decision-making on the part of the teacher within the classroom setting.

Those who did not feel the framework provided autonomy stated that different groups of students have different needs and the participants did not feel as though the framework provided the flexibility necessary to meet these needs as well as various learning styles. Specifically, one participant stated, "I personally believe the teacher holds the knowledge of what her students' needs are and although the literacy framework is effective it is not flexible enough in today's learning environment."

The final question regarding the framework asked participants to indicate if they felt there were ample resources to implement the instructional framework effectively. The majority of participants again indicated that they did feel they had the resources necessary to implement the framework to fidelity. Three participants indicated that more resources were necessary to implement effectively. Specifically, one participant stated, "No. The reading books are boring and not aligned to the new NC state standards. I personally feel we need choice in novel sets, more copy allotments and a variety of ELA current resources that integrate other subjects." A different participant stated that they would like more access to online text sets. Finally, a survey participant said that they have all the classroom materials they need, but they do not have the intellectual resources to know how to do what is expected. This participant specifically stated that they would like to see how a successful teacher manages all the components of the framework in a real classroom setting.

Summary

This study was conducted using a problem of practice, small-scale proof of concept focused on a comprehensive process to improve the implementation of literacy instruction in a rural district. Data collection occurred via anonymous district survey documents and focus groups. Trends from survey data were analyzed to establish future recommendations. Feedback from teachers and administrators was used to develop a long-range plan for the district.

CHAPTER 5: CONCLUSIONS AND IMPLICATIONS

Introduction

This study presented a problem of practice, small-scale proof of concept focused on a comprehensive process to improve the implementation of K-8 Literacy instruction within Moore County Schools. Improvement Science was the approach used to assist in identifying the problem and in creating strategies to improve the standardization of literacy instruction within Moore County Schools. Core instruction in literacy was not previously identified in Moore County; therefore, teachers were unclear on uniform expectations in English language arts classrooms. It was necessary to develop common language and clear expectations in an effort to meet the needs of students and teachers in Moore County. This problem of practice dissertation began with four study questions. Using the existing qualitative and quantitative data as well as research from the field of education, the study question results are outlined below.

Study Question 1

The first question of this problem of practice centered around the perceptions of classroom teachers who had initially been introduced to the literacy framework of instruction. After the initial exposure to the Literacy Framework, which occurred in March of 2018, teachers indicated via professional development feedback and the summer roundtable discussion that they were pleased with the process that had been taken to build the new framework. Using teacher leaders as leadership team members allowed for classroom teachers to have peers who were a part of the design and implementation team. This *grassroots* approach of leadership in creating the instructional design was highly praised and recognized as a strength. Irvin et al. (2007) contend that school leaders must receive wide buy-in to the plan prior to implementation. Additionally, their research indicates that a school or district's literacy plan should be seen as a

proactive measure instead of a reaction to a mandate. Although our district's literacy plan was a necessary step towards establishing core instruction in an MTSS framework, it was never presented as a mandate or compliance effort.

Written feedback from post-professional development workshops indicated that teachers were pleased with the flexibility that was provided in the framework. Specifically, multiple teachers noted that they were excited to be recognized as teaching professionals who could make instructional decisions based on the needs of the students. "If teachers are to be empowered and exalted as professionals, then like other professionals, teachers must have the freedom to prescribe the best treatment for their students as doctors/lawyers do for their patients/clients" (Pearson & Moomaw, 2005, p. 38).

At the 2018 summer instructional roundtable, teachers were asked to indicate their willingness to participate in the framework components with a question that read, *Behind closed doors, I will follow this framework of instruction*. Participants at the roundtable focus group responded 100% positively that they would in fact follow the components of the framework in their own classroom setting. This data point indicates teachers who participated in the summer instructional roundtable had positive initial perceptions of the Literacy Framework and were planning to implement the framework in the coming school year.

Although generally pleased and positive in the responses from all survey data, themes from the district's March overview of the framework indicated that teachers were concerned regarding the resources needed to implement with fidelity. Additionally, there were questions regarding the logistics of how to implement each component and the need for teachers to see the framework being modeled in real classrooms.

Study Question 2

The second question investigated if teachers believed the framework of instruction would positively impact their ability to increase student achievement in reading. Teachers' perceived ability to effect a desired change in behavior or learning outcomes is identified as teacher efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). Research supports that teachers' sense of efficacy has been directly tied to student outcomes, goals teachers set for themselves and students, time and effort exuded in the classroom, and greater levels of planning and organization (Ross, 1992). It is for this reason that a high sense of teacher efficacy is desired in every classroom. A teacher's belief in positive student outcomes after implementing the Literacy Framework is imperative to teacher efficacy and buy-in with further implementation efforts.

At the summer instructional roundtable focus group, 92% of the teachers indicated they believed that the framework would positively impact student achievement. This question was dissected further in the follow-up focus group and teachers responded that because the framework is comprised of research-based instructional strategies, if implemented correctly, there would be a direct correlation to improved student learning. In another source of data, the anonymously written feedback survey, all 16 participants indicated that the literacy framework was based on research-based instructional practices that would improve student outcomes if implemented correctly.

As a part of the post-professional development survey in late August of 2018, teachers were asked how the workshop they attended would impact student learning outcomes. Written feedback (see appendix H) included statements such as:

- "Mini-lessons will be laser focused on one objective; allowing students to have more time to practice skills and strategies."

- "This framework will help me be a more effective teacher."

- "This is an effective way to teach students."

- "Small chunks will be easier for students to grasp and continued practice on the same skill will help with attainment of skills, bit by bit over time."

- "The potential for more student engagement and interest driven reading are immense. More reading practice, more reading growth!"

From the roundtable feedback, anonymous written feedback, and post-professional development comments, a conclusion can be drawn that teachers believe there is a direct correlation between effectively implementing research-based instructional strategies and an increase in student achievement.

Study Question 3

The third question investigated if the framework provided teacher autonomy and ownership within the classroom setting. Teacher autonomy has multiple definitions among the research. In this study, the definition derives from the work of Benson (2010) who states that teacher autonomy is "the freedom and internal capacity to exercise discretion in matters of curriculum implementation" (p. 260). Teacher autonomy is particularly important to this study due to district data from The North Carolina Teacher Working Conditions Survey. The working conditions survey from 2014 indicated that 54% of MCS teachers believed that they "had the autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy)" (New Teacher Center, 2018). Since 2014 it has been a district effort to positively impact this percentage and others that were significantly low on the North Carolina Teacher Working Conditions Survey in 2014. In the most recent 2018 survey, 90.6% of teachers answered positively to this same question. Keeping teacher autonomy high while still imparting a

consistent framework of instruction will be a challenge, yet one that demonstrates improvement in our beliefs in the importance of core instruction for all students.

Anonymous teacher statements from the March 2018 initial overview (see Appendix C) indicated that teachers were pleased with the autonomy that is provided. "I like knowing that teachers can make decisions in their classroom again" and "No more cookie cutter stuff! We can teach again!" indicate that teacher autonomy is recognized and appreciated among teaching staff.

Similarly, at the summer instructional roundtable focus group, 92% of the 26 participants answered positively that they believed the literacy framework did in fact provide teacher autonomy in the classroom setting. In the anonymous written feedback survey that was provided, one teacher wrote, "I believe that the Literacy framework will positively impact student achievement. The framework does a wonderful job of balancing teacher autonomy with research-based guidelines, which results in a flexible yet structured literacy block." This particular written comment demonstrated the belief that the framework could not only improve student achievement, but was also flexible and provided teacher autonomy.

Study Question 4

The fourth question centered on the instructional resources that teachers would need to implement the framework effectively. Throughout the study, this question proved to have the most varied answers among teachers. At the initial overview of the framework in March of 2018, teachers initially expressed concern about not having enough books within their classroom library to allows students to participate in self-selected independent reading. Another concern that arose at the March overview was a lack of appropriate text for students to participate in regular targeted small group instruction.

A lack of appropriate text in both classroom libraries and for small group instruction was echoed again at the summer instructional roundtable and in post-professional development surveys. The consistent theme was that teachers specifically indicated that they would benefit from increased student text resources and possibly online text resources. The anonymous written feedback survey data was a bit different because these teachers felt they had the resources they needed. However, the written comments still indicated there would be benefit to more online text resources and authentic text for students to use.

Research from Fractor et al. (1993) states classroom libraries need at least eight books per student of various genres and text complexities to be considered a basic classroom library. An additional resource for analyzing classroom libraries comes from Hoffman and Sailors (2002) who created the Text Inventory, Text In-Use and Text Interviews Observation System (TEX-IN3). This instrument evaluates the inventory of books, uses observations of students interacting with the text, and interviews students about their use of reading materials in the classroom. For the purposes of this study, only one portion, the text inventory, will be recommended. The text inventory of the TEX-IN3 recommends that a basic classroom library would contain 8-19 books per student in the classroom. An excellent classroom library contains more than 20 texts per student (see Appendix M).

<div align="center">**Recommendations**</div>

Resources

A need that arose throughout this problem of practice was resources for classroom teachers. In the 2014 school year, Moore County Schools adopted a textbook series for literacy instruction. Since that adoption has expired, teachers are asking for resources to use within their literacy classrooms. This need was indicated in multiple data points including the teachers'

feedback from the March 2018 overview of the Literacy Framework, feedback at the summer instructional roundtable, August professional development feedback, anonymous written survey data, and in the focus groups that were conducted. It is recommended that the district consider purchasing text sets for classrooms either in the form of guided reading text or books for classroom libraries. Another suggestion is to consider online texts that teachers could use when teaching specific literacy skills. However, the use of online texts often involves teachers making copies of the text which is a financial and environmental burden that should be considered.

Using the resources that are already available is a fiscally responsible approach to managing this recommendation. It is recommended that each school provide teaching staff with a list of text sources that are currently available to them at their school site. All classrooms still have the previous textbook series which includes grade level appropriate stories, short stories, non-fiction selections, and guided reading texts. Additionally, most schools have sets of guided reading books that teachers can check out for targeted small group instruction. It is recommended that all schools create a list of texts that are available to their teachers so that all teachers are informed of the materials that are at their disposal for teaching students literacy skills and comprehension strategies.

It is also recommended that principals consider using the TEX-IN3 rubric (see Appendix L) to identify if there are classroom libraries that are in need of additional texts. Hoffman and Sailors's (2002) recommendation of 20 texts per student would be an average of 480 high quality engaging and reading-level appropriate books per classroom library of 24 students.

Model classrooms. Throughout the data within this problem of practice, teachers have indicated a need to *see* the Literacy Framework in a real classroom. It was an original plan of this problem of practice to implement model classrooms that would serve as locations to learn from

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teachers who were implementing the Framework of Instruction with fidelity. These classrooms would be open for visits of teachers who needed to learn and grow from a peer who has already proven to successfully implement the framework within their school setting. The visits would look different, depending on the setting. For instance, teachers might participate in instructional rounds, walkthroughs or informal visits to the model sites (Houck & Novak, 2016). Teachers participating in the classroom visits would gather a broad impression of the instruction and then work to figure out the logistics of how to implement the component of the framework that is of most interest. Houck and Novak (2016) indicate that these visits are normally informal with the purpose of professional growth and development.

Initially, setting up model classrooms was a part of this Problem of Practice. However, the Literacy Leadership Team, in conjunction with the curriculum team, felt as though further professional development was needed and it was too early to indicate classrooms that already had all the components in place. Now that further professional development has occurred, it is recommended that model classrooms for each of the six components be set up. For instance, a classroom could be a model site for targeted small group instruction, just one of the six main components of the Literacy Framework. This allows teachers within the district to model leadership in their classroom without the pressure of having all six components of the framework perfectly demonstrated for visitors. On the implementation timeline that has been created, model classrooms will start in the spring of 2019 (see Appendix K).

Professional development. Further professional development is needed in all six components of the Literacy Framework. Specifically, teachers have indicated a need for more professional development in the effective implementation of targeted small group instruction and formative assessment within the literacy block. The principals' feedback indicated that teachers

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needed specific definitions of each of the six components with visual models to aid in teachers'

understanding of how each component looks when implemented with fidelity. Additional

feedback from the anonymous written survey showed that teachers wanted to implement with

fidelity but needed more direction to do so. From the fall 2018 needs survey, teachers have

indicated that they prefer face-to-face trainings but indicated an interest in online professional

development.

Research from Holmes (2013) indicated that online professional development had the

same learning effectiveness on teachers compared to those who attended more traditional face-

to-face professional trainings. These data indicate that although the district may be hesitant to

implement online models of professional development, the research suggests it is an effective

way to improve teaching and learning.

If followed with fidelity, the developed implementation timeline (see Appendix L) will

afford teachers the opportunity to attend professional development that will meet their specific

needs throughout the 2018-2019 school year. There will be choices for optional professional

development at the district's 3-day MLC and there will be school specific trainings offered

throughout the 2019-2020 school year.

Sustainability component. Efforts to sustain the change that is occurring in Moore

County Schools must be considered to keep the Literacy Framework implementation model

progressing forward. Sustainability efforts in professional development are defined as continued

benefits and positive effects of the training long after it has ended (Zehetmeier & Krainer, 2011).

For teachers who had their initial overview of the Literacy Framework in March of 2018,

sustainability research would indicate that more professional development and coaching would

be needed to keep the framework components fresh in educators' minds. For schools that have

instructional coaches, the data indicate that these schools have received embedded coaching and support throughout this implementation year. However, for schools without instructional coaches, it is recommended that the Curriculum and Instruction team provide additional supports and embedded coaching to aid in the implementation efforts at these schools.

A separate component of sustainability is the training of new employees who were not available during the initial implementation professional development. Over the summer of 2018, the Curriculum and Instruction team provided a 3-hour training for all new elementary teachers who attended new employee orientation. This 3-hour training was similar to the March 2018 professional development that all teachers received. However, any teacher who was hired after the start of the school year had not had any training on the core instructional expectations of the Literacy Framework. It is a recommendation that an online learning portal be created and used for new teachers to the district. It is also recommended that the curriculum team, or the Literacy Leadership team, continue to provide the 3-hour overview at new employee orientation training.

Implementation monitoring. Irvin et al. (2007) provide a step-by-step guide for school administrators seeking to implement a comprehensive action plan for their school's literacy instruction. Their research indicates that establishing the comprehensive approach must be followed up by a way to monitor and measure the implementation of the strategies. Methods of measurement include, but are not limited to, classroom walkthrough data, implementation checklists, and teacher self-reflection on implementation efforts.

The methodology for this problem of practice was a PDSA cycle (Langley et al., 2009). In the study portion of the PDSA cycle, it is imperative to determine what the data indicate as areas of strengths and areas of improvement. Without implementation monitoring systems and processes in place, it will be difficult to conduct the study portion with fidelity. It is

recommended that the Literacy Leadership Team work collaboratively to develop implementation check lists and/or reflection tools that can be used by classroom teachers who are in the process of implementing the Literacy Framework. These checklists and reflection tools can be used collaboratively among teaching peers or as formative teacher observation tools from administrators and instructional coaches. It is not recommended that these tools be used as summative evaluation rubrics but instead as coaching tools that will help establish a climate of clear expectations and continuous improvement in literacy instruction (Downey, Stefy, English, Frase, & Poston, 2004).

   Communication. Throughout the implementation process, stakeholders have been asked to communicate their thoughts on the Literacy Framework via post-professional development surveys, needs surveys, roundtable focus groups, and anonymous written feedback surveys. Throughout this process, the voices of the teachers have been considered and used to develop the next steps in the implementation process. However, two-way communication should be facilitated from the district to the teachers and back again from the teacher to the district. This is often referred to as reciprocal communication and is crucial if the Literacy Leadership team is to continue receiving buy-in and support from teachers and administrators (Biech, 2007; Fixsen, Blase, Naoom, & Wallace, 2009). In an effort to address concerns, several resources were created and shared to both administrators and teachers via a new district website, dedicated completely to the implementation of the Literacy Framework (Moore County Schools, 2019). Some of the resources on the website include definitions of each component and a Frequently Asked Questions resource (see Appendix K) that was created from teachers' questions. By August of 2019 there will be a video repository for teachers to use as a professional learning

resource. The video repository will also aid teachers who asked to *see* the Literacy Framework in action.

To aid administrators and teachers in long range planning, and to help ease questions regarding implementation, a timeline was created and shared with administrators. This timeline shows when professional development will be provided, the resources that are available to teachers, and when each component will be expected to be implemented in each classroom. Once approved by senior administration and principals, this timeline will be shared with teaching staff and housed on the website (see Appendix L).

Finally, a feedback loop is recommended so that teachers have a voice in the continued implementation of the Literacy Framework. The feedback loop could be via the Literacy Leadership team, Instructional coaches who are embedded in the school, and the continued use of anonymous survey data.

Considerations for Future Study

For districts implementing a MTSS structure, establishing a framework for core instruction requires knowledge of implementation science and effective methods of initiating change within an organization. Relying on the PDSA cycle (Langley et al., 2009) when developing and implementing core instructional changes within a district provides a structure and sequence to follow.

Within Moore County Schools, further monitoring on the student achievement outcomes of the Literacy Framework is necessary. It has been implied throughout the study that using research-based strategies across the district will positively impact student achievement scores. However, this problem of practice, due to time limitations, did not use student achievement

results to measure success of the Literacy Framework. Increased EOG reading and in future years, EOC English II scores, could indicate improvements in literacy instruction have occurred.

Further research in the field of education should be conducted to determine if increased teacher professional development increases student achievement scores. Currently, there is limited research that links effective professional development with increased student achievement scores (Garet, Porter, Desimone, Birman, & Yoon, 2001). Throughout this study it is implied that with increased professional development teacher instruction will improve, which will in turn increase student achievement. However, there is a lack of research that draws these same conclusions. Despite this research regarding professional development, there is significant research surrounding the instructional practices that the Instructional Framework was built upon (Dean et al., 2012). If teachers are using these instructional strategies to fidelity, the research indicates that it will positively impact student learning.

Summary

The initial phases of implementation of the Literacy Framework within the Moore County School system were effectively completed in the first year of the plan. Teachers developed the framework via a grassroots leadership model that allowed representation from each school site. Professional development was provided to all teachers in the late spring of 2018 and several additional opportunities were available throughout the summer and beginning of the 2018 school year. As a result of this problem of practice, it is recommended that the district consider further professional development and resources, particularly in the areas of targeted small group instruction and formative assessment. It is also recommended that the district evaluate the amount of text that is available to classroom teachers and students. Finally, it is recommended that sustainability components be established to include continued professional

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development and online learning options for teachers who are new to the district or are seeking

further information regarding the Literacy Framework.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board
4N-64 Brody Medical Sciences Building· Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office **252-744-2914** · Fax **252-744-2284** ·
www.ecu.edu/ORIC/irb

Notification of Exempt Certification

From: Social/Behavioral IRB
To: Bridget Johnson
CC:
        Jim McDowelle
Date: 1/8/2019
Re: UMCIRB 18-002520
        ESTABLISHING AND MAINTAINING CORE INSTRUCTIONAL FRAMEWORKS IN THE KINDERGARTEN
        THROUGH FIFTH GRADE ENGLISH LANGUAGE ARTS CLASSROOM

I am pleased to inform you that your research submission has been certified as exempt on 1/8/2019. This study is eligible for Exempt Certification under category #1 & 2.

It is your responsibility to ensure that this research is conducted in the manner reported in your application and/or protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

Professional Learning Resources & Timeline

MOORE COUNTY SCHOOLS
Growing to Greatness

Title & Summary of PD	Proposed Date?	Intended Audience	Based in Research
Principal/AP Training • simultaneously completed so everyone hears the same message • main Focus- provides rationale/"the why" as well as rollout plan	1/22/17 Workday	Administrators	• NC DPI ELA Research Based Literacy Strategies (link) • John Hattie's Effect Size Research (link) • New ELA Standards for Literacy (link) (implementing 2018)
Literacy Framework Introduction • Presented by Principals/Fireteam members via CANVAS	Any time prior to March 5th (could use 2/23 half-day)	All teaching staff presented at school level	• NC DPI ELA Research Based Literacy Strategies (link) • John Hattie's Effect Size Research (link) • New ELA Standards for Literacy (link) (implementing 2018)
Teacher & Teacher Assistant Training • K-2 and TAs in AM • 3-5 in the PM • Introduction for all in auditorium • Rotating through 6 components of block to see it "in action"	March 5th PD day	All K-5 Teachers and Teacher Assistants	• New ELA Standards for Literacy (link) (implementing 2018)
Framework and new ELA Standards Training • Canvas Training facilitated by administrators/ fireteam members • Focus on whole group/mini-lesson as well as resources released by DPI	Flexible between March 5th and June 12th	All K-5 Teachers and TAs if possible	• NC ELA Virtual Toolkit for new standards (Released in January) • Canvas module (not yet developed)

Title & Summary of PD	Proposed Date?	Intended Audience	Based in Research
FEEDBACK/QUESTIONS Google doc emailed/provided where teachers can submit questions they have based on the information they have already received.			Feedback link: bit.ly/MCSLiteracy
Summer Teacher Training • Would allow for the "fire team" to facilitate and expand teacher leader team (to support roll out in 2018-2019 school year)	June 2018	Adding 1 team member from each school	• Teach new Fireteam members using pieces of Deb Burn's PD that was presented in September (link) & Initial rollout PD (link).
Small Group Instruction • Differentiation, Guided Reading, Skill Work, Feedback, & Mini-Lesson • How to use data to drive guided instruction	9/28/18 half-day PD	All teachers and TAs if possible	• Guided Reading: *The Continuum of Literacy Learning* (pages 239-343) • Small Group: *The Reading Strategies Book* • Small Group: *Making the Most of Small Groups* • Guided Reading: *The Guided Reading Teacher's Companion*
Whole Group, Mini-Lessons, & Formative Assessment Training • How to keep a mini-lesson mini • Where do I pull mini-lesson ideas from? • How will I know that they've learned what I've taught?	10/26/18 half-day PD	All teachers and TAs if possible	• Read Aloud & Guided Reading*: The Continuum of Literacy Learning* (pages 14-37 & 239-343) • Formative Assessment: *The Reading Strategies Book*

Title & Summary of PD	Proposed Date?	Intended Audience	Based in Research
Independent Stations/Independent Reading & Student Work Ideas • Formative Assessment & Feedback • What are the others doing while I'm teaching small group? • How do we know kids are reading during independent reading time? • How do kids find a "just right" book?	Flexible between 10/26/18 & 1/18/19	All teachers and TAs if possible	• Independent Reading: *What really matters for struggling readers: Designing research-based programs* (pages 43-66) • *Independent Reading: Igniting a Passion for Reading* • *The Book Whisperer* • *Literacy Work Stations*
Check In/Check Up- Enhance Your Small Group/Whole Group/Independent • Differentiated PD that would allow teachers to get support where they may have confusion • Possibly completed 2/22/19	February 2/22/19	All teachers and TAs if possible	• Small Group: *The Reading Strategies Book*
Rotational "Hands on" PD • teachers experience Whole Group, Small Group, & Independent Work as if they were the student. • Similar format to March 5th, 2017 PD day • "Next steps" type presentation	March PD day 2019	All teachers and TAs if possible	Using all previously studied resources
Next Steps: Reading Across Content, How to keep a mini-lesson mini, skill based small groups, Readers workshop as an option for instruction	TBD	All teachers and TAs	

APPENDIX C: TEACHER PERCEPTION DATA FROM MARCH 5, 2018

One question I have from today's training is…

- How will money we are saving from not buying a new reading set be used?

- How often does the district change/tweak pacing guides and framework?

- Where can I find the PowerPoint slides that were used in the presentations?

- Can we have access to all the materials that were presented today?

- Is there going to be a basic pacing guide for each grade level?

- What resources will we get?

- Will we be receiving a reading curriculum for next year?

- No questions

- None

- Is there going to be a basic pacing guide for each grade level?

- What resources will we get?

- Will we be receiving a reading curriculum for next year?

- No questions

- Can my reading block be extended and my intervention group be only 30 minutes?

- What is the new material for literacy if Journeys is changed?

- Is it ok if I'm not able to see all groups for guided reading every single day?

- Which parts will be implemented first?

- Can we get more time to collaborate?

- Do most k-2 teachers have sets of quality books to use during small group instruction since a new textbook may not be adopted. It sounds like lots of good quality books will be needed to make this framework (or any framework) successful.

- Will there be another reading adoption?

- Where are the resources found? Copy of PowerPoint?

- Can we begin to use Essential Questions in our class?

- Where should we get lots of leveled resources for self-selected reading?

- Will there be funds for purchasing materials? This block sounded like the Daily 5 is that what it is?

- Will there still be a pacing guide to follow?

- Is it possible to get a lesson plan format of the new MCS literacy framework?

- Will there be $ for additional leveled readers for the classrooms since we are not spending $ on a new adoption?

- Can you include Instructional Assistants more often? Loved the idea! After all they teach too.

- Can SSIR be one reading station during literacy block?

- Will money be allotted to each school to purchase books and/or subscriptions?

- Teacher autonomy is great as long as the teacher has a knowledge base of what to teach and how to teach it

- (understanding process.) Will all future training on framework components be required sessions for all teachers?

- N/A

- Since the county is not purchasing another basal textbook, will there be resources purchased for leveled readers, phonics instruction, fluency and comprehension? Teachers can't be expected to print copies of everything and not every school is one to one with technology. Kids need engaging text to read.

- What do we do when our principals say there is no money for books?

- Can we get the PowerPoints used today?

- How can I join this team?! I loved it and would love to be a part of something like this next time!

- What curriculum resources will we be provided with to successfully implement this framework in our classrooms?

- N/A

- Will there be resources/pacing guides to take the place of Journey's?

- n/a

- None

- Will books be provided for Guided Reading groups?

- Can you have multiple ELA mini-lessons in a day?

- What exactly does the new literacy framework look like? I need to see what is expected.

- Can we have more workshops very similar to the literacy workshops where we learn the standards and examples? Moving every 60 minutes was nice.

- Will we have resources available by someone other than our curriculum coach?

- n/a

- Will we have additional time to implement the new standards?

- Will there be a pacing guide? Will we get any resource money for implementing the new framework since we no longer have Journeys textbook?

- Why was only one person representing my school?

- When can we start this?

- The information presented and how it can relate to my classroom.

- I got literacy CEUs

- Letting teachers get back to chucking standards.

- Honestly, I don't feel like it was valuable

- Instruction will not have a concrete, inflexible model.

- I appreciated being rotating instead of just staying in one room

- I got a refresher on formative assessments that I haven't used in a while.

- The reminders of methods of formative assessment

- The website and book suggestions were helpful.

- My second rotation on formative assessment was valuable

- Interaction with groups of teachers was helpful

- The information I received today was all helpful.

- This was a good intro to the framework.

- Formative assessment info = helpful.

- The learning target session was helpful.

- The sessions were direct and to the point.

- Silent sustained reading is back!

- The formative assessment session was helpful.

- Our final session on formative assessment was great.

- Some new ideas were shared.

- Learning some new types of formative assessment ideas

- The session with three instructional coaches was very informative and useful.

- Learning we have flexibility in how we teach the standards

- Learning how to use digital formal assessments

- Gaining a better understanding of the new literacy framework and how to implement it into my lessons.

- I enjoyed the class in 35B. They had ideas that kept me engaged.

- The delivery was to the point. Not filled with multiple Kagan structures and team builders.

- Learning about the Self Sustained Independent Reading Time

- The small group/independent practice session was awesome! The instructional coach and her colleague provided a great pace with structured chunks! Would've loved a 3-hour session on that content alone ☺

- I learned about the changes for next year for planning purposes

- I like the idea of implementing things slowly.

- The third session I attended was great.

- I like knowing that teachers can make decisions in their classroom again.

- The best part of today was emphasizing the importance of self-directed reading for students.

- Getting to hear from other educators was helpful.

- I discovered new ways to engage students.

- The rotation with instructional coaches were so engaging and hands on!

- It was broken up into different sessions per topic which was nice.

- Formative assessment ideas.

- Reminder about formative assessments

- No more cookie cutter stuff! We can teach again!

- The formative assessment session we ended the day with were spot on! They were engaging and used real world samples. LOVED IT!!!

- Finding out that we are working toward a model that is based on students' needs!

- Learning the new framework

- Short sessions, safe spaces, activities that requires you to think

- Clear picture of the new framework.

- Being able to talk to my peers about their classrooms and what their small/whole groups may look like.

- I'm excited about the empowerment and trust that teachers now have to make decisions within the classroom and the literacy framework.

- Rotations of speakers was a great idea.

- Learning how to implement useful formative assessments

- Ways to work in small groups and how to break kids up. New ideas for small groups were shared.

- Whole group mini-lessons is new to me.

- I felt that we learned what we already knew about, and our schools have been prepping us for this already.

- The presenters did a good job

- The videos were helpful to actually see examples of the whole group lesson and guided reading lessons.

- Seeing teachers from other schools was helpful.

- Collaboration between presenters and teachers was the best part of the session.

- Talking with other teachers. We need more of this.

- The presenters were very knowledgeable about the topics presented.

- The modeling of effective teaching strategies, including some tech tools.

- Feeling validated about what I already do in my Literacy Block.

- Books that had good information, but cost.

- Learning that we can have more autonomy in the literacy block.

- The rotations were very efficient and presenters were very knowledgeable.

- Collaboration with fellow grade level peers was helpful.

- A sneak preview for what is coming.

- Conversing with the facilitators and other teachers from different schools about how things work and look in their classrooms.

- Seeing and talking with colleagues from other schools.

- Variety was great, PD was short and there were ideas to use that the instructional assistants are now aware of.

- Knowing I can reteach and not push, push, push.

- The excitement felt by presenters & attendees was awesome.

- The focus on teacher autonomy and "bottom up" decision making.

- The take-aways from each session are great.

- Seeing videos where concepts were being used was helpful.

- The session about assessments

- Formative Assessment tools

- Knowing the children will be allowed to read for fun!

- It was nice to be in small groups that rotated with a variety of presenters. Was nice to move around & hear different voices talk.

- Learning the new framework

- I'm looking forward to the new framework. Today's speakers were great

- Seeing a new literacy framework that is implementing the ideas of MTSS!

- Gaining flexibility in the means of using I can statements/EQs, and bringing back self-selected Independent reading.

- Hearing about new literacy framework

- Getting new ideas. Professional Development always gives a sense of renewal

- Today I learned teacher autonomy is back!

- It was half a day.

- Overall- love that teachers are getting more autonomy!

- Learning the new framework

- The 3rd session. Room 33 was engaging, fun, and totally helpful.

- Going over all parts in the last session was great.

- I appreciated the rotations & small groups.

- The presenter was engaging and knowledgeable.

- Timely information about curriculum changes.

- Learning that teachers would have more autonomy in the classroom next year.

- I have a list of 13 new ideas I received.

- An opportunity to collaborate with teachers from other schools.

- Collaborating with others was helpful.

- The video clips were good. The collaboration was good.

- I enjoyed being in a workshop session with the classroom teacher that I work with.

- I found out that this is something that I have been trying and now we are actually going to do it as a whole.

What supports do you need to implement what you've learned?

- None

- n/a

- Time for planning

- Materials (FYI Front Row provides a few hundred leveled texts for students and can be assigned based on standards).

- None

- More help on how to do independent reading effectively

- None

- I want to see the framework expectations in action.

- Nothing needed

- Access to silent reading materials.

- I need time for planning and reflection

- Resources

- I need materials and support.

- Lots, haven't taught ELA in many years....

- None at this time

- Easy access to I can statements so I don't have to create them on my own.

- I do not currently need any support for these strategies.

- None

- More support with curriculum materials.

- N/A

- I need access to leveled reading materials.

- Plickers would be nice. I wish we could become a one to one school

- Chromebooks for my students would be helpful.

- More classroom books!

- Modeling from coaches

- Learning more about mini-lesson would help. Also, time to really plan how I will implement in my classroom

- A "Make It/Take It" session where we could bring planning materials, collaborate and create plans, etc.

- More ideas for differentiation would help me.

- Not sure at this time.

- n/a

- NONE

- More resources

- I'll need a refresher in the fall

- Nothing-I've been doing readers' workshop for two school years now and I feel that fits in wonderfully with the new framework.

- Additional resources besides Journeys and online

- LOTS of PD so we can be up to date on current literacy strategies being used in the 21st century classroom

- Time to look into how to integrate more of the literacy framework into the math curriculum.

- technology :-(
  I *really* wish every school could have a reading specialist...

- Materials (especially for self-selected reading)

- More books for classroom libraries

- I would like some of the books and resources mentioned. (Words Their Way)
- None

- Possible online reading materials...RAZ kids, A-Z reading

- None

- A guide or curriculum pacing that helps make sure that all standards are covered.

- None

- It would help if a teacher assistant was in the classroom every reading block so all groups ran smoothly.

- Our coach can continue to model lessons using these strategies.

- To continue learning about the changes that are coming.

- I need more ideas for mini-lessons

- Resources for small group practice

- Time to plan with fellow teachers

- Just continue to be available if needed...

- Recommendations for grade level book collections that would be good for filling a classroom library.

- I would like the chance to get with other schools and discuss how they will implement this.

- Any additional unencumbered work days are always appreciated!

- Resources, materials, a curriculum coach that knows what they're doing.

- more books

- Would love posters or other print media to put in my classroom to keep referencing the new standards.

- Teachers may need a review in the development of phonetic skills and vocabulary skills to help pace out their phonics and vocabulary components for their literacy block next year.

- Materials

- A guide to how a mini-lesson should look

- Additional readers would be fabulous.

- None at this time

- Would like to learn more about Daily 5.

- Handouts of the framework materials presented today.

- More leveled books and letter tiles

What supports do you need to implement what you've learned? (cont.)

- Enough books for each child in a classroom to do whole group activities

- None

- Leveled library of books

- Reading resources: leveled books in sets for groups

- Books—SO many books. Books for the students to use during self-selected independent reading time. QUALITY Leveled texts to use for guided reading groups. SO many books needed!!!

- Literacy PD that can bring new ideas to the new framework

- Nothing at this time

- A subscription to Reading A-Z for next year.

- Leveled readers for grade 1

- Materials/Resources/Pacing Guides to take the place of Journey's

- More training

- We need more money for classroom supplies to fill in the void that will be left from not having Journey's textbook.

- Books

- Copies to print books from Reading A-Z

- Maybe a video that shows exactly what the expectations are??

- Effective literacy center examples

- Resources and a curriculum coach that is willing and knows how to helps us.

- n/a

- Administrators, materials and facilitators.

- More leveled readers

- Someone to call on that knows how it is supposed to be done. Someone to model for us at each school.

- I need a pacing guide and time to plan instruction.

- I need more resources.

- More workshops with the teacher I work with so that I can be on the same page as her.

- More books in the classroom

Could we build upon today's training for a follow-up session? What would you suggest?

- How to organize your classroom for the new framework

- Purchasing of online materials for reading as well as technology tools to actually teach.

- If you do, more engaging, less PowerPoints, and new information

- Yes. Model a successful session or block.

- No, this was sufficient

- Strategies for small group instruction.

- I suggest that any follow up can happen in PLCs.

- No

- Perhaps look at how the framework will look for specific grade levels.

- I have no suggestions at this time.

- Yes, having a PD where you can choose what you need and want to work on.

- No

- Encourage some teachers to try some of the suggestions we heard today and then share with us the pros and cons.

- Yes

- Have one training to focus on each where I can actually see how this would look in a classroom.

- Yes, have Barbara and her fellow presenter should offer a follow up with a work session to apply this information.

- Show ways to incorporate writing component into the literacy block.

- n/a

- NONE

- I would like to see a similar framework for math, especially given the new standards that will be implemented in the fall of 2018.

- More Ideas on how to choose books and strategies for small group and AIG students

- I think teachers might need strategies of HOW to implement this (workshop, daily 5, etc.)

- Yes, giving us an idea of what the principals want and more researched based methods.

- Give resources that can be used and give time to explore those resources. NY Engage, etc.

- Closer look into each section, modeling, take-aways, watching different strategies, LOTS OF PD
- Doing digital PD.

- Go more in depth with each section of the framework

- I like the videos that show us what good lessons look like!

- Have another session that could be like a make and take kind of program.

- It was great

- More training with small grouping: strategies based, standards based, skills based, guiding reading. More training for mini-lessons.

- Actual lesson plan in action showing the lesson format.

- None

- More on small group instruction

- I would suggest the coaches modeling lessons in individual classrooms.

- To continue learning about the changes that are coming.

- more mini-lesson examples or more ideas to use

- details on small group session

- More examples of activities/technology we can use in our classrooms.

- Yes, more hands-on materials

- Technology integration ideas that would support the new framework (i.e., formative assessment ideas that involve tech)

- Schools gather together for discussion-not a new training.

- More videos of teacher facilitated whole group and small group instruction (guided reading, strategy/skills lesson, and standards-based lessons). I learn a lot from watching other teachers.

- Writing component?

- Not sure.

- Yes. A session on independent literacy assignments for specific grade levels would be great... even a share session where each person brings standards-based assignments for their grade level would be great!!!

- Teachers may need a review in the development of phonetic skills and vocabulary skills to help pace out their phonics and vocabulary components for their literacy block next year. Also, suggestions for how to get materials to use without making lots of copies. I need children to have the same text in hand when a comprehension strategy is being taught so through whole group, small group, and individual practice the strategy can turn into a skill that the student can use. This will only happen will repeated exposure.

- Some added time to allow teachers of different schools but the same grade level to meet and talk and find out good ideas and good teaching from all around the county.

- Include IAs more often

- More info on how to not make Teacher small groups part of daily literacy rotations.

- Yes, as above

- N/A

- Organize groups better so they are of similar sizes

- A deeper dive into HOW to effectively do these components. It would be great to actually see kindergarten videos and not first grade all the time. It makes me wonder if we are expecting too much if we can't find Kinder classrooms doing these things.

- Any type of Literacy PD

- more details especially with the different types of small groups

- Teachers will need more ideas on how to run a daily 5 type model in the classroom, and more instruction on what small group should look like. I was on the DPI team that rewrote the CCSS, and have trained teachers in Scotland County on this the last 3 1/2 years. I would love to help in any way I can with implementing this!

- Yes, more examples and resources for small groups based on standards, skills, and guided practice.

- N/A

- Yes, we would benefit from guidelines of what the district is recommending, meaning 60 mins small group reading, 30 mins whole group, etc.

- I'd like to learn more about small groups

- Yes.

- Yes

- More information on mini-lessons

- Absolutely . . . since it will be new next year, have a follow up in October.

- Providing resources such as Researched Based Practices

- It would be great if teachers could observe teachers who have highly engaging/effective literacy blocks (either in person or via video).

- Yes. Examples of small group and mini-lessons.

- Teachers working together by grade level and/or by subject area.

- No switching

- Best practice ideas for implementing the new pacing guide. Creating simple pre and post tests for the new ELA skills. Pre & post are much easier to create and find for Math.

- Review standards again.

If you weren't satisfied with today's training please tell us why.

- Presenters need to learn how to connect/activate the sound on the SmartBoard.

- I thought that it was a good overview for teachers that teach Lit but not all teachers are teaching lit and a better use of time would be in their respected content although some concepts are applicable to all subjects i.e. assessment strategies

- The information presented seemed obvious (things I am already doing) and not necessary for a half day PD session.

- I felt like there were things that many of us felt confident in knowing and we could have used the time better being able to choose what we need to focus on to better improve ourselves.

- I don't really feel much of the literacy framework has changed except some of the standards and the manner in which we teach them. Could have been shorter.

- This is how I already teach my ELA block. For me, this wasn't something new.

- I was satisfied

- I was very satisfied, but am concerned that writing is not being addressed. I was shocked when one of the presenters said she doesn't teach writing because she doesn't have a "writing program" like the primary grades have. Teachers do not need a "program" to teach writing! We are going to be sorry that we do not give teachers some support to be better at teaching writing. Honestly, we probably need someone to do nothing but work w/ our elementary teachers on ways to incorporate writing into all of their subjects. Our students right now are pathetic at writing at my school. Fifth graders cannot write a complete sentence.

- No complaints

- Power points....

- I was satisfied with today's training.

- I was very satisfied with the training

- N/A

- 2/3 of the sessions weren't engaging. Watching powerpoints

- As one of the presenters stated some of us are already doing this. It seems as though, we are not changing anything but now we have less support and resources to meet and address our standards with our students. This will be lots more money coming from our own pockets.

- Most of the information was a repeat of things our school is already doing.

- Some of the presenters did not seem very enthusiastic about what they were sharing. That made it harder for me to 'hop on board'.

- Today's training could've been condensed into a shorter time frame.

- I was satisfied

- I think it could have been a school wide PD instructed by the coach and whoever else was on the FireTeam in a shorter amount of time.

- One session had a presenter that didn't mind throwing out bad language. I have to listen to it in most public places, shouldn't have to hear it from a presenter.

- Presenters stood in front of the screen and it was impossible to see. Some of the videos did not match the material presented.

- There was very little new information. The workshop, I'm sure was helpful for newer teachers but and email with the updated changes would have been enough for seasoned teachers already using guided reading groups.

- No complaints, thanks for the treats too!

- N/a

- There was no new information!

- N/A

- The only thing that irritates me personally is when I'm asked to "Give me Five" or hold up fingers in the air. While I love using those techniques with my students, I don't enjoy being treated like a child.

- I felt that our school fire team reps could have presented this same information to our entire staff in one or two staff meetings and today could have been used better in our classrooms/planning with PLCs.

- I was satisfied

- could have been presented much quicker as a whole group or on the school level

- Yes, I thought the information was useful and insightful of how to prepare for the new framework

- I was satisfied.

Please provide any additional feedback that might be helpful to us as we make future plans. Thank you!

- Good introductory session.

- The ovals on the framework are not the same size as mentioned in the presentations

- The power points before the session would have been great. We could have viewed it and had some better questions. I'm looking forward to receiving them after, though.

- Loved It! Thank you!

- A more detailed pacing guide with more engaging texts would a tremendous help to all teachers.

- N/A

- I liked dividing into grade level groups and doing rotations.

- N/A

- It is true that I understand the material presented. However, there was not a clear expectation defined. What does this framework look like in the classroom? Is there a program we are going to follow? (Scott-Foresman, Journeys, etc.)

- Having two presenters is very helpful because you learn more about their classroom examples.

- A coworker had to forward me this email because I did not receive it.

- It would be beneficial to hear what other schools are doing with their Literacy Framework.

- Thank you all for your hard work! I feel that this session was a good use of my time.

- I understand the presenters are modeling good teaching practices, but we are educated adults and do not need to be treated like students. Unless of course the PD is on behavior management and they are providing techniques on how to have classroom control.

- All was good!

- everything was ok

Literacy Framework Fireteam
4/27/18
1:00-3:30pm

Goals
1. Provide and receive feedback surrounding March 5th PD
2. Discuss August MLC sessions regarding elements of the framework
3. Long range PD Plans
4. Discuss sustainability of the team
5. Phonics/phonemic awareness - purchase a system wide program?

1. **Provide and receive feedback surrounding March 5th PD**
   a. Positives of the day:
      1. teachers were interested and relieved.
      2. Good takeaways
      3. Teachers felt validated for the research-based strategies they are already doing.
      4. Made them feel good about their own teaching.
      5. Teachers appreciated hearing it from their peers instead of from District people
      6. Teachers liked the movement from session to session
   b. Concern:
      1. Materials - Teachers don't realize what they already have in their building. Each school might need to do a good inventory of what is available and then balance that with digital resources.
      2. It would have been best to separate 3rd-5th grade. (Didn't have the man-power) - Because we didn't do it that way, not every person heard the same thing like they did in K-2 (although the messages were similar and planned together)
      3. "Do our administrators know about this?" Teachers wanted reassurance that their principals knew the new framework and would know what they were looking for.
      4. There will be some principal discretion that we need to clarify with principals. I can statements vs objectives vs. learning targets vs. EQs - Should have shown them that we did meet with Principals/APs so that they knew the principals had heard it before.
      5. Idea = September Leadership meeting - Do a refresh with principals on Literacy Framework
      6. Teachers want to know what their principal's expectations are for the literacy block. I can statements. Could principals observe in a walkthrough format at a school site so they could see it in action? Lane - Is filming small group videos anyhow, use this as training tool.

June Principal's meeting - reviewing the discretion principals have and asking that they set those expectations.

2. **August MLC - Deeper 3-hour dives into each component of the literacy framework**
    a.   K-5 Small Groups - Lane/Dawn
    b.   Whole Group – Mini-Lesson - OPEN - Anyone? Anyone? Anyone?
    c.   ~~Independent Work (center activities)~~ - Will be addressed on August required PD day. No need to do an additional 3 hours just 2 weeks prior.
    d.   Sustained Silent Reading - **Molly & SPE Friend** - needs to be on Wednesday so SPE friend can do science kit training on Thursday/Friday
    e.   Formative Assessment & Feedback - embedded in every other session. Not it's own session? (Is that what we decided?)

3. **August 23rd Elem. PD Day**
    1. In the building - Give principals time to share their literacy framework expectations
    2. If the principal co-presents with IC or teacher leader, it makes it more of a mandate than the IC holding them hostage for 3 hours.
    3. Goal of the session is Independent practice aligned to new standards in a new framework. - No workbooks provided this year and our framework is not worksheet driven - Provide teachers opportunities to dig into standards and plan/create materials they will use first few weeks of school.
    4. Perhaps provide helpful hints for your PD day checklist to principals because it is imperative that the Principal is active and engaged in the PD
    5. Let teachers know the date and time ahead of time before they leave for summer.

Decision: August 23rd PD day is an expectation setting time and a guided planning time to figure out first few weeks of school with these components. How do we fit the new standards into this framework?

Principal shares outlook on learning targets and what they are expecting to see when they come into the classroom. Teachers are asking for this - Is my principal on the same page as this? Is there a particular format of lesson plans that the principal wants to show that they are meeting all the components of the framework?

Could Highfalls pair with another school? PLC planning in singletons is tough.

4. **Long range planning**
    1. Roundtable focus group about Literacy Framework at Summer Curriculum workshop
    2. August - MLC Sessions
    3. All year - Formative Assessment, Learning Targets embedded in framework trainings
    4. August 23- Independent work/Silent Reading PD @ school site
    5. September 22 ½ day - Small group (needs district approval)
    6. September after school- Optional collaboratives for extra support
    7. Fall 2018 - Super Saturday session on Literacy Framework
    8. October - Focus of coach meeting - Figure out where are teachers struggling - where do we need more support?
    9. Oct/Nov- Canvas Whole group course on effective mini-lessons - Principal/IC to deliver at a time that best suits their schedule.

  10. Principals collect survey to gather feedback - What do we need now? Where do we go next? (Teachers will answer more freely if it isn't going back to the district)
  11. November - Collaboratives - extra support

5. **Sustainability of the team:**
   a. Phase people off? Add people on?
   b. Dates needed for the year ahead of time so they can put in for subs
   c. What if people move schools/grade levels? - Keep them on the team, there is a wealth of knowledge on the team.
   d. Add so there are at least 2 teachers from each school.
   e. Pulling teacher leaders at each building into helping present the material - with each component pick a teacher to help present - one that is a rock star in that component of the framework.

  If you are wanting to phase off the team, email Bridget or Trisha

6. **System-wide approach to phonics instruction**
   b. Letterland - Is working at Highfalls and Aberdeen Primary
   c. Spelling inventory - use this tool to drive phonics instruction?
     1. If 80% of kids have CVC words - I don't need to do this in Core - Other 20% that are missing CVC words happens in small group
   d. Core phonics survey - use this to drive instruction?
   e. Recipe for reading - follow that scope and sequence? - An option
   f. Fundations is an option - From Wilson - Direct Instruction

  $500/class - Letterland
  Does it cover phonemic awareness - It does but you have to supplement

  Ask principals who has Letterland already

  In upper grades you could do a phonics survey for upper grades from Words Their Way - Would need to teach teachers how to score and what to do with it.

  3rd-5th grade would need another PD day just to address that.

  Fundations has a training DVD that comes with the box. They don't provide Train the Trainer as an option. But it's direct instruction explicit.

Need: Graphic of our Literacy Framework professionally done - Posters made for every teacher

Next steps -
  Pull small groups together to prepare for MLC.
  Pull groups together to build August PD day
  Get proposed PD schedule for the fall approved.
  Put dates for next year on the calendar.
  Research Letter Land and Fundations - ASAP - Would need to go into pacing if we purchased.
  June Leadership - Principals review framework - setting expectations for their staff
  September Leadership – Look-fors in a solid literacy framework

APPENDIX E: LITERACY FRAMEWORK ROUNDTABLE QUESTIONS

During the June 20th, 2018 Roundtable focus group, 26 teachers rated the following questions by indicating one of the following ratings:

Very True > True > Somewhat True > Not True

1. I am confident in my ability to conduct formative assessment daily in my classroom.

2. I am confident in my ability to conduct mini-lessons daily in my classroom.

3. I am confident in my ability to use learning targets daily in my classroom.

4. I am confident in my ability to conduct small-group instruction in my classroom daily.

5. I am confident in my ability to conduct meaningful independent practice for students in my classroom daily.

6. I am confident in my ability to guide students through daily self-selected independent reading in my classroom.

7. I felt informed in regards to how the Literacy Framework was created. (i.e. year-long process w/a Fireteam of 30 teachers/admin)

8. I believe this framework is aligned with research-based practices.

9. I believe this literacy block provides me autonomy in my literacy block.

10. I believe this framework will positively impact my ability to increase student achievement in reading.

11. Behind closed doors, I will follow this framework daily.

APPENDIX F: OPEN ENDED DATA FROM ROUNDTABLE FOCUS GROUP

OPEN ENDED FEEDBACK – JUNE 20, 2018 ROUNDTABLE FOCUS GROUP

If we created a framework all over again, what could we consider doing differently?

- Model the framework, not just explain what each part is. We need to see it "in action."

- Bring multiple co-workers into the process earlier so more people can provide feedback.

Are there any other ideas or questions you'd like to share?

- I am concerned about having resources. I am coming back into the classroom after a long period of time away.

- I need to see what it looks like.

- PLEASE make sure teacher that come into this district new receive this framework and are trained on it.

- Switch up the Fireteam members throughout the process. This would allow variety of input from different people. How many people from each school were represented in the process?

- I really need to see it in action and would like our framework staff development to be grade level specific since mini-lessons, silent reading, etc. will look different by grade level.

APPENDIX G: POST-PROFESSIONAL DEVELOPMENT SURVEYS FROM MLC

How will the professional development session impact your instruction?

- I will implement new strategies into lessons.

- It will help with teaching students to write.

- Understanding of how to better meet the needs of students in small group.

- I will plan daily small groups better.

- I will be using small groups daily in my lessons and this course has helped me better understand how to set the groups up and help ensure student success.

- This has GREATLY helped me to rethink small groups and has given me the strategies I need to develop purposeful lessons that will help students achieve growth in reading.

- Help me plan and be a better reading teacher

- I loved learning about the different small group possibilities

- This session provided me with specific instruction on lesson planning and how to implement small group lessons to teach skills, strategies, and standards.

- I loved learning about the different small group possibilities.

- Use ideas in lesson plans

- It will help in lesson planning involving small group.

- This will help with small group instruction

- This will improve guided reading groups

- This was very helpful. I will make some significant changes

- Learned about the differences in grouping students.

- I learned a lot!

- This session will help in choosing read-alouds and how to run a mini-lesson.

- Improve the flow of my small groups and mini-lessons throughout the ELA block

- Preparing students with developing reading skills and conferencing.

- Great resources online for students.

- I will use E books in my classroom

- Having more access to a variety of literacy resources in my classroom as well as for parents to use at home.

- More books to utilize with children and to teach children how to access the books independently.

- Being able to offer another source and supplement my own instruction

- Incorporate a variety of ways to craft a lead sentence in writing by using children's literature as examples

- This ELA professional development session will help me use more text sets with my classroom and emphasize communication skills.

- I will do more writing lessons with an emphasis on creativity

- Will use in writing using different types of opening sentences

- Great strategies for teaching writing

- It will help me finds ways to teach writing through more effective modeling.

- I will use the anchor charts and resources I carry with me to supplement my guided reading and writer's workshop.

- Enhance and energize. Support topics. Open Reading Avenues at home

- I have new thoughts on rerouting reading block and how it's structured

- Fantastic ideas for instruction

- It helps to see how to incorporate volume of reading and mini-lessons into the reading block.

- As an Instructional Assistant, this session will help me to better understand how to work with gifted learners in reading.

- Gives me tools to help the gifted student when acceleration is needed

- Got lots of great ideas to use for students of many different grade and ability levels.

- I will use the ideas presented today.

- Help me in the classroom to know that I am on track

- Planning

- It improves access to quality children's literature for no cost

- This will provide more resources/books into my classroom.

- Improved quality screen time

- Ways to get more books in my students' hands.

- This will give me another opportunity to incorporate technology into the classroom.

- It will provide many more resources to supplement existing resources and add more dimensions and depth to my instruction.

- will share with students and staff resources for online books

- I will utilize the practices discussed in this workshop.

- This session will help me choose better texts to reach all students at all levels.

- Reviewing best practices for ELA and sharing ideas and resources.

- I will implement these instructional practices in my classroom.

- Help assist independent projects and enrichment

- Will use during whole group time.

- Another option for students

- more structured planned mini-lessons

- This has been helpful for me to actually see what a mini-lesson should look like in a 1st grade classroom.

- This will help streamline my mini-lessons this year. I will be more focused and keep it short.

- It will help me effectively implement mini-lessons in my classroom

- Knowing how to teach a mini-lesson and make it effective.

- Help with mini-lessons

- More focused and brief mini-lessons before students have-a-go.

- excellent resources for instruction

- Students will be more engaged during independent work time.

- Gave an insight on how mini-lessons are created

- Use of mini-lessons in my classroom

- Very good pd on mini-lessons

- A quick guide to teaching mini-lessons

- This allows me a different perspective on how to utilize time and target specific skills.

- Help me become proficient in my mini-lessons.

- Provides a framework for mini-lesson planning and implementation

- This can be easily implemented and I will add it to my instructional tools.

- I will use mini-lessons to teach reading strategies in content areas.

- Mini-lesson demonstrations helped me to understand expectations.

- Aid instruction of Literacy framework

- I will use it every day in my teaching.

- I will use it every day with new reading framework.

- This was a great guideline to get started and implement mini-lessons.

- I will add new strategies to my teaching repertoire.

- Make me more aware of thinking about my teaching

- Shared ideas of how to meet the standards for ELA and the new framework.

- I will take my knowledge of reading strategies and apply them in my reading instruction.

- Help plan instruction for my low readers.

- implementation of new framework; making the most of self-selected independent reading

- inspired multiple ideas for instruction and collaboration

- It helped me learn the purpose and how to structure the silent sustained reading block.

- I will be able to use ideas given here to help teachers at our school

- I hope that it will help me to teach students to become lifelong readers

- I'll be working with my coach to implement more reading things in math (my subject)

- It gave me ideas to use for small group that are interesting

How will your new knowledge and skills impact student learning outcomes?

- Students will build fluency and stamina in independent reading

- It will help teach students how to write

- Hopefully it will allow me to see that students better understand what's being taught.

- Small group instruction is the most effective for kids.

- I will be better able to ensure students learning and success in small group

- Students will become better and confident readers.

- New knowledge will help students be better readers and decoders

- Flexible groupings

- I can now confidently use small group instruction to teach skills and strategies effectively.

- Flexible groupings

- More engagement

- It will help them learn since I will be prepared to ask the right questions.

- work on procedures

- better reading fluency for whole class

- I will use the examples to help guide my small group instruction.

- Very much

- Help students learn from the small mini-lessons on read-alouds.

- Improve student reading based on reading workshop mini-lessons strategies

- mini-lessons will provide short information

- I can use these books in small groups or whole group.

- More book choices

- More options, more reading, more selection

- Encourage a love for writing and reading

- I will ask more open-ended questions.

- freedom and creativity in writing

- It will enable students to use a variety of writing techniques that will cause a less stressful writing environment

- Hopefully will encourage hesitating writers

- My students will become better writers.

- Students will be able to write with more craft in their writing.

- More reading opportunities and build excitement for reading for pleasure

- Increase student engagement in reading

- improve reading and literacy

- Children will increase their volume of reading and be able to talk and write explicitly and specifically about text.

- My new knowledge will help students to think outside the box

- Students hopefully won't get bored waiting on others to finish

- We will analyze the data across our department.

- It will help me better customize instruction to my EC students.

- More student interaction

- With instruction, children can use NCKids to access books at home and in the classroom and increase the love of reading.

- More books to access online for research projects and enjoyable reading.

- Students will be more engaged and have a wealth or reading materials at their fingertips. More parental involvement.

- The potential for more student engagement and interest driven reading are immense. More reading practice, more reading growth!

- Students will be able to check out books from public library electronically

- Students will be provided with many opportunities to experience success.

- It will help students better comprehend during reading, so hopefully it will also help them comprehend at the end, and they can self-apply these strategies.

- Making sure I continue with the best teaching practices for my students.

- Students will be more successful in meeting standards

- Can be used in small and whole group

- Great ideas helpful make and take

- Greater understanding of different kinds of books.

- Enjoy books in a different format

- more focused

- I hope that these mini-lessons will give me more time to work in my small groups and help the students do more work independently using the skills that I taught in my mini-lesson.

- The students will have more time to do the work vs the teacher up talking.

- Provide targeted lessons for my students to practice their skills

- Hopefully students will be able to better apply the lesson to every reading situation.

- Hopefully increase learning

- Hopefully, they will better understand the specific strategies and skills.

- increase reading and literacy

- Students will be reading much more & applying reading strategies to improve comprehension.

- Students will receive direct explicit instruction

- They will be able to connect to standards in a more focused setting.

- Mini-lessons implemented

- New ideas to implement in literacy centers

- Allow more small group instruction to help the struggling readers.

- I can better hear my instruction with my mini-lessons.

- Mini-lessons will be laser focused on one objective; allowing students to have more time to practice skills and strategies

- Small chunks will be easier for students to grasp and continued practice on the same skill will help with attainment of skills, bit by bit over time.

- My students will be better able to use reading strategies.

- This will help me be a more effective teacher.

- Students will receive targeted focused instruction about literacy

- Students will be more actively engaged

- Hopefully they will all learn more and better.

- This is an effective way to teach students.

- Students should retain content increasingly by becoming more engaged.

- Make them better learners and citizens

- Students will become more engaged

- Students will be immersed in a wealth in reading practices including mini-lessons.

- students will have more time to fall in love with reading through self-selected texts

- foster reading and literacy

- I think I know how to better structure my silent sustained reading so that it is focused and intentional.

- This new knowledge will enable me to empower students to choose books they enjoy.

- So much reading in math! Being a stronger reader can help a bunch in math!!

What areas of strength did you experience during this session?

- I was familiar with some of the information but learned new ways to integrate into my lesson planning

- Many great techniques to teach writing

- This session increased my knowledge of the structure of guided reading.

- The presenters were VERY knowledgeable and patient. They presented various ways and gave lots of great examples.

- There was lots of time to talk with peers.

- The videos and interactive instruction and assessment techniques used by the instructors was top-notch! I have a much clearer picture on the differences between teaching strategies, skills, and standards and exactly how to use various procedures to develop purposeful small group lessons to reach all learners.

- There was lots of time to talk with peers.

- Clarification of terms was helpful.

- Execution was good to see.

- The format of this session was helpful.

- I liked that there was hands on learning.

- Presenters were knowledgeable

- Loved seeing the live groups being taught!

- Guiding reading groups being taught was helpful.

- Using a song to help with transitions is a take away.

- Knowledgeable presenter

- videos to show examples were helpful

- Lots of resources for students at home.

- Gained knowledge of using the E books in my classroom

- Picture book knowledge gained

- Better understanding of what is available in our area

- Many examples of using books as ideas for sentence starters in writing

- My strength was in vocabulary exercises.

- knowledge on topic

- Writing and literacy knowledge

- Great resources and ideas, anchor charts

- The fact that I love books and that I already use mentor texts was a strength in this session.

- practical applications, simple implementation

- Showed free ebooks

- Teacher roles in Independent Reading

- excellent presentation and collaboration

- Presenter knowledge and experience

- How to help the students not to get bored easily

- Choice boards

- We have extremely knowledgeable staff that are willing to help.

- It was great to hear what other teachers are doing and using.

- Good discussion

- I am already doing a lot of those strategies.

- Presenters' knowledge of subject

- The NC Kids website via the NC pubic school library system will be most helpful in my classroom.

- Having the local librarians was awesome

- How to use NC kids digital library

- I didn't have much experience with eBooks until this session.

- I had a public library card already which added me in having more time during the session for more purposeful exploration.

- knowledge of ebooks

- Reading and writing approaches to success.

- There were lots of great discussions between colleagues.

- Digging deeper into each practice.

- Already use most of these practices

- Great teamwork

- Gaining knowledge on how to use NCKids.

- Already use some other forms of ebooks

- Presenters were to the point

- Great examples!

- The presenters were very engaging and knowledgeable.

- The session was well organized and planned as well as informative

- organized, good team teaching, good handouts

- colleague feedback

- the bookbag was helpful

- presenter's knowledge and experience in the classroom

- introductions to mini-lessons

- Great presentation

- reading groups and mini-lessons

- I have already done some because I have done reading workshop before.

- presenters were very knowledgeable and prepared

- Empowerment to use best practice

- more confidence in planning mini-lessons

- Strong leadership and group involvement

- Presenter was knowledgeable about subject (mini-lessons)

- My understanding and familiarity of developing a mini-lesson is better now.

- The components were explained well

- Shared examples and responses

- Very informative

- Shared personal experiences

- Lots of information to guide reading instruction.

- the foundation of the reading levels

- presenter was knowledgeable and prepared with resources

- networking with colleagues

- Understanding the structure of the silent sustained reading block.

- Great communicator- allowed for input

- Molly was very inspirational.

- Sound, easy reasoning for implementing and basics of how to.

- knowledgeable presenter

How could this session have been improved?

- Nothing needs to be improved

- This seemed more k-1. I would like to see it related to other grades.

- More time to explore.

- It was very good

- nada

- less teaching to me

- N/A

- N/A

- None

- NA

- shorten videos watched

- it was good

- More live examples!

- Did not think anything needed improvement.

- Continue with more sessions based on this topic

- N/A

- Doesn't need any improvement

- None

- Great PD - Very helpful

- I think they were fabulous!

- N/A

- I thought the session was really relevant and I gained many ideas for my class.

- none

- Great class

- None

- nothing

- Was fine

- More information on implementation with different reading standards - perhaps specific examples of what the student work looked like when using their books for lit assignments etc.

- No suggestions

- There was no improvement needed

- The teacher and the Instructional Assistant in the same class together would be helpful.

- Social Studies hurts my head.

- It was very well done. I liked it just the way it was. I especially liked the fact that is was so conversational.

- None

- It was good.

- Technology integration

- No suggestions

- Presenters should have been better informed about how to access ecards through this system. This part of the presentation was too time consuming.

- I wish I had been told to bring a device before.

- It was great! No improvements

- N/A

- n/a

- N/a

- Nothing

- N/A

- It was great

- No improvement.

- N/a

- none

- These ladies did great!

- No suggestions for improvement.

- N/A

- more actual examples of teaching the mini-lessons

- See a specific lesson for your grade level rather than 2-5 or K-1.

- This was a wonderful session!

- more grade specific would be helpful.

- More demos

- Full day on this topic would help me.

- More time to create a mini-lesson of my own.

- N/A—great and enthusiastic presenters.

- If the AC had been working, that would have been awesome.

- Provide printouts of slides so I can take notes on them.

- More grade level specific modeling of lessons.

How could this session have been improved? (cont.)

- Don't make me shark bait
- More time
- It was good
- No need. It was adequate.
- N/A
- N/A
- N/a
- Longer session
- excellent
- N/A
- Molly did a great job!
- I don't see the need for any improvements
- None

Any other comments about this session or about the MLC in general?

- Great PD
- No other comments or suggestions
- N/A
- Thanks ladies!
- none
- Great information in demonstration lessons
- No
- Thank you!
- N/A
- N/A
- None
- Great experience. All very helpful!

- Location of MLC is almost an hour drive for people on the other end of the county so choose a central location

- I appreciate these sessions that help meet our renewal credit needs.

- Great presentation and presenter

- None

- no

- Was good

- None

- This class was very helpful and fun to be in

- Great Job!

- Nope

- Learned a lot and was helpful.

- None

- No

- N/A

- great session

- N/a

- Great discussion

- Good PD

- NA

- SMS is a better location

- It was a wonderful training to attend

- none

- Location is far for teachers who live on the other end of the county.

- Thank you!

- N/A

- N/A

- No

- N/A

- Thank you for offering Literacy CEU's for license renewal.

- N/a

- This will be counted as literacy credits.

- Room numbers need to be more visibly and prominently displayed by each of the rooms themselves.

- N/A

- N/A

- SMS is a better location

- great presenters

- It was a great session!

- None

- Nope, love these opportunities!

APPENDIX H: POST-PROFESSIONAL DEVELOPMENT

FEEDBACK – AUGUST 23, 2018

I'd like to suggest the following to the presenter of this session...

- The presenters talked for a total of maybe 30 minutes just about what the reading mini-lessons are. We need examples of how to use the resources we have to make these mini-lessons and what an entire day should look like. This was way too broad. They wanted us to plan mini-lessons, but I need a sample of the expectations to go by, then I can create my own.

- Most of this information was presented at a professional development session from the previous school year (at end of year). The PD session was for MCS teachers so I feel like a lot of the information was just reiterated and could have been shared through Google Docs. We could have focused more time on developing mini-lessons to use in the classroom and made the other portion a review from the other professional development.

- The video could have been verbalized.

- Dress professionally and clean up language

- Presenters were great! They were very prepared!

- I felt like the presenters simply read off the presentation and did not speak from experience of actually doing the mini-lesson and small group framework. The time given for planning a mini-lesson and small group instruction was beneficial, but it would have been better served by modeling what the planning would look like.

- The information in here was beneficial yet this was the same exact presentation as we received in March. Hearing the same thing twice was not necessary. I would have preferred new information more specific to how the new framework should look in my room.

- none

- Go through the framework to show what it would actually look like?

- N/A

- My presenter was great.

- Presenters were awesome and offered many ideas on how to conduct the literacy framework in the classroom.

- You rock!

- I am a seasoned teacher so the information about mini-lessons and small group instruction was a review that I really didn't need. I would liked to have heard more about "Purposeful Play" since that is something new. Dr Bob said he would be talking to administration about what it does/doesn't look like. I would have appreciated that knowledge before the start of school.

- small group instruction

- It would have been a good idea for the presenter/s to share an example of a completed graphic organizer (that was given to us) on a book and talk us through how it was completed. This would have modeled think-alouds, matching a book to a standard, and how each part of the graphic organizer was completed. I also think the presenter/s could have dug deeper into a couple of the tough standards for 4th grade, especially in the area of informational texts, and we could have had discussions on how we teach it and just basically shared ideas whole group.

- To do more hands-on things we can use in the classroom

- A few new strategies shared but this workshop could be paced better. A few presenters expressed they did not really want to present today.

Any other comments about this session or about the MLC in general? (cont.)

- None

- Audience wasn't engaged. Teachers were doing personal work on computers throughout the session.

- Since you had your lessons plans for reading complete as the presenter, it would have been great to share it as a sample so we can look at and solidify in our minds what we should be doing.

- Stop the teachers from all the sidebar conversations so we can all hear.

- Slow down! I was feeling a rush of information.

- Mrs. ██ knows her stuff and lead a strategy based Guided Reading session.

- nothing at this time

- Short modeling example for each section along with list descriptions

- Thanks for working on this over the summer! I appreciate your dedication!

- Move throughout the room

- Slower pace

- n/a

- none

- good presentation

- Since integrated standards were new, videos or other examples could have been provided to show a demonstration.

- Having the links ready for us to view (like the sight words and phonics)

- None

- breaks

- Different time—today is bad timing.

- Use even more of your hands-on ideas. The make and take was great!

- Slow the pace, and more modeling

- n/a

- Nothing- great job

- NOTHING

- NA

- Have each table make anchor charts.

- N/A They did great

- I do not have any suggestions, the session presenters were awesome!

- none

- N/A

- I have no suggestions at this time. Thank you for all the information.

- N/A- They did a great job.

- Not a suggestion, but thank you for sharing your strategies with us. from the 3rd grade session.

- share the presentation

- Keep doing what you are doing, they were all great!

- N/A

- Awesome job!!

- N/A

- n/a

- Great Job!!!

- No suggestions

- Great presentation!

- None

- None

I'd like to suggest the following future professional development to the Academic and Student Support Services team...

- I like the autonomy, But I also don't want to get a slap on the wrist if it doesn't look like what the county envisions.

- Most of this information was presented at a professional development session from the previous school year (at end of last year). The PD session was for MCS teachers so I feel like a lot of the information was just reiterated and could have been shared through Google Docs. We could have focused more time on developing mini-lessons to use in the classroom and made the other portion a review from the other professional development.

- This was a repeated workshop from last year. No new info.

- Group PD attendees according to what they are teaching the upcoming year.

- Don't plan them so close to the start of school. I feel the information could have been sent in an email. Some presenters finished before others-if you are going to set a 3 hour time, the presenter should be able to fill up that time

- Engaging vocabulary activities

- Please do not schedule PD during our first week back! MLC was the week before and optional for those who needed it. At least a third of this PD was the same info I got in a session at MLC last week!

- Send in an email.

- I need to be in my classroom today!

- Get workshop to last full time so we can get credits

- ANY day but before school starts ... :)

- This is not a good time to tie us up in required PD.

- Science and Social studies professional development sessions would have been helpful for teachers that teach those subject areas.

I'd like to suggest the following future professional development to the Academic and Student Support Services team…(cont.)

- Please do not schedule PD during our first week back! We have tons of planning left to do and not enough time. Our workdays should be just that, time to work in our rooms and prepare for the coming year. The information presented was also a lot of the information given at the MLC last week and at the end of the year last year.

- I would appreciate not having a FULL day of PD the day before school starts. I know there are things we need to know however, it is just poor timing. What about making a half day PD that focuses on the new important topics talking about each ELA and MATH in the same professional development? Just a thought.

- When offering summer learning academy and mandatory PD make sure the classes are different or let us know what is required so we can take multiple courses instead of repeating the same one.

- n/a

- digital technology integration with ELA (to help with obtaining digital CEUs)

- More targeted towards differentiation and exceptional children

- None

- slow down

- workdays at the beginning of school are not a good time for PD

- Bad timing for PD. Time to work in the classroom is very valuable right now.

- Please make sure that enough is planned to be presented so that we use all of the time.

- This session would be helpful for new teachers.

- More ideas for novels/books to use in 5th grade ELA lessons

- teacher choice

- Not at this time

- Please consider making future required PD's earlier. Move a required day/PD to the week before or during the MLC instead of two working days before school starts. Thanks!

- Please, please, please stop with the required meetings at the beginning of a school year. Please.

- I would prefer this not to occur the week prior to school starting for students.

- n/a

- none

- better communication needed - wasn't told to sign up on timekeeper, to bring laptop or leveled book until morning of session

- Different videos or examples could be used

- nothing at this time

- Maybe there could be different levels offered (ex: a group for newbies and a group for those that feel they have a good handle on things and need to take it to the next level.)

- None

- Have all information ready.

- Different time

- Have more workshops that allow us to make/use tools that make learning more engaging.

I'd like to suggest the following future professional development to the Academic and Student Support Services team…(cont.)

- I would like a paper copy of the literacy framework.

- offer digital learning for literacy

- suggested novel studies and activities to go with them for new teachers

- ANOTHER ONE LIKE THIS ONE!

- Not have it the day after open house

- PLC training

- Just a session with different examples of mini-lessons.

- Please continue to offer literacy courses for CEU's.

- Writer's Workshop

- N/A

- N/A for this session. Well planned and delivered.

- Please do not make this PD after Back to School Night and right before school starts.

- Please do not have staff development so close to school starting

- If there is any way to not have a whole day of PD right before school starts, that would be great.

- I would like for this not to happen the day after Open House

- Role playing with small groups

- n/a

- None

- Science for grade 5

Any other thoughts?

- Time at the beginning of the school year needs to be spent in classrooms where teachers can plan purposeful lessons. This PD would best be presented on a half day.

- Overall, the presenters did a good job. I liked getting to view the integrated pacing guide but I would have liked access to it to view on my computer. Maybe we could have spent more time looking at how to implement lessons with the new pacing guide and framework.

- Some of this information was already presented to us last year.

- We should be doing these mandatory days before this time. This was a repeated workshop that we had last year already. No new information was given. =(

- No

- As a math teacher, this was not a good use of time. While I could have been in my classroom preparing for my students on Monday, I sat in a room doing nothing that pertained to me.

- Session was interesting but not directly related to subjects I teach. Although I can use some of the principles in my instruction, the session probably wasn't the best use of my time this morning. I do appreciate the planning section of the session; I was able to work with my teammate on mini-lessons in our subject area. Thank you! =)

- Requiring teachers who block to attend both math and reading PD shows complete disregard for teacher's time. Additionally, inconsistency among grade level dismissal times and CEU credits awarded is ridiculous.

Any other thoughts? (cont.)

- Time at the beginning of the school year would be more beneficially spent in the classroom planning and preparing for the students. This PD would be best presented on a half day.

- I felt like it was very basic—things we should already know and already be doing. The video example weren't the best. The work on the pacing guide and such that was done this summer is amazing!

- none

- I was unaware we would have so much time to plan. I would have brought more materials instead of only one book.

- Why wait SO long to tell us about the Purposeful Play?? We could have spent a good chunk of our summer prepping and planning! How was the group of Purposeful Play teachers chosen? What was the reasoning for not having every school represented?
  It would have been AWESOME to have known we were going to be doing these mandatory sessions today so that I wouldn't have chosen to do the same OPTIONAL sessions LAST WEEK! I feel like my time was wasted just a bit, and that makes me sad!

- Workshops should be earlier so you can make plans before the last optional day

- No

- Disappointed. I have so much to do in my classroom.

- Some groups got out early and were told they would receive fewer credit hours (0.2 instead of 0.3). It was not their fault the presenters weren't prepared for the full 3 hours.
  Most of us car-pooled so they had to wait around anyway.

- Don't cram so much information into one session. Learning academy was 2 courses and today it was 1 plus purposeful play. Purposeful play SHOULD have been the main focus, since many of us were unaware that we were to incorporate it this year.

- I feel like I needed more substance to fill the 3 hour session. I would also have liked this required PD the first day back and not at the end of the week when teachers need to be in their rooms planning.

- This could have been offered as a PD at home schools

- None

- Loved the integrated pacing guide that Aberdeen Elementary developed!!!

- thank you for your time and effort

- I would have liked to have more time to plan with my grade level group, with the support from the literacy specialist.

- Great job!

- none

- Any other thoughts? (cont.)
- Great information!

- This could have been done

- n/a

- this could have been done at our home school w/ our instructional coach - so much to do just days before students - traveling around the county takes time

- Audience was engaged. I gained useful info. from this session.

- thanks for the presentation!

- Great stuff, but I teach only math right now. This will be helpful to me, though, if I end up teaching ELA.

Any other thoughts? (cont.)

- I think this was an appropriate PD to offer; however, for experienced teachers, there were not many "ah ha" moments. It did confirm some things, which was helpful. For example, it is not expected to meet with every student every day.

  I appreciate that the presenters did not waste our time and go on and on. ;) They were to the point, and it was appreciated.

- Thanks!!

- The room was very crowded and it was hard to hear and see the videos at times.

- GREAT SET-UP!

- NA

- Great workshop!! Thank you for all the time spent on the presentations!

- love mini-lessons

- Presenter was wonderful!

- Great PD

- Glad the "lecture" part was short and the planning part was longer. It was nice to spend time with my team away from our school and the distractions that come with being on your own campus. :)

- Thank you!

- Thanks for giving our schools time to debrief/plan afterwards. Thanks!

- Awesome Job

- Very helpful

- Great session as a new employee. Thank you for all the resources!

- Presenters did an amazing job.

- I wish this PD day was not right before school was starting, with two sessions lasting all day. 1/2 day of PD would have been better.

- I wish this PD day was not right before school was starting, with two sessions lasting all day. 1/2 day of PD would have been better.

- Half a day of PD would have been great. I know there are a lot of new things that we need to know, but it would have been more beneficial to only learn half of them.

- Any other thoughts? (cont.)
- Good job.

- All day workshops after two days filled with meeting, is extremely stressful to teachers.

- You should NEVER EVER schedule PD like this during the week before school starts. We have students coming Monday, have had Back to School Nights, and meetings all week anyway. There has been no time to work in our rooms except for "optional workdays" and today, and then today was filled with PD....a lot of which was repeat information that we were given in the Spring. I appreciate the ideas, and the opportunity for CEU's but you could not pick a worse time.

- N/A

- N/A

- n/a

- N/A

Any other thoughts? (cont.)

- She was very well prepared and helpful.

- It was good

- Loved it

APPENDIX I: LITERACY NEEDS ASSESSMENT DATA

## K-5 Literacy Framework Support - Data Results

Grade Level
171 responses

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Support Staff (EC/AIG/Coach/Interventionist/ESL etc.)

Pie chart values: 8.2%, 21.6%, 15.8%, 18.1%, 13.5%, 13.5%, 9.4%
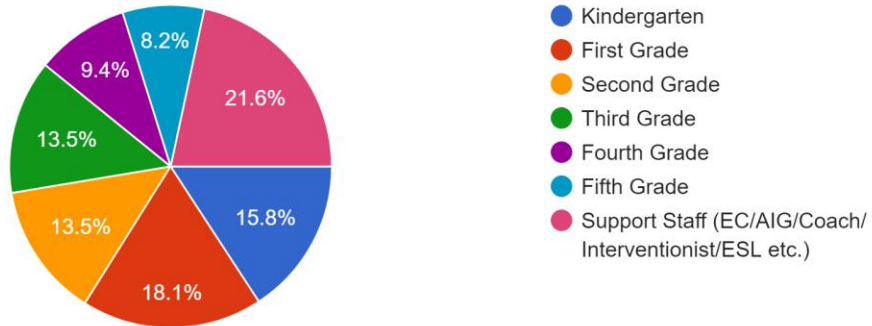
Teacher Facilitated Whole Group Instruction (mini-lesson).
173 responses

Bar chart values:
- 1: 77 (44.5%)
- 2: 37 (21.4%)
- 3: 40 (23.1%)
- 4: 15 (8.7%)
- 5: 4 (2.3%)
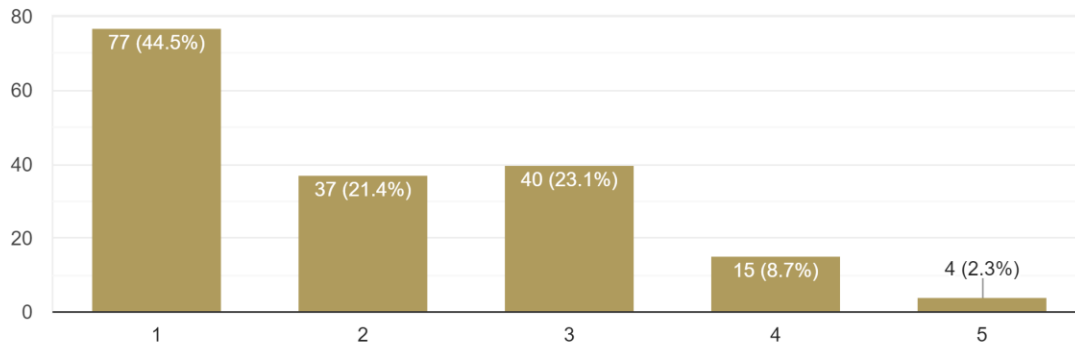
Targeted Small Group Instruction

173 responses
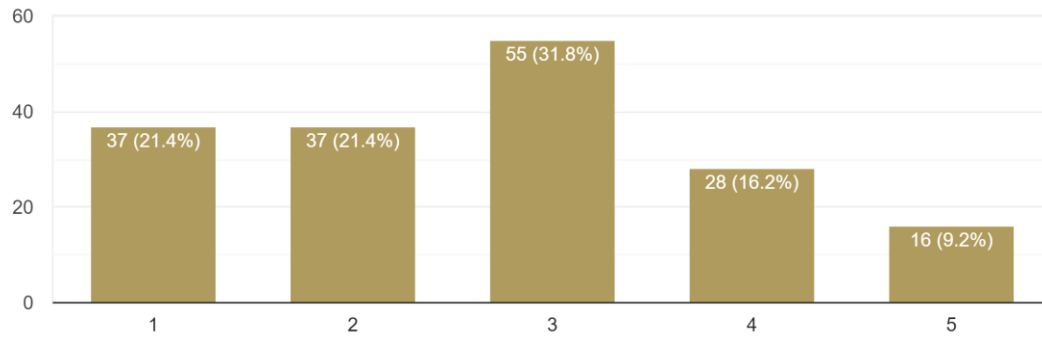
Independent Purposeful Standards-Based Practice

173 responses
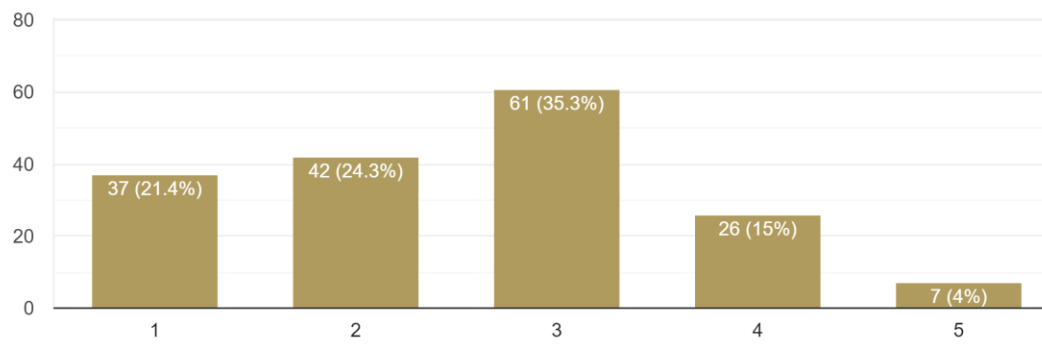
Communication of Clear Learning Targets

173 responses
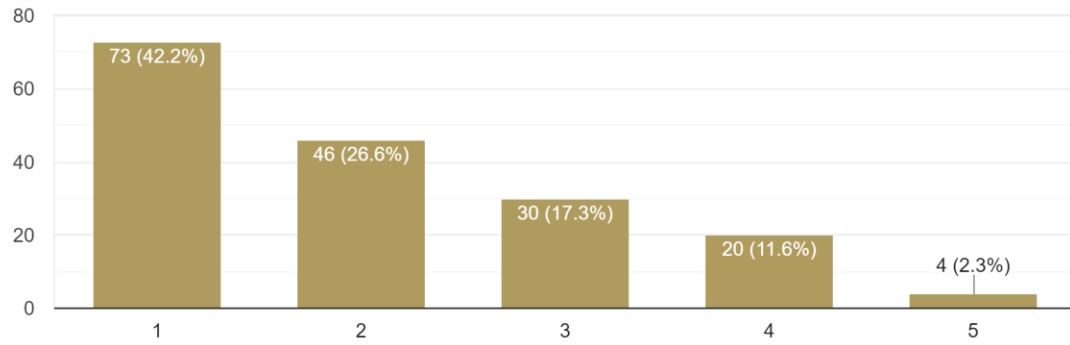
Self-Selected Independent Reading

173 responses
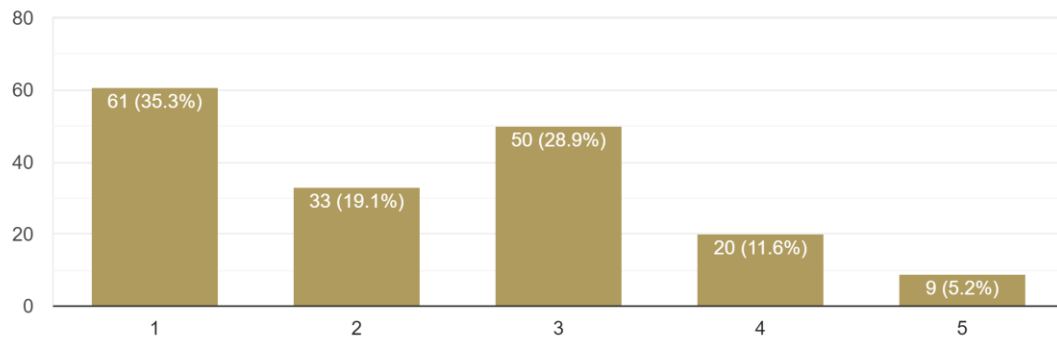
Formative Assessment with Feedback

173 responses
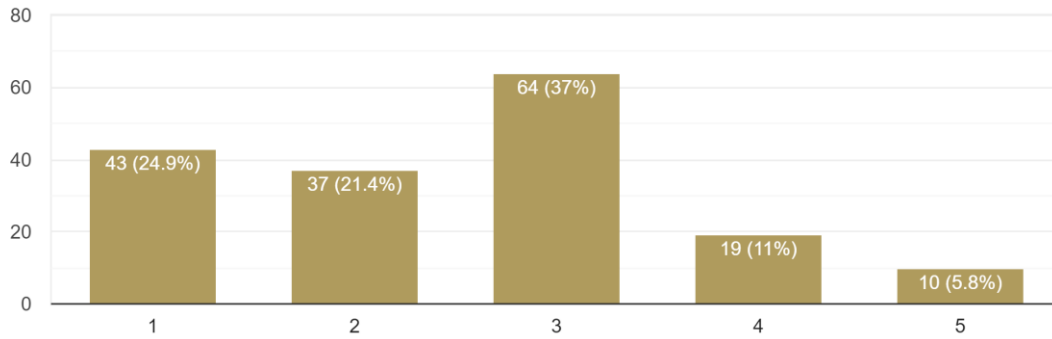
I'd prefer PD be offered in the following format (mark all that apply)

173 responses
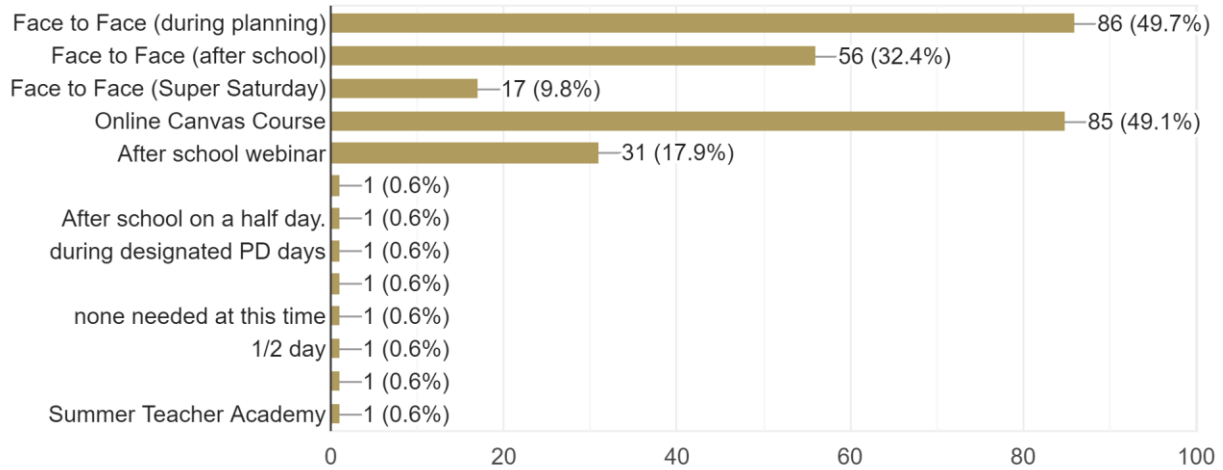
Written feedback from Literacy Needs Assessment Survey

schedule examples/ideas of fitting in the literacy framework

None at this time. Thank you for providing this survey in regards to future planning and development!

It would be helpful to have take-aways/resources/online tools to use immediately within the literacy block.

It would be helpful to see the new framework in action in someone's classroom. I would like to see students using their own independent text. I am finding it is difficult to make every text work for each skill.

Making sure that teachers have appropriate resources to pull from either attached to pacing guide or the standards on the MCS Curriculum Guide page on our website.

As an EC teacher, I would like PD on the new reading and math standards so that I can support my students as we work to close achievement gaps.

thank you for all you do :)

Further professional development in how to create/build/find assessments that are standards based.

I *think* I need assistance using the data from STAR assessments to find resources for small group. It was my understanding that STAR would generate resources specific for each student, but I am unable to find where that is located.

I like when PD is offered during PLC meetings.

I am comfortable with the literacy framework, but I would like to dig into making sure my independent literacy stations are purposeful practice.

Let teachers fully implement new strategies and ideas before adding something else.

Many of us need Content CEU credit.

I'm good!

Personally I am coming from out of state where I have intense training in these areas. I do feel like there are areas as a district where common assessments and backwards design would get us all on the same page. The biggest concerns I have are Tier 2/3 interventions and the lack of procedures for such.

None at this time.

I think the district should make it mandatory for teachers to receive training in all areas. Some teachers may not realize they actually need additional support. They don't know what they don't know.

I use "The Next Step Forward in Guided Reading" by Jan Richardson for my small group instructional approach. I would just like further information on hot to instruct independent station work and the Moore County Schools small group instructional framework. Thanks!

It would be very helpful to have more access to novels sets in the classroom for both small group and mini-lessons.

information should be provided in 1- to 3-hour segments, not rushed through 30-40 minutes of PLC time. It feels too hit and missed and we do not receive credit for meetings. Many teachers need the literacy credits which this should fall under. We also need a heads up to make arrangements for Super Saturday classes.

The reason I clicked that I need extensive training is that I am a lateral entry EC teacher and have a very empty toolbox! Anything offered for teachers like me, I will do my best to attend. I wish there could be a lateral entry "series" or curriculum we could work through depending on our needs.

Please provide any further information that will help us as we move forward making plans to support all K-5 classroom teachers. (cont.)

I love the new literacy framework. Thank you for providing a great guidance while also allowing teacher autonomy in the literacy block. I love how the teacher voice was included in this model to develop it.

I also feel that we need PD on writing.

n/a

As a new classroom teacher I feel that I'm constantly learning new things.

n/a

Having digital resources available that individual schools don't have to use their fundings to provide for us.
Example reading a-z, ixl, etc.

n/a

I love the framework and the freedom teachers have to implement. However, not having access to adequate resources (appropriate books for independent reading that correspond to mini-lesson, books and materials for mini-lessons, etc) has created a tremendous amount of frustration and countless hours pouring over the internet!

Not that the PD is a need, but would be a good supplement.

It would be great to actually see what the Literacy Framework is supposed to look like. Sitting in a PD and learning the components is one thing but seeing it implemented correctly is something totally different. Maybe even observe a class.

NA

APPENDIX J: ANONYMOUS WRITTEN FEEDBACK SURVEY

Do you believe the Literacy framework (when fully implemented) will positively impact student achievement? Why or why not?

- Yes. When teachers are given the autonomy to conduct lessons appropriate for their students, both sides thrive.

- Yes, I believe that the Literacy framework will positively impact student achievement. The framework does a wonderful job of balancing teacher autonomy with research-based guidelines, which results in a flexible yet structured literacy block. Student achievement is at the heart of the literacy block, and within this framework is a roadmap of success as teachers are able to incorporate their own teaching styles with best practices and research-based literacy pedagogy. I strongly believe that student achievement will positively be impacted by the K-5 literary framework because within the framework are constant opportunities to differentiate instruction to meet the needs of the diverse learners in our classrooms. There is an emphasis on student growth in the framework with the inclusion of formative assessments, clear learning targets, and small group instruction. By creating a space to commonly assess students, provide clear learning targets/goals, and then deliver engaging small group instruction on a daily basis, student achievement will flourish. I believe that student achievement will positively be impacted by the strong emphasis on the student growth model and opportunities for differentiation embedded within the framework.

- I believe the implementation of the Literacy framework will positively impact student achievement as it consist of all the components proven to be effective in reading instruction.

- I do believe it will positively impact student achievement but I do not believe it will impact all students positively. I find it a bit rigid which is not always the best way for children to learn.

- Yes, I do believe the Literacy framework will positively impact student achievement when fully implemented in the classroom. Grade level concepts and skills will be introduced during whole. Small group instruction provides time for individualized instruction based on student need and learning gaps. It can be used to break skills down or to enrich learners that have mastered grade level skills. The formative assessments piece helps me with planning small groups based on student need. Each component is a vital part of literacy every day. Students respond well to meaningful activities and clear learning targets. Each component is also supported by research and are best practice which should lead to a positive impact on student achievement.

- Yes. It will allow teachers to focus on what their students need at the time and give students the opportunity to love reading.

- I do believe that it will positively impact student achievement. We are hitting on the most important components of a Literacy block.

- Yes because it forces teacher to use the standards to teach.

- Yes because of the emphasis on small group instruction, standards, and student need.

- Yes I believe the framework will positively impact student achievement because it allows teachers flexibility in instruction. This allows teachers to differentiate their instruction so that all needs can be met.

- Yes
  If teachers follow the framework, they should be able to see student proficiency with the standards and growth in all students. The framework allows for all students to be successful in the classroom.

- Yes - It is based on research based instructional practices so it is bound to improve student achievement when done correctly.

- Yes because it has all of the essential components of a quality literacy program.

- Yes, all components of a quality reading block have been included.

- When researched based, best practices are used to teach standards and student data is analyzed, achievement is impacted.

- Yes. The components of the framework focus on what students need to be successful readers. There is a good combination of teacher directed and student directed work that focus on standards.

- Yes. I really like that I am not being told specifically how to teach the students. I can still be creative about how I teach, using this as a guide. My students have the opportunity to be exposed to on grade level material as well as working at their current level.

Do you believe the Literacy Framework provides teachers with autonomy and ownership within their classroom? Why or why not?

- Yes! Their decisions are truly their own so blame and/or credit is truly theirs.

- Yes, the literacy framework does a wonderful job of providing teachers autonomy and ownership of their classrooms. The framework does a great job of balancing county level expectations and guidelines with teacher choice and autonomy. Within the framework, there are expectations for how the literacy block is organized to increase student achievement; however, there is a lot of teacher choice as to how individual teachers will implement the guidelines and best-practices. Teachers have choice regarding which texts they use, the pacing and organization of their lessons, and the resources they pull into a given lesson. The framework does not dictate when, how, and what should be taught at any given point in an individual teacher's literacy block. Rather, the framework offers a guide for teachers to structure their literacy block based on research-based practices that ensure student achievement. Embedded in the framework is a wonderful balance of teacher autonomy, creativity, and research-based practices.

- I believe it provides autonomy as the best practices are outlined and teachers are able to fill in the outline using their teaching style and materials of high interest to their students.

- I do not believe the Literacy Framework allows teachers autonomy within their classroom. As a classroom teacher, I know each year I get a different group of children with different needs and learning styles. I personally believe the teacher holds the knowledge of what her students needs are and although the literacy framework is effective it is not flexible enough in today's learning environment.

- Yes, I do believe the Literacy framework provides lots of autonomy and ownership because it is flexible with how teachers decide to group students, on the amount of time spent on each component, and on what materials or resources to use.

- Yes. Teachers are allowed to utilize materials to reach their students.

- Yes. Teachers can choose their resources, can choose which order to teach each component... There is a lot of teacher choice in this framework.

- Yes because you have the freedom to pull your own resources based on the standards.

- Yes because of the flexibility in choosing resources, time management, but still having guidelines.

- Yes and I love it! Why? See #1

- Yes
  Teachers are able to decide how much time each area of the framework needs and what materials they will use.

- Yes - there are no time frames attached like there were in the old one. It provides a ton of autonomy in my opinion.

- Yes as the foundation is given but teachers are allowed to make decisions about how they will build on that foundation.

- Guidelines are given to ensure quality instruction but without the mandate of using a basal program. Therefore, teachers have autonomy and ownership in their classrooms.

- Yes since we don't have to follow a basal program.

- Yes. Teachers are given the framework to guide them, but then still have plenty of freedom of how they want to make the magic happen in their own classroom.

- Yes! As long as I am teaching the standards and use the framework to guide my instruction, how I choose to teach is up to me. It allows me to be creative and teach the way I like to.

Do you believe you have all of the resources and materials that are necessary to fully implement the Literacy Framework within your classroom? If not, what resources or materials do you need to fully implement the framework?

- Yes and no. If time is considered a resource, then there is never enough of that. A resourceful teacher can make a great lesson out of any piece of text. The missing piece is confidence in that resourcefulness and the comfort of knowing it's ok to do so.

- Yes, I believe that I have all of the resources and materials necessary to fully implement the literacy framework. I feel fully supported in successfully implementing the literacy framework. We have been offered quality PD on the implementation of the literacy framework, and I feel that all the teachers on my team are fully aware and understand the expectations of the literacy framework.

- I do feel like I have all of the resources and materials that are necessary to implement the Literacy framework.

- No. The reading books are boring and not aligned to the new NC state standards. I personally feel we need choice in novel sets, more copy allotments and a variety of ELA current resources that integrate other subjects.

- Yes, I can manage with the resources that I have. I do feel that more resources should be made available to ensure that all teachers have access to appropriate leveled text such as a subscription to Reading A-Z or something similar. Appropriate mentored text for whole group read aloud with related skills that could be taught through the use of these books would also be helpful.

- No, but it is mostly just a mindset. I would love to see someone who is doing this to see how they transition between different mini-lessons. I am struggling with the logistics, not necessarily materials.

- I believe that every teacher could want something different. It is very hard to say that we have all materials needed. We could spend all day suggesting materials but in the end, each teacher may want something different.

- Yes!

• More access to online texts would make my block easier to manage.
• Yes I have all of the resources necessary to implement the literacy framework.
• Yes
• I would like text sets to use with my students. I want more authentic text in the hands of my students.
• Yes, I have the materials and resources I need.
• Yes, I do.
• Yes, I have what I need to implement the framework.
• Yes. Of course I could never have too many materials for small group reading and independent reading for various levels, what I have now is good.
• Yes.

APPENDIX K: K-5 LITERACY FRAMEWORK FREQUENTLY ASKED QUESTIONS

K-5 Literacy Framework
Frequently Asked Questions

Q. Are we adopting a new textbook/basal series?
   A. No but supplemental resources may be provided as the need arises.

Q. How much time do I spend on each element?
   A. It depends on your students and their needs. There are not tight timeframes for each component. However, mini-lessons should be mini at 15 minutes. Multiple mini-lessons can occur within the same 90-minute block.

Q. What should I teach in whole group mini-lessons?
   A. Whole group instruction is for grade level standards. It is your highest level of instruction and is where skills and metacognitive strategies are modeled for students.

Q. How do I fit in silent reading?
   A. It can fit during independent work time or at another time outside of the block.

Q. Will there be PD and what PD will be offered?
   A. Yes – PD will be offered based on the needs of the teachers and the district using district-wide surveys and teacher feedback. Full implementation will not occur until 2020.

Q. What will literacy assignments look like
   A. That depends on your class and the needs of your classroom. It should reflect the skill or standard you are working on. All literacy assignments do not need (nor should they all be paper and pencil tasks). Assignments might not be the same for every student.

Q. What happens if I choose not to do this?
   A. It is a MCS expectation. The C&I team or any instructional coach can provide coaching and support to help you implement.

Q. How is this any different than what I'm already doing?
   A. This depends on what you are already doing! For some teachers this may be a complete shift in thinking and

instruction. For others, it is very similar to what they were already doing in their classroom.

7Q. Is this framework truly flexible?
   A. Yes. It is based off your students' needs and your use of research based instructional strategies that are standards based.

Q. What do administrators want to see when they come in my classroom?
   A. Administrators will want to see the components of the framework being implemented with standards-based instruction that is centered around engaged learning.

Q. Do I have to write "I Can Statements?"
   A. All classrooms are expected to have clear learning targets posted. It is up to your building administrator on what those learning targets must look like (I can statements, Essential Questions, state standards, etc.) You do not need a learning target for each of the 5 domains of literacy.

Q. Are we going to get more copies since we don't have a textbook or workbook?
   A. This is a building administrator decision.

Q. Do I have to use on grade level text in small groups.
   A. The text you use in small group is based off the level of readers that are in
   your small group.

Q. Do I have to do every component every day?
  A. Yes - time with each component is the variable.

Q. Do I really have autonomy?
  A. Yes, as long as you are meeting students' needs and are implementing the research-based components of the framework.

APPENDIX L: LITERACY FRAMEWORK TIMELINE

MOORE COUNTY SCHOOLS
ENGAGE · INSPIRE · SUCCEED

	Timeline of K-5 Literacy Framework Implementation
January 2019	Website published for teacher use • includes descriptors of each component and resources
February	Identify model classrooms for optional teacher visits and video repository
March	Canvas Course is open to any MCS educator who is interested
April	Model classrooms available for teachers to visit and learn.
June/July	Summer Curriculum - Resources developed that support all Frameworks
August	Leadership Retreat - Framework PD and overview of the timeline and supports that C&I can provide.
August	New Employee Orientation - Framework overview provided for all Frameworks
August	MLC - PD on all Framework components offered on all 3 days
August	Learning Targets and Formative Assessment (pre-assessment included) PD Provided on Required PD day - Administrators required to attend
September	Learning Targets posted in all classrooms (K-12)
September	Learning and Leading (1-2 hours PD) - Meaningful independent practice
October	Formative Assessment regularly occurring in all Literacy classrooms
November	Learning and Leading - (1 hr PD) • Self-Selected Text
December	Standards based independent practice occurring in all Literacy classrooms.
February 2020	Learning and Leading - (1-2 hr. PD) • Whole group instruction/mini-lesson with independent practice
February	Small Group Instruction occurring in all Literacy classrooms

March	Self-selected text occurring in all Literacy classrooms.
March 9 Required District PD	TBD
April	Whole group mini-lessons occurring in all Literacy classrooms

Professional Development
Resources for Implementation
Tasks for Fireteam and C&I to complete
Implementation @ School Sites

APPENDIX M: TEX-IN3 INVENTORY OF CLASSROOM LIBRARIES

Rubric: Tradebooks	1. Inadequate	3. Basic	5. Outstanding
Quantity/ variety	The classroom contains between 1 and 7 books per child in the classroom collection. Less than 10% of the collection is nonnarrative. Less than 30% of the books have been published in the past three years. There is an absence of some types of trade books or an extreme imbalance in the numbers available. Multiple copies of texts are not included.	Between 8 and 19 books per child in the classroom collection. Between 10-20% of the collection is nonnarrative. Between 30-50% of the books have been published in the past three years. Picture books, easy chapter books, and challenge books are available, but the proportion is not matched to student needs and interests. Multiple copies of a few of the texts are available.	More than 20 books per child in the classroom collection. More than 20% of the collection is non-narrative. More than 50% of the books have been published in the past three years. There is a balance of picture, easy chapter, and challenge books available. Multiple copies of many texts are available. Student authored books may be included.
Engaging qualities (language, design, content)	The collection is severely limited in terms of books that are rich in language and design. The content is narrow and not motivating to the full range of developmental levels of the students in this class.	The majority of the collection can be characterized in terms of rich language, rich design, and content that is varied and motivating to the full range of developmental levels of the students in this class.	The collection can be characterized in terms of rich language, rich design, and content that is varied and motivating to the full range of developmental levels of the students in this class.
Accessibility (display, organization)	Books are not displayed in the classroom in a particularly attractive manner. Texts are restricted to a central library section of the class that is not prominent. The texts are displayed in a manner that severely restricts access by the students. There is no apparent organizational plan for the texts that supports student use.	The books are displayed in an attractive manner. Texts tend to be located in a central library section of the class. The texts are displayed in a manner that provides for easy access by the students. The texts are organized in a simple manner that facilitates student ease of use.	The texts are displayed in the classroom in an highly attractive and thoughtful manner.Texts are located around the classroom in connection to content. The texts are displayed in a manner that actively encourages student engagement. The texts are organized in a variety of ways that facilitates student ease of use (e.g., by authors, by types, by content).
Challenge level (decodability, predictability, and vocabulary load)	The books don't match well with the range of abilities and skills of the class. The books tend to be either too hard or too easy for most of the students. There is little available for those at the extremes.	The books are well suited to the average level of students in the class in terms of challenge and support levels (decodability, predictability, and vocabulary). The choices for struggling or accelerated readers are limited.	The books offer a wide range of challenge and support levels (decodability, predictability, and vocabulary).